



Upcoming Meeting Dates

Grade 8 Math Teacher Letter, 6/20/13

CAPSS Letter to Dr. Title, 6/14/13

Algebra Data for CPM Analysis, 6/19/13

Communications Committee Final Draft Documents June 2013

Communications Committee Final Recommendations (Attachment H)

Budget Development Process Document – Revised 6/20/13

RBC Draft Minutes of 6/11/13 Meeting

June 2013 Celebrations



*MEETING  
DATES*

UPCOMING MEETING DATES

June 25

7:30 PM – Board of Education  
Regular Meeting  
501 Kings Highway East  
2<sup>nd</sup> Floor Board Conference Room

August 19

4:15 PM – Policy Committee Meeting  
501 Kings Highway East  
Superintendent's Conference Room

August 27

7:30 PM – Board of Education Meeting  
Regular Meeting  
501 Kings Highway East  
2<sup>nd</sup> Floor Board Conference Room

June 20, 2013

Dear Board Members and FPS Administration:

As you are well aware, the Math Department, under the direction of Dr. Paul Rasmussen, has been working avidly and diligently to promote an understanding of the new Common Core State Standards to staff, administration, and the community. An emphasis has been placed on the importance of students' ability to retain and maintain competence with Math goals and objectives in preparation for the 21<sup>st</sup> century needs.

However, we have been confronted with obstacles that could have been avoided. These issues have hindered our optimal success this year with CPM. In an attempt to summarize some of the outcomes during the year, we wish to document the following points:

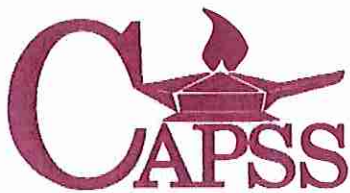
- Our 8<sup>th</sup> grade Algebra teachers are very disappointed and frustrated with the consistent negative feedback from some of the parents of the community. In fact, it appears as if the parent relationships with staff have increasingly grown more adversarial.
- A noticeable trickledown effect occurred with the students of these negative parents; it was evidenced in Math classrooms that particular students had an apathetic and negative outlook, seemingly learned by their parents' outlook.
- False misconceptions existed all year long; both at BOE meetings and in the local media. These false allegations went so far as personally naming and wrongfully accusing an 8<sup>th</sup> grade Algebra teacher of not teaching during public comment at a BOE meeting.
- To the contrary, students of the parents who have been supportive, positive, and enthusiastic about the new Math program thrived, demonstrating student successes. These children worked diligently and learned the concepts needed through the discovery method. Clearly, not all of our students met with failure. Many were in fact quite successful.
- The use of CPM allowed students the opportunity to learn mathematics through the use of real life situations to greater depths than in past years with much teacher guidance and instruction.
- Differentiation took place as well all year; teachers surveyed their classes, administering daily instruction, conferencing, re-instruction, and extra explanation as needed.

Our Math curriculum continues to develop and our department has been applying the practical methods and utilizing rigorous instruction to emphasize the knowledge and skills students must acquire to move onto each upcoming grade level. The approach has been coherent and has correlated to the students' conceptual levels of understanding. Allowing for further development of the Math curriculum will only result in student proficiency and success, noted in standardized testing, district assessments, and grades.

Respectfully,

Grade 8 Math Teachers

The block contains handwritten signatures of nine Grade 8 Math Teachers. The signatures are arranged in three rows. The first row contains three signatures: Mimi Zachin, Elizabeth Briesig, and Kristine Bellard. The second row contains three signatures: Beth Luzzo, Jamie Kowland, and Mari E. Carloni. The third row contains three signatures: Betsy Cipri, [unclear], and [unclear].



*Connecticut Association of  
Public School Superintendents*

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June 14, 2013

David Title, Ed.D.  
Superintendent of Schools  
Fairfield Public Schools  
501 Kings Highway East  
Fairfield, CT 06825

Dear Dr. Title:

I have learned about the complaint that some parents in Fairfield have filed against the Fairfield Board of Education and you regarding the piloting of a math textbook. I am concerned about this situation for the following reasons.

- The statute under which the parents have filed their complaints was enacted in order for citizens of CT to bring to the attention of the State Board of Education instances in which the interest of the state in providing a free public education to all CT children is in danger of being compromised. The piloting of a textbook however it is done does not rise to the level of instance in reaction to which the statute was enacted. It is troubling to me, therefore, that the State Board of Education appears ready to actually bring this matter to a hearing. Relevant state officials should have informed the parents who brought forward the complaint that the only appropriate remedy for their concern exists at the local community level.
- The textbook to which the complaining parents have objected has been rejected for adoption. The matter, therefore, is moot. The only purpose that can be served by the continuation of this issue at the state level is to harass you, the Fairfield Board of Education and the members of the staff of the Fairfield Public Schools.
- The statute upon which the complaining parents are basing their complaint does not apply to situations in which instructional materials including textbooks are piloted. Statute does require local board of education approval of the adoption of textbooks. The rationale behind this statute is that by virtue of adopting a textbook, the local board is establishing the standards to which students will be held and this is clearly the responsibility of local boards of education. When the staff of a school system decides to pilot a textbook, however, it is implementing a legitimate process whereby a recommendation on textbook adoption and thereby the establishment of standards can be made intelligently. The piloting of instructional materials including textbooks, therefore, does not require approval by a local board of education. For this reason, it is the

established practice throughout CT that the superintendent of schools does not seek permission from local boards of education to pilot textbooks.

For all of these reasons, it is the position of the CT Association of Public School Superintendent (CAPSS) that the State Board of Education should dismiss the complaint in question without even a hearing. CAPSS and I stand ready to assist you and the Fairfield Board of Education with this respect to this situation.

Sincerely,

A handwritten signature in black ink that reads "Joseph J. Cirsuolo". The signature is written in a cursive style with a large, prominent initial "J".

Joseph J. Cirsuolo, Ed.D.  
Executive Director  
CAPSS

Cc: Allan Taylor – Chairperson, State Board of Education  
Stefan Pryor – Commissioner of Education

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



**Fairfield Public Schools**  
501 Kings Highway East, Suite 210  
Fairfield, Connecticut 06825  
Phone: (203) 255-8390  
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TO: Dr. David Title  
FROM: Dr. Margaret Boice  
DATE: June 19, 2013  
RE: Algebra Data for CPM Analysis

Attached you will find a report that includes the following information:

- Teacher mark (grades) data from the 2011-2012 and the 2012-2013 school years
- Student mark distributions for the 2012-2013 school year
- Midterm exam analysis for the 2012-2013 school year
- Parent and student survey results from January 2013

The following statements summarize the results of this report.

- Throughout the CPM pilot, the students' marks and exam grades remained constant, as compared to prior years.
- Students' results on the midterm exams do not indicate a significant difference in grades, in spite of the increase in rigor of the exam as compared to previous years.
- The results of the parent and student surveys indicate a slight increase in tutor use over grade 7 pre-algebra, which is not unusual when students move to Algebra 1, a more rigorous course. We do not have data on tutor use in Algebra 1 in prior years, so it is not possible to make that comparison.
- The Board has approved a textbook that meets or exceeds the instructional value provided by CPM, and also provides parents and students with a format that is more familiar to these groups.

