



9-22-2020 BOE Regular Meeting Agenda, 7:30 PM (Virtual)

**MEMBERS OF THE PUBLIC:
IN LIGHT OF COVID-19, AND PURSUANT TO EXECUTIVE ORDER 7B, THE TOWN IS CONDUCTING
THIS MEETING VIA TELECONFERENCE ONLY.**

The best way to participate is to listen to:

1. FairTV's cable channel (channel 78 for Fairfield Cablevision customers); or
2. FairTV's webpage, <https://fairfieldct.org/fairtv/government>; or
3. Call 408-418-9388, and use Meeting Number (access code): 173 161 7782

Please Note:

- ✓ If you call in, you will not be heard by the board members and there will be no live public comment. The public is encouraged to send comments **on agenda items only** before or after the meeting by filling out a [public comment form](#) or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. All comments received and verified will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.
- ✓ To view all agendas, minutes and enclosures, please click [here](#).

Board of Education Regular Meeting Agenda (Virtual)
September 22, 2020, **7:30 PM**

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment*
4. Old Business
5. New Business
 - A. First Reading: Adopting the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017
Dr. James Zavodjancik
(Enclosure No. 1)
 - B. Discussion of Reopening Schools Full-Time, Mr. Cummings
6. Approval of Minutes
Recommended Motion: "that the Board of Education approve 9-8-20 BoE Regular Meeting Minutes"
(Enclosure No. 2)
7. Superintendent's Report
 - Staffing Update
8. Committee/Liaison Reports
9. Open Board Comment
10. Public Comment*
11. Adjournment

Recommended Motion: “that this Regular Meeting of the Board of Education adjourn”

* *The public is encouraged to send comments **on agenda items only** (per BOE By-Law, Article V, Section 6) before or after the meeting by filling out a public comment form or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. All comments received and verified will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.*

CALENDAR OF EVENTS

October 13, 2020 Regular Meeting	7:30 PM	501 Kings Hwy East 2 nd Floor Board Conference Room
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RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements, please contact the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

FROM: Dr. Shuana K. Tucker, Chief Talent Officer
Talent Office

DATE: September 1, 2020

SUBJECT: **Adopting the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 (*Guidelines 2017*) and Requesting an Amendment to a Connecticut State Department of Education (CSDE) Educator Evaluation and Support Plan (EESP) for 2020-21**

Each Local Educational Agency (LEA) intending to adopt the flexibilities for implementing the *Guidelines 2017* for the 2020-21 school year, must submit an online EESP Checklist. The one-time flexibilities within the *Guidelines 2017* and Connecticut General Statutes Section 151b are intended to be adopted in its entirety, as described in Commissioner Cardona's Superintendent Memo, August 11, 2020, *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year*. LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education.

LEAs requesting an amendment to an existing CSDE-approved EESP for the 2020-21 school year must also submit an online EESP Checklist. The proposed amendment must align with the *Guidelines 2017*, and be developed with mutual agreement between the PDEC and the local board of education.

LEAs intending to adopt the one-time flexibilities within the *Guidelines 2017* or to submit a request for an amendment should complete the EESP checklist prior to October 1, 2020.

Contact the CSDE consultant assigned to your region to discuss questions from your PDEC.

- Sharon Fuller- sharon.fuller@ct.gov – (CES, EDADVANCE, LEARN)
- Kimberly Audet- kimberly.audet@ct.gov – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

SKT:ka



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

FROM: Dr. Shuana K. Tucker, Chief Talent Officer

DATE: September 1, 2020

SUBJECT: **Resources to Implement Flexibilities within the *CT Guidelines for Educator Evaluation 2017* for the 2020-2021 School Year**

The CT State Department of Education (CSDE), in partnership with Tepper and Flynn, LLC, will be providing guidance recommendations, and resources for implementing the flexibilities within the *Guidelines for Educator Evaluation 2017 (Guidelines)* for the 2020-2021 school year, as provided by Commissioner Miguel A. Cardona on August 11, 2020. These resources will apply to in-person, hybrid, and remote/blended teaching and learning models, and will provide strategies and tools to support:

- A common understanding of effective teaching and learning within varied models, as described in CT’s *CCT Rubric for Effective Teaching*, *CCT Rubric for Effective Service Delivery*, and *Common Core of Leading: CT’s Standards for School Leaders*;
- Providing continuity and coherence of observations and reviews of practice in varied teaching and learning settings that lead to formative feedback and support;
- Developing and implementing student learning objectives that support social and emotional learning and students’ academic success; and
- Ensuring that students have equitable access to learning regardless of the teaching and learning model.

These resources are being developed in conjunction with input from the field to reflect the critical importance of social and emotional learning and well-being of students and educators during the upcoming academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators.

As districts are preparing to meet with Professional Development and Evaluation Committees (PDECs), we are sharing the timeline that these resources will be available on the [CSDE Talent Office Website](#).

Implementation Recommendations and Resources	Available on CSDE Talent Office Website
Part 1: Observation, Feedback, and Support: Teacher Performance and Practice <ul style="list-style-type: none"> • 1A: Recommendations & Strategies for Varied Teaching and Learning Models 	Early September

<ul style="list-style-type: none"> • 1B: Resources • 1C: Ongoing Embedded Professional Learning Suggestions 	
<p>Part 2: Observation, Feedback, and Support: Leader Performance and Practice</p> <ul style="list-style-type: none"> • 2A: Recommendations & Strategies for Varied Teaching and Learning Models • 2B: Resources • 2C: Ongoing Embedded Professional Learning Suggestions 	Mid-September
<p>Part 3: Student Learning Objectives</p> <ul style="list-style-type: none"> • 3A: Recommendations & Strategies for Varied Teaching and Learning Models • 3B: Resources • 3C: Ongoing Embedded Professional Learning Suggestions 	Mid-September
<p>Webinar 1 – Observation, Feedback, and Support in Varied Teaching and Learning Models</p>	End of September
<p>Webinar 2 – Development and Implementation of Student Learning Goals/Indicators to Support Social and Emotional Learning</p>	Early October

The CSDE is committed to engaging valued constituents throughout the state, including teachers, school and district leaders, Connecticut Association of Schools (CAS), Connecticut Association of Public School Superintendents (CAPSS), Regional Educational Service Centers (RESCs), and teacher and administrator unions during the 2020-2021 school year to collectively reimagine educator evaluation and support for future years.

Contact the CSDE consultant for your region to discuss questions from your PDEC.

- Sharon Fuller- sharon.fuller@ct.gov – (CES, EDADVANCE, LEARN)
- Kimberly Audet- kimberly.audet@ct.gov – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation, support, and growth of Connecticut’s educators.


SKT:sf



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

FROM: Dr. Miguel A. Cardona, Commissioner 

DATE: August 11, 2020

SUBJECT: **Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year**

The disruption to our educational system during the COVID-19 pandemic has been significant and has affected multiple systems within our schools. As each local educational agency (LEA) prepares for the return to school, the CT State Department of Education (CSDE) is providing one-time flexibilities within the *Guidelines for Educator Evaluation 2017 (Guidelines)* and Connecticut General Statute Section 151b. Pursuant to Executive Order 7C, this document reflects my order implementing these flexibilities, which take effect immediately and will be in place for the 2020-2021 school year only.

These flexibilities reflect the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators. Although this is a short-term approach, the CSDE is committed to engaging partners in reimagining educator evaluation and support for future years. This academic year the CSDE will convene educational stakeholders to work hand in hand to reimagine CT's educator evaluation and support system in its entirety. Our goal will be to complete this process in spring 2021 in order for districts to plan for and implement in the 2021-2022 school year.

A summary of the *Guidelines* flexibilities for 2020-2021 is included below. For further detail, please refer to the attachment.

