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

**PLEASE NOTE LOCATION**  
**FAIRFIELD LUDLOWE HIGH SCHOOL**

Board of Education  
Fairfield Public Schools  
Fairfield, CT

Tuesday, May 8, 2012

**STUDENT RECOGNITION AWARDS**

**7:00 P.M.**

**REGULAR MEETING**

**7:30 P.M.**

**Fairfield Ludlowe High School – Auditorium  
785 Unquowa Road**

**AGENDA**

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Presentations
  - A. Presentation of Technology Education Curriculum, Grades 7-12
- IV. Approval of Minutes
  - A. Approval of Minutes of the Regular Meeting of April 10, 2012

Recommended Motion: “that the Board of Education approve the Minutes of the Regular Meeting of April 10, 2012”

(Enclosure No. 1)

V. Student/Committee/Liaison Reports

Emma Sweet/Sara Wiant	Fairfield Ludlowe High School Student Liaison
Stephanie Teixeira	Fairfield Warde High School Student Liaison
Brand, Sue	Board of Health Member

Convertito, John	Special Projects Standing Building Committee Member
Dwyer, Philip	Building Projects Review Committee Member Cooperative Educational Services (CES) Council Member
Fattibene, Paul	Stratfield Building Committee Liaison Transportation Advisory Committee Member
Gerber, Jessica	Parks & Recreation Commission Member SEPTA Liaison
Iacono, Pamela	Representative Town Meeting (RTM) Liaison Riverfield Building Committee Liaison
Kennelly, Jennifer	Policy Committee Chair
Kery, Tim	PTA Council Liaison Board of Finance Liaison
Liu, Perry	Fairfield Woods Building Committee Liaison

VI. Superintendent's Report

VII. Old Business

A. Approval of Policy #5119 – Student Discipline

Recommended Motion: “that the Board of Education approve Policy #5119 – Student Discipline”

(Enclosure No. 2)

B. Discussion of Fairfield Public Schools Food Service Program

(Enclosure No. 3)

VIII. New Business

A. Discussion of Naming the North Stratfield Elementary School Fifth Grade Wing

(Enclosure No. 4)

B. Discussion of Naming the Stratfield Elementary School Library/Media Center

(Enclosure No. 5)

C. First Read of Policy #3901 – Naming of Facility

(Enclosure No. 6)

D. Discussion of Educational Technology Plan, July 1, 2012 – June 30, 2015

(Enclosure No. 7)

E. Discussion of Board of Education Handbook

(Enclosure No. 8)

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

CALENDAR OF EVENTS

May 22, 2012	Board of Education Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 <sup>nd</sup> Floor Conference Room
June 12, 2012	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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Pupil & Special Education Services  
501 Kings Highway East  
Fairfield, CT 06825  
Telephone: (203) 255-8379

FAIRFIELD BOARD OF EDUCATION  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
Tuesday, April 10, 2012

ENCLOSURE NO. 1

MAY 08 2012

Minutes of the Regular Meeting of the Board of Education held Tuesday, April 10, 2012, at 501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room.

1. Chairman Ms. Pamela Iacono called the Regular Meeting of the Board of Education to order at 7:02 p.m. Other Board members present were: Mrs. Sue Brand, Mr. John Convertito, Mr. Philip Dwyer, Mr. Paul Fattibene, Mrs. Jessica Gerber, Mr. Tim Kery, Mr. Perry Liu, and Mrs. Jennifer Maxon Kennelly (arrived 7:06 p.m.). Also in attendance were Superintendent Dr. David Title, Fairfield Ludlowe High School Student Representative Emma Sweet, Fairfield Warde High School Student Representative Stephanie Teixeira and members of the administrative staff. Approximately 50 people comprised the remainder of the audience.
2. Ms. Iacono led the Board and audience in the Pledge of Allegiance.
3. Approval of Minutes

- A. Mrs. Gerber moved, seconded by Mr. Kery that the Board of Education approve the Minutes of the Regular Meeting of March 13, 2012.

Mr. Fattibene commented on Item 8-B third paragraph and stated that he believes the intent was to just refer it back to the Policy Committee. He does not think the changes appeared before the Board that evening. He offered a friendly amendment to strike the words "to incorporate all of the changes that appeared before the Board this evening."

Motion to approve the Minutes with the friendly amendment carried: 7:0:1. Mr. Liu abstained.

4. Student/Committee/Liaison Reports
  - ◆ Fairfield Ludlowe High School Student Representative Emma Sweet reported that spring sports have started. The Junior Prom will be held in mid-May and the Senior Prom will be in early June. Battle of the Houses took place a few weeks ago, and Webster was the winning House. Senior internships start on May 24<sup>th</sup>. The Drama Club is rehearsing for the Spring Musical, *Beauty and the Beast*, which will be held on April 24<sup>th</sup> & 25<sup>th</sup>.
  - ◆ Fairfield Warde High School Student Representative Stephanie Teixeira reported that the third marking period ended last week. The FWHS Math Team finished 2<sup>nd</sup> in the Fairfield County Math League and placed 2<sup>nd</sup> in their division at the State meet. Kei Nishimura-Gasparian had a perfect score and was awarded a \$500 scholarship and also qualified for the United States Math Olympiad. Keelan Cosgrove was the top scoring junior. Over 200 ninth graders and their parents attended the 9<sup>th</sup> Grade Forum on Underage Drinking. This Friday will be Warde Day with academic competitions, cultural presentations and Battle of the Houses. The Drama Club is rehearsing for the spring musical, *Man of LaMancha*.
  - ◆ Mrs. Brand reported that she was not able to attend the Board of Health meeting, and Sands Cleary will give her an update.
  - ◆ Mr. Convertito reported that the Special Projects Standing Building Committee is handling the Sherman School renovation. They had hoped to be in the administrative wing this Friday, but it may be delayed. Once the administrative wing is done, the cafeteria will start.
  - ◆ Mr. Dwyer reported that the Building Projects Review Committee has not met since the last Board meeting. CES will meet this Thursday.
  - ◆ Mr. Fattibene reported that the Stratfield Building Committee meeting was postponed, and the Transportation Safety Advisory Committee has not met.
  - ◆ Mrs. Gerber reported that Parks and Rec met and there were two items of interest. A 24-hour baseball/softball marathon will be held at Tom Hayden Field on June 17<sup>th</sup> & 18<sup>th</sup>. It will be a fundraiser where players will get sponsors and raise money for local baseball-based charities. The other item of interest was the Skate Park. The Commission voted to close the Skate Park due

to a number of safety concerns. Gerry Lombardo, who was not in attendance at the meeting, asked the Commission to hold a special meeting to rescind the vote because he has a plan that will entail having all of the people who use the skate park pay a fee for a badge, hiring someone to work at the skate park to collect the badges when people enter and returning them when they leave. If someone breaks the rules, they will have their badge taken and will have to go to the Parks & Rec Department with a parent to get it back. This will be discussed further at the April meeting.

- ◆ Ms. Iacono reported that the RTM approved all of our capital projects. The Riverfield Building Committee voted to ask the Town committees for \$250,000 seed money to get started on the project. It will be on an upcoming Board of Selectmen agenda.
- ◆ Mrs. Kennelly reported that the Policy Committee has been working on the Board of Ed Handbook as well as the Discipline Policy. SEPTA meets tomorrow.
- ◆ Mr. Kery reported that the Board of Finance put the \$250,000 back into our budget that was removed by the Board of Selectmen. The budget now moves forward to the RTM. PTA Council is seeking nominations for the Deanna O. Kiernan Award.
- ◆ Mr. Liu reported that he was unable to attend the Fairfield Woods Building Committee meeting but things have been going well. Unfortunately, the auditorium may not be ready for an event that is scheduled for April 11<sup>th</sup> but it does look like all of the work will be completed by May 1<sup>st</sup> with a close out beginning in June.

## 5. Superintendent's Report

Dr. Title reported that parent feedback is being sought on the new elementary progress report. A survey will be on the website, and three separate parent meetings are being set up. Some progress has been made on both the Ludlowe and the Osborn Hill window projects. An environmental firm has been contracted for the Ludlowe project; and when the report is received, we will get an estimate of what the cost will be to remediate and can move forward with a funding request. A contract is in place with an environmental firm to do similar testing at Osborn Hill.

### A. Review of Quarterly Financial Report Through March 31, 2012

Mrs. Munsell reported that as of March 31, 2012, total projected expenses are well within budget. Emergency maintenance projects and regular transportation are two identified shortage areas in this year's budget. There were some issues with boilers at Fairfield Warde that have been taken care of, and there is an issue with a gym wall at Warde. Some money has been set aside for testing the windows at Ludlowe High School, and the McKinley roof parapet has been taken care of. There are savings in electric due to the favorable Town bid and a mild winter. Under Personnel Services, 98% has been expended and/or encumbered. Wage and benefits, there are some unsettled contracts that are still open and others that were settled after the budget was approved. Fixed Charges are employee benefits that are paid as incurred throughout the year. Although Pupil Personnel looks as if it is over spent, the final excess cost reimbursement will be received in May based on updated student information that is filed in March. Overall, this category should be fine for the rest of the year. School Expenses are the support expenditures at the building level: supplies, materials, textbooks, copying, etc. Support Expenses are more centrally funded support areas: professional development, instructional supplies and materials, technical, security, legal fees that indirectly support school operations and are spent as incurred. All accounts look good.

Board questions followed.

Mrs. Brand asked if Personnel Services, 133, staff replacement, is actually negative. Mrs. Munsell stated that it is budgeted as a negative. Mrs. Brand questioned why textbooks are budgeted in Pupil Personnel and also in Support Services. Mrs. Munsell stated that the textbooks under Pupil Personnel are special ed related textbooks and the textbooks under Support Services are ELL. There are various types of textbook accounts.

Mr. Convertito asked for an explanation of the structural wall problem with the gymnasium at Warde. Mr. Morabito stated that the engineer determined that the inside wall with the block and

the outside wall with the block are expanding at a different rate and causing a bow in the wall. It needs to be repaired by inserting specialized pins to tie them together because the ties that were used when it was built over 30 years ago don't allow for the differential expansion/contraction of the materials.

B. Legislative Update

Dr. Title reported that the Governor put out Senate Bill 24, the Education Committee reported a substantially different version, and they are now in the discussion phase of what can get through the legislature this session which ends in early May. The teacher evaluation process is moving forward because that was done by the State Board of Education. The State currently has an RFP out for districts to participate in the pilot. How this gets used, whether it gets tied to tenure, certification and pay are separate issues that are the legislative part. Dr. Title will keep the Board updated.

6. Old Business

- A. Mrs. Brand moved, seconded by Mr. Kery that the Board of Education approve naming the Fairfield Woods Middle School Fitness Center in honor of Mr. Ray Agostino.

Motion carried: 9:0:0.

- B. Mr. Kery moved, seconded by Mr. Convertito that the Board of Education approve the Educational Specifications for the Osborn Hill Elementary School Window Replacement Project.

Mr. Fattibene commented that at some point when replacing windows it might be prudent to look at soundproofing specs. There may be some benefit and if you don't spec it out, you won't know.

Mr. Dwyer asked even though it is not in the ed spec, is it implied and can we assume that it will be a low e window to ensure that we reduce our energy footprint as much as possible. Dr. Title stated it will be and that is where we can also address the soundproofing.

Motion carried: 9:0:0.

- C. Mr. Liu moved, seconded by Mrs. Kennelly that the Board of Education approve the UI Energy Opportunities Program – proposed projects at Mill Hill Elementary School and Holland Hill Elementary School.

Mr. Convertito stated that at the last meeting he asked if there was an alternative to the four year finance plan. Dr. Title stated that the information was sent to the Board in a Friday Packet. The question was can you pay cash up front and get a discount, and the answer was no.

Mr. Fattibene stated that on the bottom of the PowerPoint presentation by LED Lighting Solutions is a notice that says "Property of LLS Confidential" and he wants to make sure that the appropriate clearance was obtained. Dr. Title stated that it was.

Mr. Fattibene stated that on page 5 of the PowerPoint presentation there is a total project cost of \$62,614, utility incentives of \$23,090, for a net cost of \$39,524. On page 10 of the contract for Mill Hill, the total project cost is \$62,614, which is consistent with the presentation, but utility incentives are \$18,920, which is not consistent with the presentation and will result in slightly reduced savings. He wanted to make sure everyone is aware of the discrepancy and that the projected savings may not, based on the contract, be as much as projected.

Motion carried: 9:0:0.

- D. Mr. Convertito moved, seconded by Mr. Dwyer that the Board of Education approve the Elementary Math Curriculum, Grades 3-5.

Mrs. Cutaia-Leonard stated that at Board members' places this evening are two documents; a chart that summarizes the Mathematics CMT student achievement results from 2006-2011 by DRG A&B towns and the math resource utilized in each of those towns. The second document, which is provided at the request of a Board member, are sample lessons from a unit of study that reference three different resources with the specific resource listed at the top of each lesson.

Board questions followed.

Mr. Liu asked if the resources build on one another given that they are separate books and how are the embedded skills going to work towards the children learning given that they are pulled from many different sources. Mr. Wakeman stated that it is actually the curriculum document not a resource that is providing direction. He stated that he doesn't know of any districts that have not supplemented their primary resource.