If any Board members have questions about these documents, please ask them to contact me at 203-255-8309 or at [mboice@fairfieldschools.org](mailto:mboice@fairfieldschools.org)

## Algebra Data for CPM Analysis

During the 2014-2015 school year, students will be expected to take the new SBAC state assessment. This assessment will challenge the student's mathematical thinking through the use of rigorous problems, different than problems in past CAPT/CMT assessments. For this reason, the district chose to pilot the CPM resource during the 2012-2013 school year in Algebra. To best understand the influence of the CPM resource, an analysis of mark, assessment, and survey data were used to determine the influence on student learning.

### Mark Data

An analysis of marks was conducted to determine the change in marks from the student's final mark in the Pre-Algebra course from grade 7. A mark is defined as the letter grade that the student earns in the course. Marks were collected from students who took Pre-Algebra in grade 7 and Algebra in grade 8. A change was identified as a difference between the Algebra quarter marks from the final mark in Pre-Algebra during the student's 7<sup>th</sup> grade year. For example, if a mark went from an A in 7<sup>th</sup> grade Pre-Algebra to an A- in Algebra during their 8<sup>th</sup> grade year, this student was counted in the category of drop in mark. Additionally, if a student went from a final mark of B in Pre-Algebra to a B+ in Algebra, this would be considered an increase in mark. Any students that had to drop the course were removed from the analysis because they did not have an Algebra mark to compare against back to the Pre-Algebra final mark.

**Table 1: 2010-2011 change from final Pre-Algebra Grade for Students in Algebra 8**

	<b>Quarter 1 Change</b>	<b>Quarter 2 Change</b>	<b>Quarter 3 Change</b>
<i>Drop in Grade</i>	54.8%	61.5%	57.9%
<i>Stay the Same</i>	30.6%	25.7%	24.9%
<i>Increase in Grade</i>	14.6%	12.8%	17.3%

Note: N = 343 students

**Table 2: 2011-2012 change from final Pre-Algebra Grade for Students in Algebra 8**

	<b>Quarter 1 Change</b>	<b>Quarter 2 Change</b>	<b>Quarter 3 Change</b>
<i>Drop in Grade</i>	58.4%	60.2%	57.3%
<i>Stay the Same</i>	27.2%	26.0%	25.1%
<i>Increase in Grade</i>	14.4%	13.8%	17.5%

Note: N = 353 students

**Table 3: 2012-2013 change from final Pre-Algebra Grade for Students in Algebra 8**

	<b>Quarter 1 Change</b>	<b>Quarter 2 Change</b>	<b>Quarter 3 Change</b>
<i>Drop in Grade</i>	38.4%	49.1%	44.3%
<i>Stay the Same</i>	33.2%	31.8%	25.6%
<i>Increase in Grade</i>	28.4%	19.0%	30.1%

*Note: N = 352 students*

Tables 1 and 2 illustrate how the students performed before the implementation of the pilot CPM resource. As the data in tables 1 and 2 illustrate, a majority of students had a drop in grade from their Pre-Algebra final grade when they went to Algebra during their 8<sup>th</sup> grade year. This is not unusual when students move from pre-algebra to algebra 1, a more difficult course. However, the data in table 3 shows that more students maintained their mark from the prior year with the implementation of the pilot CPM resource. Contrary to some claims, students' marks have not been negatively influenced by the use of CPM.

**Table 4: Mark Distribution for Grade 8 Algebra for 1<sup>st</sup> Quarter**

<b>Mark</b>	<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>
<i>A</i>	53%	44%	53%
<i>B</i>	40%	42%	36%
<i>C</i>	6%	13%	10%
<i>D</i>	0%	1%	1%
<i>F</i>	0%	0%	0%

*Note: Data in the tables rounded to the nearest percent*

**Table 5: Mark Distribution for Grade 8 Algebra for 2<sup>nd</sup> Quarter**

<b>Mark</b>	<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>
<i>A</i>	47%	38%	41%
<i>B</i>	39%	42%	39%
<i>C</i>	12%	17%	16%
<i>D</i>	2%	3%	4%
<i>F</i>	0%	0%	0%

*Note: Data in the tables rounded to the nearest percent*

**Table 6: Mark Distribution for Grade 8 Algebra for 3<sup>rd</sup> Quarter**

<b>Mark</b>	<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>
<i>A</i>	50%	45%	47%
<i>B</i>	35%	38%	38%
<i>C</i>	13%	15%	13%
<i>D</i>	1%	1%	2%
<i>F</i>	0%	1%	0%

*Note: Data in the tables rounded to the nearest percent*



Tables 4, 5, and 6 illustrate the distribution of marks over a three year span in the grade 8 Algebra. Marks in the A range are the marks A+, A, and A- (and so forth for each other area). The data in these tables illustrate that the distribution of A's and B's for the first three quarters for this current year has been at or above the rate to each of the two years prior. The conclusion that the marks of 8<sup>th</sup> graders have been negatively influenced by the use of CPM in terms of marks could not be substantiated from this data.

**Table 7: Mark Distribution for Algebra 12 for the 1<sup>st</sup> Quarter**

Mark	2012-2013	2011-2012	2010-2011
A	30%	30%	34%
B	35%	32%	28%
C	19%	22%	19%
D	9%	9%	13%
F	3%	7%	5%

*Note: Data in the tables rounded to the nearest percent*

**Table 8: Mark Distribution for Algebra 12 for the 2<sup>nd</sup> Quarter**

Mark	2012-2013	2011-2012	2010-2011
A	27%	29%	26%
B	28%	27%	30%
C	21%	24%	18%
D	12%	10%	15%
F	9%	10%	11%

*Note: Data in the tables rounded to the nearest percent*

**Table 9: Mark Distribution for Algebra 12 for the 3<sup>rd</sup> Quarter**

Mark	2012-2013	2011-2012	2010-2011
A	30%	30%	32%
B	35%	32%	27%
C	19%	19%	20%
D	15%	8%	12%
F	3%	11%	9%

*Note: Data in the tables rounded to the nearest percent*

Tables 7 through 9 illustrate the mark distributions at the high schools for first, second, and third quarters. As the data in the tables illustrate, the marks at the low end of the distribution have been relatively stable or improved. For example, the D and F distribution for the first quarter for this year improved from the two years prior, while the second quarter mark distributions of D's and F's improved from the 2010-2011 school year. However, in the second and third quarters, the combined percentage of D's and F's in comparison to the 2011-2012 school year was similar.

The combined percentage of A's and B's also has remained consistent, which is comparable to the distributions of D's and F's. The grade distribution of A's and B's for the 2012-2013 school

year in Algebra has been at the same rate of the prior two years. For example, the combined percentage of A's and B's for the second quarter this year was a 55%. In comparison, the 2011-2012 and 2010-2011 school year had a combined percentage of A's and B's to be 56% and 56% respectively. The overall conclusion from this mark data is that generally, the marks distributions did not change when compared to historical mark distributions.

### Midterm Data

Another data point used to analyze student learning in Algebra was the midterm assessment. This assessment was given in both the middle and high school Algebra courses during the 2012-2013 school year. However, the midterm assessment was edited by the teachers in the summer of 2012 to increase the rigor of the assessment. This increase in rigor was accomplished by removing prior topics that students were expected to master when coming into the Algebra course (e.g., rational number operations, graphing points, etc.), and replacing them with tasks with increased rigor in the topics taught and learned in the Algebra course.

### High School

To collect data on the midterm, an approximate 20% random sample of the population of high school students in Algebra was selected (83 out of 425 student in 2011-2012 and 80 students from 410 students in 2012-2013). The teachers submitted itemized data for the amount of points earned for each question. This data collection was conducted in both the 2011-2012 and 2012-2013 school years, thus allowing for a comparative analysis for student achievement on identical tasks that were on both assessments.

