

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

***THE PUBLIC IS REQUESTED TO 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, December 11, 2012

**REGULAR MEETING**  
**7:30 P.M.**

**501 Kings Highway East**  
**2<sup>nd</sup> Floor Board Conference Room**

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Presentation
  - A. AON-Hewitt Update on Health Insurance Projections  
Mr. Carlton Lindgren, Mr. Steve Ribeiro  
(Enclosure No. 1)
  - B. Update on Capital Non-Recurring Projects and Budget Presentation  
Dr. Title
- IV. Approval of Minutes
  - A. Approval of Minutes of the Organizational/Regular Meeting of November 27, 2012  
  

Recommended Motion: "that the Board of Education approve the Minutes of the Organizational/ Regular Meeting of November 27, 2012"

(Enclosure No. 2)
- V. Student/Committee/Liaison Reports

Marco Congello	Fairfield Ludlowe High School Student Liaison
Alice Rocha	Fairfield Ludlowe High School Student Liaison
Acacia Longley	Fairfield Warde High School Student Liaison
Danielle Clarke	Fairfield Warde High School Student Liaison
Brand, Sue	Board of Health Member Cooperative Educational Services (CES) Council Member

Convertito, John	Special Projects Standing Building Committee Member
Dwyer, Philip	Building Projects Review Committee Member Board of Finance Liaison
Fattibene, Paul	Transportation Advisory Committee Member Representative Town Meeting (RTM) Liaison
Gerber, Jessica	Fairfield Ludlowe High School Building Committee Liaison Parks & Recreation Commission Member Communications Committee
Iacono, Pamela	Riverfield Building Committee Liaison
Kennelly, Jennifer	Fairfield Warde High School Building Committee Liaison Policy Committee Chair
Liu, Perry	Fairfield Woods Building Committee Liaison PTA Council Liaison

VI. Superintendent's Report

- A. Update on Secondary Math Curriculum  
Karen Parks, Dr. Meg Boice, Dr. Paul Rasmussen

(Enclosure No. 3)

VII. Old Business

- A. Approval of the 2013-2014 Calendar

Recommended Motion: "that the Board of Education approve the 2013-2014 Student Calendar as proposed with the First Day of School changed to August 27, 2013"

(Enclosure No. 4)

- B. Second Reading of Policy # 6417 - Instruction - Student Internet Use

Recommended Motion: "that the Board of Education approve Policy # 6417 Instruction – Student Internet Use"

(Enclosure No. 5)

VIII. New Business

- A. Discussion and Approval of Board of Education By-Laws

Recommended Motion: "that the Board of Education By-Laws be approved as amended"

(Enclosure No. 6)

B. Request Supplemental Appropriation from Town for PCB Remediation at OHS

Recommended Motion: “that the Board of Education request a supplemental appropriation from the Town in the amount of \$820,613 for PCB remediation at Osborn Hill School”

(Enclosure No. 7)

C. First Reading of Policy #5335 – Students – Student Internet Use

(Enclosure No. 8)

D. First Reading of Policy #4235 – Personnel – Electronic Monitoring

(Enclosure No. 9)

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

January 15, 2013	Board of Education Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 <sup>nd</sup> Floor Conference Room
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RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact:

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

# Fairfield: Town and Public Schools

Fairfield Public Schools

DEC 11 2012

ENCLOSURE NO. 1

Provider	Anthem Gross Medical Claims			CVS/Caremark Claims			Sun Life Dental Claims			Total - All Coverages		
	Active	Retirees	Total	Actives	Retirees	Total	Actives	Retirees	Total	Actives	Retirees	Total
Jun-11	\$1,305,391	\$85,684	\$1,391,075	\$322,838	\$59,109	\$381,947	\$109,370	\$18,329	\$127,699	\$1,737,599	\$163,122	\$1,900,721
Jul-11	\$1,011,299	\$57,437	\$1,068,736	\$310,782	\$50,317	\$361,098	\$118,148	\$9,804	\$127,951	\$1,440,229	\$117,557	\$1,557,786
Aug-11	\$1,368,084	\$89,380	\$1,457,463	\$354,602	\$52,884	\$407,486	\$142,611	\$12,119	\$154,730	\$1,865,297	\$154,382	\$2,019,679
Sep-11	\$934,940	\$96,675	\$1,031,615	\$320,766	\$50,698	\$371,464	\$120,605	\$9,732	\$130,337	\$1,376,312	\$157,105	\$1,533,417
Oct-11	\$1,142,146	\$116,255	\$1,258,401	\$288,917	\$66,939	\$355,856	\$74,806	\$16,242	\$91,048	\$1,505,869	\$199,436	\$1,705,305
Nov-11	\$1,078,320	\$99,849	\$1,178,168	\$311,810	\$78,049	\$389,860	\$88,110	\$13,080	\$101,189	\$1,478,239	\$190,978	\$1,669,217
Dec-11	\$1,496,659	\$69,131	\$1,565,789	\$299,331	\$62,359	\$361,690	\$127,465	\$19,818	\$147,283	\$1,923,455	\$151,307	\$2,074,762
Jan-12	\$1,478,451	\$89,287	\$1,567,737	\$301,659	\$80,722	\$382,381	\$97,515	\$18,970	\$116,485	\$1,877,624	\$188,978	\$2,066,603
Feb-12	\$1,606,032	\$106,713	\$1,712,745	\$306,523	\$57,626	\$364,149	\$94,703	\$16,758	\$111,460	\$2,007,257	\$181,097	\$2,188,354
Mar-12	\$1,371,867	\$198,704	\$1,570,571	\$332,092	\$59,772	\$391,864	\$132,468	\$12,005	\$144,473	\$1,836,427	\$270,481	\$2,106,908
Apr-12	\$1,342,389	\$184,457	\$1,526,846	\$291,647	\$56,061	\$347,708	\$100,996	\$12,447	\$113,443	\$1,735,032	\$252,965	\$1,987,996
May-12	\$1,502,403	\$118,449	\$1,620,852	\$299,368	\$56,995	\$356,363	\$107,593	\$18,407	\$126,000	\$1,909,364	\$193,851	\$2,103,215
Jun-12	\$1,430,190	\$91,028	\$1,521,218	\$295,292	\$63,170	\$358,462	\$83,935	\$13,686	\$97,621	\$1,809,417	\$167,883	\$1,977,301
Jul-12	\$1,466,620	\$98,698	\$1,565,318	\$287,552	\$41,298	\$328,849	\$111,367	\$13,789	\$125,156	\$1,865,539	\$153,784	\$2,019,323
Aug-12	\$1,711,327	\$93,442	\$1,804,768	\$314,772	\$49,517	\$364,289	\$161,332	\$15,579	\$176,911	\$2,187,430	\$158,538	\$2,345,968
Sep-12	\$1,309,699	\$70,574	\$1,380,273	\$264,292	\$49,961	\$314,253	\$81,468	\$11,055	\$92,524	\$1,655,459	\$131,590	\$1,787,049
Oct-12	\$1,443,820	\$186,335	\$1,630,155	\$311,222	\$50,978	\$362,200	\$80,494	\$17,729	\$98,223	\$1,835,536	\$255,041	\$2,090,577
Latest 12	\$17,237,775	\$1,406,665	\$18,644,441	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$22,120,779	\$2,296,495	\$24,417,274
<b>Averages</b>												
Latest 3			\$1,605,065			\$346,914			\$122,552			\$2,074,532
Latest 6			\$1,587,097			\$347,403			\$119,406			\$2,053,906
Latest 9			\$1,592,527			\$354,237			\$120,646			\$2,067,410
Latest 12			\$1,553,703			\$360,172			\$120,897			\$2,034,773



## Fairfield: Town and Public Schools

### Fairfield Public Schools

Provider	Anthem Lives			CVS/Caremark Lives			Sun Life Dental Lives		
	Active	Retiree	Total	Actives	Retiree	Total	Actives	Retiree	Total
Jun-11	1,293	113	1,406	1,290	162	1,452	1,313	222	1,535
Jul-11	1,245	113	1,358	1,243	161	1,404	1,318	221	1,539
Aug-11	1,235	125	1,360	1,234	174	1,408	1,316	218	1,534
Sep-11	1,261	127	1,388	1,258	177	1,435	1,292	218	1,510
Oct-11	1,274	126	1,400	1,267	174	1,441	1,298	242	1,540
Nov-11	1,272	124	1,396	1,265	172	1,437	1,296	238	1,534
Dec-11	1,268	124	1,392	1,261	172	1,433	1,293	238	1,531
Jan-12	1,261	123	1,384	1,255	171	1,426	1,294	236	1,530
Feb-12	1,262	124	1,386	1,255	172	1,427	1,290	233	1,523
Mar-12	1,263	122	1,385	1,256	170	1,426	1,291	234	1,525
Apr-12	1,271	123	1,394	1,253	167	1,420	1,293	234	1,527
May-12	1,271	120	1,391	1,253	164	1,417	1,293	232	1,525
Jun-12	1,269	114	1,383	1,250	159	1,409	1,290	229	1,519
Jul-12	1,271	110	1,381	1,220	156	1,376	1,286	230	1,516
Aug-12	1,273	109	1,382	1,212	171	1,383	1,291	228	1,519
Sep-12	1,263	124	1,387	1,266	173	1,439	1,250	227	1,477
Oct-12	1,286	121	1,407	1,270	167	1,437	1,295	244	1,539
Latest 12	1,269	120	1,389	1,251	168	1,419	1,289	234	1,522
Lag Lives (2 mos)	1,268	121	1,389	1,250	169	1,419	1,292	233	1,525
<b>Averages</b>									
Latest 3			1,392			1,420			1,512
Latest 6			1,389			1,410			1,516
Latest 9			1,388			1,415			1,519
Latest 12			1,389			1,419			1,522



# Fairfield: Town and Public Schools

## Fairfield Public Schools - Updated Current Year (2012)

Components	Anthem Med/Rx			CVS/Caremark Rx <sup>(1)</sup>			Sun Life Dental			Total - All Coverages		
	Active	Retires	Total	Active	Retires	Total	Active	Retires	Total	Active	Retires	Total
1. Exp. Per Pd Claims <sup>(2)</sup>	\$17,237,775	\$1,406,665	\$18,644,441	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$22,120,779	\$2,296,495	\$24,417,274
2. Claims in Excess of ISL <sup>(3)</sup>	\$272,573	\$0	\$272,573	\$0	\$0	\$0	\$0	\$0	\$0	\$272,573	\$0	\$272,573
3. Experience Period Net Paid Claims	\$16,965,202	\$1,406,665	\$18,371,868	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$21,848,206	\$2,296,495	\$24,144,701
4. Trend Factor (8 Months)	1.046	1.046		1.049	1.049		1.036	1.036				
5. Annual Trend <sup>(4)</sup>	7.0%	7.0%		7.5%	7.5%		5.4%	5.4%				
6. Trended Paid Claims	\$17,747,951	\$1,471,567	\$19,219,518	\$3,794,150	\$741,405	\$4,535,555	\$1,312,671	\$189,864	\$1,502,535	\$22,854,772	\$2,402,836	\$25,257,608
7. Experience Period Lives (2 mo. lag)	1,268	121	1,389	1,250	169	1,419	1,292	233	1,525			
8. Trended Exp Per Claims (per ee)	\$13,997	\$12,212		\$5,034	\$4,394		\$1,016	\$816		\$18,047	\$17,422	
9. Projected Current Year Average Lives	1,282	119	1,401	1,261	167	1,428	1,290	240	1,530			
10. Exp Claims: July 1, 2012 - July 1, 2013	\$17,940,407	\$1,457,319	\$19,397,726	\$3,825,252	\$733,350	\$4,558,602	\$1,310,555	\$195,916	\$1,506,471	\$23,076,214	\$2,386,586	\$25,462,799
11. Admin: July 1, 2012 - July 1, 2013 <sup>(5)</sup>	\$570,837	\$56,456	\$627,293	\$0	\$0	\$0	\$65,888	\$12,346	\$78,234	\$636,725	\$68,802	\$705,527
12. Network Access Fees <sup>(6)</sup>	\$266,309	\$26,338	\$292,647	\$0	\$0	\$0	\$0	\$0	\$0	\$266,309	\$26,338	\$292,647
13. SL Exp: July 1, 2012 - July 1, 2013 <sup>(6)</sup>	\$487,886	\$48,233	\$535,919	\$0	\$0	\$0	\$0	\$0	\$0	\$487,886	\$48,233	\$535,919
14. Est Tot Cost: July 1, 2012 - July 1, 2013	\$19,265,239	\$1,588,347	\$20,853,585	\$3,825,252	\$733,350	\$4,558,602	\$1,376,443	\$208,262	\$1,584,705	\$24,466,933	\$2,529,959	\$26,996,892
15. 2012 Budget (from final renewals) <sup>(6)</sup>	\$17,086,918	\$1,250,692	\$18,337,611	\$3,974,570	\$612,255	\$4,786,826	\$1,405,116	\$221,428	\$1,626,544	\$22,466,604	\$2,284,376	\$24,750,980
16. Change (\$) <sup>(6)</sup>	\$2,178,321	\$337,654	\$2,515,975	(\$149,318)	(\$78,905)	(\$228,224)	(\$28,673)	(\$13,166)	(\$41,839)	\$2,000,329	\$245,583	\$2,245,912
17. Change (%) <sup>(6)</sup>	12.7%	27.0%	13.7%	-3.8%	-9.7%	-4.8%	-2.0%	-5.9%	-2.6%	8.9%	10.8%	9.1%