Mr. Liu commented on the Scott Foresman text and asked why we continue to use it. Mr. Wakeman stated that we want kids to practice skills and the Scott Foresman textbook has skill practice in it and can be used very effectively for that. The single source is not what we follow; it is the curriculum document and these resources support the curriculum document. Mrs. Cutaia-Leonard stated that the district would like to entertain a new text but this is not the time to purchase a new text because publishing companies are currently revising their textbooks according to the common core standards. It is the curriculum document that will ensure cohesion in grades 3, 4, & 5 across 11 elementary schools. Best practice is to write a curriculum that will drive instruction, not buy a book that will drive instruction.

Mr. Liu commented that he does not think Fairfield's test scores are fantastic and since the same resources are going to be used, even though the curriculum is changing, does that mean student learning is only going to be within the range that it was before. Mr. Wakeman again stated that the text is not what is driving instruction; it is the curriculum. Mrs. Cutaia-Leonard stated that our students have demonstrated improvement in the area of mathematics according to CMT scores and are in the middle with other DRG A&B towns. Through our analysis, based not only on CMT scores but other benchmark assessments, we may be plateauing, hence, a new curriculum. We believe it is this curriculum that embeds some standards that once existed at the middle school level. We brought down some middle school standards to accelerate and increase the expectations in grades 3, 4, & 5 for the purpose of improving our scores and improving students understanding about mathematics. We expect mastery of basic math facts in grades 3, 4, & 5 so that higher level thinking is easier for them. We also wanted to strike a balance so we incorporated a conceptual understanding as well. This curriculum exceeds the standards of common core.

Mr. Liu commented on the CAPT scores and stated that Fairfield is 69 as opposed to Wilton 83, Westport 90 and Weston 86. Dr. Title responded that we are not satisfied with our CAPT scores. Grades 3, 4, & 5 lay the foundation and is a reason why we need to change the curriculum and the expectations.

Mr. Liu stated that there are concerns throughout the district that math is being taught differently in every school and asked what is going to be different in the future and if teachers will be using the same pages from the same resources in every school so there is some uniformity. Mr. Wakeman stated that part of the initiative is to build consistency across the district and also that the written curriculum is the actual taught curriculum. The resources that are cited in the lessons are in every teacher's classroom. We are working toward that consistency for all 11 elementary schools.

Mr. Liu asked for an explanation of how delivery and achievement will be assessed. Mrs. Cutaia-Leonard stated that teachers are being taught what to listen for in a child's processing of mathematics and rubrics and check lists are being developed. Opportunities have been built into

the instructional units for mini assessments, end of unit assessments, teacher made tests and formal assessments. Success of a curriculum is all about student learning, and there are formal and informal tabs built in.

Mr. Liu asked why we didn't pilot this program. Mrs. Cutaia-Leonard responded that we have been piloting units of study in some schools for three years and in all schools for two years. Mr. Liu expressed concern with the process and the amount of parent involvement.

Mr. Fattibene expressed concern with the 2006-2011 CMT math scores. He reviewed the curriculum and the common core state standards information, trying to compare it with the proposed curriculum, and he thinks the proposed curriculum does conform to the common core state standards. The problem is whether or not that is what the public wants and what is good for Fairfield. It was mentioned that the proposed curriculum extends beyond the common core state standards in some areas, and he would like to know where those areas are in the curriculum. Mr. Wakeman gave examples of how the proposed curriculum goes above and beyond. Suggestions are provided for differentiating students and opportunities are provided for students to stretch their thinking at each of the grade levels.

Mr. Dwyer asked if California added a standard and Massachusetts added a few standards why Fairfield wouldn't hold ourselves to higher expectations. Mrs. Cutaia-Leonard responded that it is in this curriculum; the language just reads differently than Massachusetts. Mr. Wakeman stated that we are giving our students not only the core standards but also the rigor they need to go above and beyond.

Mrs. Brand asked what schools piloted the studies. Mr. Wakeman stated that it initially started with Holland Hill, Jennings, Dwight and Burr. Mrs. Brand stated that she would like to see a report or analysis of the pilot studies. She asked if there was professional development for the pilot study and if it is planned for this coming year. Mrs. Cutaia-Leonard responded that there was professional development and it is also planned for this coming year. Mrs. Brand asked if there will be an analysis of what 6<sup>th</sup> grade teachers find when students enter. Mrs. Cutaia-Leonard stated that after a full year of implementation of the revised instructional model, 6<sup>th</sup> grade teachers may be able to provide some feedback.

Mr. Dwyer commented that in looking at the chart of 19 schools, he does not think we are in the middle of the pack but rather in the bottom quartile. He asked if this curriculum is going to move us to the top quartile within our DRG. Mrs. Cutaia-Leonard responded that our goal is to improve our scores and strive for excellence.

Mrs. Gerber stated that a lot of people have mentioned Singapore and she asked why Fairfield didn't consider it. Mr. Wakeman stated that even Singapore is going through some revisions with the common core state standard. There are a lot of positives about this program, and there is also a lot of positive anecdotal evidence, but there are no research studies that have demonstrated that it has had a significant impact on schools in the U.S. Mrs. Cutaia-Leonard stated that we are finding that there is inconclusive evidence around Singapore in the United States. We found one town that is currently implementing Singapore and another town that is piloting some grades, only in some classes. We also found two towns on this chart, very much like Fairfield, that will be moving away from their current resource and have chosen not to go with Singapore. They have chosen to write their own units of study. Singapore just didn't exactly align with our instructional model; there wasn't enough real life application, not enough conceptual understanding around real life problems. It is not completely off the table but we would like a little more research on Singapore on a national level.

Mrs. Kennelly commented that moving forward we won't have CMT scores and asked if there is going to be some type of self-made assessment to gauge how we are doing. Mr. Wakeman responded that we have the Connecticut Mastery for the next few years, the Blue Ribbon scores



and our fluency tests. There are also end of unit assessments that teachers are looking at. Every unit has two types of tests, one is a skill based test and the other is a performance test.

Mrs. Kennelly asked if a student is identified at the beginning of the year as having fallen down in certain skills, what is that student usually pulled away from. Mrs. Cutaiia-Leonard responded that it is not art, music, PE, recess or lunch; it is a core academic area.

Mr. Liu moved, seconded by Mrs. Brand to postpone this vote for two months so the Board can get the results of the pilot test, some strengthening of the curriculum and some specifics and get some parent buy in to some of the things that need to be worked on.

Board discussion followed.

Mr. Fattibene inquired as to the motivation of a two month postponement instead of a shorter period of time. Mr. Liu stated that he is not opposed to a shorter period of time but thought two months would give ample time to do it correctly and not speed through it.

Mr. Kery asked what Board members would like to see added to this new curriculum during the deferral period. Mr. Liu stated that he would like to see the pilot program results. There has been a lot of talk about common core and we want to go beyond common core and if this curriculum does that, then we need to show it very specifically. He also believes there are still some questions to be answered.

Mr. Fattibene commented that there are two different issues, test scores and the curriculum. The Board's job tonight is to think about the curriculum and what is appropriate for Fairfield. Some comments made as to how this curriculum exceeds the common core standards and if the perception is that the public wants something higher and above the core standards, then we want to try to deliver what the community wants. He asked what concepts or instruction within these curriculum documents are over and above. If they are in here, he would like to know where.

Mr. Convertito called a Point of Order. The motion is out of order. A motion to postpone is to postpone within the stated agenda; that means it would be taken up at the end of the meeting rather than the beginning of the meeting. So Motion to Postpone for two months is a motion out of order.

Mr. Convertito asked for a ruling on his Point of Order.

Ms. Iacono stated that the motion to postpone will simply kill this curriculum item. You cannot postpone for two months.

Mr. Liu asked why we can't postpone to a date certain, say in June.

Ms. Iacono stated that there is no such motion.

Mr. Liu asked why then we can't just kill it and bring it back in two months which is the same thing.

Mr. Fattibene asked for a clarification of why a motion to postpone is not in order for this.

Ms. Iacono stated that you can only make a motion to postpone to the next regular meeting. You can't postpone out two months.

Mr. Liu rescinded his motion and asked to make a motion to postpone to the next regular meeting.

Mr. Convertito called a Point of Order. Motion to postpone to next regular meeting is out of order. Motion to postpone may only be used to move it within the stated agenda before the Board today. The correct motion would be to lay the motion on the table, at which point it would have to be taken up at the next regular business meeting. If it is not taken up, the motion dies and cannot reappear on our agenda for the next year.

Ms. Iacono stated that Mr. Convertito is correct.

Mr. Liu moved, seconded by Mrs. Brand to table this item to the next meeting.

Mrs. Gerber asked Dr. Title if he sees anything problematic in tabling this item.

Dr. Title stated that the teachers have done incredible work, the professional staff has given the Board a document and we have answered almost everything you could possibly think of on this issue. He stated that he thinks it is time to send a signal that this is the direction we want to move in math. He urged the Board to support this curriculum and vote on it tonight so we can get ready to implement it next year.

Mr. Convertito moved, seconded by Mr. Kery to Call the Question.

Vote to Call the Question carried: 7:2:0. Mrs. Kennelly, Mr. Convertito, Mrs. Gerber, Ms. Iacono, Mr. Dwyer, Mr. Fattibene and Mr. Kery voted in favor. Mr. Liu and Mrs. Brand voted in opposition.

Public Comment on the amendment to postpone this item.

Vessy Doulis, parent, commented in favor of postponing this item because she still has questions that have not been answered.

Nadine Nizet, parent, spoke in favor of postponing this item.

Trisha Donovan, parent, spoke in favor of the postponement because she does not feel the question on resources has been adequately answered.

Jocelyn Jandovitz, Burr parent, stated that she is not in favor of delaying the vote.

Christine Vitale, Verna Hill Road, spoke in favor of the math curriculum and stated that she hopes the Board votes tonight.

Scott Mazuroski, math/science resource teacher at McKinley and standing with his fellow math/science colleagues from the ten other elementary schools, stated that they are opposed to delaying the vote.

Rana Hilinski, 4<sup>th</sup> grade teacher at Dwight, spoke in favor of the new curriculum.

Debbie Jackson, Principal at North Stratfield School, spoke on behalf of all the elementary principals and stated that they are 100 percent unanimous in their belief that this is the right program to present. She implored the Board to make a decision tonight.

Kathleen Kane, 4<sup>th</sup> grade teacher at North Stratfield School, spoke in favor of the balanced math instructional model and stated that she hopes the Board will vote on it tonight.

Matt Onderko, 5<sup>th</sup> grade teacher at North Stratfield School, spoke in favor of the new curriculum and stated that he hopes the Board will vote on it tonight.

Ryan Carroll, 5<sup>th</sup> grade teacher at Dwight, spoke in favor of the new curriculum and urged the Board to vote tonight.

John Donovan, parent of three children, stated that he supports the delay. The teachers are doing a phenomenal job, the kids are improving but the bottom line is the numbers, the bottom 25 percent in every grade. Looking at that comparison against the State, it doesn't seem that we are improving. We are doing as good a job as we can with materials, but it seems like we are doing the same thing.

Mary Hogue, Stonewall Lane, stated that she does not endorse delaying a vote.

J. Alfred Dunn stated that haste makes waste.

Kathleen Ruppert, math/science teacher at Jennings, stated that she is opposed to delaying the vote.

Paul Toaso, Principal at Riverfield, stated that he reached out to his PTA leadership and asked what the word on the street is about the math curriculum. He read the response from the PTA President, Amy Crawford. There is a sense of confidence that the district is moving in the right direction and the main concern is supporting our teachers as this is a new way of not only learning but teaching as well. Mr. Toaso stated that it would be a shame to delay the vote, and he hopes the Board votes in the affirmative when they do.

Motion to table failed: 3:6:0. Mr. Liu, Mr. Fattibene and Mrs. Brand voted in favor. Mrs. Kennelly, Mr. Convertito, Mrs. Gerber, Ms. Iacono, Mr. Dwyer and Mr. Kery voted in opposition.

Main Motion

Mr. Convertito moved, seconded by Mr. Kery to Call the Question.

Motion to Call the Question carried: 9:0:0.

Back to Main Motion

Public comment on the main motion – None

Vote on Main Motion carried: 7:2:0. Mrs. Kennelly, Mr. Convertito, Mrs. Gerber, Ms. Iacono, Mr. Dwyer, Mr. Fattibene and Mr. Kery voted in favor. Mr. Liu and Mrs. Brand voted in opposition.

- E. Mr. Convertito moved, seconded by Mrs. Gerber that the Board of Education approve Policy #5119 – Student Discipline.

Mr. Fattibene called a Point of Order and asked for a clarification as to how this got out of committee. During the Policy Committee meeting there were various issues with respect to some of the language and there was an interest in seeking legal insight as to what some of the language ramifications might be. Mr. Fattibene stated that he was under the belief that it didn't get moved out of committee. Mrs. Kennelly stated that her understanding had been that because the committee received the answers the next day via email, it was moving on. She had not been opposed to it being on the agenda because the committee had the information that was requested. Mr. Fattibene stated that he did not see that communication because it was not sent to the email address where he receives Board communication. His understanding was that the committee was going to seek legal clarification and go back to committee and revise the language.

Mrs. Iacono issued a ruling in Mr. Fattibene's Point of Order. Based on the fact that this clearly did not come out of committee with everyone on the same page, she remanded it back to the Policy Committee.

7. New Business

- A. Mrs. Brand moved, seconded by Mrs. Kennelly that the Board of Education establish Thursday, June 21, 2012, at 6:00 p.m. as the date and time of graduation for Fairfield Ludlowe High School and Fairfield Warde High School Class of 2012.