**Table 10: Midterm Comparative Analysis on Identical Questions for the High School**

Year	Expressions	Functions	Linear Equations	Linear Functions
2011-2012	84.81%	73.42%	79.04%	74.13%
2012-2013	86.55%	81.41%	75.72%	72.46%

The data in table 10 represent the average score students achieved in the various concept areas. For example, in the expressions area, the average score on all the problems in this area was an 84.81% in 2011-2012. In all, two concept areas went up, while two areas went down. The results illustrate that there was no significant difference between the students' performance on the identical questions on both high school administrations of the midterm.

The data in table 11 illustrate the average score of high school student performance for all the questions on the midterm for the sample. Additional tasks were added to the exam to increase the rigor in the topics from the prior year. Table 11 illustrates how the overall rigor of the assessment increased when compared to the prior year if you compare the 2012-2013 average results in table 10. For example, the average on the linear functions questions that were identical to the prior year's midterm was a 75.72%. However, when the more rigorous questions were included, the overall average on the linear functions questions combined for the 2012-2013 midterm was a 72.02%. This supports the claim that the additional questions increased the rigor of the assessment.

**Table 11: Midterm by Topic for the High School 2012-2013**

<b>Year</b>	<b>Expressions</b>	<b>Functions</b>	<b>Linear Equations</b>	<b>Linear Functions</b>	<b>Overall Average</b>
<i>2012-2013</i>	78.16%	64.99%	75.76%	72.02%	71.84%

Over the last five years, the averages on the midterm have illustrated a positive trend. As illustrated in table 12, the average score on the midterm in 2008-2009 was 64.5%, compared to 71.8% from this current year. However, this current year's average did drop to 71.4% from the recent high average of 75.9% in 2011-2012. Teacher feedback indicates that this was due the assessment being more rigorous after the removal of review tasks (graphing a point, fraction operations, etc.), as supported by the paragraph above.

**Table 12: High School Midterm Average Scores by Year**

<b>Year</b>	<b>Average Score</b>
<i>2012-2013</i>	71.8%
<i>2011-2012</i>	75.9%
<i>2010-2011</i>	69.2%
<i>2009-2010</i>	65.7%
<i>2008-2009</i>	64.5%

### **Middle School**

The middle school also administered the same midterm assessment as the high school during the 2012-2013 school year, which was different than past practice. Because of this change, no comparative data to the prior year was available for comparison purposes. Similar to that of the high school, an approximate 20% random sample of grade 8 Algebra students was collected for itemized points for each problem on the midterm (67 out of 352 students). The data in Table 13 does provide information to how the sample of students did on the various topics on the assessment (similar to that of the high school in Table 11).

**Table 13: Midterm by Topic for Grade 8 Algebra**

<b>Year</b>	<b>Expressions</b>	<b>Functions</b>	<b>Linear Equations</b>	<b>Linear Functions</b>	<b>Overall</b>
<i>2012-2013</i>	91.26%	85.96%	93.32%	89.90%	87.76%

Table 13 illustrates that the 8<sup>th</sup> grade students performed well on the midterm assessment. The students did well in all areas of the assessment, with the highest performing area being linear equations. These 8<sup>th</sup> grade Algebra students performed well on a rigorous assessment. Consequently, the claim that students' achievement was negatively impacted by the use of the CPM pilot is not supported.

### **Task Analysis**

As noted earlier, an analysis of a specific task on the both the 2011-2012 and 2012-2013 midterm does provide specific insight to how students performed on a high level task in different years. The task in Figure 1 on the next page illustrates a specific item in the linear functions concept area on both the 2011-2012 and 2012-2013 midterm assessments at the middle and high schools. This task requires students to analyze the information from two different individuals based on various hours worked.

The student achievement numbers at the top of the task show the average score out of six. More specifically, the average score on this task for the high school students was 3.53 points out of 6 during the 2011-2012 school year, while in 2012-2013 the average was 4 points out of 6. For the 8<sup>th</sup> grade students in Algebra, the average number of points earned was 4.83 out of 6. This illustrates that the high school students performed at an improved rate on a higher level task, similar to a task that the SBAC assessment will include. Additionally, the 8<sup>th</sup> grade students in Algebra demonstrated their learning from the classroom instruction at a high rate, an 80.56% average score, which aligns to their performance on the entire assessment.

**Figure 1: Task on the 2011-2012 and 2012-2013 Midterm Exam with Student Performance Data**

High School 2011-2012	High School 2012-2013	Middle School 2012-2013
3.46 points out of 6	4 points out of 6	4.83 points out of 6

For an original graphic design, Lee charges a fixed fee of \$50 plus \$25 for each hour that he works. His main competitor, Sara, charges a fixed fee of \$40 plus \$30 for each hour that she works on a design. Sara advertises that her rates are cheaper. Use a graph, table, and/or equations to answer the following questions:

When would Lee & Sara charge the same amount? \_\_\_\_\_ (2 points)

When are Sara's rates cheaper? \_\_\_\_\_ (2 points)

When are Lee's rates cheaper? \_\_\_\_\_ (2 points)

Work Space:

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## Parent and Student Survey

In January 2013, parents and students were surveyed to receive feedback on the implementation of the pilot CPM resource (as posted on the district website in May 2013:

<http://fairfieldschools.org/downloads/friday/2013/may/Friday%20Packet%205-24-13.pdf>).

Parents and students were asked five questions each. These five questions related to the use of the online resources, if tutoring support was provided, and the use of cooperative learning groups. The information in Tables 14 and 15 illustrate the student's responses to the use of a tutor, while Tables 16 and 17 show the parent's responses.

**Table 14: Student Survey Question 3**

<i>Did you use an outside tutor for mathematics last year?</i>	
No Response	1.2%
No	91.3%
Yes	7.5%

Note:  $N = 238$

**Table 15: Student Survey Question 4**

<i>Did you use an outside tutor for mathematics this year?</i>	
No Response	0.8%
No	85.1%
Yes	14.1%

Note:  $N = 238$

**Table 16: Parent Survey Question 3**

<i>Did you use an outside tutor for mathematics last year?</i>	
No Response	3.4%
No	91.1%
Yes	5.4%

Note:  $N = 208$

**Table 17: Parent Survey Question 4**

<i>Are you currently using an outside tutor for mathematics?</i>	
No Response	3.4%
No	82.3%
Yes	14.3%

Note:  $N = 208$

As the information in Tables 14 to 17 illustrate, the rate of tutoring does increase from Pre-Algebra to Algebra from grade 7 to grade 8 respectively. These percentages were similar in both

the parent and student responses. We do not have data on use of tutors in Algebra 1 from previous years; therefore, the claim that the use of CPM caused more families to hire tutors could not be substantiated. The only conclusion that this data provides is that the rate of tutoring increases from Pre-Algebra to Algebra, which is a very typical occurrence.

### **Conclusion**

The analysis of Algebra data provides a picture of how students performed during this year. The data suggests that the students performed as well or better as students in the past. The mark data suggests that the students performed at the same distribution in comparison to the historical data. The comparable midterm data suggests that the students performed just as well as in prior years. Therefore, the assertion that students were negatively affected could not be supported.

While the pilot of the CPM text resulted in similar or improved student achievement, the textbook was not recommended to the Board for adoption. A different textbook was recommended that provided the same or better level of instructional support and was formatted in a manner that was supportive of teacher, student and parent use in and out of the classroom.