(1) Rx rebates are not considered in projection  
 (2) based on claims from 11/11 to 11/12  
 (3) based on claims from 11/11 to 11/13  
 (4) Aon Consulting Winter 2012 Health Care Trend Survey - adjusted based on current BOE reserve position  
 (5) based on finalized 2012 renewal - SL fee reflects \$300,000 ISL  
 (6) 2012 Rx budget has been adjusted to remove rebate credits

# Fairfield: Town and Public Schools

## Fairfield Public Schools - Renewal Year (2013)

Components	AonHewitt Renewal Projection - July 1, 2013											
	Anthem Med/Rx			CVS/Caremark Rx <sup>(1)</sup>			Sun Life Dental			Total - All Coverages		
	Active	Retires	Total	Active	Retires	Total	Active	Retires	Total	Active	Retires	Total
1. Exp. Per Pd Claims <sup>(2)</sup>	\$17,237,775	\$1,406,665	\$18,644,441	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$22,120,779	\$2,296,495	\$24,417,274
2. Claims in Excess of ISL <sup>(3)</sup>	\$272,573	\$0	\$272,573	\$0	\$0	\$0	\$0	\$0	\$0	\$272,573	\$0	\$272,573
3. Experience Period Net Paid Claims	\$16,965,202	\$1,406,665	\$18,371,868	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$21,848,206	\$2,296,495	\$24,144,701
4. Trend Factor (20 Months)	1.119	1.119		1.128	1.128		1.092	1.092				
5. Annual Trend <sup>(4)</sup>	7.0%	7.0%		7.5%	7.5%		5.4%	5.4%				
6. Trended Paid Claims	\$18,990,308	\$1,574,577	\$20,564,884	\$4,078,712	\$797,010	\$4,875,722	\$1,383,555	\$200,117	\$1,583,672	\$24,452,574	\$2,571,703	\$27,024,278
7. Experience Period Lives (2 mo. lag)	1,268	121	1,389	1,250	169	1,419	1,292	233	1,525			
8. Trended Exp Per Claims (per ee)	\$14,977	\$13,067		\$3,262	\$4,723		\$1,071	\$860		\$19,309	\$18,650	
9. Projected Current Year Average Lives	1,286	121	1,407	1,270	167	1,437	1,295	244	1,539			
10. Exp Claims: July 1, 2013 - July 1, 2014	\$19,259,886	\$1,581,110	\$20,840,996	\$4,142,590	\$788,745	\$4,931,335	\$1,386,499	\$209,864	\$1,596,364	\$24,788,976	\$2,579,719	\$27,368,695
11. Admin: July 1, 2013 - July 1, 2014 <sup>(5)</sup>	\$587,962	\$58,150	\$646,112	\$0	\$0	\$0	\$67,865	\$12,716	\$80,581	\$655,826	\$70,866	\$726,693
12. Network Access Fees <sup>(6)</sup>	\$274,298	\$27,128	\$301,426	\$0	\$0	\$0	\$0	\$0	\$0	\$274,298	\$27,128	\$301,426
13. SL Exp: July 1, 2013 - July 1, 2014 <sup>(7)</sup>	\$560,839	\$55,468	\$616,307	\$0	\$0	\$0	\$0	\$0	\$0	\$560,839	\$55,468	\$616,307
14. ACA Reinsurance Fee <sup>(8)</sup>	\$125,771	\$11,834	\$137,605	\$0	\$0	\$0	\$0	\$0	\$0	\$125,771	\$11,834	\$137,605
15. Est Tot Cost: July 1, 2013 - July 1, 2014	\$20,808,756	\$1,733,690	\$22,542,446	\$4,142,590	\$788,745	\$4,931,335	\$1,454,364	\$222,581	\$1,676,945	\$26,405,710	\$2,745,016	\$29,150,726
16. 2012 Budget (from final renewals) <sup>(7,8)</sup>	\$17,086,918	\$1,250,692	\$18,337,611	\$3,974,570	\$812,255	\$4,786,826	\$1,405,116	\$221,428	\$1,626,544	\$22,466,604	\$2,284,576	\$24,750,980
17. Change (\$)	\$3,721,838	\$482,998	\$4,204,835	\$168,020	(\$23,511)	\$144,509	\$49,248	\$1,153	\$50,401	\$3,939,106	\$460,640	\$4,399,746
18. Change (%)	21.8%	38.6%	22.9%	4.2%	-2.9%	3.0%	3.5%	0.5%	3.1%	17.5%	20.2%	17.8%

(1) Rx rebates are not considered in projection  
 (2) based on claims from 11/11 to 11/12  
 (3) based on claims from 11/11 to 11/12  
 (4) Aon Consulting Winter 2012 Health Care Trend Survey - adjusted based on current BOE reserve position  
 (5) estimated - 3% increase on admin fees; 15% increase on Stop Loss  
 (6) projected - cost to cover guarantee issue (risk charge collected by ABCBS and paid directly to US Govt.)  
 (7) based on finalized 2012 renewal  
 (8) 2012 Rx budget has been adjusted to remove rebate credits

# Fairfield: Town and Public Schools

## Fairfield Public Schools - Renewal Year (2013)

Components	AonHewitt Renewal Projection - July 1, 2013											
	Anthem Med/Rx			CVS/Caremark Rx <sup>(1)</sup>			Sun Life Dental			Total - All Coverages		
	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total
1. Exp. Per Pd Claims <sup>(2)</sup>	\$17,237,775	\$1,406,665	\$18,644,441	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$22,120,779	\$2,296,495	\$24,417,274
2. Claims in Excess of ISL <sup>(3)</sup>	\$272,573	\$0	\$272,573	\$0	\$0	\$0	\$0	\$0	\$0	\$272,573	\$0	\$272,573
3. Experience Period Net Paid Claims	\$16,965,202	\$1,406,665	\$18,371,868	\$3,615,560	\$706,507	\$4,322,067	\$1,267,444	\$183,322	\$1,450,766	\$21,848,206	\$2,296,495	\$24,144,701
4. Trend Factor (20 Months)	1.158	1.158		1.128	1.128		1.092	1.092				
5. Annual Trend <sup>(4)</sup>	9.2%	9.2%		7.5%	7.5%		5.4%	5.4%				
6. Trended Paid Claims	\$19,645,516	\$1,628,903	\$21,274,419	\$4,078,712	\$797,010	\$4,875,722	\$1,383,555	\$200,117	\$1,583,672	\$25,107,782	\$2,626,030	\$27,733,812
7. Experience Period Lives (2 mo. lag)	1,268	121	1,389	1,250	169	1,419	1,292	233	1,525			
8. Trended Exp Per Claims (per ee)	\$15,493	\$13,518		\$3,262	\$4,723		\$1,071	\$860		\$19,826	\$19,101	
9. Projected Current Year Average Lives	1,286	121	1,407	1,270	167	1,437	1,295	244	1,539			
10. Exp Claims: July 1, 2013 - July 1, 2014	\$19,924,395	\$1,635,662	\$21,560,057	\$4,142,590	\$788,745	\$4,931,335	\$1,386,499	\$209,864	\$1,596,364	\$25,453,485	\$2,634,271	\$28,087,756
11. Admin: July 1, 2013 - July 1, 2014 <sup>(5)</sup>	\$587,962	\$58,150	\$646,112	\$0	\$0	\$0	\$67,865	\$12,716	\$80,581	\$655,826	\$70,866	\$726,693
12. Network Access Fees <sup>(6)</sup>	\$274,298	\$27,128	\$301,426	\$0	\$0	\$0	\$0	\$0	\$0	\$274,298	\$27,128	\$301,426
13. SL Exp: July 1, 2013 - July 1, 2014 <sup>(5)</sup>	\$560,839	\$55,468	\$616,307	\$0	\$0	\$0	\$0	\$0	\$0	\$560,839	\$55,468	\$616,307
14. ACA Reinsurance Fee <sup>(6)</sup>	\$125,771	\$11,834	\$137,605	\$0	\$0	\$0	\$0	\$0	\$0	\$125,771	\$11,834	\$137,605
15. Est Tot Cost: July 1, 2013 - July 1, 2014	\$21,473,265	\$1,788,242	\$23,261,507	\$4,142,590	\$788,745	\$4,931,335	\$1,454,364	\$222,581	\$1,676,945	\$27,070,219	\$2,799,568	\$29,869,787
16. 2012 Budget (from final renewals) <sup>(7)(8)</sup>	\$17,086,918	\$1,250,692	\$18,337,611	\$3,974,570	\$812,255	\$4,786,826	\$1,405,116	\$221,428	\$1,626,544	\$22,466,604	\$2,284,376	\$24,750,980
17. Change \$(S)	\$4,386,347	\$537,550	\$4,923,897	\$168,020	(\$23,511)	\$144,509	\$49,248	\$1,153	\$50,401	\$4,603,615	\$515,192	\$5,118,807
18. Change (%)	25.7%	43.0%	26.9%	4.2%	-2.9%	3.0%	3.5%	0.5%	3.1%	20.5%	22.6%	20.7%

(1) Rx rebates are not considered in projection  
 (2) based on claims from 12/11 to 12/12  
 (3) based on claims from 12/11 to 12/12  
 (4) Aon Consulting Winter 2012 Health Care Trend Survey - adjusted based on current BOE reserve position  
 (5) estimated - 3% increase on admin fees; 15% increase on Stop Loss  
 (6) projected - cost to cover guarantee issue (risk charge collected by ABCBS and paid directly to US Govt.)  
 (7) based on finalized 2012 renewal



**Fairfield Public Schools  
Medical Insurance Profit Loss Summary  
2013 - 2014 Budget  
as of 12/1/12**

	Actual 2009-10	Actual 2010-11	Actual 2011-2012	Final Budget 2012-2013	Estimated 2012-2013	(A) Proposed 2013-2014	(B) Proposed 2013-2014	(C) Proposed 2013-2014
<b>Income:</b>								
Balance on July 1	\$ 4,382,840	\$ 5,230,124	\$ 4,887,715	\$ 4,928,437	\$ 3,973,658	\$ 828,638	\$ 828,638	\$ 828,638
BOE Operating Budget Total	\$ 16,517,041	\$ 14,805,748	\$ 16,458,950	\$ 16,622,772	\$ 16,622,772	\$ 23,019,613	\$ 22,175,850	\$ 21,611,363
Wage/Benefit Reserve	\$ -	\$ 566,070	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ -
Other Income Revenue <i>Includes: Employee Contributions, Retiree Payments, Cobra, FMLA/LOA, Grants, Rebates, Food Services</i>	\$ 6,451,857	\$ 6,750,473	\$ 6,972,452	\$ 6,950,507	\$ 7,092,278	\$ 8,132,153	\$ 8,319,477	\$ 8,132,153
Subtotal Income (Including July 1 Balance)	\$ 27,351,738	\$ 27,352,415	\$ 28,319,117	\$ 28,501,716	\$ 27,838,708	\$ 31,980,404	\$ 31,323,965	\$ 30,572,154
ITT Hartford - Medicare Supplement Retiree Plan	\$ 173,787	\$ 187,242	\$ 207,266	\$ 193,530	\$ 203,301	\$ 203,301	\$ 203,301	\$ 203,301
<b>Total Available Income</b>	\$ 27,525,525	\$ 27,539,657	\$ 28,526,383	\$ 28,695,246	\$ 28,042,009	\$ 32,183,705	\$ 31,527,266	\$ 30,775,455
<b>Expenses:</b>								
Anthem BC/BS Claims/Fees	\$ 16,330,843	\$ 16,635,024	\$ 18,398,370	\$ 18,240,581	\$ 20,853,585	\$ 22,542,446	\$ 23,261,507	\$ 22,542,446
RX Claims/Fees	\$ 4,293,629	\$ 4,315,967	\$ 4,419,915	\$ 4,899,758	\$ 4,558,602	\$ 4,931,335	\$ 4,931,335	\$ 4,931,335
Dental Claims/Fees	\$ 1,478,996	\$ 1,499,610	\$ 1,514,835	\$ 1,610,641	\$ 1,584,705	\$ 1,676,945	\$ 1,676,945	\$ 1,676,945
Subtotal Expense	\$ 22,103,468	\$ 22,450,601	\$ 24,333,120	\$ 24,750,980	\$ 26,996,892	\$ 29,150,726	\$ 29,869,787	\$ 29,150,726
ITT Hartford - Medicare Supplement Retiree Plan	\$ 191,933	\$ 201,340	\$ 219,605	\$ 207,586	\$ 216,479	\$ 216,479	\$ 216,479	\$ 216,479
<b>Total Expenses</b>	\$ 22,295,401	\$ 22,651,941	\$ 24,552,725	\$ 24,958,566	\$ 27,213,371	\$ 29,367,205	\$ 30,086,266	\$ 29,367,205
Balance as of 6/30	\$ 5,230,124	\$ 4,887,715	\$ 3,973,658	\$ 3,736,680	\$ 828,638	\$ 2,816,500	\$ 1,441,000	\$ 1,408,250
Claims Accrual for Anthem, RX and Dental (IBNR)	\$ (1,959,617)	\$ (1,767,755)	\$ (1,310,000)	\$ (1,868,340)	\$ (1,310,000)	\$ (1,408,250)	\$ (1,441,000)	\$ (1,408,250)
<b>Net Balance</b>	\$ 3,270,507	\$ 3,119,960	\$ 2,663,658	\$ 1,868,340	\$ (481,362)	\$ 1,408,250	\$ -	\$ -

- (A) Trending factor for Anthem is 7% with a 6/30 balance of 2 x IBNR. The BOE budget increase under this scenario would be \$6,396,841.  
(B) Trending factor for Anthem is 9.2% with a 6/30 balance of 1 x IBNR. The BOE budget increase under this scenario would be \$5,553,078.  
(C) Trending factor for Anthem is 7% with a 6/30 balance of 1 x IBNR. The BOE budget increase under this scenario would be \$4,988,591.