Student Learning Indicators

Districts may focus Student Learning components on social and emotional learning, student engagement, and family engagement.

Teachers: A minimum of one goal with a minimum of two indicators or measures of accomplishment focused on social and emotional learning for students, student engagement, and/or family engagement.

Administrators: A minimum of two indicators or measures of accomplishment focused on the re-opening of schools, supporting well-being of staff and students, supporting distance teaching and learning, and/or health and safety of students, staff, and the school community.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

Teachers: A minimum of two and three informal observations for teachers based on years of experience and previous summative ratings. All teachers complete a minimum of one review of practice.

Administrators: A minimum of two and three site visits for administrators based on years of experience in the profession and/or district and previous summative ratings. All administrators complete a minimum of two artifact reviews.

4-Level Matrix Rating System

Summative ratings are waived for the 2020-2021 academic year as a direct result of the disruption of the pandemic and executive orders affecting our educational system, including the waiver of student assessments and teacher evaluations last year. These changes impacted some of the fundamental data typically used to contribute to the standard evaluation process. This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators. Based on data and evidence collected throughout the year, educators will complete a self-assessment, and evaluators will complete a narrative summary of the educator's performance.

Improvement and Remediation Plans

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

Amendment Requests

LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and superintendent. Once mutual-agreement has been reached, an LEA may begin implementation of the flexibilities. LEAs that intend to utilize 2020-2021 flexibilities will be asked to notify the Bureau of Educator Effectiveness and Professional Learning by October 1, 2020 consistent with the EESP amendment process. The link to request EESP amendments will be included in a subsequent communication. Districts not using the flexibilities will assume their most recent CSDE-approved plan.

Guidance and resources to support the implementation of effective Student Learning Indicators and informal observation protocols for in-person, hybrid and virtual learning environments will be forthcoming to assist LEAs in adopting available flexibilities.

Contact the CSDE consultant assigned to your region to discuss questions from your PDEC.

- Sharon Fuller- sharon.fuller@ct.gov – (CES, EDADVANCE, LEARN)
- Kimberly Audet- kimberly.audet@ct.gov – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

SKT:ka

**Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017
(Guidelines) for the 2020-2021 School Year**

August 11, 2020

Given the conditions of the COVID-19 pandemic, the impact on the re-opening of schools, and the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, the CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation (Guidelines)* and Connecticut General Statute Section 10-151b to support individual and collective educator practices in order to improve student growth.

These flexibilities were developed to facilitate support, feedback, and growth for CT educators in order to best meet the needs of students.

Student Learning Indicators (45%)

Justification: In order for students to achieve academically, their primary needs of safety and well-being must first be addressed. Educators share these needs as well, as they strive to meet the needs of their students. Due to the COVID 19 pandemic, leading to the closure of school buildings, the cancellation of state-wide assessments, the rapid transition to remote learning models, and the impacts on social and emotional well-being caused by health and safety precautions, the CSDE is providing flexibility for the Student Learning components of Educator Evaluation and Support in order to prioritize a focus on social and emotional learning and overall well-being of staff and students.

Teachers will develop a minimum of one student learning goal with a minimum of two indicators or measures of accomplishment focused on:

- social and emotional learning for students,
- student engagement, and/or
- family engagement.
- An academic goal may be considered, with mutual agreement.

Indicators or measures of accomplishment could be demonstrated by implementation of school-wide or individual strategies mutually agreed upon between the teacher and evaluator during the goal-setting process.

Administrators will develop a minimum of two student learning indicators or measures of accomplishment focused on:

- the re-opening of schools,
- supporting the health and safety, and social and emotional well-being, of staff and students,
- supporting remote and distance teaching and learning,
- mastery-based learning, and/or
- ensuring equity for the most vulnerable students and their families.