**BoE AdHoc Communications Committee  
Final Draft Presentation of Goals and Suggestions for Full Board Feedback**

**June 2013**

**Committee Members: Jessica Gerber, Philip Dwyer and Perry Liu**

The Communications Subcommittee was formed as a result of the BoE's vote on shared Board goals for 2013. As voted on unanimously by the Board at its October 2012 meeting, it was decided that the Board would:

“Establish an ad hoc committee to develop a communications plan (social media, blog, news media, surveys, focus groups, community conversations, etc.), to be reported to the full Board at the first Board Meeting in June. The goal of such plan will be to enhance communications with parents, staff, community leaders, and the general public, engage in a two-way dialogue, and build support for district goals.”

Jessica Gerber, Phil Dwyer and Perry Liu agreed to work together as the committee and began meeting on a monthly basis starting in November.

At the committee's first meeting on November 20, 2012 they voted on a chair (Mrs. Gerber), and came up with a list of ideas/goals for the committee to work on (**see attachment A**), with the expectation that they would run them by the Board for a sense of their approval, with the ultimate goal to make a full report on the committee's accomplishments/findings at the first BoE meeting in June (Tuesday, June 11).

At subsequent meetings, the committee set up a schedule for members to attend PTA meetings at all elementary, middle and high schools, to share the committee's (and the Board's) goals, and to get feedback from PTA members. Over the next few months these visits took place. Through ongoing PTA feedback, the committee had discussions regarding public comment at meetings, BoE meeting minutes, ways to improve the BoE website, and other ways to facilitate improved and more open communication between the Board and the general public. In addition to the PTA visits, the committee members met with Nancy Byrne, the head of IT, to discuss ways to improve the information provided on the BoE website, and also had Dr. Title join us to provide guidance as to how we can differentiate between BoE, Dr. Title's office and the FPS. After running some ideas past the full Board, the committee did make a few changes and additions to the website - providing links to FairTV, and making it easier for the public to locate meeting agendas and minutes. Additionally, based on feedback from our PTA visits, we added a "Voting Summary" to the beginning of our meeting minutes - this provides a quick snapshot of our meeting for those who don't want to read the full minutes. We also researched other districts to look for ideas.



The committee then came up with a final list of recommendations for the full Board to discuss and possibly take action on (**see attachment D**).

In all, the committee met eight times - November 20, December 18, January 15, February 2, April 9, May 7, June 4 and June 20, and in addition to those meetings, all three members attended PTA meetings at all of the elementary, middle and high schools in town, as well as SEPTA and PTAC. We also reported to the full Board with updates on November 27, February 26 and May 21 before bringing our full set of recommendations in on June 11.

Our by-laws state that when an advisory committee issues its final report it is deemed dissolved, so we decided it made sense to have one more committee meeting (June 20), in order to revise the goals, based on June 11th's full Board discussion. Hence, the initial information given to the Board at the Regular Meeting of June 11 was viewed as our draft final recommendations with action by the Board to adopt the final, revised report at its second regular meeting in June (June 25, 2013). After meeting on June 20, we formulated our final list of both implemented and suggestion communications changes (**see attachment H**).

November 2012 Initial List (created by committee members) of Possible Ideas for the Communications Committee to Pursue (Attachment A)

- 1) *Add more information to the Board of Ed front page on the website - FAQs, info about how meetings are run, when they take place, etc - add to website and also make up hard copies to distribute to PTAs, town bodies, Town Hall, library, Parks & Rec Center, etc. (see attachments B and C)*
- 2) *On "Meetings" line on website, add "Minutes/Agendas", so that the public knows this is where they can find them. Also provide link to FairTV.*
- 3) *Provide link from Town website "Elected Officials" page to list of BoE members/contact info.*
- 4) Have calendar on front page of BoE website with all BoE and BoE-related meetings.
- 5) *Do outreach to PTA Council, SEPTA and PTAs, as well as non-school based groups (other governing bodies, neighborhood associations, etc), to find out what types of communication improvements they would like to see from the BoE. Have different BoE members attend PTA meetings to get feedback. Possible survey?*
- 6) Facebook page?
- 7) Board newsletter - fact based or more opinion pieces. Online and hard copies.
- 8) *Work on clarifying/delineating roles and titles - difference between BoE and school district/admin.*
- 9) Expand info on Board members on the school website
- 10) Community engagement - do we want to reach out/encourage more input opportunities from the community?
- 11) Any additional ideas, thoughts, suggestions from Board members would be helpful in moving forward.

*(Items in bold are those that have already been implemented/done)*

QUICK FACTS ABOUT THE FAIRFIELD BOARD OF EDUCATION -  
(Attachment B)

The Fairfield Board of Education consists of nine members. The Fairfield Town Charter dictates that no more than six BoE members should belong to one political party, although a revised section of the charter regarding BoE elections requires that no more than five members can belong to one political party.

Before the last Town Charter revision in 2006, BoE terms were six years. Now, each term is four years.

The Fairfield Board of Education members for 2012-2013 are:

Philip Dwyer (D) - Chair (2011-2015)  
Pamela Iacono (R) -- Vice Chair (2008-2013)  
Jessica Gerber (D) - Secretary (2011-2015)  
Sue Brand (D) (2007-2013)  
John Convertito (R) (2011-2015)  
Paul Fattibene (R) (2009-2015)  
Jennifer Maxon Kennelly (D) (2011-2015)  
Tim Kery (R) (2009-2013)  
Perry Liu (D) (2009-2013)

Board of Education members are elected officials - they are volunteers, not paid employees of either the Fairfield Public School system or the Town of Fairfield.

For more information about Board members, subcommittees, minutes, agendas, go to <http://www.fairfieldschools.org/board-of-education.htm>

To email all Board members: [boemembers@fairfieldschools.org](mailto:boemembers@fairfieldschools.org)

To view Dr. Title's blog go to: <http://fairfieldschools.org/blog/>

For budget info go to:  
[http://www.fairfieldschools.org/board\\_of\\_education\\_budget.htm](http://www.fairfieldschools.org/board_of_education_budget.htm)

Other Town Committees that BoE members serve on or as Liaisons to:  
(Attachment C)

RTM

Board of Finance

SEPTA

PTA Council

Transportation Safety Advisors Committee

CES (Cooperative Educational Services)

SPSBC (Special Projects Standing Building Committee)

Board of Health

Parks & Rec Department

Building Projects Review Committee

Any Building Committee - right now there are liaisons to FWMS, Riverfield, FWHS (roof project) and FLHS.

Additionally, the Board has a standing Policy Committee (meets once a month, usually the first Monday of each month at 4:15PM at BoE offices), an Ad-Hoc Communications Committee, and the Board of Education Goals Review Advisory Committee. The last two groups are advisory committees with specific goals, and once they finish their work and issue their final reports to the full Board they will disband.

For more information on Board roles and responsibilities, here's the link to the Board of Education handbook, approved June 2012:

<http://fairfieldschools.org/downloads/BOE%20Handbook%20FINAL%208%202012.pdf>

## Communications List for Board Input (Attachment D)

- 1) Keep in contact with the PTAs – should have a Board member attend two PTA meetings (not at a school where their children attend) each school year. Perhaps one PTA meeting, and one special event, to build better relationships.
- 2) Send three or four memos out to the PTAs and other town bodies regarding BoE meeting topics and a quick recap from the most recent meeting(s). Possible responsibility of secretary? Or could set up rotating schedule for Board officers: the Chair, Vice Chair and Secretary. (see **attachment E** for an example)
- 3) Town Hall meeting – possibly in October/November? Follow format similar to BoF budget forum with modifications. Should last no more than two hours. Perhaps have sign-up list for speakers. BoE members should each have a chance to speak briefly.
- 4) Facebook page – Too many practical limitations; don't recommend.
- 5) Provide an opportunity at each BoE meeting for recognition of students who achieve state recognition. Since the other town bodies are focusing on athletics we could focus on academic and club accomplishments. Ask BoE members and Central Office Leadership Team to keep an ear out and make suggestions to the Chair.
- 6) Clarify certain organizational terms by adding them to the definitions section of the Board adopted handbook. The purpose is to limit confusion and provide clarity regarding origin of memos and communications.