**DRAFT**

Fairfield Board of Education  
MINUTES OF THE ORGANIZATIONAL/REGULAR MEETING OF THE BOARD OF  
EDUCATION

ENCLOSURE NO. 2

Tuesday, November 27, 2012  
501 Kings Highway East  
2<sup>nd</sup> Floor Board Conference Room

DEC 11 2012

1. Vice Chairman Mr. Philip Dwyer called the Executive Session to order at 7:05pm. Other members present were Mrs. Jennifer Kennelly, Mr. John Convertito, Mr. Perry Liu, Mrs. Jessica Gerber, Ms. Pamela Iacono (arrived 7:10pm), Mr. Paul Fattibene, Mr. Tim Kery and Mrs. Sue Brand. Also in attendance were Superintendent Dr. David Title and Director of Human Resources Ann Leffert.

2. Mrs. Kennelly moved, seconded by Mr. Liu the recommended motion, "that the Board of Education convene into Executive Session for the purpose of discussing negotiations"

Motion Carried: 8:0:0 *Ms. Iacono was not present for this vote.*

Executive Session adjourned at 7:40pm.

3. Call to Order of the Organizational/Regular Meeting of the Board of Education.

Chairman Ms. Pamela Iacono called the Organizational/Regular meeting to order at 7:48pm. Other Board members present were Mrs. Jennifer Kennelly, Mr. John Convertito, Mr. Perry Liu, Mrs. Jessica Gerber, Mr. Philip Dwyer, Mr. Paul Fattibene, Mr. Tim Kery, and Mrs. Sue Brand. Also in attendance were Superintendent Dr. David Title, members of the Central Office Administration, Fairfield Ludlowe student representative Marco Congello, Fairfield Warde student representatives Danielle Clark and Acacia Longley, and approximately 50 members of the public.

4. Ms. Iacono led the Board and the audience in the Pledge of Allegiance. Ms. Iacono took a moment of personal privilege to say that it has been an honor and pleasure to serve as Chairman for the past year, and she wishes Mr. Phil Dwyer well.

5. Organizational Meeting of the Board of Education.

Mrs. Gerber moved, seconded by Mrs. Kennelly the recommended motion "that in accordance with the By-Laws, Superintendent Dr. David Title will serve as Temporary Chairman and Secretary during the election of the Board of Officers"

Motion Carried: 9:0:0

Mrs. Brand moved, seconded by Mr. Liu to nominate Mr. Philip Dwyer as Chairman.  
Motion Carried: 6:3:0 Mrs. Kennelly, Mr. Convertito, Mr. Liu, Mrs. Gerber, Mr. Dwyer, and Mrs. Brand in favor; Ms. Iacono, Mr. Fattibene, and Mr. Kery against.

Mr. Fattibene moved, seconded by Mr. Convertito to nominate Ms. Pam Iacono as Vice Chairman.

Motion Carried: 8:1:0 Mrs. Kennelly, Mr. Convertito, Mrs. Gerber, Ms. Iacono, Mr. Dwyer, Mr. Fattibene, Mr. Kery, Ms. Brand in favor; Mr. Liu against.

Mrs. Kennelly moved, seconded by Mr. Dwyer to nominate Mrs. Jessica Gerber as Secretary.

Motion Carried: 9:0:0

Mr. Dwyer thanked Ms. Iacono for her years of service to the Board. He then requested feedback on any changes to the By-Laws to be voted on at the next meeting.

Mr. Liu asked whether curriculum approval was an item in the By-Laws. Mr. Dwyer responded that it was not.

Mrs. Kennelly would like to revisit adding a FEA representative, considering the new teacher evaluation process. Mr. Dwyer asked Mrs. Kennelly to prepare some language so that it can be voted on.

Ms. Iacono would like to eliminate Open Board Comment. Mr. Dwyer asked Ms. Iacono to prepare the wording so that it can also be presented at the next meeting.

Mrs. Brand would like to bring back the number of days that Board members have to review Board Meeting materials, and to increase it.

Mrs. Kennelly asked whether Board appointments must be written in to the By-Laws. Mr. Dwyer responded that the Chairman can appoint members, as the Chairman deems appropriate, and appointments do not have to be included in the By-Laws.

Ms. Iacono would like to revise the Board agenda regarding reports. That not all reports should be listed, but that the Chairman can ask if there are any reports.

Mr. Dwyer would like the Board to consider changing the placement of the public comment in the agenda.

Mr. Dwyer asked the Board to consider the Board assignments, and asked that those on building committees remain as assigned for the purpose of consistency. Mr. Dwyer invited Board members to email him regarding Board appointments, and asked that Board members remain as currently assigned until new appointments are finalized.

Ms. Iacono stated that she does not wish to continue as RTM liaison, as she has been in this appointed position for three years.

Mr. Liu stated that Transportation liaison should be added to the list of appointed positions.

6. Regular Meeting of the Board of Education

Mr. Dwyer ended the Organizational Meeting of the Board of Education, and started the Regular Meeting of the Board of Education by introducing the presenters from Woodard and Curran.

7. PCB Plan Presentation by Woodard and Curran.

Dr. Title provided the background for the presentation. Due to the ongoing issues with Osborn Hill School, Woodard & Curran consultants were hired to provide the expertise required to survey Town and school buildings for PCBs. This presentation will also be given at Board of Finance and RTM meetings.

Mr. Jeffrey Hamel and Ms. Lisa Campe, Woodard and Curran Senior Vice Presidents, were introduced by Dr. Title. Mr. Hamel gave a background of the firm, saying they will be working with Fairfield Public Schools to develop a program that is consistent with some of the other hazardous material programs that Mr. Cullen already has in place, such as the Indoor Air Quality Program. In order to do that, the first aspect will be to look at each of the buildings, and assess potential presence of PCBs in the building using indicators such as Osborn Hill test results, age of the building, and substances that are in the building such as caulking and spray-on fire proofing. A quick screen that could be used is a chlorine test. PCBs cannot exist without chlorine. Woodard & Curran will be trying to answer the questions: (1) If a suspect PCB material present, what is the risk? (2) Is it at a concentration that is regulated? (3) Are there conditions in the building that could cause PCBs to be released that we could remedy? Schools that are post 1980 constructed will not be surveyed.

Lisa Campe stated that the mere presence of PCBs does not necessarily translate into a health risk. Factors to consider are building conditions, and accessibility and frequency of exposure to the room. These factors will help to develop a ranking matrix.

Mrs. Brand asked if there are two phases, and what does this cost? Mr. Hamel answered that the first phase is to look at the schools and develop a matrix. Following that, we determine if remediation is required. There will be a cost range depending on the results.

Mr. Dwyer asked whether the scope of work is limited to the survey. Mr. Hamel responded that it is limited at this time to the survey.

Mrs. Brand asked whether chlorine testing is less expensive, and will there be false positives using this method. Mr. Hamel answered that chlorine screening is a hand held instrument, which helps in the screening, but there may be false positives.

Mr. Kery asked about the EPA limits. We need direction on making our schools safe, as the same body that told us we had to close part of our Osborn Hill School, is also telling us there is no need to test the other schools. Mr. Hamel stated that the survey will provide more answers. Conservative PCB levels drive the action. If a level is exceeded,

there is a need to drive the level down, which doesn't necessarily mean there is a health risk at that level. This may be difficult to understand, but a conservative clean-up level is much different than a hazardous level. Ms. Lisa Campe explained that EPA air action levels for elementary assumes that children are eating PCBs in soil and fish, and then assumes that students are in the same spot 7 hours every day.

Mr. Convertito asked if the scope of work will be 3a and 3b, from the enclosure. Mr. Hamel responded that it also includes 3c.

#### 8. Approval of Minutes

Mrs. Gerber moved, seconded by Mrs. Kenelly, the recommended motion that" the Board of Education approve the minutes of the Regular Meeting of the Board of Education of October 9, 2012"

Motion Carried: 9:0:0

#### 9. Student/Committee/Liaison Reports.

Mr. Dwyer reminded the Board that reports should only be given when there is an imminent action required, with the exception of the student reports.

Mr. Marco Congello, FLHS Student Representative, reported the following items for Fairfield Ludlowe High School:

- Sticks for soldiers, run by the Lacrosse team, raised \$70,000 for families with hardships due to war.
- Girls Varsity volleyball won the FCIAC championship and made it to the State semi-finals.
- The Athletic Department was awarded the Michaels Achievement Cup.
- Super Storm Sandy t-shirt relief initiative is underway with proceeds going to local hurricane relief efforts.
- In October, the climate survey was completed.
- The Homecoming dance was rescheduled and it was fun and orderly.
- Alumni day was this past Wednesday, and it was a well-attended event.

Ms. Danielle Clark, and Ms. Acacia Longley, FWHS Student Representatives, reported the following for Fairfield Warde High School:

- 60 randomly selected students participated in a national test.
- Report Cards were just handed out.
- Completed the Climate Survey.
- Most fall sports made the State level. Winter sports are starting.
- Fundraising efforts are underway with "Humanity Now" for a trip to Africa over the summer. Key Club is fundraising for the holidays.
- Four music students were accepted into the All-Eastern music festival.
- Carillon rehearsals are underway, and tickets will be on sale.
- Students are working to open a school store to sell food and spiritwear.

Ms. Iacono thanked the representatives for giving of their free time to attend the meeting.

Mrs. Brand reported that at the Board of Health meeting, the main topic was Hurricane Sandy, and how to get reimbursements. A legislative change in medication policy will be coming to the Board shortly. Mrs. Brand said the district received rave reviews on the food items offered at the shelter during the storm, and asked how reimbursement would be processed for the food that was provided.

Mr. Fattibene reported that the Stratfield Building Committee is officially disbanded. Additionally there were two referrals to the Transportation Safety Advisors. Decisions have been rendered.

Mrs. Gerber reported on the Ad-Hoc Communications Meeting that was held, and provided copies of the minutes. The Committee looked at other district websites to compare, and would like there to be more basic information that is easy to find. It would be helpful to have a link to FairTV, a calendar on the front page with BOE, BOF and other Town meetings, hard copies distributed throughout Town, more outreach to PTAs and non-school groups, a Board newsletter, more information on Board members, perhaps a Facebook page, and a clarification of roles with the Board of Education and schools.

Mr. Dwyer asked if these changes could easily be made and asked whether the Board would like to vote on all suggestions, or just items 6-11. Ms. Brand stated that with regards to item 5, Board members must be invited to attend private meetings. Mr. Kery stated that he is fine with the first 5 items on the enclosure. Ms. Iacono stated that a Facebook page was a wonderful resource during the Hurricane. Mrs. Gerber stated that Nancy Byrnes informed her that a Facebook page will take time to manage. Mr. Liu stated that there are 9 people on the Board, which might be difficult to reach a consensus on a Facebook page, blog, or newsletter.

Mrs. Kennelly stated the second internet policy draft is still being worked on.