Motion carried: 9:0:0.

- B. Discussion of the Fairfield Public Schools Food Service Program

Mr. Convertito moved, seconded by Mrs. Gerber to table this item until the next regular business meeting given the hour and the fact that the Board has an Executive Session.

Mrs. Brand questioned tabling this item to the next Board meeting. Ms. Iacono stated that you can table but only for one meeting.

Motion carried: 6:3:0. Mr. Convertito, Mrs. Gerber, Ms. Iacono, Mr. Dwyer, Mr. Fattibene and Mr. Kery voted in favor. Mrs. Kennelly, Mr. Liu and Mrs. Brand voted in opposition.

8. Public Comments and Petitions

J. Alfred Dunn asked if the vote on the math curriculum was a vote on the hiatus or on the main motion.

Michelle McCabe, Chair of Fuel for Learning Partnership PTA Council Standing Committee, expressed her disappointment that the discussion of food service is not on the agenda this evening as planned.

9. Open Board Comment

Mr. Liu asked if the Board can see the results from the math pilot. Dr. Title stated that he can share whatever information is available with respect to the Math Pilot.

Mrs. Brand asked to have the Policy Committee review the schedule of Board meetings. The Board has been having only one meeting a month and she thinks that is part of the problem why the meetings are running late and the Board is not able to accomplish everything. The policy stills says two meetings per month. Mr. Dwyer stated that the Handbook is actually addressing that so in the course of discussion of the Handbook that issue will be addressed.

10. Mr. Dwyer moved, seconded by Mrs. Brand that the Board of Education convene into Executive session for the purpose of discussing pending claims and litigation at 9:48 p.m.

Motion carried: 9:0:0.

11. Return to Public Session

12. Mrs. Gerber moved, seconded by Mr. Liu that this meeting of the Board of Education adjourn at 10:30 p.m.

Motion carried: 9:0:0.

Jessica Gerber  
Secretary

MAY 08 2012

**Students****STUDENT DISCIPLINE - SUSPENSION/EXPULSION****5119****I. Definitions**

- A. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- B. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- C. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year.
- ~~D. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.~~
- D. **Removal** is the exclusion of a student for a class period of ninety (90) minutes or less.
- E. **School Days** shall mean days when school is in session for students.
- F. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- G. **Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

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H. Suspension means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below. Suspensions pursuant to this Policy shall be in-school suspensions unless during the hearing held pursuant to Section V of this Policy, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the board of education.

I. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. ***Conduct off School Grounds:***

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the

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Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any BB gun, sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length, or any martial arts weapon as defined below at section ~~VII.B~~ VI B.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures.

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4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s).
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages). For the purposes of this Paragraph 13, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.



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14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above.
15. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
16. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
17. Trespassing on school grounds while on out-of-school suspension or expulsion.
18. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
20. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
22. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Possession and/or use of a radio, walkman, beeper, paging device, cellular telephone, walkie talkie or similar electronic device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized purposes.

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26. Possession and/or use of a laser pointer.
27. Hazing.
28. Bullying is defined under Sec. 10-222d. as amended by PA 08-160 as: any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are committed more than once against any student during the school year.
29. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
30. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

**IV. Procedures Governing Removal From Class**

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

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V. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II and/or Section III of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.
1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which, the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
  2. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, ~~but only~~ and considered in the determination of the length of suspensions and/or whether the suspension is an in-school or out-of-school suspension.
  3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
  4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
  5. In all cases, the parent or guardian ~~or~~ of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
  6. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.

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7. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
  8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
  9. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
  10. During the period of suspension, the student shall not be permitted to be on school property (except in the case of an in-school suspension), and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to participate in a particular school-sponsored activity.
- B. In cases where the student has previously been suspended, or where such suspension will result in the student's being suspended more than ten (10) times or for fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing. The principal or designee shall report the student to the Superintendent or designee and request a formal hearing.

#### VI. Procedures Governing In-School Suspension

- ~~A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.~~
- ~~B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.~~
- ~~C. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.~~

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~~D. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.~~

VI. Procedures Governing Expulsion Recommendation

- A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II and/or III A. and H.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:
1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
  2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
  3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.
  4. The following definitions shall be used in this section:
    - a. A "firearm" as defined in 18 U.S.C § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device.

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As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
- c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".
- d. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle and having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any BB gun, sling shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length, or any martial arts weapon as defined above.

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- C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to an impartial hearing officer to hear and decide the expulsion matter.

VII. Procedures Governing Expulsion Hearing

- A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

- B. Hearing Panel:

~~The Board will hear expulsions within the required time by Statute. In the event the Board of Education cannot seat a quorum (five (5) or more members) to hear an expulsion, the Superintendent will be~~ is hereby authorized to retain a hearing officer to conduct the hearing.

- C. Hearing Notice

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:

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- a. The date, time, and location of the hearing.
  - b. A short, plain description of the conduct alleged by the administration.
  - c. The student may present as evidence, testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, as well as notice that the expulsion hearing will be the student's sole opportunity to present such evidence.
  - d. The student may cross-examine witnesses called by the administration.
  - e. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
  - f. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is handicapped.
  - g. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- D. Hearing Procedures:
1. The hearing will be conducted by ~~the Presiding~~ a hearing Officer, who will call the meeting to order, introduce the parties, ~~board members~~ and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
  2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.



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3. Formal rules of evidence will not be followed. The ~~Board~~ hearing officer has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The ~~presiding~~ hearing officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two parts. In the first part of the hearing, the ~~Board~~ hearing officer will receive and consider evidence regarding the conduct alleged by the administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by the hearing officer. ~~Board members~~.
7. After the ~~A~~ administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the hearing officer ~~Board~~. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the hearing officer ~~Board~~. Concluding statements will be made by the administration and then by the student and/or his or her representative.
8. In cases where the ~~respondent~~ student has denied the allegation, the ~~Board~~ hearing officer must determine whether the ~~respondent~~ student committed the offense(s) as ~~charged~~ alleged by the Superintendent.
9. If the hearing officer ~~Board~~ determines that the student has committed the conduct as alleged, then the hearing officer ~~Board~~ shall proceed with the second portion of the hearing, during which the hearing officer ~~Board~~ will receive and consider evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the hearing officer ~~Board~~ may review the student's attendance, academic and past disciplinary records. The hearing officer ~~Board~~ may ask the Superintendent for a recommendation as to the discipline to be imposed.

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11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the hearing officer Board is considering length and conditions of expulsion and nature of alternative educational opportunity to be offered.
12. Where ~~administrators~~ administrative staff presented ~~the case~~ evidence in support of the ~~charges~~ allegations against the student, such administrative staff shall not be present during the deliberations of the hearing officer Board either on questions of evidence or on the final discipline length and conditions of expulsion to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the hearing officer Board as to the appropriate discipline length and conditions of expulsion to be applied imposed.
13. The hearing officer Board shall make findings as to the truth of the ~~charges~~ allegations, if the student has denied them, and, in all cases, the ~~disciplinary action~~ length and conditions of expulsion, if any, to be imposed. The hearing officer Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the ~~disciplinary action~~ length and conditions of expulsion to be imposed. Said decision shall be based solely on evidence presented at the hearing.

E. Expulsion Notice

The parents or guardian or any minor student who has been expelled shall be given notice of such ~~disciplinary action~~ length and conditions of expulsion within twenty-four (24) hours of the time of the institution of the period of the expulsion.

F. Presence on School Grounds and Participation in School-sponsored Activities During Expulsion.

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to participate in a particular school-sponsored activity.

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VIII. Board Policy Regarding Mandatory Expulsions

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for: the conduct described in Section ~~VII~~ VI(B)(1), (2) and (3) of this policy. The hearing officer ~~Board~~ may modify the term of expulsion on a case-by-case basis.

IX. Alternative Educational Programs for Expelled Students

A. *Students under sixteen (16) years of age:*

~~Whenever the Board of Education expels a student under sixteen years of age is expelled, it shall offer any such student~~ shall be offered an alternative educational program.

B. *Students sixteen (16) to eighteen (18) years of age:*

The Board of Education will provide an alternative education to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, acting through the Superintendent, except as follows. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen and eighteen who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational program to expelled students eighteen years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

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Notwithstanding Sections ~~X-IX~~.A. through C. above, if ~~the Board of Education~~ expels an expelled student ~~is expelled~~ who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it the expelled student shall be offered ~~offer~~ an alternative educational program ~~to such student~~ in accordance with the requirements of IDEA, as it may be amended from time to time.

#### X.I. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

#### XI. Change of Residence During Expulsion Proceedings

##### *A. Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the out of district expulsion hearing unless an emergency exists, as defined above. The hearing officer Board shall ~~retain~~ have the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the hearing officer Board may adopt the decision of the student expulsion hearing conducted by such other school district. The hearing officer Board shall make its determination based upon a hearing held by the hearing officer Board, which shall be limited to a determination of whether the conduct which was the basis of the previous public school district’s expulsion would also warrant expulsion by the Board.

##### *B. Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the hearing officer Board, the notice of the pending expulsion hearing shall be included on the student’s cumulative record and the hearing officer Board shall complete the expulsion hearing and render a decision. If the hearing officer Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student’s cumulative record.

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XII.I. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)

A. *Suspension of students who are eligible for services under IDEA:*

Notwithstanding the foregoing, if the administration suspends a student identified as eligible for services under the IDEA (a “student with a disability”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the student with a disability beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for students with disabilities:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student with a disability who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

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2. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's IEP team shall consider whether the student's disability caused or had a direct and substantial relationship to the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, and whether the behavior was a direct result of the failure to implement the student's IEP in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the IEP team finds that the behavior was a manifestation of the student's disability, the administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the IEP team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.

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*C. Transfer of students with disabilities for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity.
3. Has inflicted serious bodily injury on another person at school, on school grounds or at a school sponsored activity.

As used in this subsection XIII.C., the term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. The term “serious bodily injury” means bodily injury which involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Student with disabilities under 504”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

**Students**

**STUDENT DISCIPLINE - SUSPENSION/EXPULSION (continued)**

**5119**

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student's disability, the administration shall not proceed with the recommended expulsion. The 504 team shall consider the student's misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the administration may proceed with the recommended expulsion.

XIV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XV. I. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVI.I. Compliance with Reporting Requirements

- A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- B. If a student is expelled ~~the Board of Education expels a student~~ for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.



**Students**

**STUDENT DISCIPLINE - SUSPENSION/EXPULSION (continued)**

**5119**

- C. If a student is expelled ~~the Board of Education expels a student~~ for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.
- D. At least once every year, no later than May 1<sup>st</sup>, the Superintendent shall communicate to the Board a summary of any recommendation of expulsion and any expulsion hearings. The summary shall include conduct alleged by the administration, the findings of the hearing officer and the general length and conditions of expulsion imposed, if any.

**Legal References:**

Connecticut General Statutes:

§§ 4-177 through 4-180 Contested cases. Notice. Record.

§§ 10-233a through 10-233e Suspension and expulsion of students.

§ 10-233f as amended by PA 07-66 and PA 08-160

In-school suspension of students.

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Act, 20 U.S.C. 1400 et seq., as amended by the  
Individuals with Disabilities Education Act Amendments of 1997, Pub. L. 105-17.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of "firearm")

18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")

Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20  
U.S.C. § 7151)

Policy Approved: 11/9/2010

Revised and Approved:



# Healthy Food Certification Overview

MAY 08 2012

Under section 10-215f of the Connecticut General Statutes (CGS), healthy food certification (HFC) requires each board of education or governing authority for all public schools participating in the National School Lunch Program (NSLP) to certify annually to the Connecticut State Department of Education (CSDE) whether they will follow the Connecticut Nutrition Standards for all foods sold to students separately from a reimbursable school breakfast or lunch in the U.S. Department of Agriculture's (USDA) Child Nutrition Programs. The Connecticut Nutrition Standards apply to all a la carte foods offered for sale to students at all times, in all schools and from all sources including school stores, vending machines, school cafeterias, fundraising activities on school premises and any other sources of food sales. Districts that choose to implement the Connecticut Nutrition Standards receive 10 cents per lunch, based on the total number of reimbursable lunches (paid, free and reduced) served in the district in the prior school year. Detailed information on the HFC requirements can be found on the CSDE Web site (see *School Foods and Beverages* under "Resources").

## Connecticut Nutrition Standards

The Connecticut Nutrition Standards were developed by the CSDE with input from a state nutrition standards committee. They address all foods sold to students separately from reimbursable school meals. The Connecticut Nutrition Standards focus on limiting fat, saturated fats, trans fats, sodium and sugars, moderating portion sizes and increasing consumption of nutrient-rich foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. They are based on current nutrition science and national health recommendations from the Dietary Guidelines for Americans, MyPyramid and national organizations, such as the National Academy of Sciences Institute of Medicine, American Cancer Society, American Heart Association, American Dietetic Association and American Academy of Pediatrics. For more information, see *Connecticut Nutrition Standards* under "Resources."

## Exempted Foods

Foods that do not meet the Connecticut Nutrition Standards can be sold to students on school premises if the local board of education or school governing authority votes to allow exemptions and the following three conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the foods are not sold from a vending machine or school store. An event is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. For example, soccer games, school plays and interscholastic debates are events but soccer practices, play rehearsals and debate team meetings are not. The regular school day is the period that begins with the arrival of the first child at school and ends after the last instructional period.