**BoE** (Board of Education) – This abbreviation and/or phrase will be used whenever communicating about topics that are discussed by the elected Board of Education or its related committees.

**FPS** (Fairfield Public Schools) – This abbreviation and/or phrase will be used whenever communicating about topics that refer to the school district in its entirety.

**COLT** (Central Office Leadership Team) – This abbreviation and/or phrase reflects the Superintendent's senior leadership team and is currently composed of the Superintendent, Deputy Superintendent, Director of Elementary Education, Director of Secondary Education, Director of Special Education and Special Programs, Director of Human Resources, Director of Operations and Director of Finance and Business Services.

**DLT** (District Leadership Team) – This abbreviation and/or phrase reflects an expanded key leadership team and is

currently comprised of the COLT Team plus elementary and middle school principals, high school headmasters and housemasters, middle school assistant principals, curriculum leaders and special education coordinators.

**SDO** (School District Offices) – This is located at 501 Kings Highway, Fairfield, CT and is the location of the Superintendent’s office and the offices of the Central Office Leadership Team, along with support staff who give guidance, direction and support to the Fairfield Public Schools on a day to day basis. It is also the location (generally) for all regular and special meetings of the Board of Education

- 7) Survey – Students and families in Fairfield are being surveyed on a number of items, and this pattern will continue given the School Climate legislation. There has been a suggestion to have the BOE also conduct a survey. There was debate in committee as to whether the focus of the survey should be solely on the effectiveness of BoE communications, or more broadly on the effectiveness of the BoE. The Communications Committee seeks guidance from the full BOE on this idea.
- 8) BoE member bios to post on website (see attachments F and G for examples)
- 9) PR Intern? College student (need to figure out logistics). Can send out info to local press and also send out noteworthy press articles to other town bodies. Or could/should this be a BoE responsibility?
- 10) The committee recommends that at the Fall discussion of bylaws there is clarification of procedures for public suggestions and complaints and also the placement of agenda items (see BoE handbook page 7, and page 13, VII A).
- 11) Public comment. One option would be to allow for general comment at the start of each meeting. Set time limits. Signup sheet to allow for a maximum number of speakers (10, 20, 25?). Public comment would/could still take place before each vote – however, if you’ve spoken to that topic during General Comment you then cannot speak to the same topic before the vote.

## **Quarterly Memo - Example (Attachment E)**

The first three months of 2013 were incredibly busy for the Fairfield BoE. There were two regular meetings in January as well as two budget review meetings, and while there was only one regular meeting in February and one in March, there were additional town meetings involving school issues that many Board members attended.

### **January 2013**

The first meeting of the year on January 15 covered a variety of topics. Food service consultant John Turenne made a presentation to the Board with his ideas regarding ways to improve and encourage healthy eating trends for all FPS students. Dr. Title presented his 2013-2014 budget to the Board and gave a brief rundown, with the understanding that the next two meetings would be taken up with extensive Board discussion and Q&As. There was an update of the secondary math curriculum, which had been the focus of extensive discussion at the December 2012 meeting. Doreen Munsell gave the quarterly budget update. There was a discussion of and vote on suggested bylaw changes – one regarding creating a BoE liaison to the FEA (teachers' union), and one regarding increasing the amount of time that Board members have to review meeting documents and information from 5 days to 7 days. Both motions failed. There was a first read of a couple of policies regarding student internet use. The Board added one item to the agenda – a vote on the revised OHS Window Project Ed Specs (done so to address the PCB situation), which passed unanimously. Another building project was also discussed – Ed Specs for the upcoming FLHS renovation and expansion project.

The next two Board meetings were for budget review. On Tuesday, January 22, the Board spent close to 2 ½ hours discussing different facets of Dr. Title's recommended budget, and asked many questions of Dr. Title and his staff. On Thursday, January 24, the Board spent another 3+ hours examining the budget. A request was made of Dr. Title to present a list of suggested cuts that could be made to his recommended budget BEFORE it goes to the other Town bodies.

The second Regular meeting of January took place at FWHS, due to the large number of attendees who wanted to hear the discussion on the budget. First there was a motion to postpone the vote on the approval of the FLHS Ed Specs, and this motion passed. Next there was a vote on the Student Internet Policy and a policy on Electronic Monitoring – Personnel, both of which passed. After that, the remainder of the meeting was taken up with the budget. After a number of amendments were made, the budget was approved, with reductions totaling approximately \$345,000 – the most significant adjustment was in regards to the change from the extended day kindergarten program to an all-full day kindergarten program.

## **February 2013**

The BoE met once in February, on the 26<sup>th</sup>. The Board received a presentation from CES (Cooperative Educational Services) regarding the new state-mandated Teacher and Administrator Evaluation Plan/Requirements, which will have long-reaching implications for Fairfield. Next up was a review of the Capital Projects Waterfall. The only voting item was an approval of the FLHS renovation and expansion ed specs, which passed, with one amendment made to remove the renovation of the student bathrooms.

## **March 2013**

The BoE met only once in March, on the 12<sup>th</sup>. The main agenda item was a presentation of the proposed PK-2 Math Curriculum, which was given to the Board by Director of Elementary Education Anna Cutaia Leonard and Elementary Math Curriculum leader Walter Wakeman as well as numerous elementary teachers throughout the district. The Board also had a first reading of a new policy regarding administration of medication in school. The only action taken, other than approving the minutes from the February meeting, was to approve a member of the FairTV Advisory Council.

Other subcommittee meetings that took place during this period of time were for the Policy Subcommittee (January 7, 15 and March 4) the BoE Goals Review Advisory Committee (February 7, March 14) and the Communications Subcommittee (January 15, February 21).

### **Town meetings which involved BoE issues**

Board of Selectman: January 2 (OHS PCBs and Riverfield Building Committee), January 23 (Riverfield Building Committee), March 6 (OHS Building Committee appointments); and March 20 (Riverfield Building Committee).

Board of Finance: January 8 (OHS PCBs), January 30 (BoE 2<sup>nd</sup> quarter financial report); February 7 (Capital Planning Workshop); March 23 (public budget forum); and March 28 (final budget deliberations).

Joint BoS/BoF Budget meeting: March 5

RTM: January 28 (OHS PCBs); March 18 (OHS Building Committee appointments)

To read the full meeting minutes for BoE meetings go to:

[http://fairfieldschools.org/board\\_of\\_education\\_meetings.htm](http://fairfieldschools.org/board_of_education_meetings.htm)

For Town meeting minutes go to:

<http://cal.fairfieldct.org/content/79/default.aspx>

To watch BoE and other town bodies' meetings go to:

<http://fairtv.pegcentral.com/index.php>



## Board Bio Example - Attachment F

### Jessica Gerber, 2011-2015 (D)

Attended public school in Suffern, NY. Graduated from Wesleyan University with a BA in English in 1990.

Worked in NYC in the book publishing industry as a publicist from 1990-1995 and 1996-1998

Lived overseas in Hong Kong, London and Taipei.