## 10. Superintendent's Report

### A. Update on Hurricane Sandy

Dr. Title first thanked all the staff that went above and beyond their duties in order to help the Town. Custodial staff cleaned and Food Service staff prepared food for close to 300 people. Tom Cullen worked 24/7, and Joanne Fitzpatrick seemed to always be at the shelter. This effort raised questions about emergency protocols. FEMA reimbursement will not be received until next year, but there are some costs that are still being determined. Overtime work alone was around \$30,000. The Sherman playground and surrounding fields will need to be cleaned. Fairfield Warde High School had power surges and equipment and lab specimens were lost. Transportation is currently being provided for displaced families, which might be FEMA-reimbursable, but not sure. All damages and costs will be submitted for reimbursement.

Mr. Dwyer commented that Pam Iacono did a great job of keeping everyone informed, and thanked Tom Cullen and the entire district staff for the efforts.

Ms. Kennelly asked whether there might be special reimbursement for the food that was provided. Dr. Title answered that he is unsure, and he did bring this issue up specifically when the Commissioner visited.

Ms. Iacono thanked Dr. Title for his tremendous efforts during the storm, and all of his work at the shelter, the Emergency Operations Center, and with the press conferences. Ms. Iacono thanked the Town for recognizing the importance of having a school member on the emergency team.

Dr. Title mentioned a Hurricane Sandy fundraiser that will be launched soon by the PTA Council.

Mrs. Brand asked Dr. Title whether there will be any freezing of accounts due to these expenses, as the year has to be closed out and we can't spend money that we don't have. Dr. Title answered that the bigger issue is Osborn Hill School, and we are waiting to find out the reimbursement for Osborn Hill School.

## 11. Old Business

- A. Ms. Iacono moved, seconded by Mrs. Gerber, the recommended motion that "the Board of Education approve the Amendments to the Racial Imbalance Plan as proposed"

Dr. Title stated that if this is not approved, something else will have to be done. If approved, this will have to be defended in front of the State. Dr. Title stated that he recommends approval.

Mrs. Brand questioned the PCB parameters, which are different for Pre-kindergarten students. Dr. Title responded that the levels for Pre-K are the same as for Kindergarten.

Mr. Fattibene stated that this is expanding the current duties, when there is already so much to do with current K-12 duties.

Mr. Liu stated concerns with unknown PCB levels. He also stated that this may not solve the problem, and at a time when we are under the gun economically, will not support it.

Ms. Iacono stated she is conflicted with the statutory obligation to follow the law with this issue, and asked Mr. Liu, through the Chair, what his recommendation might be. Mr. Liu responded it is not up to him personally to come up with a solution, and this issue might need further Board and/or administration discussion. Money might be better spent elsewhere to get the needed results. Ms. Iacono stated that this is a Board problem and should be countered with a solution. Ms. Iacono stated the only other solution, which she is not interested in pursuing, is redistricting. Students should be able to attend their

neighborhood school. The focus should be on student achievement, not redistricting. The only other opportunity is to sue the State.

Mr. Dwyer stated that we are under 2 percent over the measurement point. This is a problem that has been solved in the past, and then we creep over the number and the State sends us another letter. Mr. Dwyer is concerned about this issue, and stated that the district is obligated to respond at this time. If PCBs are found, we would go back to the State and it becomes a work in progress. Mr. Dwyer stated that he is in support of it.

Mrs. Kennelly stated there are 4 parts to the proposal, and perhaps they could be separated. Dr. Title stated that without the Pre-K element as part of the plan, it will not go through.

Public Comment: None

Motion Carried: 7:2:0 Mrs. Kennelly, Mr. Convertito, Mrs. Gerber, Mr. Dwyer, Ms. Iacono, Mr. Fattibene, Mr. Kery in favor; Mr. Liu Mrs. Brand against.

## 12. New Business

### A. 2012-2013 Student Calendar Amendments

Ms. Iacono moved, seconded by Mrs. Brand the recommended motion that "that the Board of Education extend the 2012-2013 school year for any additionally incurred "no school" days for a maximum of 5 school days beyond June 21, 2013. Any days in excess of 5 school days past June 21, 2013, will be taken from April break"

Ms. Iacono stated it was unhealthy to go from January to July without a break and there will be excessive absenteeism.

Mrs. Brand stated that April break is important for juniors and seniors to visit schools, and asked whether it was contractually acceptable. Dr. Title stated that it is fine contractually.

Mrs. Gerber stated that school can be held on others days such as Good Friday.

Mr. Dwyer asked whether it was possible to have only 180 school days this year. Dr. Title stated that 182 school days were negotiated and moving to 180 should be a last resort. He would recommend keeping the Professional Development day, and there could be a lot of staff absenteeism on Good Friday.

Mr. Liu and Mr. Convertito would like to keep the calendar as is.

Mrs. Kennelly asked from the High School perspective, if an additional day were added to the school year, what would that day be with regards to instruction. Mr. Hatzis responded that the day would be an exam make-up day. Dr. Title said that the current date of June 20 graduation could remain.



Mr. Convertito stated that part of the reason to end the year sooner is due to the heat, and he recommends terminating the year at 180 days.

Mrs. Kennelly is in favor of amending this motion to have one day of wiggle room in June as a safety net.

Mr. Dwyer asked if any Board member wished to make any amendments to the motion, and there were none. Motion stands as written.

Public Comment:

Suzanne Miska, Rygate Road, stated that June 21<sup>st</sup> is long enough and that this Town just went through an unavoidable emergency, as stated in the attached letter.

As read by Ms. Iacono on behalf of Maureen Sawyer, Thor Place. She stated that April break should be maintained.

Mr. Dwyer stated that most emails received by the Board requested that the school year not be extended.

Dr. Title clarified that this decision will not impact the graduation date.

Motion Carried: 6:3:0 Mrs. Gerber, Mr. Dwyer, Ms. Iacono, Mr. Fattibene, Mr. Kery, and Mrs. Brand in favor; Mrs. Kennelly, Mr. Convertito, and Mr. Liu against.

B. Presentation of Draft 2013-2014 Student Calendar

Dr. Title explained that this calendar mirrors the current year calendar. It provides 7 “no school” days before impacting the April Break. It is possible to start school year sooner, the only hesitation is that the window to get things done over the summer becomes a bit tighter with a late ending and an early start.

Mr. Liu stated that he agrees that school should start on August 26, 2013.

Ms. Iacono agrees the school year should start sooner, but thinks it should start on Tuesday, August 27, 2013.

Mrs. Gerber asked when teachers would have to report. Dr. Title stated the teachers would have to report the previous week on August 21<sup>st</sup> or 22<sup>nd</sup>.

Mr. Convertito stated that he disagrees as the classes will be very hot.

Mrs. Brand stated that she prefers that students attend school on Presidents Day.

Mr. Kery asked what the teachers' schedule is during the three days prior to the start of school. Dr. Title stated that those days are heavily scheduled with staff meetings, Professional Development, and independent work. Mr. Kery is in favor of hearing more about starting the school year earlier.

Mrs. Kennelly raised the issue of Veteran's Day.

- C. Approval of the Wage and Premium Cost Share Insurance Amount Re-Opener of the Collective Agreement between the Fairfield Educational Paraprofessionals Union CSEA, SEIU Local 2001, CTW and the Fairfield Board of Education for the period July 1, 2012 – June 30, 2013

Mrs. Brand moved, seconded by Mrs. Kennelly the recommended motion : “that the Board of Education approve the Wage and Premium Cost Share Insurance Amount Re-Opener of the Collective Agreement between the Fairfield Educational Paraprofessionals Union CSEA, SEIU Local 2001, CTW and the Fairfield Board of Education for the period July 1, 2012 – June 30, 2013”

Board Discussion followed.

Motion Carried: 8:1:0 Mrs. Kennelly, Mr. Convertito, Mr. Liu, Mrs. Gerber, Mr. Dwyer, Ms. Iacono, Mr. Kery, Mrs. Brand in favor; Mr. Fattibene against.

### 13. Public Comments and Petitions

Elizabeth Moyse, South Pine Creek Road, stated that exposure to PCBs can cause more than cancer; it can also cause endocrine and immune issues.

Tricia Donovan, Taintor Drive, stated that parent concerns should not be cast aside. Parents are right to have concerns over a math program where students are sharing a textbook and aren't allowed to take the textbook home. Requested an open forum on why CPM was chosen.

Michael Cohenuram, Park Drive, regrets that the Roger Ludlowe Middle School class trip was canceled because too many school days would have been missed. He stated that it would have benefitted the students in Tanzania with new supplies and essentials.

Dawn Llewellyn, Sturges Road, asked why CPM was adopted, and asked whether it was adopted to narrow the achievement gap. Was Singapore math considered? We don't have a curriculum committee as required by State law.

Mary Mayer, Warner Hill Road, would like the Board to consider adding back the February break in next year's calendar.

Jay Wolk, Stratfield Rd., concurs with Perry Liu that all paraprofessionals deserve a raise.

Susie Burns, Cross Hwy stated that this year has been a complete disaster for her son in Algebra 1. The Board has not approved this textbook, Core Connections. There is no approval for this textbook, and the district should use the Algebra 1 textbook previously used and approved. Students are being required to use their own resources, i.e. computers, in order to access the textbook at home.

Vesselina Doulis, Mill Plain Road, read a letter on behalf of Terry Carron, Warner Hill Rd, stating that her child's teacher does not teach unless BOE members are visiting the classroom.

Karen Nash, Sherwood Drive, stated that she is in support of an open discussion on the math curriculum.

Kelly Crisp, Papermill Lane, stated that she is against the math curriculum. Her son is struggling and never has before. Teachers should teach, and other students shouldn't be teaching. Quality instructional time is being wasted.

Suzanne Miska, Rygate Road, stated that she feels there is failure to communicate. Central Office should have an open forum with the parents.

John Llewellyn, Sturges Road, stated that the new math has 2 levels of math, others have 5. He stated that levels of rigor should be added.

#### 14. Open Board Comment

Mrs. Brand stated that she has concerns that the district is using a text that did not come before the Board. She requested a presentation on this.

Mr. Liu stated that he is extremely troubled about this, and asked whether a new textbook was being used. This should be dealt with straight forward.

Mrs. Kennelly also requested that this be on the December agenda.

Ms. Iacono stated that she would like clarification on not receiving district materials. She also clarified that a Curriculum Review Committee does exist.

Mrs. Gerber stated that she was at a SEPTA meeting earlier this month and the "Friend of SEPTA Award" was given to Ann Leffert. Many parents attended the ceremony and gave personal stories about her positive impacts. She also stated that during the CAFE convention, the Commissioner commended Dr. Title for all his work during Hurricane Sandy. In addition, Mrs. Gerber stated that the Fairfield Budget Book won an Honorable Mention Award.

Ms. Iacono stated that the reason she is suggesting getting rid of Open Board Comment is that it is not supposed to be used to blindside people.

Mr. Dwyer stated that some have been asking for the AON report. The information might be available for the Board Packet. Mr. Dwyer asked that questions be forwarded to Dr. Title so that they can be received in advance of the meeting. He also stated that the Board calendar should be agreed on in December.

15. Adjournment

Ms. Iacono moved, seconded by Mr. Convertito the recommended motion that “that this Organizational/Regular Meeting of the Board of Education adjourn at 10:30pm”

Motion Carried: 9:0:0

**Margaret Boice, Ed.D.**  
Director of Secondary Education



**Fairfield Public Schools**  
501 Kings Highway East, Suite 210  
Fairfield, Connecticut 06825  
Phone: (203) 255-8390  
FAX: (203) 255-8273

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TO: Dr. David Title  
FROM: Dr. Margaret Boice  
DATE: December 5, 2012  
  
RE: Documents related to Algebra 1

**ENCLOSURE NO. 3**

**DEC 11 2012**

Attached to this memo are the following:

- Flyers for the Algebra 12 Nights at Warde and Ludlowe High Schools
- Price quote and purchase order for CPM Educational Programs
- Data from the PSAT and the Algebraic Reasoning Strand of the CAPT

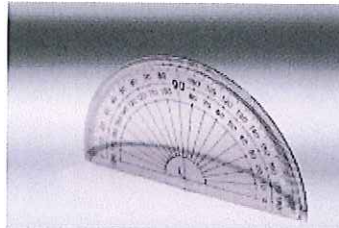
Regarding the data, please note the following taken from the October 26 memo on Math Curriculum:

While improvements in the elementary program will lead to long-range improvement, a short term focus on the Algebra and Geometry courses is important as the majority of our students take these courses in the two years prior to taking the CAPT.

The CAPT mathematics assessment is an assessment that requires students to complete high-level rigor problems. New assessments aligned to the Common Core are scheduled to be used in the 2014-15 school year and these will be more rigorous than the CAPT. Therefore, teachers need to provide our students with instruction that requires students to complete rigorous tasks with an engaging approach.