## Fundraisers

Food fundraisers on school premises must comply with the Connecticut Nutrition Standards unless the board of education votes to allow exemptions and the sales meet the three exemption conditions (see "Exempted Foods" above). Most school fundraisers can be conducted as usual or modified to meet the HFC requirements, except for food sales during the school day, e.g., bake sales and candy sales. Districts are strongly encouraged to contact the CSDE for assistance in reviewing their current fundraisers and identifying if any changes are needed. Foods that meet the Connecticut Nutrition Standards can be used as fundraisers at any time, as long as the time frame complies with the state competitive foods regulation. For more information, see *Fundraising with Foods and Beverages* and *Competitive Foods in Schools* under "Resources."

## Food Given to Students

The determination of what foods can be given to students in school is governed by the district's local school wellness policy not the HFC statute. HFC applies only to the *sale* of foods to students, not to foods given to students at no charge, e.g., classroom celebrations or other school events. However, if a fee is collected to cover the cost of foods given to students, then the food is being sold to students and must meet the Connecticut Nutrition Standards. For more information, see *Federal and State Laws for Foods and Beverages in Connecticut Schools* and *School Wellness Policies* under "Resources."

## Districts Not Implementing the Connecticut Nutrition Standards Under HFC

Districts choosing not to follow the Connecticut Nutrition Standards under CGS section 10-215f must still comply with all applicable state statutes and regulations for school foods and beverages, including the state statutes on beverage requirements and healthy food choices, and the state competitive foods regulations.

- **State Beverage Requirements:** CGS section 10-221q allows only five categories of beverages to be sold to students in public schools at all times and from all sources including, but not limited to, cafeterias, vending machines, school stores and fundraisers. Prohibited beverages include soda (regular and diet), coffee (regular, decaffeinated and iced), tea (regular, herbal and iced), hot chocolate, sports drinks, energy drinks and any other beverages that do not meet the statutory requirements. Beverages that do not meet the statutory requirements can be sold to students only if the board of education votes to allow exemptions and the beverages are sold at the location of events that occur after the school day or on the weekend, provided they are not sold from a vending machine or school store. For more information, see *Beverage Requirements* under "Resources."

CGS section 10-221q applies to all public schools, regardless of whether they participate in the USDA Child Nutrition Programs or HFC.

## Healthy Food Certification Overview, Continued

- **State Requirement to Sell Healthy Food Choices:** CGS section 10-221p requires that at all times when food is available for purchase by students during the regular school day, nutritious and low-fat foods (including, but not limited to, low-fat dairy products and fresh or dried fruit) must also be available for sale. These foods must be sold whenever any other foods are sold, either at the location of the food sales or elsewhere on school premises at the same time. For more information, see *Questions and Answers on Connecticut Statutes for School Foods and Beverages* under "Resources."
- **State Competitive Foods Regulations:** Section 10-215b-1 of the Regulations of Connecticut State Agencies prohibits the sale or dispensing of candy to students anywhere on school premises from 30 minutes before the start of any state or federally subsidized meal or milk program (National School Lunch Program, School Breakfast Program, After-School Snack Program and Special Milk Program) until 30 minutes after the end of the program. Section 10-215b-23 requires that the income from any foods or beverages sold to students anywhere on school premises during this same time frame must accrue to the nonprofit food service account. Any food and beverage sales held anywhere on school premises during this time frame must comply with this regulation, including beverages that meet the requirements of state statute and foods that meet the Connecticut Nutrition Standards. For more information, see *Competitive Foods in Schools* under "Resources."

CGS section 10-221p applies to all public schools, regardless of whether they participate in the USDA Child Nutrition Programs or HFC.

Sections 10-215b-1 and 10-215b-23 of the Regulations of Connecticut State Agencies apply to all public schools that participate in the USDA Child Nutrition Programs regardless of whether they implement HFC.

### HFC Application Process

All Connecticut public school districts that participate in the NSLP must complete the *Healthy Food Certification Statement – Addendum to Agreement for Child Nutrition Programs (ED-099)* annually. It must be submitted to the CSDE by July 1 of each year. The HFC application materials are available on the CSDE Web site (see *Application Forms for Healthy Food Certification* under "Resources").

### Participating Districts

The number of eligible and participating school districts and schools (magnets, charters and endowed academies) varies each year. A list of the districts currently participating in HFC is available online (see *Healthy Food Certification* under "Resources"). The handout also includes comparison charts of HFC participation since the first year of implementation (2006-07).

### Resources

- *Allowable Beverages in Connecticut Schools:* [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Allowable\\_Beverages.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Allowable_Beverages.pdf)
- *Application Forms for Healthy Food Certification Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322424>
- *Beverage Requirements Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322418>
- *Competitive Foods in Schools:* <http://www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/nslp/CompetitiveFoods.pdf>
- *Connecticut Nutrition Standards Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322422>
- *Federal and State Laws for Foods and Beverages in Connecticut Schools:* <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/NutritionLaws.pdf>
- *Healthy Food Certification Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322420>
- *List of Acceptable Foods and Beverages Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322432>
- *School Foods and Beverages Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322416>
- *School Wellness Policies Web page:* <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322438>
- *State Competitive Foods Regulations:* [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CT\\_Competitive\\_Food\\_Regulations.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CT_Competitive_Food_Regulations.pdf)
- *Summary of Connecticut Nutrition Standards:* <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/SummaryCTNutritionStandards.pdf>
- *Questions and Answers on Connecticut Statutes for School Foods and Beverages:* [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/HF\\_Q&A.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/HF_Q&A.pdf)
- *Requirements for Beverages Containing Water and Juice:* [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Water\\_Juice\\_Beverages.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Water_Juice_Beverages.pdf)



For more information, visit the CSDE School Foods and Beverages Web page at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322416> or contact: Susan S. Flore, MS, RD, Nutrition Education Coordinator, Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2075, [susan.flore@ct.gov](mailto:susan.flore@ct.gov).

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101.



*Making the right food choices, together.*

**School Nutrition Association Statement on Lean Finely Textured Beef**  
**March 20, 2012**

Just like parents buying food at a grocery store or a restaurant, schools rely on the federal government to inspect and certify the safety of the foods they purchase.

The U.S. Department of Agriculture (USDA), after consultation with the Food and Drug Administration, has determined that the use of ammonium hydroxide in the processing of any food is safe. All Lean Finely Textured Beef (LFTB) must meet federal food safety requirements and undergo food safety inspections like any other beef.

Currently, food companies are not required to label a product as containing LFTB. Industry experts indicate that much of the ground beef sold in grocery stores, restaurants and food service establishments across the country contains LFTB. Parents with questions about LFTB in the foods their children eat must contact their grocers and food providers directly. Many schools have already contacted their suppliers to inquire about LFTB in ground beef products sold directly to schools.

USDA has said that LFTB is present in some of the ground beef purchased for schools in 2011 through the USDA Foods program, which provides approximately 20 percent of the food served in the National School Lunch Program. On March 15, USDA announced that in school year 2012-2013 they will offer new LFTB-free ground beef options for schools through the USDA Foods program. School Nutrition Association welcomes these new choices and will work to resolve any issues school foodservice professionals face as they work to identify ground beef products that meet both parents' requests and their menu requirements.



# NEWS RELEASE

United States Department of Agriculture • Office of Communications • 1400 Independence Avenue, SW  
Washington, DC 20250-1500 • Voice: (202) 720-4623 • Email: [oc.news@usda.gov](mailto:oc.news@usda.gov) • Web: <http://www.usda.gov>

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Release No. 0094.12

Contact:  
Office of Communications (202)720-4623

## **USDA Announces Additional Choices for Beef Products in the Upcoming School Year** *USDA Affirms Safety of Lean Finely Textured Beef Product for Consumers*

WASHINGTON, March 15, 2012 -- In response to requests from school districts across the country, the USDA announced today that it will offer more choices to schools in the National School Lunch Program when it comes to purchases of ground beef products.

USDA only purchases products for the school lunch program that are safe, nutritious and affordable – including all products containing Lean Finely Textured Beef. However, due to customer demand, the department will be adjusting procurement specifications for the next school year so schools can have additional options in procuring ground beef products. USDA will provide schools with a choice to order product either with or without Lean Finely Textured Beef.

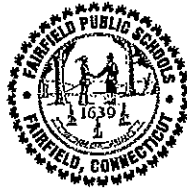
USDA continues to affirm the safety of Lean Finely Textured Beef product for all consumers and urges customers to consult science based information on the safety and quality of this product. Lean Finely Textured Beef is a meat product derived from a process which separates fatty pieces from beef trimmings to reduce the overall fat content.

By law, USDA has two primary responsibilities as part of its mandate to provide safe and nutritious food to the American people. Through the Food Safety and Inspection Service, USDA ensures that safety of the nation's commercial supply of meat, poultry, and processed egg products. Through the Food and Nutrition Service and the Agricultural Marketing Service, USDA provides food and nutrition assistance through several domestic programs, including the National School Lunch Program.

While USDA sets national nutritional guidelines for school meals, school districts make local decisions on what food to feed kids to meet these guidelines. On average, schools in the National School Lunch Program purchase approximately 20 percent of their food through USDA, and approximately 80 percent of food served is purchased directly by schools or school districts through private vendors. Schools purchase food from the department through the USDA Foods Program, which provides more than 180 nutritious food items that are fresh, frozen, packaged, canned, dried, or in bulk. USDA procures these products based on the demand from schools to help meet the menu planning needs, student taste preferences, school nutrition goals, and local wellness initiatives.

USDA ensures all food purchased for the National School Lunch Program meet stringent food safety standards, which includes rigorous pathogen testing. Purchase specifications are continually reviewed, microbial test results are evaluated, new food safety technologies are considered, and food safety experts are consulted to determine the adequacy of our food safety requirements.

# FAIRFIELD PUBLIC SCHOOLS



Joann D. Fitzpatrick, DTR, SNS  
Manager of Food Services and Nutrition Services

Phone (203) 255-8370  
Fax (203) 255-8279

*Food and Nutrition Services*

April 5, 2012

Dear Parents:

Recently the national media has been reporting on the use of ammonium hydroxide in the processing of Lean Finely Textured Beef (LFTB), referred to as "pink slime". Since 1974, the United States Department of Agricultural (USDA) and the Food and Drug Administration (FDA) has approved the use of ammonium hydroxide as a safe, direct additive in food processing. All Lean Finely Textured Beef must meet federal food safety requirements and undergo food safety inspections like any other beef.

Currently food companies are not required to label a product as containing LFTB. Industry experts indicate that much of the ground beef sold in grocery stores, restaurants and food service establishments across the country contain LFTB. USDA has said that LFTB is present in some of the ground beef purchased for schools in 2011 through the USDA Foods program. We will be adjusting our menus for the remainder of this school year to eliminate beef products with LFTB. For the 2012 – 2013 school year, we will only purchase beef products that DO NOT contain LFTB.

If you have any questions, please do not hesitate to contact me at 203-255-8370.

Sincerely,

Joann D. Fitzpatrick DTR, SNS  
Manager, Food & Nutrition Services

JDF:kvh

MAY 08 2012



*Deborah K. Jackson  
Principal*

**North Stratfield School  
190 Putting Green Road  
Fairfield, Connecticut**



*Phone (203) 255-8322  
Fax (203) 255-8206*

April 9, 2012

Dr. David G. Title  
Superintendent  
Fairfield Public Schools  
501 Kings Highway East  
Fairfield, CT 06825

Dear Dr. Title:

On behalf of our school faculty and community, I respectfully ask for permission to name our fifth grade wing the "Nancy Hanlon Wing." This would be in honor of our beloved fifth grade teacher who passed away suddenly last year. As you know, Mrs. Hanlon was a fifth grade teacher at NSS for several years and prior to that she was a highly valued teacher at several other elementary schools in Fairfield. The parents of our current fifth grade class would like to purchase lettering to be hung over the doors of this wing at NSS as their parting gift to our school.

We would greatly appreciate it if you would obtain approval from the Board of Education for this special honor on behalf of Mrs. Hanlon. If there is any way you can facilitate this so that our fifth graders can honor Mrs. Hanlon before their June "Moving Up Ceremony" we would be especially thankful.

Sincerely,

Deborah K. Jackson  
Principal

**North Stratfield School**  
*...a foundation for each child's future!*



April 25, 2012

Dear Dr. Title, Mrs. Cutaia-Leonard, Mrs. Fitzgerald and members of the Board of Education –

On behalf of the 5<sup>th</sup> Grade Class of 2012 at North Stratfield School, our staff, students, and parents, I would like to propose the dedication of the 5th Grade Wing at NSS in honor of Nancy Hanlon.

Nancy was a beloved member of our community for many years. She taught in the Fairfield elementary schools for 18 years, including Jennings, Dwight, Burr and her last three years as a 5<sup>th</sup> Grade Teacher at North Stratfield School. She tutored countless children and was a friend and confidant to many that she taught. Being a fifth grade teacher, she balanced her motherliness and nurturing style with her ability to instill confidence in the children as she prepared them for middle school. She told her students that she sprinkled “magic confidence dust” on them, and they succeeded. She was a caring, compassionate and very dedicated teacher who positively impacted the lives of thousands of students and teachers. She was a mentor teacher and trained many student teachers.