PTA Board member at Osborn Hill School, 2007-2011

BoE Secretary 2011-present

BoE Liaison to Parks & Rec Commission, FLHS Windows and Expansion Project and SEPTA

Chair of Ad hoc Communications Committee

**Jessica Gerber (D)** has been a member of the Fairfield BoE since November 2011. In addition to being Board Secretary and Chair of the Ad-hoc Communications Committee, she is also the BoE Liaison to the Parks & Rec Commission, the FLHS Windows and Expansion Project and SEPTA. Prior to joining the Board Jessica was the Osborn Hill PTA BoE representative for five years, served as a liaison to the SPSBC and was a parent rep on the BoE's Facilities subcommittee's ad-hoc redistricting committee.

A 17-year resident of Fairfield, Jessica lives with her husband Bill and their two children - John (OHS, RLMS, FLHS) and Gillian (OHS, soon to be FWMS). Prior to moving to Fairfield, Jessica, who grew up in Suffern NY, and graduated in 1990 from Wesleyan University (BA English); lived in NYC, where she worked in the book publishing industry as a publicist. She also has lived overseas, in Hong Kong, London, and Taipei.

## **Board Bio Example - Attachment G**

### **Philip Dwyer, 2011-2015 (D)**

Hometown: Marblehead, MA

Education: BA – Springfield College; MA – Lehigh University

Family: Spouse – Deborah; Sons – Scott, graduated from FPS in 1997; Mark, graduated from FPS in 1999

Community Activities: Fairfield Youth Soccer, First Church Congregational, Fairfield Foundation for Education; Trustee, Springfield College

Prior Elective Office: Member, Northampton County Council, 1981-84; Rye Board of Education, 1988-92

BOE Offices: Vice Chair, 2011-12; Chair, 2012-present

Current BOE Committee memberships: Ad Hoc Communications Advisory Committee, Liaison to Board of Finance, Ad Hoc Mission and Goals Advisory Committee

### **Philip Dwyer - 2011-2015 (D)**

Mr. Dwyer was elected to the Board of education in 2011. He currently serves as Chair of the Board and is a member of the Ad Hoc Communications Committee, Mission and Goals Review Committee, Liaison to the Board of Finance. Mr. Dwyer graduated from Marblehead, MA High School and received a BA from Springfield College and an MA from Lehigh University. He is married to Deborah Dwyer and his two sons, Scott and Mark, graduated from Fairfield Public Schools. He is the retired President/CEO of the central Connecticut Coast YMCA, having previously served the YMCA in New York City, Bethlehem, PA and West Hartford, CT. He has been involved in Fairfield Youth Soccer and served as Founding Director and Treasurer of the Fairfield Foundation for Education and is a past Trustee of Springfield College. Mr. Dwyer held prior elective office as a member of Northampton County Council, PA and the Rye, NY Board of Education. He enjoys golf and traveling, having visited 48 states in the USA and almost 20 different countries. (172 words)

**BoE Communications Subcommittee -- Final List of Past, Current and Future  
Communications Implementation and Recommendations  
(Attachment H)**

- 1) Website changes – Add more information to the Board of Education front page on the website – Quick Facts, BoE member responsibilities, etc. On the BoE Meetings webpage add “Minutes/Agendas” so that the public knows where to find them. Also provide link to FairTV. Provide link from Town website “Elected Officials” page to the list of BoE members/contact info.
- 2) Minutes changes – add “Voting Summary” to beginning of minutes to offer a quick snapshot of the meeting.
- 3) Keep in contact with the PTAs – should have a Board member attend either two PTA meetings (not at a school where their children attend), or one PTA meeting and one PTA event each school year. The committee recommends that the Board Secretary reaches out to PTA Presidents over the summer, and then contacts them in the Fall to set up the schedule for BoE member visits. The Secretary will disseminate the PTA meeting dates to the full Board and set up a schedule for one or two meeting(s)/member. Board members will also be provided with a list of school events, concerts, etc.
- 4) Send four memos out to the PTAs and other town bodies regarding BoE meeting topics and a quick recap from the most recent meeting(s). These memos will go out in April, July, October and December. The Board Secretary will author, and the Chair and Vice Chair will approve.
- 5) Town Hall meeting – November 16 or 23 (Saturday morning). Follow format similar to BoF budget forum with modifications. Should last no more than two hours. Perhaps have sign-up list for speakers. BoE members should each have a chance to speak briefly.
- 6) Provide an opportunity at each BoE meeting for recognition of students who achieve state, regional or national recognition. Since the other town bodies are focusing on athletics we will focus on academic and club accomplishments. Protocol will be as follows – the Board Secretary will email the school principals/headmasters monthly with a reminder to share achievement information. When the agenda is being formed for the next meeting it will be decided by the Chair who will be recognized, with a limit of three groups per meeting. If there are more than three groups suggested, they will be recognized in the order that the Board Secretary has been notified. Board Secretary will reach out to the principal of the school where the student(s) attend, set up the students’ appearance and write up introductory info for the Board Chair.

- 7) The BoE will schedule annual recognitions of a) BoE reps from the school PTAs (in September or October meeting); b) New Teachers (in September or October meeting); c) Retiring Teachers (June meeting).
- 8) BoE member bios to post on website -- have Board members submit bios to Meg Brown by August 27 meeting.
- 9) PR Intern. A college student – the Chair will consult with local universities to implement in the Fall – but the committee recommends to have one intern from Sacred Heart for one semester and one from Fairfield U for the other semester. The Chair will work with the Superintendent to determine the appropriate staff person to supervise the intern – this person will also work with the Board Secretary.
- 10) Clarify certain organizational terms by adding them to the definitions section of the Board-adopted handbook. The purpose is to limit confusion and provide clarity regarding origin of memos and communications. The committee recommends that these terms be added to The BoE Handbook at its next revision.

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day basis. It is also the location (generally) for all regular and special meetings of the Board of Education

- 11) Clarification of procedures for public suggestions and complaints and also the placement of agenda items (see BoE handbook page 7, and page 13, VII A). The committee recommends saving this issue for the annual BoE bylaws discussion in the Fall.
- 12) Public comment. One option would be to allow for general comment at the start of each meeting. Set time limits. Signup sheet to allow for a maximum number of speakers (10, 20, 25?). Public comment would/could still take place before each vote – however, if you’ve spoken to that topic during General Comment you then cannot speak to the same topic before the vote. The committee recommends saving this issue for the annual BoE bylaws discussion in the Fall.
- 13) Survey – Students and families in Fairfield are being surveyed on a number of items, and this pattern will continue given the School Climate legislation. There has been a suggestion to have the BOE also conduct a survey. There was debate in committee as to whether the focus of the survey should be solely on the effectiveness of BoE communications, or more broadly on the effectiveness of the BoE. The committee recommends that the Board consider this for their goal-setting process for the next year.

**Fairfield Board of Education, revised June 20, 2013**

2012-13 Goals – Review Budget Development Process

At our October 9, 2012 meeting the Board of Education adopted five goals, including:

“Work with the Superintendent as to Board input into the annual budget. We will also examine and update the roll-out and schedule of review time no later than for our annual budget in time for planning the Fiscal Year 15 budget.”