Another source of data on our students' problem solving ability is the PSAT. This table illustrates that FPS students, when compared to students nationally and in the state, score below their peers in the areas of problem solving, representation, reasoning, and connecting mathematical concepts and ideas. Only communicating is above the state and national average.

# ALGEBRA 12 NIGHT



*For Ludlowe High School Parents*

*January 3rd – 7:00 to 8:00 pm – Lecture Hall*

*Topics:*

*Common Core State Standards (CCSS) &  
Mathematical Practices*

*SBAC Assessment*

*Instructional Model*

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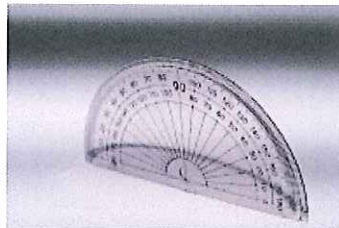
Please detach the bottom half of this flier and return if you are planning on attending

Yes, I will be attending

Name: \_\_\_\_\_

**Please return by Thursday, Dec. 20th, 2012**

# ALGEBRA 12 NIGHT



*For Warde High School Parents*

*December 13<sup>th</sup> - 7:00 to 8:00 - Lecture Room*

*Topics:*

*Common Core State Standards (CCSS) &  
Mathematical Practices*

*SBAC Assessment*

*Instructional Model*

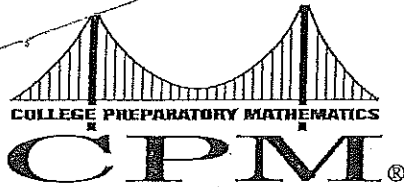
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Please detach the bottom half of this flier and return if you are planning on attending

Yes, I will be attending

Name: \_\_\_\_\_

**Please return by Monday, Dec. 10<sup>th</sup>, 2012**



Jill George  
CPM EDUCATIONAL PROGRAM  
BUSINESS OFFICE  
1233 Noonan Drive  
Sacramento, CA 95822-2569  
(209) 745-2055  
FAX (916) 444-5263

## QUOTATION

May 14, 2012.

Fairfield Public Schools  
501 Kings Highway East  
Fairfield, CT 06825

Attn: Paul Rasmussen, Ed.D. Secondary Mathematics Curriculum Leader  
prasmussen@fairfieldschools.org  
(203) 952-5409(cell)

Dear Paul,

As requested, we submit the following pricing for CPM materials:

Part #	ISBN#	Description	Qty	Price	Ext Price
AC-003	978-1-60328-000-3	Core Connections Algebra 6 Year eBook License	400	\$ 49.00	\$ 19,600.00
AC-010E	978-1-60328-101-0	Core Connections Algebra Hardbound w/6 yr eBook	570	69.00	39,330.00
AC-027	978-1-60328-102-7	Core Connections Algebra Teacher Edition Bundle	19	225.00	4,275.00
Sub-Total					\$ 63,205.00
Shipping					2,621.00
Total					\$ 65,826.00

Terms: As per Brian Hoey's agreement: "The cost for the pilot, paid this year, will be \$13,000. If you adopt the books, the balance due is the difference between the total cost above (\$65,826) and \$13,000. If you decide not to purchase the books by July 31, 2013, then you will return the books to CPM and the \$13,000 becomes a one-year use fee. Once you confirm that this outline of the pilot plan is acceptable, I will send an agreement. Then you will also send a purchase order for the books that should contain the terms of the pilot agreement."

Core Connections 1-3, Algebra, Geometry and Algebra 2 will be available Summer 2012. Orders received prior to that time will be held and shipped as soon as the books are available.

CPM Educational Program, a California non-profit corporation, is the sole source provider of these materials. Our Federal Identification Number is 68-0331449.

Please feel free to contact us if you have any questions.

Sincerely,

*Jill George*

Jill George  
Business Office





# Purchase Order

PO Date 05/30/2012 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL PACKAGES INCLUDING INVOICES AND CORRESPONDENCE

Purchase Order # **12305280-00**

The Fairfield Public School District is exempt from Federal Excise Tax and Connecticut Sales Tax #06-75-0063-K.

This order may be accepted only on terms of this order. Any modification must be specifically accepted by the Fairfield Public Schools.

Delivery must be made within the doors of the specified destination.

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FPS  
Fairfield Public Schools  
Accounts Payable  
P.O. Box 320189  
Fairfield, CT 06825

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COLLEGE PREPARATORY  
1233 NOONAN DRIVE  
SACRAMENTO CA 95822-2569

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Fairfield Warde High School  
Fairfield Public Schools  
755 Melville Avenue  
Fairfield CT 06825

Date Ordered	Supplier Number	Date Required	Requisition Number	Delivery Reference
05/30/2012	2408		5737	ATTN: PAUL RASMUSSEN

Freight Method/Terms	Department/Location
	INSTRUCTIONAL SERVICES

Item #	Description/Part No.	Qty	UOM	Unit Price	Extended Price
1	Common Core Pilot Program Algebra - ORDER FORM ATTACHED PLEASE INCLUDE ORDER FORM WHEN SENDING PURCHASE ORDER SOLE-SOURCE FORM AND QUOTE ATTACHED —FREE SHIPPING AND HANDLING PER REP.  SHIP ATTENTION: PAUL RASMUSSEN - INSIDE DELIVERY  ***** GL SUMMARY ***** <u>11-1111-401-070-401-60-5090-B-56164- 13,000.00</u>	1.0	Each	\$13,000.000	\$13,000.00

*209-745-2058*

Fairfield Public Schools  
Authorization To Pay

P.O. Number: 12305280 Date: 7-26-12

School/Dept: Instructional

Received & Authorized by: Shirley D.

Complete  Partial

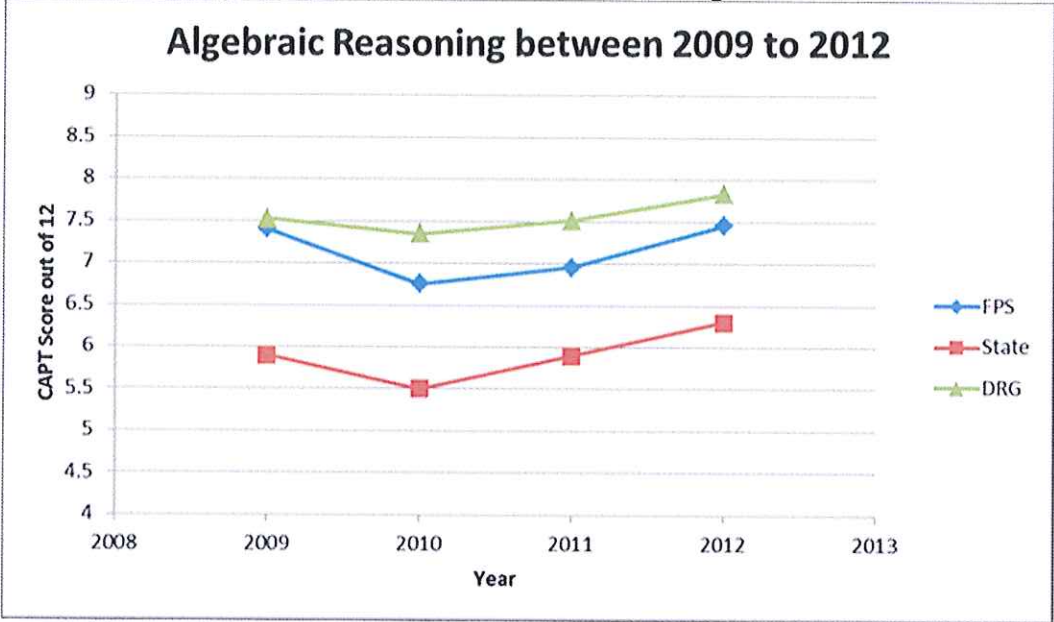
DEPARTMENT COPY

PO Total

\$13,000.00

Our students have fallen below the DRG average in the Algebraic Reasoning Strand on the CAPT for several years (Figure 1).

**Figure 1: Average Score for Algebraic Reasoning Strand for Secondary High Schools in Fairfield in comparison to the State and DRG average.**



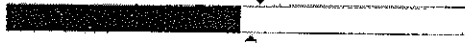
*Figure 2: Performance of Fairfield High School Students in the Areas of Problem Solving, Representation, Reasoning, Connections, and Communicating on the 2012 PSAT Assessment (The top arrow on each bar represents the state average. The bottom arrow is the national average)*

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**Problem Solving**

Solve abstract and practical problems, applying and adapting a variety of strategies. Monitor progress and evaluate answers in terms of questions asked.

5.1 of 10 questions correct



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**Representation**

Use and translate among representations including verbal, numerical, symbolic, and graphical to communicate mathematical ideas and solve problems.

5.6 of 10 questions correct



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**Reasoning**

Develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.

2.9 of 6 questions correct



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**Connections**

Connect ideas from different areas of mathematics (particularly geometry and algebra) to state or solve abstract or applied problems.

4.8 of 7 questions correct



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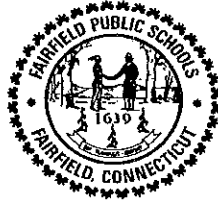
**Communication**

Express mathematical ideas precisely and communicate them coherently and clearly in the language and notation of mathematics.

3.6 of 5 questions correct



**Margaret Boice, Ed.D.**  
Director of Secondary Education



**Fairfield Public Schools**  
501 Kings Highway East, Suite 210  
Fairfield, Connecticut 06825  
Phone: (203) 255-8390  
FAX: (203) 255-8273

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TO: Dr. David Title  
FROM: Dr. Margaret Boice  
DATE: December 5, 2012  
  
RE: Algebra 12 Curriculum

Attached are the following documents:

- A copy of the current Algebra 12 curriculum that was approved by the Board on February 28, 2006.
- The syllabus template that all Algebra 12 teachers use for the course. Note that the grading policy is described at the bottom of page 1. This grading policy, which adheres to the district grading policy, is the one used by all Algebra 12 teachers in both the middle and high school.
- The timeline for the Mathematics Curriculum and Resource Presentation

## ALGEBRA 12

**Description**

This first course in algebra furthers the students' skills in operating with real numbers, variables and algebraic properties. Algebra 12 also develops the concept of function. Major topics include: number properties, operations with real numbers, solutions of linear and quadratic equations, graphing functions, data analysis, radicals, exponents, factoring, solutions of systems of linear equations. Throughout the course, there will be an integration of problem solving techniques, communication skills, computing and estimating, the use of technology, and real life applications.

### Course Overview

**Course Goals**

Students should:

**Essential Questions**

- How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
- How are quantitative relationships represented by numbers?
- How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?

**Assessments**

*Common Assessments*

*Skill Assessments*

**Content Outline**

- I. [Unit 1](#) - Foundations of Algebra
- II. [Unit 2](#) - Algebraic Expressions and Equations
- III. [Unit 3](#) - Functions and Relations
- IV. [Unit 4](#) - Graphing
- V. [Unit 5](#) - Exponents and Radicals
- VI. [Unit 6](#) - Polynomials

**Standards**

[State of Connecticut Math Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

- *Algebraic Reasoning: Patterns And Functions*
- *Numerical and Proportional Reasoning*
- *Working with Data: Probability and Statistics*

**Grade Level Skills**

Students will:

- Skills Matrix

**Pacing Guide**

1st Marking Period		2nd Marking Period		3rd Marking Period		4th Marking Period			
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Foundations of Algebra</u> 2 weeks	Unit 2 <u>Algebraic Expressions and Equations</u> 7 weeks	Unit 3 <u>Functions and Relations</u> 6 weeks	Unit 4 <u>Graphing</u> 7 ½ weeks	Unit 5 <u>Exponents and Radicals</u> 6 weeks	Unit 6 <u>Polynomials</u> 3 ½ weeks				

<b>Unit 1 - Foundations of Algebra, 2 weeks <a href="#">top</a></b>		
<b>Standards</b> <b><i>Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.</i></b> <b>1.1 Students should understand and describe patterns and functional relationships.</b> Core      1.1.a Students should describe relationships and make generalizations about patterns and functions. Extended    1.1.a Students should model real world situations and make generalizations about mathematical relationships using a variety of patterns and functions.  <b><i>Numerical and Proportional Reasoning - Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technology.</i></b> <b>2.1 Students should understand that a variety of numerical representations can be used to describe quantitative relationships.</b> Core      2.1.a Students should extend the understanding of number to include integers, rational numbers, and real numbers. 2.1.b Students should interpret and represent large sets of numbers with the aid of technology. <b>2.2 Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities.</b> Core      2.2.a Students should develop strategies for computation and estimation using properties of number systems to solve problems.  <b><i>Working with Data: Probability and Statistics - Data can be analyzed to make informed decisions using a variety of strategies, tools and technology.</i></b> <b>4.1 Students should collect, organize and display data using appropriate statistical and graphical methods.</b> Core      4.1.a Students should create the appropriate visual or graphical representation of real data. <b>4.2 Students should analyze data sets to form hypotheses and make predictions.</b> Core      4.2.a Students should analyze real world problems using statistical techniques.		
<b>Unit Objectives</b> Students will be able to: <ul style="list-style-type: none"> <li>• collect, analyze, interpret and display data and statistics both manually and with technology.</li> <li>• write and evaluate expressions</li> <li>• compute using the order of operations</li> <li>• use algebraic models to represent real-life situations</li> <li>• organize data and represent functions</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?</li> <li>• How are quantitative relationships represented by numbers?</li> <li>• How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?</li> </ul> <b>Focus Questions</b> <ul style="list-style-type: none"> <li>• What is algebra and what role does it play in the world of mathematics? (i.e. Its importance as a foundation and tool in higher mathematics and</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Amazing Algebra Amusement Park Adventure</li> </ul> <b>Skill Objectives</b> Students will: <ul style="list-style-type: none"> <li>• perform operations on the real numbers using fractions, decimals, percents, absolute value and exponents.</li> <li>• apply the order of operations to evaluate an expression.</li> <li>• graph numbers on a number line.</li> <li>• manipulate and demonstrate the interconnection between fractions,</li> </ul>

	<p>the real world.)</p> <ul style="list-style-type: none"> <li>• Given a real-world situation or set of data how can an algebraic model be created and applied?</li> <li>• How can the order of operations help to evaluate expressions?</li> <li>• How can data be represented?</li> </ul>	<p>decimals and percents.</p> <ul style="list-style-type: none"> <li>• find the mean, median and mode of data.</li> </ul>
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**Unit 2 – Algebraic Expressions and Equations, 7 weeks [top](#)**

**Standards**

***Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.***

**1.3 Students should use operations, properties, and algebraic symbols to determine equivalence and solve problems.**

Core

- 1.3a Students should manipulate equations, inequalities, and functions to solve problems.