During her time in Fairfield, Nancy served on many curriculum writing committees. Her knowledge and contributions to these committees helped produce such documents as the current and previous Elementary Math Curriculum and the Integrated Language Arts Curriculum from 1998. Being an elementary school teacher, Nancy embraced all subject areas with a passion and interest that was evident to all. Her love of learning was contagious to those she touched, especially her students. She was an exceptional role model to both students and teachers.

She also applied her amazing creativity and love of baking by teaching Cookie Decorating in the Fairfield Schools Summer Enrichment program.

As you know, Nancy passed away suddenly, last April, at the age of 48. She left a gaping hole in the hearts of those in our community.

For those who may not have known Nancy, I feel compelled to share a story that a friend of hers told as she eulogized Nancy at her funeral. Her daughter had Nancy as her 2<sup>nd</sup> grade teacher at Jennings. In the fall of 2<sup>nd</sup> grade the mother had a family illness she had to tend to out of town. She took her daughter to school with a suitcase and a schedule of who would take her daughter each day after school for the time she planned to be away. She handed the list to Nancy, who took one look at it and promptly tore it into pieces, declaring that she would take the child into her own home for the time her mother was away. This was a typical kind act of a very extraordinary person.

The tremendous loss in our community still weighs heavy on us. The NSS Class of 2012 has purchased this gift as their departing “Gift to School”. We would greatly appreciate it if you would obtain approval from the Board of Education for this special honor for Mrs. Hanlon. We also would appreciate if you could facilitate this so that our fifth graders can honor Mrs. Hanlon before their June “Moving Up Ceremony”.

Ava Hunter

Co-Chair of NSS 5<sup>th</sup> Grade Committee and Parent of a Hanlon Alumna

MAY 08 2012

To: Dr. David Title, Superintendent  
From: Tom Doonan, President – Stratfield PTA  
Date: 4/1/2012  
Re: Request for dedication of school facility

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Dear Dr. Title,

On behalf of the Stratfield PTA Executive Board and community, I am requesting the proposal to dedicate our newly built library/media center in honor of our outgoing principal Thom Pesce.

Mr. Pesce has been the backbone of our Stratfield family for the past 15 years and his recent retirement announcement has come as shock to the community. His love for reading, teaching and the well being of the students has always been in the forefront. I heard him on numerous occasions refer to Stratfield as, "going to school rather than going to work." What an amazing way to view his role.

After many years of negotiating with the town, Stratfield School finally gained approval for the recent renovation and addition. Mr. Pesce was our biggest advocate for making sure the project was done correctly. Even though he lives in the town of Ridgefield, Thom came to treat Fairfield as his hometown. Never missing a town finance, building or BOE meeting revolving around the project, Thom spent countless hours lobbying for the children, staff and families of Stratfield to ensure a first class finish. One of his biggest achievements was the redesign and fabrication of our school media center. He continually "tweaked" the initial plans and up to the very last hours of completion was seen lobbying for more shelves, tables and lighting. The overall response from the students and parents has been overwhelming!

Our love and commitment to Mr. Pesce is the reason we make this proposal to you. The Stratfield Library / Media center is now a place where current and future children can continue to feed their thirst for knowledge. Mr. Pesce's love for reading has set a strong foundation for all students of Stratfield and we are confident that they will move through life with a passion for books and learning. We believe in no better way to honor his commitment to the children and school then to place his name over the entrance to this beautiful facility. His dedication to this project should always be a reminder to future students that a great leader made sure that books are always viewed as a true gift. We would like permission to name the library the Thom Pesce Media Center.

Our community thanks you for considering our proposal. We look forward to hearing from you and the Board of Education on the next steps necessary to bring our request to reality.



cc: Margaret Mary Fitzgerald

**Business and Non-Instructional Operations**

**ENCLOSURE NO. 6**

**Non-Instructional Operations**

**MAY 08 2012**

**Buildings**

**3900**

**Naming of Facility**

**3901**

The Board of Education shall be solely responsible for naming all school buildings and components of school buildings. The components within a school that may be considered for naming include auditoriums, libraries, gymnasiums, athletic facilities and facilities of like stature.

Individuals to be considered shall have served in the continuous employ of or volunteer service to the Fairfield Board of Education in excess of ten years, with the name being submitted after separation from service for a minimum period of three years. When a proposal involves the use of the name of a deceased person, approval is contingent on the agreement of that person's estate.

A proposal to name a component of a building shall meet additional criteria: the component shall be representative of a curricular or co-curricular discipline and the individual shall be recognized as appropriate to that component. Requests should be consistent with an individual's contribution to Fairfield. For example, if the outstanding individual had been an exemplary physical education teacher, an appropriate request would be to name a gymnasium.

Although not binding, it is the intent of this policy that when considering naming a school or school component strong consideration shall be given to names of persons who have made a significant contribution to education or the Town of Fairfield. All requests shall be submitted in writing to the Superintendent of Schools and describe how the naming proposal meets the criteria in this policy. Final approval will rest with the Board of Education.

Policy adopted:  
5/23/06

# Complete Plan Available on the Fairfield Public Schools Website

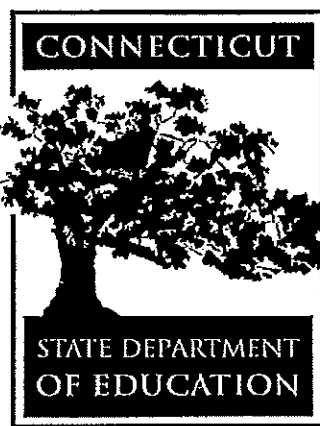
ENCLOSURE NO. 7

MAY 08 2012

**CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)**

**EDUCATIONAL TECHNOLOGY PLAN TEMPLATE**

**July 1, 2012 – June 30, 2015**



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573  
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011

Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012

Submission to CSDE due June 15, 2012

## Goal 1: Engaging and Empowering Learning Experiences

National Tech Plan	State Tech Plan
<p><b>1.0 Learning: Engage and Empower</b></p> <p><i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.</i></p>	<p><b>Goal 1: Engaging and Empowering Learning Experiences</b></p> <p><i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.</i></p>
<p><b>What will your district do over the life of this local Tech Plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?</b></p>	

### Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<ul style="list-style-type: none"> <li>• Revisit technology distribution plan for all schools.</li> <li>• Provide professional development on utilizing technology in core curricular areas.</li> <li>• Embed student-centered, rigorous, and authentic tasks and performance based assessments into curriculum; instruction, And assessment.</li> <li>• Integrate ICT standards into curriculum documents and utilize the library media program to support this integration.</li> <li>• Increase the use of digital resources for instructional support, either developed in-</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administrators; Technology Committee; Manager of Technology IT department and Deputy Superintendent.</li> <li>• Curriculum Leaders; Directors of Education; and Deputy Superintendent.</li> <li>• Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; and Teachers.</li> <li>• Deputy Superintendent; Directors of Education; Library Media Specialists; and Teachers.</li> <li>• Deputy Superintendent; Directors of Education; Curriculum Specialists; and Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually in October of each year in preparation of the budget.</li> <li>• Ongoing through 6-30-15</li> <li>• First phase by 6-30-13; Second Phase by 6-30-14; Third Phase by 6-30-15</li> <li>• Ongoing: elementary by 6-30-14 and secondary by 6-30-15</li> <li>• Ongoing beginning 7-1-12</li> </ul>	<ul style="list-style-type: none"> <li>• Revised technology distribution plan in place</li> <li>• Review and analysis of Protraxx reports</li> <li>• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.</li> <li>• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.</li> <li>• Software Usage reports; page print count reports; analysis of textbook and materials</li> </ul>

<p>house or purchased, using curriculum as the center point, to replace print resources where possible/applicable.</p> <ul style="list-style-type: none"> <li>• Adopting a BYOD policy at the secondary level and develop a long range plan for implementation.</li> <li>• Curriculum documents will be digital, collaborative, and accessible 24/7.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Committee; Building Administrators; Manager of IT and IT Department.</li> <li>• Curriculum Specialists; IT Department.</li> </ul>	<ul style="list-style-type: none"> <li>• By 6-30-15</li> <li>• Ongoing by 6-30-15</li> </ul>	<p>budget. Review of curriculum documents.</p> <ul style="list-style-type: none"> <li>• BYOD policy in place and adopted by the Board of Education. Plan Completed.</li> <li>• Analysis of Curriculum Documents</li> </ul>
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## Goal 2: Assessment

National Tech Plan	State Tech Plan
<p><b>2.0 Assessment: Measure What Matters</b>  <i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p><b>Goal 2: Assessment</b>  <i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p><b>What will your district do over the life of this local Tech Plan to ensure that technology is used for assessment?</b></p>	

### Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<ul style="list-style-type: none"> <li>Review current online assessments and where appropriate expand use of online assessments to other core curriculum areas.</li> <li>Electronic portfolios will be a part of the assessment process, where appropriate.</li> <li>Collect data on both formative and summative assessments to inform educators on student progress through the selection of appropriate tools.</li> <li>Collect data to inform teachers and administrators on standards, curricula, and instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.</li> <li>Teachers; IT Department; Curriculum Specialists.</li> <li>Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.</li> <li>Deputy Superintendent; Directors of Education; Building Administrators, Curriculum Specialists; Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary by 6-30-14</li> <li>Secondary by 6-30-13</li> <li>By 1-31-14</li> <li>By 1-31-14</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement measures; Analysis of end of unit assessments.</li> <li>Curriculum Specialists report out on the use of electronic portfolios.</li> <li>Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.</li> <li>Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.</li> </ul>

## Goal 3: Connected Teaching and Learning

<b>National Tech Plan</b> <b>3.0 Teaching: Prepare and Connect</b> <i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.</i>	<b>State Tech Plan</b> <b>Goal 3: Connected Teaching and Learning</b> <i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i>
<b>What will your district do over the life of this local Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</b>	

### Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When? (Be specific, e.g., By 10/1/13)	How will you measure?
<ul style="list-style-type: none"> <li>• Review and modify the distributed model for technology resources for all schools.</li> <li>• Implement school wide data teams and grade level and or content based data teams in all schools.</li> <li>• Create an Instructional Leader for Technology Position.</li> <li>• Support all staff in learning to use the new student management system.</li> <li>• PD will reflect changes to the curricula and instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Principals, Manager of Technology, Deputy Superintendent, and Directors of Education.</li> <li>• Superintendent; Deputy Superintendent; Administrator's Cabinet and Teachers.</li> <li>• Deputy Superintendent Directors of Education; Curriculum Specialists.</li> <li>• Deputy Superintendent; Manager of Technology; IT Department; Instructional Improvement Teachers; Computer Resource Teachers; Library Media Specialists; Teacher Trainers.</li> <li>• Directors of Education; Curriculum Specialists.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually in October of each year in preparation of the budget.</li> <li>• By 6-30-2015</li> <li>• By 7-1-2013</li> <li>• Ongoing; to start 7-1-12</li> <li>• Ongoing to start 7-1-12</li> </ul>	<ul style="list-style-type: none"> <li>• Revised technology distribution plan in place.</li> <li>• Data team agendas and minutes; tiered interventions; progress monitoring data; and evidence of differentiated instruction.</li> <li>• Position in final approved budget.</li> <li>• Analysis of helpdesk tickets.</li> <li>• Curriculum Committee agendas and minutes; Protrax reports.</li> </ul>



<ul style="list-style-type: none"> <li>• Increase the use of the district on line resources to support professional learning.</li> <li>• Increase opportunities for parents and students to utilize the parent/student online resources and portals to maximizing learning opportunities.</li> <li>• Increase opportunities for professional educators to leverage technology to increase communication with the community at large.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Superintendent; Manager of Technology; IT Department; Directors of Education Instructional Improvement Teachers; Computer Resource Teachers; Library Media Specialists;</li> <li>• Building Administrators; Teachers.</li> <li>• Deputy Superintendent Directors of Education; Manager of Technology; Building Administrators; Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Through 6-30-15</li> <li>• Ongoing Through 6-30-15</li> <li>• Ongoing Through 6-30-15</li> </ul>	<ul style="list-style-type: none"> <li>• Web logs and classroom observations.</li> <li>• Web Logs; Reports from SIS; Feedback from faculty, parents; students and staff.</li> <li>• Web Logs; Reports from SIS; Feedback from faculty, parents; students and staff.</li> </ul>
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## Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p><b>4.0 Infrastructure: Access and Enable</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p><b>Goal 4: Infrastructure for Teaching and Learning</b>  <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p><b>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive Infrastructure for teaching and learning?</b></p>	

### Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<ul style="list-style-type: none"> <li>• Maintain current fiber based WAN network and LAN switches to insure connectivity.</li> <li>• Monitor bandwidth and Internet Use to insure viability in support of district goals.</li> <li>• Implement quality of service provisioning to prioritize district equipment vs. BYOD</li> <li>• Evaluate use of Tablet devices with a data plan at the secondary schools.</li> <li>• Implement wireless communication k-8 and expand as necessary prek-12 to support curriculum and instruction (e.g. additional volume of equipment and usage)</li> </ul>	<ul style="list-style-type: none"> <li>• Manager of Technology; Network Engineer.</li> <li>• Network Engineer. Manager of Technology</li> <li>• Manager of Technology; Network Engineer.</li> <li>• Director of Curriculum; Curriculum Leaders for Social Studies and Science grades 7-12; Manager of Technology.</li> <li>• Manager of Technology; Network Engineer; Directors of Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently in place; monitoring daily through 2015.</li> <li>• Monthly usage reports reviewed at 12 month tech meeting.</li> <li>• 6-30-2013</li> <li>• First review end of first semester January 2013.</li> <li>• K-8 to be completed by 6-30-2013. Expansion monitored and reviewed with Directors as part of budget planning in November of each fiscal year 2013; 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• Bandwidth utilization reports from support vendors and from equipment.</li> <li>• Bandwidth utilization reports from support vendors and from equipment.</li> <li>• Kaseya ticketing system reports from users.</li> <li>• Student work. Faculty and student survey.</li> <li>• Utilization reports provided by wireless controller/management console.</li> </ul>

## Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p><b>5.0 Productivity: Redesign and Transform</b>  <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p><b>Goal 5: Productivity and Efficiency</b>  <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p><b>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</b></p>	

### Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<ul style="list-style-type: none"> <li>• Increase the use of digital resources for instructional support either developed in house or purchased using curriculum as the center point to replace print resources where possible/applicable.</li> <li>• Develop and implement a paperless classroom and reduce the number of paper produced reports and procedures used in the business of the district.</li> <li>• Implement process changes as a result of new opportunities available in the new student management system.</li> <li>• Create an Instructional Leader for Technology Position.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Superintendent; HR Director; Directors of Education; Curriculum Specialists and Teachers.</li> <li>• The District.</li> <li>• The District.</li> <li>• Deputy Superintendent; HR Director; Directors of Education and Curriculum Specialists.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 7-1-12</li> <li>• Ongoing through 6-30-15</li> <li>• Ongoing starting 7-1-12 through 6-30-15</li> <li>• 7-1-13</li> </ul>	<ul style="list-style-type: none"> <li>• Software Usage reports; page print count reports; analysis of textbook and materials budget. Review of curriculum documents.</li> <li>• Printed page/usage reports. Review of procedures.</li> <li>• Review of procedures; teacher, parent, student surveys and feedback.</li> <li>• Position in final adopted budget for FY 2014.</li> </ul>

<ul style="list-style-type: none"> <li>• Document, Review and Implement as appropriate instructional strategies realized through the tablet pilot program.</li> <li>• Adopting a BYOD policy at the secondary level and develop a long range plan for implementation.</li> <li>• Curriculum documents will be digital, collaborative, and accessible 24/7.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Directors; Teachers; Building Administrators.</li> <li>• Deputy Superintendent; Manager of Technology</li> <li>• Curriculum Specialists; IT Department.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-31-13</li> <li>• 6-30-15</li> <li>• Ongoing through 6-30-15</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Specialists; teachers; students via survey and instructional observation.</li> <li>• Policy adopted by the Board of Education and plan in place.</li> <li>• Analysis of curriculum documents.</li> </ul>
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MAY 08 2012

To: Board of Education  
From: Jennifer Maxon-Kennelly, Chair – Policy Committee  
Re: Draft Four of BoE Handbook  
Date: May 3, 2012

Attached is a draft of the proposed BoE handbook. It represents the Policy Committee's best understanding of the by-laws, policies and practices of the BoE as they currently exist. I ask each member to review the handbook and make comments that will guide the Policy Committee in making edits before recommending a final draft for review and approval.

As you know, we are presenting the Handbook in its current form based on current operating principles. However, in the course of discussing the Handbook, the Committee noted some areas that warrant review by the full BoE. The committee agreed to present those issues as separate questions, seeking discussion and a guidance from the BoE before proceeding with a final draft. They are outlined below.

#### **Questions for discussion and advice from the full BoE**

The budget question would NOT require a By-law change, while the approval of the annual BoE calendar would require a by-law change, which could be dealt with next Nov-Dec. However, it is suggested that our practice be changed as described below. The possible language is shown in bold, and the purpose is shown in italics.

1. Proposed Budget review language:

- a. Section VI.B – Timetable To facilitate accomplishing this role, an annual operating and capital budget calendar is established **to insure the BoE can: 1. discuss the budget development and presentation process, 2. present thoughts and ideas regarding the following year's budget priorities and 3. have adequate time to review and approve the budget.**

*This language is meant to clarify the three main goals that the BoE has in reviewing and adopting a budget. To accomplish these three objectives, the following calendar would be planned for, subject to the Chair and Superintendent's setting each meeting's agenda.*

- i. III.A.6 – June: **In addition, a review of the budget process and plans for the following year's budget development are discussed.**

*The purpose of this discussion is to review the prior years budget presentations at the BoE, BoS, BoF and RTM and consider what improvements could be made to better represent the needs of students and insure the proposed BoE budget is adopted.*

- ii. III.A.8 – August: **The Board holds a “high level” discussion on long and short term goals and priorities for the upcoming operating and capital budgets.**

*This would be an opportunity for BoE members to offer individual comments on the budget development for consideration by the Central Office. It is recognized that individual members can offer suggestions, but only the board, by collective action, can provide direction.*

*In addition, August would be a time to review the short and long term goals of the FPS.*

- iii. III.A.11 – November: **Board gets presentation on Capital Improvements budget.**

*The Ad Hoc Building Projects Review Committee, composed of BoE, BoS, BoF and RTM members have recommended that the CIP budget be reviewed and approved earlier than the operating budget. This year, this was accomplished, and this section, and the one below would reflect that as an ongoing practice.*

- iv. III.A.12 – December: **The Board approves the Capital Improvement Projects budget.**

*See above. This allows the BoS to review in December, the BoF in January, thus leading to potential approval of the CIP, by the RTM, by March*

2. III.A.12 Meeting Schedule – December: . The BoE meeting calendar for the following year is **adopted** issued-at this meeting.

*The Committee discussed the benefit of the BoE reviewing and approving the annual regular meeting schedule and officially adopting it. Currently the schedule is “issued”, for the most part, based on the prior year’s meeting schedule.*

FAIRFIELD PUBLIC SCHOOLS

# Board of Education

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# Handbook

**DRAFT**  
**5/3/2012**

This handbook summarizes various policies, protocols and practices of the Board of Education to aid its members and the general public in understanding the operating principles of the Board.

**Board of Education Member Handbook - Fairfield, Connecticut**

**May 3, 2012 - Fourth Draft**

**I. Introductory Letter from Board Chair and Superintendent**

**II. Fairfield Public Schools Mission, Beliefs and Goals**

**III. Board of Education Meetings**

- A. Master Calendar
- B. Meetings
- C. Agenda
- D. Minutes
- E. Decision making process
- F. Public Comment on agenda items
- G. Public Comment on non-agenda items
- H. Superintendent's Report
- I. Robert's Rules of Order
- J. Open Board Comment during meetings
- K. Executive Sessions

**IV. Board of Education committee and liaison responsibilities**

- A. Committee of the Whole
- B. Appointments
- C. Reports
- D. Policy Standing Committee
- E. Transportation Safety Advisors
- F. Liaison Responsibilities
  - 1. Town Charter Requirements
    - a. Fairfield Board of Health
    - b. Fairfield Parks and Recreation Commission
  - 2. BoE By-laws
    - a. Cooperative Education Services
    - b. Building Committee(s)
    - c. Representative Town Meeting
    - d. Board of Finance
    - e. PTA Council
  - 3. Ad Hoc and Standing Building Committees
    - a. Special Projects Standing Building Committee
    - b. Building Projects Review Committee
    - c. SEPTA
- G. Meeting Schedule of other Town Bodies

**V. Standards of Conduct**

- A. Discussion among members outside of meetings
- B. Public Comment by BoE members
- C. Charter of the Town of Fairfield – Standards of Conduct
- D. Fairfield Board of Education – Standards of Conduct



## **VI. Annual Budget Process**

- A. BoE staff and Board Roles and Responsibilities
- B. Timetable
- C. Advocacy of and Support for BoE Initiatives
- D. Attendance and support at BoS, BoF, RTM town meetings

## **VII. Evaluation, Public Complaints, Staff grievances and discipline responsibilities**

- A. Procedures for Public suggestions and complaints
- B. Group BoE Email Address
- C. Employee grievance and discipline hearings
- D. Employee contract negotiations
- E. Student expulsion hearings
- F. Student residency hearings
- G. Superintendent's annual evaluation/contract

## **VIII. Administrative Matters**

- A. By-laws
- B. Board of Education annual self-evaluation
- C. Attendance at school events
- D. Conference attendance
- E. Information requests from BoE members
- F. Fairfield Public Schools WEB site
- G. Friday packets
- H. BoE materials and packets
- I. Recycling of BoE materials
- J. Use of ID badge while visiting school facilities
- K. Individual BoE email addresses
- L. Parking and other services at BoE headquarters

## **IX. Definitions**

### **Disclaimer Statement**

This Board of Education Handbook contains general information drawn from *A Practical Guide to Connecticut School Law* by Thomas Mooney, 7<sup>th</sup> edition, the Town of Fairfield's Charter, BoE By-laws, BoE Policies and Fairfield Public School's business practices. It also contains information from *Twenty Guidelines for Board Members* written by the Connecticut Association of Boards of Education (CABE).

It is only intended to summarize, and bring together in a single location, certain policies and practices helpful to members of the Board of Education and the general public in understanding the organizing principles of the Board of Education and Fairfield Public Schools.

Individuals should not rely on the information in this handbook as an alternative to reviewing the full and complete documents on the topic.

It is not intended to, and does not change, supersede or create any requirements or general practices currently in existence and documented in one of the six source documents.

I. **Introductory Letter**

II. **Fairfield Public Schools Mission, Beliefs and Goals** The Board of Education has adopted a series of policies outlining the mission, beliefs and goals of the Fairfield Public Schools. The long term goal is to sustain the continuing improvement of the Fairfield Public Schools so that they will continue to rank with the best in the nation. (Policy 0110, Approved 8/27/04)

A. **Mission** The mission of the Fairfield Public Schools is to inspire students to acquire the knowledge and skills needed to be life-long learners, responsible citizens, and successful participants in an ever-changing global society by providing, in partnership with families and community, a comprehensive, rigorous educational program. (Policy 0100, Revised and Approved 9/23/08)

B. **Beliefs** (Policy 0100, Revised and Approved 9/23/08)

1. We believe all individuals can learn.
2. We believe high expectations drive high achievement.
3. We believe family and community, in partnership, play an essential role in the development and education of a child.
4. We believe kindness, respect and compassion enhance life and improve performance.
5. We believe that growth occurs when independent thinking, creativity and appropriate risk taking are encouraged.
6. We believe valuing and nurturing diversity promotes learning.
7. We believe everyone has the ability and responsibility to make a positive difference.
8. We believe that positive self image is built through high expectations, honesty and accomplishments.
9. We believe that knowledge and skills acquired should be relevant and adaptable for life long learning.
10. We believe that all students have equitable access to educational opportunities.
11. We believe in promoting a healthy life.
12. We believe that collaboration and commitment promote the common good.

C. **Student Goals** The ultimate goal of a school system is to promote the positive development of students. The Fairfield Public Schools has adopted five student-focused goals including: 1. Motivation to learn, 2. Mastery of the basic skills, 3. Acquisition of knowledge, 4. Competence of life skills, and 5. Understanding society's values. (Policy 0200, Approved 8/27/04)

### **III. Board of Education Meetings**

A. **Master Calendar** The Board of Education shall hold at least ten (10) regular scheduled meetings a year and shall give annual notice of such meetings. (Town Charter, Article VIII, Section 8.1.B.1) The agenda for each meeting, as described in Section III-C, is established between the Superintendent and the Board Chair. While individual action items on a variety of topics can be scheduled for any meeting, currently the work of the BoE follows a familiar pattern, as described below.

1. January – two regular meetings and two budget review meetings are held, and a proposed budget is adopted at the last regular meeting in January to meet the Town Charter requirement of submitting a budget request by January 31st.
2. February – one regular meeting, which allows for attendance by BoE members at various budget review sessions conducted by the BoS, BoF and RTM.
3. March – one regular meeting, which allows for attendance by BoE members at various budget review sessions by the BoS, BoF and RTM.
4. April – one regular meeting. The Board sets the graduation dates for both high schools in April. In addition, the Board meets to conduct its annual self-evaluation in this month.
5. May – two regular meetings, including one at which budget adjustments are reviewed and approved, if required, based on changes in total funding granted and approved by the RTM. In addition, student awards are presented in May.
6. June – two regular meetings. Budget transfers, if necessary for the current fiscal year, are done. Review and approval of the school lunch program, lunch prices, lunch program employee wage increases, as well as participation in Healthy Foods Certification program. Evaluation of the Superintendent of schools and extension of contract is acted upon.
7. July – no regular meetings are scheduled.
8. August – one regular meeting is scheduled the 4<sup>th</sup> Tuesday of the month. September – two regular meetings are scheduled. October – one regular scheduled meeting is held. The school calendar for the following school year is adopted.
9. November – One regular meeting is held with the primary purpose to hold the annual organization meeting at which officers are elected and by-laws are reviewed and other organizational matters which may come before the BOE.
10. December – one regular scheduled meeting is held. The BoE meeting calendar for the following year is issued at this meeting. By-law changes proposed in November, are adopted. The proposed budget calendar for BoE, BoS, BoF and the RTM is reviewed.