Some suggestions were made by individual board members, and some since, including giving consideration to:

1. Creating a multi-year budget forecast
2. Creating a target for annual budget growth related to the rise of inflation
3. Adjusting the budget calendar to have more time to review and consider the budget.
4. Aligning budget presentation to district goals and priorities with metrics and benchmarks against which to measure progress.
5. Discussing the format and timing for advance board thoughts on budget development ideas
6. Creating a full budget development calendar starting from staff work through RTM vote.
7. Creating a budget development calendar and review process that places focus on strategic issues, not line item review.
8. Having a special “work session” meeting in May to discuss budget adjustments (if needed) between the presentation and final vote.
9. The Reconciliation schedule, for the prior years budget, has been placed on the Board of Education agenda for discussion in either August or September.
10. Understanding the impact of the State mandated new accounting format on the 2014-15 and 2015-16 budget presentation.

Following discussion by the Board of Education, the Central Office will review the final suggestions and provide feedback at the August, 2013 Board of Education Meeting.

DRAFT

RIVERFIELD SCHOOL BUILDING COMMITTEE  
MINUTES OF MEETING  
June 11, 2013

A special meeting of the Riverfield School Building Committee was held on Tuesday, June 11, 2013 at 7:00 pm in the Riverfield School All Purpose Room.

Attendance

Present Committee Members: Thomas Quinn, Chairman; Christine Messina, Vice Chairman; Harry Ackley; Dan Graziadei; John Shaffer; Maureen Sawyer; Scott Thompson

Absent Committee Members: Lawrence Ratner, Secretary; Pamela Iacono, BOE Liaison and Nick Mirabile, RTM Liaison

Also Present: Kenneth Boroson and George Katinger, Kenneth Boroson Architects; Katie Hurley, Gilbane; Marc Sklenka; Strategic Building Solutions; Judy Ewing, Liaison from the office of the First Selectman

1. CALL TO ORDER

The meeting was called to order by Chairman Thomas Quinn at 7:00pm.

2. PLEDGE OF ALLEGIANCE

3. REVISED ARCHITECT SPENDING PLAN

Mr. Quinn reviewed the Kenneth Boroson Architects additional services proposal. The additional fees are a result of refinements to the Educational Specifications and related additional meetings and design modifications.

4. INVOICE APPROVALS

***Motion made by Maureen Sawyer:***

***To pay Kenneth Boroson Architects professional fees associated with additional meetings and schematic designs as outlined in the letter dated 4/22/2013 in the amount of \$17,930.00.***

***Motion seconded by Scott Thompson***

***Motion carried 6:0:0***

***Motion made by Christine Messina:***

***To pay Strategic Building Solutions for program management as stated on invoice #108 61 dated 6/10/2013 in the amount of \$6,168.00.***

***Motion seconded by Maureen Sawyer***

***Motion carried 6:0:0***

## 5. REVIEW OF PROJECT STATUS

Mr. Quinn reported the Board of Finance unanimously approved to go forward with the project, and offered appreciation to all involved for their effort and hard work.

The next two Representative Town Meeting (RTM) meeting are scheduled for Monday, June 17, 2013 and Wednesday, June 19, 2013 at Riverfield Elementary School in the library. The RTM members expect to address this project around 8:15 pm when they will tour the school, view a presentation and have the opportunity to ask questions. Ms. Ewing explained each of the 50 RTM members are on one of the five sub-committee and based on past practice predicted three of the committees (Finance; Legislation and Administration; and Public Works and Planning) would attend on Monday and the remaining two (Public Health and Safety; and Education and Recreation) would attend on Wednesday.

The same presentation presented to boards thus far will be presented to the RTM. Mr. Quinn had the opportunity to speak with some RTM members who already viewed the tape of the presentation to the Board of Finance and was encouraged by the feedback. There is reluctance for some members to spend money or to exceed the waterfall, but after seeing the presentation some members indicated they support this project because the school deserves and needs a renovation.

Ms. Ewing stated the RTM members breakup into their sub-committee groups after the presentation and suggested the RSBC members stick around because questions may arise. A discussion followed about the voting procedure. Ms. Ewing stated she believes it is by majority of a quorum. The RTM is scheduled to vote at their meeting on Monday, June 24, 2013. The RSBC project team may also have to present at that meeting.

Mr. Quinn plans to meet with Ms. Anziano and hopefully with some parents and confirm they have the addresses, phone numbers and emails of the RTM members.

## 6. NEW OR OLD BUSINESS

None

## 7. PUBLIC COMMENTS

None



8. ADJOURNMENT

*Motion made by Maureen Sawyer*

*To adjourn the meeting*

*Motion Seconded by John Shaffer*

*Motion Carried 6:0:0*

Mr. Quinn thanked everyone and adjourned the meeting at 7:23pm.

Respectfully Submitted,

Kathleen Grande  
Recording Secretary

**These minutes are subject to review, correction and approval by the Riverfield School Building Committee.**

# Celebrations of the Fairfield Public Schools

Volume 3 \* Issue 2 \* June 2013

## Superintendent's Message



Dear Faculty and Staff:

Many thanks for your hard work and dedication throughout the 2012-2013 school year. I wish you all a restful and enjoyable summer and look forward to seeing you in August.



McKinley Art Teacher, **Kathy Reddy**, has been part of the *American Mural Project* for the past ten years, and now she and her 5<sup>th</sup> grade class will be subjects of the latest phase of the mural.



Congratulations to **Glenn Mackno**, Roger Ludlowe MS Principal, on being awarded the *2012-2013 Outstanding Middle School Principal of the Year* from the CT PTSA. Mr. Mackno, who has been an administrator in Fairfield for over twenty years, was honored at the Annual PTSA Awards Dinner for his significant contributions to the students, parents and teachers, and the strong educational impact he has made during his career.

Roger Ludlowe MS teacher, **Polly Torrence**, went to Panama to teach the *Youth Orchestra of Natá*, which she helped found in 2008. The students presented a concert at the conclusion of music camp.



**Dave Schulz**, Fairfield Ludlowe HS Athletic Director, plunged into Long Island Sound for the annual *Freez'in for A Reason* fund raiser benefiting the Wakeman Burroughs Center in Black Rock.

Fairfield Ludlowe HS girls tennis coach **John Reisert** and gymnastics coach **Kim Longobucco** were voted *FCIAC Coach of the Year*.



**Dwight** - Led by P.E. teacher, **Gennaro Gelsi**, students raised over \$10,000 in support of the *American Heart Association's Hoops for Heart Program*.



**Jennings** - Held its first Book Swap where students traded over 650 books. Leftover books were given to the library and donated to a local hospital.

**Osborn Hill** - Osborn Hill 1<sup>st</sup> graders were visited by Channel 12 Weatherman Paul Piorek. Students were spotlighted on news broadcasts throughout the afternoon and evening with the Channel 12 Weather Kids program.



Students at **Osborn Hill** conducted their annual *Souper Bowl Friday* canned food drive. Each student brought in a canned good or non-perishable item and predicted the team they thought would win by placing it in either the San Francisco Forty-Niners or Baltimore Ravens Team decorated SUVs in front of the school. The canned goods were then donated to *Sister Theresa's Daughters of Charity* in Bridgeport, CT.

**Riverfield** - Teachers, students and families participated in their annual *Holiday Angels* drive with their sister school, Cesar Batalla in Bridgeport. Clothing, toys and books were donated along with household items.

**Roger Ludlowe MS** ranked 6<sup>th</sup> out of 22 competing schools, in the *Mathcounts* competition this past February. One of the team members, **Emily Ji**, qualified for the State competition in March.



**Roger Ludlowe MS** Track and Field team participated in the *Western Connecticut Conference (WCC) League Championship*. The meet consisted of 12 conference schools. The RLMS boys and girls teams earned first place overall. Congratulations to all who participated.