***Numerical and Proportional Reasoning - Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technology.***

**2.1 Students should understand that a variety of numerical representations can be used to describe quantitative relationships.**

Core

- 2.1a Students should extend the understanding of number to include integers, rational numbers, and real numbers.
- 2.1b Students should interpret and represent large sets of numbers with the aid of technology.

**2.2 Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities.**

Core

- 2.2a Students should develop strategies for computation and estimation using properties of number systems to solve problems.
- 2.2b Students should solve proportional reasoning problems.

***Working with Data: Probability and Statistics - Data can be analyzed to make informed decisions using a variety of strategies, tools and technology.***

Core

- 4.3 Students should understand and apply the principles of probability in a variety of situations.

**Unit Objectives**

Students will be able to:

- identify and apply properties of equality and algebraic axioms.
- solve algebraic equations and inequalities.
- compute with real numbers and apply their properties.
- solve equations and inequalities with real numbers.
- determine probability and odds of an event.
- graph on a number line.
- solve real –life problems using ratios and presents.

**Essential Questions**

- How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
- How are quantitative relationships represented by numbers?
- How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?

**Focus Questions**

- What is algebra and what role does it play in the world of mathematics? (i.e. Its importance as a foundation and tool in higher mathematics and the real world.)
- How can we employ technology to create and interpret models and enhance student learning?

**Assessment**

- Fairfield Extra Curricular Budget Predictions

**Skill Objectives**

Students will:

- define and apply properties of algebra, including commutative, associative, distributive, identity, and inverse.
- define, simplify, and evaluate variable expressions and equations.
- solve proportions and use them to model real world problems.
- solve equations and inequalities with variables on one or both sides using one or more operations (including linear, absolute value, quadratic, exponential

	<ul style="list-style-type: none"> <li>• What are the properties* of algebra and how are they applied to numeric expressions, algebraic expressions, equations, inequalities, relations, and functions?  *(Equality, inequality, exponents, order of operations, axioms such as identity, inverse, distributive, associative and commutative) <ul style="list-style-type: none"> <li>• How can you make an educated prediction?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• and rational).</li> <li>• evaluate and transform literal equations (formulas).</li> <li>• create models using inequalities and equations.</li> <li>• solve absolute value equations and inequalities.</li> </ul>
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<b>Unit 3 - Functions and Relations, 6 weeks <a href="#">top</a></b>		
<b>Standards</b> <i>Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.</i>		
<b>1.1 Students should understand and describe patterns and functional relationships.</b>		
Core	1.1.a	Students should describe relationships and make generalizations about patterns and functions.
Extended	1.1.a	Students should model real world situations and make generalizations about mathematical relationships using a variety of patterns and functions.
<b>1.2 Students should represent and analyze quantitative relationships in a variety of ways.</b>		
Core	1.2.a	Students should represent and analyze linear and non-linear functions and relations symbolically and with tables and graphs.
<b>1.3 Students should use operations, properties, and algebraic symbols to determine equivalence and solve problems.</b>		
Core	1.3.a	Students should manipulate equations, inequalities, and functions to solve problems.
<b>Unit Objectives</b> Students will be able to: <ul style="list-style-type: none"> <li>create, manipulate, and model using equations, which may include, linear, quadratic and literal functions (formulas) and relations.</li> <li>graph linear equations.</li> <li>recognize functions by its equations and/or graphs.</li> </ul>	<b>Essential Question</b> <ul style="list-style-type: none"> <li>How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?</li> </ul> <b>Focus Questions</b> <ul style="list-style-type: none"> <li>How can we employ technology to create and interpret models and enhance student learning?</li> <li>What is slope and how is it related to the real world?</li> <li>What are the properties of a function and how can you recognize a function?</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>The Human Chain</li> </ul> <b>Skill Objectives</b> Students will: <ul style="list-style-type: none"> <li>identify when a relation is a function and use function notation.</li> <li>evaluate a function for a given value.</li> <li>make a table for a function and identify the domain and range.</li> <li>write a linear function in standard, slope-intercept and point-slope form and convert between forms.</li> <li>determine the slope and x and y intercepts of a linear function.</li> <li>explain the slope as a rate of change with units and the y intercept as an initial value within a real world context.</li> <li>model a real world situation with a constant rate of change using a linear function in order to make predictions.</li> <li>find the line of best fit given a set of data that appears to have a linear</li> </ul>

		<p>relationship.</p> <ul style="list-style-type: none"><li>• solve systems of equations by graphing, substitution and linear combination.</li></ul>
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**Unit 4 - Graphing, 7 ½ weeks [top](#)**

**Standards**

***Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.***

**1.1 Students should understand and describe patterns and functional relationships.**

Core 1.1a Students should describe relationships and make generalizations about patterns and functions.

**1.2 Students should represent and analyze quantitative relationships in a variety of ways.**

Core 1.2a Students should represent and analyze linear and non-linear functions and relations symbolically and with tables and graphs.

***Numerical and Proportional Reasoning - Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technology.***

**2.2 Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities.**

Core 2.2a Students should develop strategies for computation and estimation using properties of number systems to solve problems.

2.2b Students should solve proportional reasoning problems.

***Working with Data: Probability and Statistics - Data can be analyzed to make informed decisions using a variety of strategies, tools and technology.***

**4.1 Students should collect, organize and display data using appropriate statistical and graphical methods.**

Core 4.1a Students should create the appropriate visual or graphical representation of real data.

**Unit Objectives**

Students will be able to:

- create and interpret graphs with functions and relations (manually and with technology).
- create, solve and interpret systems of equations and inequalities graphically and algebraically.
- graph linear and quadratic equations.
- display, organize, and interpret data.
- make predictions based on graphs.

**Essential Questions**

- How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
- How are quantitative relationships represented by numbers?
- How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?

**Focus Questions**

- What is algebra and what role does it play in the world of mathematics? (i.e. Its importance as a foundation and tool in higher mathematics and the real world.)
- Given a real-world situation or set of data how can an algebraic model be created and applied?
- How can we employ technology to create and

**Assessment**

- Algebra Phone-tastic Giveaway

**Skill Objectives**

Students will:

- graph real numbers on a number line.
- graph simple and compound inequalities.
- graph solutions of absolute value equations and inequalities in one variable.
- graph ordered pairs and data using appropriate coordinate axes and labels.
- graph linear functions and inequalities.
- graph systems of linear functions.
- graph quadratic functions.
- make and use a scatter plot.

	<p>interpret models and enhance student learning?</p> <ul style="list-style-type: none"> <li>• How can data be organized and graphed in order to solve real-world situations?</li> </ul>	<ul style="list-style-type: none"> <li>• make and use a stem and leaf plot to organize data.</li> <li>• draw a box and whisker plot to organize and interpret real-life data.</li> </ul>
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**Unit 5 - Exponents and Radicals, 6 weeks [top](#)**

**Standards**

*Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.*

**1.1 Students should understand and describe patterns and functional relationships.**

- Core  
Extended
- 1.1a Students should describe relationships and make generalizations about patterns and functions.
  - 1.1a Students should model real world situations and make generalizations about mathematical relationships using a variety of patterns and functions.

**1.2 Students should represent and analyze quantitative relationships in a variety of ways.**

- Core
- 1.2a Students should represent and analyze linear and non-linear functions and relations symbolically and with tables and graphs.

**1.3 Students should use operations, properties, and algebraic symbols to determine equivalence and solve problems.**

- Core
- 1.3a Students should manipulate equations, inequalities, and functions to solve problems.

*Numerical and Proportional Reasoning - Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technology.*

**2.1 Students should understand that a variety of numerical representations can be used to describe quantitative relationships.**

- Core
- 2.1a Students should extend the understanding of number to include integers, rational numbers, and real numbers.
  - 2.1b Students should interpret and represent large sets of numbers with the aid of technology.

**2.2 Students should use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities.**

- Core
- 2.2a Students should develop strategies for computation and estimation using properties of number systems to solve problems.
  - 2.2b Students should solve proportional reasoning problems.

**Unit Objectives**

Students will be able to:

- apply properties of, and perform operations with, exponents and radicals.
- multiply and Divide expressions with exponents.
- solve real-life problems with exponents and radicals.

**Essential Questions**

- How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
- How are quantitative relationships represented by numbers?

**Focus Questions**

- What is algebra and what role does it play in the world of mathematics? (i.e. Its importance as a foundation and tool in higher mathematics and the real world.)
- Given a real-world situation or set of data how can an algebraic model be created and applied?
- What are the properties of exponents and how

**Assessment**

- Classic Vs. New

**Skill Objectives**

Students will:

- define power, base and exponent.
- use scientific notation when working with large and small numbers.
- evaluate power terms, with positive and negative bases, with and without the calculator.
- apply properties of exponents to simplify exponential expressions including positive, negative and zero exponents.

	are they applied to numeric expressions, algebraic expressions, and equations?	<ul style="list-style-type: none"><li>• evaluate expressions and equations using properties of exponents.</li><li>• write and use models for exponential growth and decay.</li><li>• use properties of radicals to express radicals in simplest form.</li></ul>
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**Unit 6 – Polynomials, 3 ½ weeks [top](#)**

**Standards**

***Algebraic Reasoning: Patterns and Functions - Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools, and technology.***

**1.1 Students should understand and describe patterns and functional relationships.**

Core 1.1.a Students should describe relationships and make generalizations about patterns and functions.

Extended 1.1.a Students should model real world situations and make generalizations about mathematical relationships using a variety of patterns and functions.

**1.2 Students should represent and analyze quantitative relationships in a variety of ways.**

Core 1.2.a Students should represent and analyze linear and non-linear functions and relations symbolically and with tables and graphs.

**Unit Objectives**

Students will be able to:

- perform operations on, manipulations with, and factoring of polynomials.
- do computations with polynomials (add, subtract, and multiply).
- factor polynomials with the purpose of solving equations.

**Essential Question**

- How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?

**Focus Questions**

- What is algebra and what role does it play in the world of mathematics? (i.e. Its importance as a foundation and tool in higher mathematics and the real world.)
- What is a polynomial?
- How can you do computations and simplify a polynomial?
- How can a polynomial be factored?

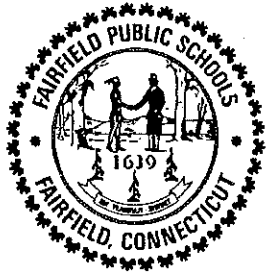
**Assessment**

- Polynomial Crossword Puzzle

**Skill Objectives**

Students will:

- identify coefficient, term, monomial, binomial, trinomial and polynomial.
- add, subtract and multiply polynomial expressions.
- factor polynomials by finding the greatest common factor.
- factor binomials that have a difference of two squares.
- factor any factorable trinomial with a leading coefficient of 1.
- solve quadratic equations by factoring, applying the quadratic formula, and graphing.