B. **Meetings** The Board of Education conducts its meetings under the laws and provisions of the Freedom of Information Act ("FoIA") based on a schedule published in December for the following year. The BoE can cancel regular meetings where there is no business that cannot wait until the next regular meeting. The BoE can also schedule Special Meetings if matters arise requiring action that cannot wait until the next regular meeting. There are three types of meetings under FoIA as follows: (As outlined in *A Practical Guide to Connecticut School Law*, seventh edition by Thomas B. Mooney, pages 44 – 64)

1. Regular Meeting – which has been included in the listing of regular meetings which has been filed by January 31<sup>st</sup> of each year. By Fairfield BoE practice the list of scheduled, regular meetings is published at the December regular meeting and submitted to the Town Clerk.
2. Special Meeting – which must be noticed twenty-four hours in advance of the meeting including the time, place and business to be transacted. The most significant difference from a regular meeting is that items cannot be added to the agenda and only such business as is included on the notice of the meeting can be addressed.
3. Emergency Meeting – which is similar to a special meeting but is exempt from the twenty four hour notice provisions. The minutes shall include a statement of the nature of the emergency, any decisions made and those minutes must be filed with the town clerk within seventy-two hours.
4. Non Meeting – Certain meetings are excluded from the definition of "meeting" under the FoIA. Any meetings of a personnel search committee; a chance meeting or social gathering, even if a quorum of the board shows up at the event, provided the board does not discuss business; a caucus of members of a single political party; and strategy or negotiations with respect to collective bargaining are among those topics that can be discussed in a non-meeting.

C. **Agenda** The agenda is established in discussions between the Superintendent of Schools and the Chairperson of the Board of Education. Individual BoE members may ask for items to be placed on the agenda. Requests will be reasonably accepted and placed on the agenda as time allows. (Board practice) The Board shall have the agenda with its materials and enclosures, at least five days prior to the meeting. (By-laws Article V, Section 3, paragraph A). The agenda is designed for the guidance and information of the Board and to inform the public of items of business to come before the board. Additional items, not included in the filed agenda, may be considered and acted upon at regular meetings upon the affirmative vote of two third (2/3) of the members of the Board present and voting. (By-laws, Article V, Section 3, paragraph C).

D. **Minutes** Minutes are maintained in accordance with state law and the Fairfield Town Charter. All meetings are recorded, and the audio-video tape and all records are retained in accordance with the state statues on records retention. The Administrative Assistant to the Superintendent reviews his/her notes from the meeting and listens to the audio/videotape of the meeting and constructs a draft set of minutes. The draft minutes are reviewed by the elected Secretary of the BoE and after a draft set of minutes is finalized, they are included in the Board agenda for review and approval by the full Board. (Board practice)

- E. **Decision Making Process** Except in emergencies, the Board shall not attempt to decide upon any question submitted for consideration by any person or persons until the Board has examined and evaluated all information. (By-laws – Article 5, Section 7) BoE members will do their homework by reading and studying the agenda and all backup information in advance. (CABE Boardsmanship – *Twenty Guidelines for Board Members # 16*)
- F. **Public Comment on agenda items** The BoE will accept public comment on all items placed on the agenda for discussion and action, at the time the item appears on the agenda. Public comment is not generally taken on the minutes, election of officers, BoE By-laws, presentations and personnel matters. Public comment will follow discussion of the item by the BoE and prior to any vote. The standard practice has been to allow each speaker two minutes on a specific business item. Where a number of speakers wish to present on a single topic, the Chair may allow one person to represent the group, in which case additional time, at the discretion of the Chair, can be allowed. The Chair may limit public comment in any manner appropriate to the orderly and efficient conduct of Board meetings. (Board practice per By-laws – Article 5, Section 6, Paragraph A)
- G. **Public Comment on non-agenda items** The BoE will hear comments and receive petitions from any citizen present at a regular meeting. Any single presentation must be limited to two minutes and audio-visual equipment cannot be used without advance authorization of the Chairperson. The Board will not hear comment on individual personnel matters or comments addressed to specific member(s) of the Board. Decorum will be maintained. (Board practice per By-laws – Article 5, Section 6, Paragraph B)
- H. **Superintendent's Report** At the conclusion of the Superintendent's Report, questions from Board members shall be related only to the topics addressed by the Superintendent. (Chairman's email, Fall, 2011)
- I. **Robert's Rules of Order** The Board of Education has adopted Robert's Rules of Order, Newly Revised 10<sup>th</sup> Edition, Perseus Publishing to encourage full, fair and orderly discussion; to maintain order; to respect each members right to speak; and to allow for action by the majority within a practical period of time while protecting the rights of the minority to express their viewpoints. (By-laws – Article 5, Section 9 and Robert's Rules of Order defined)
- J. **Open Board Comment during meetings** The open Board comment period should not be used to surprise the Board or the Superintendent. Sudden surprises should be the exception, not the rule and BoE members will make every effort to first talk with the Board Chair or the Superintendent or ask for an item to be placed on the agenda instead of bringing it up unexpectedly at a meeting. (CABE Boardsmanship – *Twenty Guidelines for Board Members # 1* and Chairman's email, Fall, 2011)
- K. **Executive Session** The public has a right to be at BoE meetings and to know when, where and why we are meeting. Thus, all BoE meetings will begin in public, and the reason for a proposed Executive Session, in as much detail as possible, shall be included on the agenda. A 2/3 vote is required to go into Executive Session. The BoE shall state, on the record, for which of the approved reasons it is going into Executive Session:
1. Discussions of personnel appointments, evaluation and dismissals (employee must be notified, and can be present and/or can require meeting to be public).

2. To discuss strategy and/or negotiations on pending claims and litigation.
3. Security matters.
4. Real estate acquisitions, if openness might affect price.
5. Discussions which might disclose records which are exempt from disclosure under state law.

No votes shall be taken in Executive Session.

(The above statements are summarized from Town Clerk, Betsy Browne's, memo of November 18, 2011) A more complete discussion of FOIA can be found in *A Practical Guide to Connecticut School Law* by Thomas Mooney, Pages 55 to 64.)

#### **IV. Board of Education committee and liaison responsibilities**

- A. **Committee of the Whole** The BoE, at its November, 2011 Organization meeting decided to maintain a single standing committee to review policy matters. All other business items including, but not limited to, curriculum, special programs, facilities, information technology, long range planning, finance, budget and community relations shall be reviewed by the Board acting as a committee of the whole at regular and special meetings.
- B. **Appointments** The Chairperson shall appoint, or re-appoint, BoE members to the various standing, advisory and ad hoc committees, as well as to maintain liaison responsibilities to other town boards and commissions, following the annual organization meeting each November. (By-laws, Article II, Section 3, Paragraphs 3, 4 and 5)
- C. **Reports** Liaison and committee reports should be sent in advance for distribution in the Friday packet. Where additional oral reports are needed, please make your point in as few words as possible. There should be very few speeches at Board meetings. Meeting Reports, if required, should be no longer than two minutes. (CABE Boardmanship – *Twenty Guidelines for Board Members # 1* and Chairman’s email, Fall, 2011)
- D. **Policy Standing Committee** **The purpose of this committee is** to formulate and recommend written policies by which the Board shall exercise its leadership in the operation of the School District and to study and evaluate administrative regulations and reports concerning the execution of the Board’s written policies in accordance with Article IV, Section 2. (By-laws, Article II, Section 4 Paragraph A, sub section 1 & 2)
- E. **Transportation Safety Advisors** The Transportation Safety Advisors are a working group that makes recommendations relative to school transportation safety. The Transportation Safety Advisors are generally comprised of the Transportation Supervisor, a Board of Education member, and a representative from the police department and the bus contractor. The primary function of this Transportation Safety Advisors is to review, upon written referral, a transportation decision made by the Transportation Supervisor on a request for a bus route or stop change made by a parent or citizen. The decision is reviewed for compliance with Board of Education transportation policy and related administrative regulations. (Policies 3600 et seq.)
- F. **Liaison Responsibilities**
1. **Town Charter Positions**
    - a. **Fairfield Board of Health** – In accordance with section 10.9 of the Town Charter a BoE member is designated annually and serves as a member of the Board of Health.
    - b. **Fairfield Parks and Recreation Commission** – In accordance with section 10.10 of the Town Charter a BoE member is designated annually and serves as a member of the Parks and recreation Commission.

2. BoE By-laws

- a. Cooperative Education Services – In accordance with the charter and by-laws of CES, Fairfield has two seats on the CES Board as voting members of this not-for-profit fiduciary board.
- b. Building Committees – State law requires the establishment of Building Committees to oversee the development of major school construction projects if a district wishes to apply for, and receive, reimbursement of a portion of the costs of such construction. In accordance with BoE By-laws, and subject to any approvals required by the Town, the BoE Chair appoints a member of the board to act as a voting member of any school building committee (By-law Section A.3.d) The BoE creates Educational Specifications for individual projects and requests the First Selectman to appoint such a committee, subject to the approval of the Representative Town Meeting.
- c. Representative Town Meeting – In accordance with BoE By-laws, the BoE has maintained a liaison relationship with the RTM and annually appoints a member to attend meetings for the purpose of developing a closer working relationship and to enhance communications.
- d. Board of Finance –In accordance with BoE By-laws, the BoE has maintained a liaison relationship with the BoF and annually appoints a member to attend meetings for the purpose of developing a closer working relationship and to insure good communications.
- e. PTA Council – In accordance with BoE By-laws, the BoE has maintained a liaison relationship with the PTA Council and annually appoints a member to attend meetings for the purpose of developing a closer working relationship and to enhance communications.

3. Ad Hoc and Standing Building Committees

- a. Special Projects Standing Building Committee – This committee was established to oversee selected projects, as may be assigned to them by the First Selectman. A BoE member is appointed as a voting member.
- b. Building Projects Review Committee – This temporary committee has been established by the First Selectman to review the process under which building projects are reviewed, approved and managed. A member of the BoE is appointed and serves on this committee, in addition to the Superintendent, or designee.
- c. SEPTA – By past practice the BoE has maintained a liaison relationship with the Special Education Parent Teacher Association and annually appoints a member to attend meetings for the purpose of developing a closer working relationship and to enhance good communications.



**G. Meeting Schedule of other Town bodies**

1. **The Board of Selectmen** The first and third Wednesday of every month in the 1st floor conference room of Sullivan Independence Hall at 4:30pm
2. **The Board of Finance** The first Tuesday of every month in the BoE conference room at 7:30pm
3. **The Representative Town Meeting ("RTM")** The 4th Monday of the month at Board of Education headquarters at 8:00pm. RTM subcommittees meet as follows **(subject to change by the RTM)**:
  - a. **Legislation and Administration**, 3rd Monday of the month in Sullivan Independence Hall at 7:00pm
  - b. **Finance**, 3rd Monday of the month in Sullivan Independence Hall at 7:30pm
  - c. **Public Works and Planning**, 3rd Monday of the month in Sullivan Independence Hall at 8:00pm
  - d. **Education and Recreation**, 3rd Wednesday of the month in Sullivan Independence Hall at 7:00pm
  - e. **Public Health and Safety**, 3rd Wednesday of the month in Sullivan Independence Hall at 7:30pm

## **V Standards of Conduct**

- A. **Discussion among members outside of meetings** BoE members must debate the business and policy of the school district within public view. Thus, group emails, regarding issues before the BoE, or which may reasonably be considered to come before the BoE, may not be discussed via email. Individual members of the BoE may consult with one another on issues, but group emails on such issues are not permitted. (By-laws – Article V, Section 10)
- B. **Public Comment by BoE members** BoE members can speak to the media, but only the Chairman can speak on behalf of the Board. BoE members should feel comfortable deferring comment to the Chairman or to the Superintendent. (By-laws, Article II, Section 3, paragraph A.2 and Policy 1100)
- C. **Charter of the Town of Fairfield – Standards of Conduct** Elected and appointed Town officers, RTM members, members of boards, commissions, authorities, and committees, and all employees of the Town shall demonstrate by their example the highest standards of ethical conduct, to the end that the public may justifiably have trust and confidence in the integrity of government. As agents of public purpose, they shall hold their offices or positions for the benefit of the public, shall recognize that the public interest is their primary concern, and shall faithfully discharge the duties of their office regardless of personal considerations. (Section 11.1 of Town Charter)

The above statement of policy is further defined in the Town Charter through:

1. Conflicts of interest – Section 11.2
2. Disclosure of self interest – Section 11.3
3. Fair and equal treatment – Section 11.4
4. Penalties and disciplinary action for violations – Section 11.5

D. **Fairfield Board of Education – Standards of Conduct** Members of the BoE have adopted additional standards of conduct through their by-laws. BoE members must:

1. Adhere to the most recent edition of CAFE's Code of Ethics (Art. II, Sec. 2)
2. Comply with the conflicts of interest statements (Art. III, Sec 6)
3. Follow a code of ethics (Art VII, as further defined in Policy 0050, Approved 8/27/04).