**Dwight** - PTA Reflections winners are: **Danielle Hazelton** - 1<sup>st</sup> place in the State for Film/Video and **Colleen Cooke** - 1<sup>st</sup> place in the State for Literature and the Award of Excellence at the National Level. Congratulations!

**Sherman** - Announces the following PTA Reflections Winners: **Danielle Wilklow** - 1<sup>st</sup> place in the Country for Photography. Danielle will be recognized for her photograph in the National contest with an Award of Merit. **Jasmine Conley** placed 2<sup>nd</sup> in the State for Literature. **Giulia Goughary** placed 3<sup>rd</sup> in the State for Photography.



**Sherman** - **Miranda Lien** won the *CHET Dream Big Competition* that was open to all 3<sup>rd</sup> - 5<sup>th</sup> graders in Connecticut. The essay prompt was: "How I will change the world after college."

**Fairfield Woods MS** - **Michael Acciarino** just published his first novel, **Joel Kinder: Living with Zombies**. It was inspired by a short story he wrote in 7<sup>th</sup> grade.



**Roger Ludlowe MS** - **Nick Fech**, was given the special honor of being a guest conductor with the *New Haven Symphony Orchestra*. Nick conducted *Sleigh Ride* by LeRoy Anderson in a holiday concert presented at Fairfield University's Quick Center. Polly Torrence and the RLMS Band served as his conducting coach and assisted him at the concert.

**Brendan Daly** - **Roger Ludlowe MS** has qualified to represent RLMS at the State level of the *National Geographic Bee* at Central Connecticut State University.



**Maddie McDermott** - **Roger Ludlowe MS** was the 6<sup>th</sup> grade winner of the *Barnum's Got Talent Vocal Competition* that took place at the Klein Memorial in Bridgeport.

**Tomlinson MS** - **Jacob Patterson** and **Michael McMahon** are winners in the local *Daughters of the American Revolution American History Essay Contest*. Their work has been entered in the State level of the competition.

The following **Tomlinson MS** students were recognized at Fairfield University's *Poetry for Peace* reception: **Owen Baeky**, **Phoebe Cardenas**, **William Cohen**, **Ethan Grzeda**, **Olivia Parsis**, **Justin Rhodes**, and **Emily Tortura**.

**Nicholas Muro**, **Tomlinson MS** student received the *Dominion Millstone Power Station Physical Sciences Award* for his project at the 2013 Connecticut Science and Engineering Fair that took place at Quinnipiac University.



**Fairfield Ludlowe HS** - Orchestra teacher **Lynda Smith** announced that violinist **Alex Yokokawa** is the recipient of the *Greenwich Symphony Orchestra's 2013 Music Award*. Alex also won the *Stamford Symphony Scholarship Competition* held earlier this year.

**Riley Blumenfield**, **Fairfield Ludlowe HS** student was chosen to attend the *Youth Financial Institute* hosted by Junior Achievement at the UConn School of Business.

**Fairfield Ludlowe HS** - PTA Reflections winners include: **Kiara Burns** - 1<sup>st</sup> place in Dance, **Sheryl Chan** - 1<sup>st</sup> place in Literature. **Diana Rose Smith** - 1<sup>st</sup> place in Visual Arts, and **Jessica Zaccagnino** - 1<sup>st</sup> place in Photography. Honorable Mention was earned by **Maddie Anderson**, **Marie Benton**, **Charlotte Blatt**, **Susanna Casey**, **Morgan Kish**, **Catalina O'Connor**, **Andrew Rose**, and **Patrick Stern**.

**Fairfield Ludlowe HS** students **Victor D'Ascenzo** and **Jill Toner** were nominated to receive the *Scholar Leader Award* at the *Fairfield County Association of Secondary School Principals* banquet in New Canaan.

**Fairfield Warde HS** - The following four students were selected to perform in the 2013 *National Association for Music Education (NAfME) All-Eastern Honors Ensembles*: **Ankit Anil**, **Bailey Kenney**, **Zachary Roberge** and **Jefferson Zhang**.



**Fairfield Ludlowe HS** - The following students auditioned and were accepted into the Western Regional Festival: **Dan Adajian**, **Kyra Adajian**, **Olivia Anderson**, **Alex Barker**, **Timoney Campbell**, **Ben Crosby**, **Rachel Cupp**, **Eric Derwallis**, **Hamish Dewar**, **Daria Efimov**, **Ryan Redak**, **Emily Fish**, **Karl Forst**, **Brendan Geiling**, **Davey Hawthorne**, **Thomas Huerta**, **Peter Jacobs**, **Steven McArdle**, **Elizabeth MacPherson**, **Matt Montanez**, **Zach Nerod**, **Peter Nesbitt**, **Mike Perlman**, **Tommy Romano**, **Tami Stawicki**, **Andrew Strauss**, **Lauren Therriault**, **Erin Valade**, **Sofie Wall**, **Sarah Wakefield**, **Kevin Warten**, **Eliza Wiant**, and **Kristen Young**.

The Western Region Festival Musicians from **Fairfield Warde HS** are: **Ankit Anil**, **Stephen Battaglia**, **Charlie DeNatale**, **Alison DiMaio**, **Bryan Fichera**, **Evie Fulda**, **Carson Greene**, **Zoe Haley-Johnson**, **Bailey Kenny**, **Emily Lerman**, **Connor Levinson**, **Jonathan Liu**, **Braden Macchia**, **Isaiah Mansour**, **Henna Mohamed**, **Joy Moon**, **Kyle Nelson**, **Dylan O'Brien**, **Matt Oster**, **Daniel Pavoni**, **Thomas Quinn**, **Lindsey Reuter**, **Zach Roberge**, **Liam Russell**, **Hanhee Song**, **Joe Sugrue**, **Jack Ullman**, **Amanda Violone**, **George Wang**, **Melissa Wasserman**, **Christopher Wilson**, **Emily Wood**, **Jennifer Zhang**.



The *Scholastic Art Awards* recognizes the work of talented young artists in grades 7 to 12. This program is a Statewide competition that is also part of the *National Scholastic Art Awards*. The students selected are awarded Gold or Silver Keys and Honorable Mentions. The winners of the Gold Key award will have their work submitted

as a digital image to the *National Level Scholastic Art Awards* at the close of the exhibit. The following students were recognized for their outstanding artwork: Gold Key Winners - **Andrea Atlani**, **Harrison Carpenter**, **Ryan Crudgington**, **Mikayla Curtin**, **Sophie Edwards**, **Katherine Murphy**, **Miki Sakaguchi**, **Lulu Shaffer**, **Hillary Therriault**, and **Lindsay Zilling**. Silver Key - **Teresa Andres**, **Sheryl Chan**, **Maia Hernandez**, **Lauren Hill**, **Alexandra Markowich**, **Cameron Marrelli**, **Chris McGowan**, **William Mergenthaler**, **Michaela Meyer**, **Mia Peru**, **Selena Pinho**, **Stanley Pomichter**, **Bao-Anh Tran**, and **Joanne Trinh**. Honorable Mention - **Cara Bebey**, **Christine Chang**, **Alyssa Colleran**, **Brandon Contreras**, **Lindsay Faria**, **Stephen Kelly**, **Jisoo Kim**, **Shannon Magnaldi**, **Genevieve Parkington**, **Kyla Redgate**, **Emma Reid**, **Aliza Schaffer**, **Connor Sullivan**, **Kember Vanderblue**, and **Corinne Wilkow**.