# ALGEBRA 12

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Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

## COURSE DESCRIPTION

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This first course in algebra furthers the students' skills in operating with real numbers, variables and algebraic properties. Algebra 12 begins with the development of the function. Major topics include: solutions of linear and quadratic equations, graphing functions, data analysis, exponents, factoring, solutions of systems of linear equations. Throughout the course, there will be an integration of problem solving techniques, communication skills, computing and estimating, the use of technology, and real life applications.

## COURSE OBJECTIVES

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Students should:

- understand and describe patterns and functional relationships.
- represent and analyze quantitative relationships in a variety of ways.
- use operations, properties, and algebraic symbols to determine equivalence and solve problems.
- understand that a variety of numerical representations can be used to describe quantitative relationships.
- use numbers and their properties to compute flexibly and fluently, and to reasonably estimate measures and quantities.
- collect, organize and display data using appropriate statistical and graphical methods.
- analyze data sets to form hypotheses and make predictions.
- understand and apply basic concepts of probability.

## UNITS OF STUDY

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- Functions
- Linear Functions
- Solving One Variable Equations
- Solving Two Variable Equations
- Linear Modeling
- Quadratic Functions
- Quadratic Equations
- Complex Equations
- Statistics and Variation

## COURSE POLICIES AND REQUIREMENTS

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### GRADING

Summative Assessments:	70% Total May Include: Individual Tests, Projects, Mid-Chapter Tests
Formative Assessments:	20% Total May Include: Team Quizzes, Class Presentations/Projects
Behavioral Characteristics:	10% Total May Include: Homework, Participation Quizzes

Insert Additional Grading Information Here

## MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

## EXPECTATIONS OF STUDENTS

To be respectful to all other individuals and all property  
To be prepared and on time with appropriate materials and assignments  
To be responsible for any missed work and notes  
To be motivated to learn and accept challenges

## EXTRA HELP

Insert Course Expectations Here

Insert Additional Information Here

## Mathematics Curriculum and Resource Presentation Timeline

Action	Purpose	Resources	Timeline
<p>1) Finalize versions of curriculum documents revised by teachers to align to Common Core Standards</p>	<ul style="list-style-type: none"> <li>Create documents to:</li> <li>Present to parent focus group</li> <li>Help guide resource search</li> </ul>	<p>Draft Curriculum Documents for Geometry 21/22, Algebra 1, Algebra Accelerated, Core 8, Core 7, Core 7 Accelerated, Core 6, and Core 6 Accelerated</p>	December 2012
<p>2) Create Parent Focus Group to review Draft Curriculum Documents (8 total members)</p> <ul style="list-style-type: none"> <li>a. 1 PTA Council Rep</li> <li>b. One Parent from each secondary school - (5 total)</li> <li>c. 1 Director of Secondary Education</li> <li>d. 1 Secondary Math Curriculum Leader</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback on curriculum documents to be presented to BOE in April</li> <li>Make any necessary changes based on parent feedback</li> <li>Finalize draft documents to help guide resource search</li> </ul>	<p>Rubric/focus questions for feedback</p>	January 2013
<p>3) Conduct Initial Screening of Resources (7 total members)</p> <ul style="list-style-type: none"> <li>a. Math Resource Teachers – (3 total)</li> <li>b. 1 Teacher from each high school – (2 total)</li> <li>c. 1 Curriculum Leader</li> <li>d. 1 Director of Secondary Education</li> </ul>	<p>Condense resource search to 3 - 5 preferences in each level to provide the Final Resource Review Committee with choices for consideration:</p> <ul style="list-style-type: none"> <li>Middle School (Grades 6,7,8)</li> <li>Algebra and Geometry</li> </ul>	<p>Resource Rubric</p> <p>Draft Curriculum Documents</p> <p>Middle School Series</p> <p>High School Series for Algebra and Geometry</p>	January 2013

<p>4) Present to Curriculum Coordinating Council</p>	<ul style="list-style-type: none"> <li>• Provide feedback on curriculum documents to be presented to BOE in April</li> <li>• Make any necessary changes based on parent feedback</li> <li>• Finalize draft documents to help guide resource search</li> </ul>	<p>Rubric/focus questions for feedback</p>	<p>January 2013</p>
<p>5) Institute Final Resource Review Committee(14 total members)</p> <ol style="list-style-type: none"> <li>1 Math Resource Teacher</li> <li>Grade Level Teachers (5 Total) <ol style="list-style-type: none"> <li>1 Grade 6</li> <li>1 Grade 7</li> <li>1 Grade 8</li> <li>1 HS Algebra</li> <li>1 HS Geometry</li> </ol> </li> <li>2 Building Administrators (Housemasters or Headmasters)</li> <li>1 Director of Secondary Education</li> <li>1 Secondary Math Curriculum Leader</li> <li>3 Parents (Two from Parent Focus Group &amp; PTA Curriculum Rep)</li> <li>1 Outside Consultant (University Professor)</li> </ol>	<ul style="list-style-type: none"> <li>• Make decision on final resource to make recommendation to BOE, with rationale.</li> </ul>	<p>Final Resource Rubric</p> <p>3-5 resources recommended from initial screening committee</p> <p>Site visits, if necessary</p>	<p>February 2013</p>

6) Assess presentations presented by vendors	<ul style="list-style-type: none"> <li>Make decision on final resource to make recommendation to BOE, with rationale</li> </ul>		February 2013
7) Finalize curriculum documents for BOE presentation	Prepare for BOE presentation	Curriculum Documents	March 2013
8) Finalize Textbook Adoption Form for BOE presentation	Prepare for BOE presentation	Textbook Adoption Form	March 2013
9) Finalize Curriculum Review for BOE presentation	Prepare for BOE presentation	PowerPoint Presentation	March 2013
10) Deliver BOE Presentation	To obtain BOE approval	Curriculum Documents Textbook Adoption Form PowerPoint Presentation	April 2013

## Instruction

### CURRICULUM

6200

The curricula of the schools shall be in accord with the Board of Education's adopted goals and legal requirements. The curriculum design shall be a PK-12 program with appropriate articulation between elementary and middle schools, and between middle and high schools.

A program of continuing improvement and development of the curriculum shall be in effect. Curriculum development by the certified staff shall be guided by the document *Curriculum Development in the Fairfield Public Schools, Framework and Procedures*, and such factors as the following:

- actual studies and information concerning the needs of students in this school district;
- the range of abilities, aptitudes, and interests of the students;
- input from residents of the school district; and
- avoidance of discrimination.

The Board of Education has the responsibility for establishing curricula for the school district. A District Curriculum Committee will be established by the Superintendent. This committee has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education. Teachers shall teach within the approved curricula.

The Board of Education supports opportunities for faculty to consult and assist in curriculum development through workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to work on curriculum during the summer.

Periodic reports, including planned pilot programs, shall be made to the Board of Education.

Legal Reference: Connecticut General Statutes  
10-15 Towns to maintain schools  
10-15c Discrimination in public schools prohibited  
10-16b Prescribed courses of study  
10-16c et seq. re Family life education  
10-17 English language to be medium of instruction  
10-17 et seq. re Bilingual instruction  
10-18 Courses in United States history, government and duties, and responsibilities of citizenship  
10-18a Contents of textbooks and other general instructional materials

**Instruction**

**CURRICULUM (continued)**

**6200**

Legal Reference: Connecticut General Statutes  
(continued) 10-18b et seq. re Firearms safety programs  
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught  
10-19a et seq. re Substance abuse prevention team  
10-221a High school graduation requirements  
10-21 et seq. re Vocational education and cooperation with business  
10-220 Duties of boards of education as amended by PA 08-153

Approved 8/27/04

Revised and Approved 5/24/2011



DEC 11 2012

**STUDENT CALENDAR**  
**FAIRFIELD PUBLIC SCHOOLS**  
 2013 - 2014

DRAFT

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

- ☐ Schools Not In Session
- <○> Conference Days (Elem. & Middle) Early Dismissal
- Conference Days (Elem. ONLY) Early Dismissal
- △ Early Dismissal (Elementary ONLY)
- ( ) State Required Holidays
- \* May Vary By Level

CONNECTICUT MASTERY TEST 2014 DATES  
 AND  
 CAPT 2014 DATES  
 March 3 - March 28, 2014

CMT WRITING  
 March 4, 2014  
 CAPT WRITING  
 March 4, 5, 6, 2014



**Instruction**

**Schedules**

**ADMINISTRATIVE REGULATIONS ON  
STUDENT CALENDAR**

**6110AR**

In developing a student calendar for submission to the Board of Education, the Superintendent shall consider the following objectives:

- Begin school during the last week of August;
- Provide for staff and student orientation days before the start of school;
- Review calendars of the regional program providers and coordinate the Fairfield calendar to the degree practical to facilitate student participation in regional programs;
- Avoid holding school on the optional State holidays (Columbus Day, Veterans' Day, and Presidents' Day) in addition to Election Day and the first full day of Rosh Hashanah and Yom Kippur;
- On the eve of Rosh Hashanah and Yom Kippur there will be no after school or evening activities;
- Avoid holding school on Christmas Eve and schedule a half day of instruction on the Wednesday before Thanksgiving;
- Reopen schools after the December recess as close to January 1<sup>st</sup> as legally and practically permitted;
- Provide an academic break in February and April that avoids State test administration periods;
- Provide early release days for parent / teacher conferences in the fall and spring;
- In setting the February and April break maintain comparable periods of instruction between the break periods; and
- Provide make-up dates for a minimum of three (3) school-closing days before make-up days are removed from the April academic break. If a day must be removed from the April academic break to make-up for school closings, the day will be removed from the beginning of the break week.

8/27/04

Revised 10/27/09

DEC 11 2012

**Instruction**

**Instructional Resources**

**STUDENT INTERNET USE**

**6417**

~~Uses of electronic communication systems allow unprecedented opportunities for students to communicate, learn, access, and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose new challenges including, but not limited to, ready access for all students, age-level appropriateness of some material available through networks, security of the electronic communications system, and cost of maintaining increasingly complex networks. The district will endeavor to ensure that these concerns are appropriately addressed.~~

~~The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and the specific limitations contained in this document.~~

The Fairfield Public Schools provide a variety of District Technology Resources in support of our instructional and administrative programs to ensure that our students become digital citizens proficient in information technology competencies essential for success in the 21<sup>st</sup> century. These District Technology Resources enhance learning and improve communication within our local and global communities. The advantages of having access to these District Technology Resources exceed a potential disadvantage. However, access to them is a privilege and not a right. Therefore, it is incumbent upon all members of the school community to use District Technology Resources responsibly, ethically and with respect for the work of others.

The District policies are intended to promote the most effective, safe, productive, and instructionally sound uses of District Technology Resources, information and communication tools. The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful, inappropriate, or explicit. The District employs a system of Internet content filtering controls that meet federal standards established by the Children's Internet Protection Act (CIPA). Ultimately, parents and/or guardians of minors are responsible for setting and conveying the standard that their children should follow when using District Technology Resources.

The District will provide training and procedures that encourage the widest possible access to electronic information systems and networks **District Technology Resources** by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.

**Instruction**

**Instructional Resources**

**STUDENT INTERNET USE (continued)**

**6417**

Use of District Technology Resources, and/or a student's Personal Electronic Devices on school property or during a school sponsored or related activity, are expected to be lawful, ethical, respectful, academically honest, and supportive of the school's mission. Each student user of District Technology Resources and/or of the student's Personal Electronic Devices on school property or during school sponsored or related activity, has the responsibility to respect every other person in our community and on the Internet. All students are expected to follow the guidelines, procedures, and specific limitations outlined in the Acceptable Use Guidelines and Agreement (6417AR). District Technology Resources are subject to search at any time.

Students are prohibited from using on school property or during a school sponsored or school related activity District Technology Resources or any Personal Electronic Devices for a use that is prohibited by this policy, other District or administrative policies, rules and regulations and/or state and federal law.

If a student brings a Personal Electronic Device onto school property or to a school sponsored or school related activity and/or connects a Personal Electronic Device to District Technology Resources, the student is subject to the rules and regulations regarding acceptable use in this policy, District or administrative policies, regulations and rules, and/or state and federal law. Any use that is in violation of the foregoing may result in loss of computer and Internet privileges and/or other discipline commensurate with the offense.

By bringing a Personal Electronic Device onto school property or to a school sponsored or school related activity and/or connecting a Personal Electronic Device to District Technology Resources, the student consents that faculty may confiscate said device if there is a reasonable suspicion that a student is using a Personal Electronic Device in a manner that is in violation of this policy or with other District or administrative regulations, rules, or policies, and/or state and federal law. The school may search the electronic device in a manner and to an extent that is consistent with, and limited to, the initial basis for the reasonable suspicion and to determine whether a violation of District policy and/or state and federal law has occurred.

Password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual student.