**VI. Annual Budget Process**

A. **BoE staff and Board Roles and Responsibilities** The annual budget preparation process shall include broad-based participation and careful scrutiny of programs and expenditures to help the Board fulfill its responsibilities to the students, staff, and Town. The Board shall review projected costs, finalize requirements, establish a desirable budget amount, and specify parameters for the Superintendent to use in the development of a proposed budget. (Board Policy 3100 Approved 8/27/04)

B. **Timetable** To facilitate accomplishing this role, an annual operating and capital budget calendar is established.

C. **Advocacy of and Support for BoE Initiatives** Board members and Superintendents are staunch advocates of high quality, free education for all Connecticut children. (Policy 0050, Approved 8/27/04)

D. **Attendance and support at BoS, BoF, RTM town meetings** BoE members will make every effort to attend the BoS, BoF, RTM subcommittee meetings, and RTM meetings pertaining to our education budget request and at other times throughout the year as initiatives are presented for town approval. (Chairman's email, Fall, 2011 and Board Retreat notes, 2010)

VII. **Evaluation, Public Complaints, Staff grievances and discipline responsibilities**

A. **Procedures for Public suggestions and complaints** Board members will refer all complaints through the proper "Chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail. (By-laws, Article VII, Paragraph 17, Amended and Approved November, 2011) This by-law is further defined by BoE policy "....If a complaint is made to individual Board members, the person making the complaint shall be referred to the proper administrator and informed that the matter may be referred to the Superintendent if the complainant does not agree with the initial decision. (Policy 1300, approved 8/27/04) The essence of these by-laws and policies is to not be a "ball carrier" for others. Parents and other citizens should present their own issues, problems, or proposals through the chain of command. (CABE Boardmanship – Twenty Guidelines for Board members # 6)

B. **Group BoE email address** [boemembers@fairfieldschools.org](mailto:boemembers@fairfieldschools.org). This is the group email distribution for all board members as well as a member of the administrative staff. If you would like to email the group as a whole rather than typing individual email addresses, you may accomplish this by using the "boemembers" address shown above. Please note that a member of the administrative staff reviews all of the emails that come into this address and will respond according when district requests are made i.e., someone from the public inquiring about a job position. BoE members will use their best judgment in whether they respond as an individual member to such emails, or allow the central office staff to address the issue that was raised. (Chairman's memo, Fall, 2011 based on Policy 1300, Approved 8/27/04)

C. **Employee grievance and discipline hearings** The Board will act in accordance with the grievance procedures outlined in the appropriate Collective Bargaining Agreement. (Policy 4260, approved 8/27/04)

D. **Employee contract negotiations** By past practice, a Negotiating Committee is appointed, comprised of a member from the Board of Education, the BoE Director of Human Resources, and the BoE Attorney. The Negotiating Committees for the Teachers and Administrators contracts also include a member of the Board of Finance. Negotiations are conducted in accordance with state law governing school district negotiations.

E. **Student expulsion hearings** The Board of Education will hear expulsions within the required time by state statute. To insure fair and consistent decisions, the BoE has authorized the Superintendent to retain a Hearing Officer to hear all expulsion hearings. (Policy 5119, revised and adopted TBD)

F. **Student residency hearings** Any child, parent or guardian, may request a hearing before a hearing officer, as appointed by the Board of Education, if they believe they have been denied accommodations by the Fairfield Public Schools. (Policy 5125)

G. **Superintendent's evaluation/contract** The Board of Education conducts an annual evaluation in June for the purpose of accountability and for the mutual benefit of the Fairfield Public Schools and the Superintendent. The evaluation is based on performance against job description responsibilities and a review and analysis of approved goals and objectives. Objectives and goals for the following year are established in September – October. The BoE reviews the Superintendent's three-year contract and extends the contract an additional year.

## VIII. **Administrative Matters**

- A. **By-laws** The Board of Education has adopted by-laws, last revised on November 22, 2011. At its annual organizational meeting in November of each year, it shall review and revise these by-laws as the BoE deems appropriate and approves changes in December. The by-laws may also be revised at any regular meeting of the BoE, as may be properly noticed. (By-laws, Article VI)
- B. **Board of Education Annual Self-Evaluation** The BoE shall conduct an annual self-evaluation of its policies, practices and internal operating procedures in a special meeting prior to May of each year. By practice this is generally done each April. (By-laws, Article IV, Section 4)
- C. **Attendance at school events** Board of Education members are encouraged to attend school events as their schedule permits. Every effort should be made to notify central office staff, or a building principal, in advance of a visit, and Board members should wear their official ID.
- D. **Conference attendance** There are limited funds available for attending CABA sponsored conferences. BoE members interested in attending a conference or class should make that interest known through the Chairman to the Superintendent's office. (Chairman's email, Fall, 2011)
- E. **Information Requests from BoE Members** The Superintendent provides study materials and information required to assist the Board of Education in researching and evaluating proposals before the BoE. Members are welcome to seek additional information to aid in their discussion and final action. The BoE by collective action, or the Chair, may request additional information from the Superintendent as may be required. Committee chairs can request information from the Superintendent, or Central Office staff with a copy to the Superintendent, for committee business only. Individual members may seek additional information only from the Superintendent, with a copy of all such requests given to the BoE Chair. If the information sought by either the BoE, the Chair, Committee Chairs or individual members is readily available every effort will be made to include it in the Friday packets for BoE members, provided it is requested on a timely basis. If the information requested requires staff research time which conflicts with other priorities, the Superintendent will consult with the BoE chair on the appropriateness and timing of the information requested. The essence of these board practices is three-fold: a. to recognize that individual board members may not give direction to the Superintendent (only the full board can), b. to insure information requested does not put an undue burden on staff and, c. to encourage BoE members to prepare their questions or requests for additional information in advance to allow adequate time for staff to gather the requested information.

- F. **Fairfield Public Schools WEB Site** The Fairfield Public Schools maintains a WEB site, to aid in communicating to parents and citizens, at [www.fairfieldschools.org](http://www.fairfieldschools.org). A wealth of information is available and specifically includes, within the Board of Education pages, a list of all scheduled BoE meetings, agendas and minutes; a list of members, committee work and adopted policies; a citizen's guide; the annual budget and various financial reports; the strategic plan and reports on current topics.
- G. **Friday packets** By practice "Friday packets" containing materials of interest to and for use of Board of Education members, are distributed to approximately individuals and institutional readers as may be requested.
- H. **Board of Education packets** Board meetings are more effective when members read the materials and information within the packet prior to the meeting so it would not need to be presented orally at a BoE meeting. Board packets should be distributed five days before a meeting. (By-laws, Article V, Section 3, Paragraph A)
- I. **Recycling of BoE materials** Empty Friday Folder envelopes and empty board meeting folders can be left on the back room table for recycling. (Chairman's email, Fall, 2011)
- J. **Use of ID badge while visiting school facilities** During school hours and office hours, please wear your BoE badge when visiting school buildings and central office. When visiting these locations, you must also sign in at the front office of a school building or at the front desk of central office even though you have a badge. (Board practice based on Policy 3564, Approved 8/27/04)
- K. **Individual BoE email addresses** Each member of the BoE will be assigned a district email address and may make use of that, or their own personal email address. Regardless of which email address that is used, all correspondence, including via email, is subject to the Freedom of Information Act. (Chairman's email, Fall, 2011)
- L. **Parking and other services at BoE headquarters** There is covered parking available under the building at the BoE offices. There is a vending machine in the BoE staff break room outside the Board room. Both may be used by BoE members. (Chairman's email, Fall, 2011)

**IX. Definitions** (all definitions were taken from: *"Becoming a Better Board Member, A Guide to Effective School Board Service"* Third edition by National School Boards Association)

- A. Ability Grouping: Grouping students according to similar levels of "ability" for instructional purposes.
- B. Achievement Gap: Persistent differences in achievement among different groups of students as indicated by scores on standardized tests, teacher grades, and other data. Usually refers to disparities in achievement levels of student groups based on race, ethnicity, or family income.
- C. ADA – Americans with Disabilities Act: A federal law that prohibits discrimination against disabled individuals in all terms and conditions of employment and requires employers to make "reasonable accommodations" for disabled applicants and employees, unless the employer can demonstrate that doing so would create "undue hardship" for the organization.
- D. AYP – Adequate Yearly Progress: An individual state's measure of annual progress toward achieving state academic standards. School districts and schools are required to meet this minimum standard under the No Child Left Behind Act. According to the law, state standards will be met when all students meet the target for proficiency.
- E. AP – Advanced Placement Programs: A series of courses administered by the College Board that high school students can take to earn college credit. Students must master a generally high level of course work and pass an accompanying test.
- F. Alignment: A process to ensure that all district resources are prioritized and allocated according to student achievement goals. Examples of these resources are curriculum, staffing, staff development, instructional materials, textbooks, technology, and supplemental services.
- G. Block Scheduling: A way of organizing the school day into blocks of time longer than the typical 50 minute class period. Students take as many as before (sometimes more), but the courses either do not meet every day or do not run the entire school year. One block schedule used in some secondary schools, known as 4 x 4, has four 90 minute classes a day with courses changes every 45 days.
- H. Carnegie unit: The unit of time spent in a course over a year. Carnegie units are typically used to award credit in secondary schools.
- I. Charter School: A public school operating under charter or contract with school districts, state education agencies, or other public institutions designated by groups of parents, teachers, administrators, or other members of the community, and often operating with increased autonomy from outside controls and requirements.
- J. ETS – Educational Testing Service: Nationwide organization that administers various kinds of educational and psychological tests, such as the Scholastic Aptitude Test (SAT).



- K. Equity: Fairness or justice, usually referring to the equitable distribution of something valued. In education, it refers to the fair distribution of funding, technology, facilities, services, and equal educational opportunities for all students.
- L. FMLA – Family Medical Leave Act: A federal law requiring employers covered by the act to grant eligible employees up to 12 work weeks of unpaid leave a year for an employee’s own serious health conditions, or following the birth or adoption of a child; employees returning from such leave are entitled to be restored to their same position or a similar one.
- M. FERPA – Family Educational Rights and Privacy Act: A federal law that gives parents certain rights with respect to their children’s educational records.
- N. Gifted and talented education: Programs for students with exceptional intellectual, creative, and other abilities whose learning characteristics require differentiated educational experiences and/or services. Eligibility criteria are defined by each state.
- O. HIPPA – Health Insurance Portability and Accountability Act: A federal health insurance-related act that has privacy rule implications for school districts.
- P. Heterogeneous grouping: A grouping of students for instruction where no attempt is made to group according to ability. As a result, wide ranges of academic ability are present within such groups.
- Q. Homogeneous grouping: A grouping of students for instruction on the basis of one or more characteristics. Homogeneous groups usually are created on the basis of student ability. Also referred to as tracking.
- R. IEP – Individualized Education Program: Educational program for an individual student that is geared to the particular student’s needs and conducted in accordance with a written plan agreed on between the student (and/or parents) and school officials. IEPs were originally conceived for use in educating children with disabilities and were gradually expanded to include all special needs groups.
- S. IDEA – Individuals with Disabilities Education Act: A federal funding statute requiring schools that receive monies under this law to provide a free appropriate public education in the least-restrictive environment to all eligible children with disabilities.
- T. LEP – Limited English Proficient: Those who are reasonably fluent in another language but who have not yet achieved comparable mastery in reading, writing, understanding, or speaking English. LEP students are often assigned to bilingual education or English as-a-second-language classes (ESL) classes. English Language Learners (ELL) is a current term many use instead of LEP.
- U. Magnet school: A school that places special emphasis on academic achievement or on a particular field, such as science or the arts, designed to attract students on a voluntary basis from all parts of a school district often used to aid in achieving diversity in the school population.

- V. NAEP – National Assessment of Educational Progress: A national testing program administered by the National center for Education Statistics of the U.S. Department of Education that tests representative samples of fourth, eighth, and 12<sup>th</sup> grade students in reading, math, science, writing, and other subjects. Known as the nation’s report card NAEP provides data on achievement over time (since 1969) and allows for regional, state-by-state, and some district comparisons of student performance.
  
- W. NCLB – No Child left Behind Act of 2011: This reauthorization of the federal Elementary and Secondary Education Act (ESEA) places comprehensive accountability requirements on all states that accept federal education funding, with sanctions for schools and districts that do not make adequate yearly progress (AYP) toward proficiency English/language arts and mathematics, or that fail to test 95 percent of all students and all significant subgroups.
  
- X. Preschool education: Theory and method of guiding very young children in a group, generally in nursery schools; emphasis is placed on developing capacities of the individual and on helping him or her to develop abilities to address challenging situations.
  
- Y. SAT – Scholastic Aptitude Test: One of two major college admissions tests. The other is ACT.
  
- Z. School choice: The option given to students and their parents to choose public or private schools, alternative programs, or different school systems, sometimes made possible through the magnet schools, open enrollment, tax credits, vouchers, or other arrangements.
  
- AA. Special education: Specially designed instruction provided, at no cost to parents, to meet the unique needs of children with disabilities. Also refers generally to educational programs and services for disabled and/or gifted individuals who have intellectually, [physically, emotionally, or socially different characteristics from those who can be taught through conventional methods or materials.
  
- BB. Title I: A federally funded program designed to improve the academic achievement of poor and disadvantaged children in elementary and secondary schools. It originated with the Elementary and Secondary Education Act of 1965 and is now encompassed by the No Child Left Behind Act of 2001. Funds from Title I are used to provide educational services to students who are educationally disadvantaged or at risk of failing to meet state standards.
  
- CC. Title VI (of the Civil Rights Act of 1964): A provision of federal law protecting people from discrimination, exclusion from participation, or denial of benefits from any program or activity receiving from federal financial assistance from the U.S. Department of education on the basis of their race, color, or national origin.
  
- DD. Title IX (of the Education Amendments of 1972): A provision of federal law that prohibits discrimination on the basis of sex in federally funded assisted education programs and extracurricular activities.

EE. Unfunded mandates: Federal or state legislative and regulatory provisions that require school district compliance but do not provide funding to cover the costs of carrying them out.