**Instruction**

**Instructional Resources**

**STUDENT INTERNET USE (continued)**

**6417**

- District Technology Resources and Personal Electronic Devices may only be used in a manner that is consistent with the District's educational objectives, mission and curriculum.
- Receipt, transmission and/or storage of any material in violation of District or administrative regulations, rules or policies, and/or any local, federal or state law is prohibited. This includes, but is not limited to: copyrighted material, licensed material and threatening, harassing, or obscene material.
- Intentional or unintentional use of District Technology Resources to access or process proxy sites, pornographic or other inappropriate material, explicit text or files, or files dangerous to the integrity of the network and/or instructional resources is prohibited.
- Use of District Technology Resources for commercial activities, or for solicitation not approved by the District, is prohibited.
- Students will utilize appropriate online behavior, including interactions with others in social media sites or chat rooms, and refrain from cyber-bullying behavior.
- Students and parent/guardian may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on District Technology Resources are the property of the District and, as such, may be inspected at any time and should not be considered private.
- Materials published via electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.

**Instruction**

**Instructional Resources**

**STUDENT INTERNET USE (continued)**

**6417**

Fairfield Public Schools reserves the right to refuse access to District Technology Resources to any student. Violating this policy, District and/or administrative policies, rules or regulations, or state or federal laws may result in disciplinary action, including temporary or permanent ban on student use of District Technology Resources and/or use of Personal Electronic Devices on school property or during school sponsored activities, suspension or dismissal from school and/or legal action. The District will cooperate with law enforcement officers in investigations related to illegal activities conducted with District Technology Resources or Personal Electronic Devices.

District Technology Resources include, but are not limited to: District owned, operated, managed or offered electronic media information, devices, resources, systems; software, hardware and programs; networks and access to the Internet; cell phones, smart phones, tablets (Kindles, Nooks, iPads etc.), personal laptop and desktop computers, memory sticks, or any device or item that can or may be capable of receiving, transmitting and/or storing digital information or digital media.

Personal Electronic Devices include, but are not limited to: cell phones, smart phones, tablets (Kindles, Nooks, iPads etc.), personal laptop computers, memory sticks, or any device or item that can or may be capable of receiving, transmitting and/or storing digital information or digital media.

Legal Reference: Connecticut General Statutes 53a-182b Harassment in the first degree: class d felony (as amended by PA 95-143)

Legal Reference: RSA 194:3-d, 47U.S.C. Section 254, Children's Internet Protection Act.

CREF 6417

Approved 8/27/04

DEC 11 2012

**Proposed Changes to the Board of Education By-Laws:**

**\*\*\*These changes were suggested at the November 27 BOE Meeting. Board members may provide additional suggestions not listed here. \*\*\***

1. Proposed by Mrs. Kennelly

Article II – Organization and Officers  
Section 3: Duties of Officers

Recommended Motion: “that the Board of Education add a liaison position to the Fairfield Education Association (FEA)”

2. Proposed by Mrs. Brand

Article V – Meetings  
Section 3A: Notice of Meetings: Notice to Board Members

Recommended Motion: “that the Board of Education replace the number (5) days with (7) days to deliver the BOE Agenda and materials prior to a meeting”

3. Proposed by Mr. Dwyer

Article V – Meetings  
Section 4: Order of Business

Recommended Motion: “that the Board of Education revise the Agenda order as follows:

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Presentations
4. Approval of Minutes
5. *Student Reports*
6. *Public Comment*
7. Superintendent’s Report
8. Old Business
9. New Business
10. *Committee/Liaison Reports*
11. Open Board Comment
12. Adjournment”



**OSBORN HILL ELEMENTARY SCHOOL  
PCB PROJECT EXPENSES  
2012-2013**

**ENCLOSURE NO. 7**

**DEC 11 2012**

December 4, 2012

Date	P.O. #	Vendor	Account Number	Description	P.O. Amount	Actual Expenses	P.O. Balance
8/6/2012	13400495	Indoor Air Technologies, LLC	2530-496-850	Duct Cleaning per protocols for PCB removal	68,130.00	23,845.50	44,284.50
8/23/2012	13400899	AMC Environmental, LLC	2530-496-850	PCB testing and specialized cleaning	20,000.00	14,076.25	5,923.75
8/16/2012	13400741	Moore Medical	2530-496-850	First responders emergency kit	100.00	100.00	-
8/23/2012	13400816	School Specialty	2530-496-850	Mini EZ basketball system	2,538.88	-	2,538.88
8/23/2012	13400864	Sportime	2530-496-850	PE supplies and equipment	1,358.12	1,358.12	-
8/23/2012	13400865	Sportime	2530-496-850	PE supplies and equipment	649.07	649.07	-
9/13/2012	13401156	Nosal Industries	2530-496-850	Painting	44,000.00	44,000.00	-
8/12/2012	N/A	FPS Employees	2530-496-850	Overtime - Prep for painting	-	3,125.20	-
8/25/2012	N/A	FPS Employees	2530-496-850	Overtime - Prep for painting	-	1,555.35	-
9/13/2012	13401460	AMC Environmental, LLC	2530-496-850	PCB sampling and post duct cleaning	142,720.00	142,720.00	-
9/13/2012	13401415	MODSPACE	2530-496-850	Temporary gym facility	73,448.00	-	73,448.00
9/13/2012	13401416	MODSPACE	2530-496-850	Temporary gym facility - Lease payment for 12/13	18,000.00	-	18,000.00
9/13/2012	13401125	BKM/Red Thread	2530-496-850	Flooring	15,419.55	15,419.55	-
8/31/2012	13400963	Gopher Sports Equipment	2530-496-850	Carl up mats	209.43	209.43	-
8/31/2012	13400964	Granger	2530-496-850	Rubbermaid Containers - Yellow	228.15	228.15	-
8/31/2012	13400965	Granger	2530-496-850	Rubbermaid Containers - Black	465.00	465.00	-
9/13/2012	13401336	Indoor Air Technologies, LLC	2530-496-850	Decon of books and curriculum items from LMC & Associated rooms	9,840.00	9,840.00	-
9/13/2012	13401337	Indoor Air Technologies, LLC	2530-496-850	Additional material to reconfigure decon stations	819.15	819.15	-
9/13/2012	13401048	The Plastic Factory	2530-496-850	Clear Acrylic for window	429.00	429.00	-
9/13/2012	13401061	Gopher Sports Equipment	2530-496-850	Powerball activity set	326.43	326.43	-
9/14/2012	13401195	AAIS	2530-496-850	Specialize cleaning for two kindergarten classrooms	15,475.00	7,975.00	7,500.00
9/14/2012	13401201	School Specialty	2530-496-850	Green wall panel	10,245.96	10,245.96	-
9/14/2012	13401220	PC Mall Gov., Inc.	2530-496-850	Laptops \$17,550 & Charging Cart \$2,549.00	20,099.00	20,099.00	-
9/18/2012	13401238	Universal Business Equipment	2530-496-850	Bookcases	3,468.00	3,468.00	-
9/27/2012	13401429	Follatt Software Co.	2530-496-850	Follatt cordless scanner kit	1,008.00	-	1,008.00
10/1/2012	13401537	AHC	2530-496-850	Low voltage work for temp gym	7,723.30	7,723.30	-
10/12/2012	13401658	PC Mall Gov., Inc.	2530-496-850	Meraki wireless access points	6,045.00	6,044.67	-
10/15/2012	13401851	Yankee Electric	2530-496-850	Electrical work for temp gym	11,200.00	-	11,200.00
10/15/2012	13401860	United Rental	2530-496-850	A/C Unit (4) rental	3,750.72	3,750.72	-
10/16/2012	13401680	Staples	2530-496-850	Mini Mice	631.40	563.75	-
10/25/2012	13401949	Meyer's Moving Co.		Book carts	300.00	-	300.00
11/7/2012	13401997	Woodard & Curran Consultants		To provide report and inspection of all Fairfield Public Schools	33,455.00	-	33,455.00
11/7/2012	2376	Joseph Mavaro	2530-496-850	Network drop installations	394.61	-	394.61

**OSBORN HILL ELEMENTARY SCHOOL  
PCB PROJECT EXPENSES  
2012-2013**

December 4, 2012

Date	P.O. #	Vendor	Account Number	Description	P.O. Amount	Actual Expenses	P.O. Balance
	N/A	FPS Employees	2530-496-850	Compensation for teachers setting up classrooms on 9/17/12	-	968.52	-
11/14/2012	13402040	Universal business Equi.		Task chair, Lovell 86200	179.00	-	179.00
11/16/2012	2470	Silver Pertucelli & Associates	2530-496-850	Conceptual planning and budgeting proposal	13,800.00	-	13,800.00
11/20/2012	13402199	School Specialty	2530-496-850	PE supplies and equipment	3,656.25	-	3,656.25
11/20/2012	13402176	Gopher Sports Equipment	2530-496-850	PE supplies and equipment	2,895.81	-	2,895.81
11/28/2012	2622	AAIS	2530-496-850	Abatement & specialize cleaning	77,917.00	-	77,917.00
11/28/2012	13402295	Calvert Safe & Lock LTD	2530-496-850	Rekey temp gym	188.40	-	188.40
11/30/2012	2682	AMC Technology Inc.	2530-496-850	PCB testing in conjunction with the library suite	9,758.75	-	9,758.75
				<b>Subtotal 2012-2013 Project Expenses</b>	<b>\$ 620,871.98</b>	<b>\$ 320,005.12</b>	<b>\$ 306,447.95</b>
							<b>\$ 626,453.07</b>

OSBORN HILL ELEMENTARY SCHOOL

PCB PROJECTED EXPENSES

2012-2013

December 4, 2012

Date	P.O. #	Vendor	Account Number	Description	P.O. Amount	Projected Expenses	P.O. Balance
TBD	TBD	AMC Environmental, LLC*		Complete testing and inspection services - AMC letter dated Sept. 24, 2012	-	64,360.00	-
TBD	TBD	AMC Environmental LLC		Operation and maintenance plan work for 2012-2013 - AMC letter dated Sept. 24, 2012	-	33,000.00	-
TBD	TBD	TBD		Repair acoustical ceiling system in library	-	12,500.00	-
10/4/2012	TBD	Nosal Industries		Additional painting in the kitchen and APR		9,300.00	
TBD	TBD	TBD		Reserve for O & M testing and library suite work		75,000.00	
				<b>Subtotal 2012-2013 Projected Expenses:</b>	<b>\$ -</b>	<b>\$ 194,160.00</b>	<b>-</b>
				<b>Total 2012-2013 Project Expenses:</b>			<b>\$ 820,613.07</b>

\*Asbestos related items or drawings are not included in this estimate

DEC 11 2012

**Students**

**Code of Behavior**

**STUDENT INTERNET USE**

**5335**

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The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and the specific limitations contained in this document.

To the extent that it is practical and prudent, the district will provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.

Legal Reference: Connecticut General Statutes 53a-182b Harassment in the first degree:  
class d felony (as amended by PA 95-143)

CREF 6417

Approved 8/27/04

DEC 11 2012

Fairfield Board of Education  
Fairfield, Connecticut

## NOTICE

## ELECTRONIC MONITORING

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This policy also serves as the required posting notice.

Pursuant to the authority of Public Act 98-142, the Board of Education hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While the Board may not actually engage in the use of electronic monitoring, it reserves the right to do so when determined to be appropriate by the Board or the Superintendent of Schools at their discretion.

“Electronic monitoring,” as defined by Public Act 98-142, means the collection of information on school district premises concerning employees’ activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photo-electronic, or photo-optical systems. The law does not cover the collection of information (A) for security purposes in any common areas of the Board of Education premises which are open to the public, or (B) which is prohibited under other state or federal law.

All staff members are made aware of the following:

- Monitoring may be used for assuring compliance with professional codes of conduct, Board Policy, or Administrative Regulations or established practices.
- Virtually, all electronic devices retain a record of each use and the information about that use may be recoverable.
- Electronic communications may not be secure and therefore may not be an appropriate means by which to communicate confidential or sensitive information.
- Freedom of Information Regulations apply to information maintained and/or communicated electronically and as to information maintained or communicated on other media.

The following specific types of electronic monitoring may be used by the school district in its facilities:

- Monitoring of e-mail and other components of the school district’s computer system for compliance with policies.
- Video surveillance in school buildings and on school grounds except where prohibited by law for security purposes.
- Video surveillance on all school transportation vehicles.

**ELECTRONIC MONITORING (continued)**

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- Telephone monitoring (landlines, cell or wireless) for quality control and performance assessment.
- Monitoring of electromagnetic card access system for security purposes.

The law also provides that, where electronic monitoring may produce evidence of misconduct, the school district may use electronic monitoring without prior notice when the Board and/or Superintendent have reasonable grounds to believe employees of the school system are engaged in conduct that (1) violates the law, (2) violates the legal rights of the Board of Education or other employees, (3) or creates a hostile work environment.

Questions about electronic monitoring in the workplace should be directed to the Superintendent of Schools or members of the administrative staff.

Approved 8/27/04