Indicators or measures of accomplishment could include implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

Observation of Performance and Practice (40%)

Justification: Given the overall goal of fully re-opening schools, while recognizing the reality that the context of leading, teaching and learning via pandemic health and safety precautions and/or

distance learning procedures may look different during this school year, the CSDE is providing flexibility for the Observation of Performance and Practice components of Educator Evaluation and Support.

As the social and emotional well-being of students and staff will be a priority during 2020-2021, it is recommended that observations of performance and practice be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, and health and well-being of staff and students in in-person, blended, and remote learning environments.

Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

Observation Process for Teachers:

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place.

- A minimum of two observations and a minimum of one review of practice for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers, and teachers who demonstrated Developing or Below Standard practice during 2019-2020.

Observation Process for Administrators:

Districts may consider that given the changes that are taking place for the re-opening of schools for 2020-2021, artifact reviews may replace one of the required site visits required in the *Guidelines*.

- A minimum of two site visits for administrators with two or more years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three site visits, with additional site visits, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2019-2020.

Stakeholder Feedback (10%)

Justification: Engaging with families continues to be essential in supporting the overall success of students in school. As families have had to adjust to remote learning for students from home, caring for family members while working from home and/or ensuring child care while working outside of the home, and addressing the impacts on health, safety, financial and food security, the CSDE is committed to supporting educators in their support of and engagement with the families of our students.

It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)

Districts should follow their most recently approved CSDE-EESP.

4-Level Matrix Rating System

Justification: Given that ratings have been waived for the 2020-2021 academic year, it is important for educators and their evaluators to communicate about educators' progress, potential concerns, and relevant professional learning. In order to promote support and growth for educators, feedback from observations of performance and practice should be conveyed in writing, as should feedback about the accomplishment of student learning goals/indicators.

This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators.

- Educators shall still complete a self-assessment based on evidence and data collected throughout the school year, and submit to their evaluators no later than the date in the district's EESP.
- Evaluators shall provide a narrative summary highlighting commendations, areas for improvement, and recommendations to the educator prior to the end of the school year.
- The reporting of aggregate evaluation ratings to the CSDE by September 15, 2021, is waived.
- Districts shall inform their local or regional board of education the implications of the Governor's Executive Order No. 7C on Educator Evaluation and Support.

Evaluation-based Professional Learning

It is recommended that professional learning needs be discussed during the goal-setting conference and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

Individual Improvement and Remediation Plans

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

STATE OF CONNECTICUT

BY HIS EXCELLENCY

NED LAMONT

EXECUTIVE ORDER NO. 7C

**PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC
AND RESPONSE – FURTHER SUSPENSION OR MODIFICATION OF STATUTES**

WHEREAS, on March 10, 2020, I issued declarations of public health and civil preparedness emergencies, proclaiming a state of emergency throughout the State of Connecticut as a result of the coronavirus disease 2019 (COVID-19) outbreak in the United States and confirmed spread in Connecticut; and

WHEREAS, my Executive Order No. 7, dated March 12, 2020, prohibited gatherings of 250 people or more for social and recreational activities, including but not limited to, community, civic, leisure, and sporting events; parades; concerts; festivals; movie screenings; plays or performances; conventions; and similar activities, and suspended various statutes and regulations to protect public health and safety; and

WHEREAS, my Executive Order No. 7A, dated March 13, 2020, authorized the Commissioner of Public Health to restrict entrance into nursing homes and similar facilities to protect people who are most vulnerable to COVID-19; and

WHEREAS, my Executive Order No. 7B, dated March 14, 2020, among other things, modified in-person open meetings requirements, waived certain rules to mitigate the critical shortage of hand sanitizer and personal protective equipment (PPE), maintain and increase the availability of childcare, and provide for increased healthcare resources and facilities; and

WHEREAS, COVID-19 is a respiratory disease that spreads easily from person to person and may result in serious illness or death; and

WHEREAS, the World Health Organization has declared the COVID-19 outbreak a pandemic; and

WHEREAS, the risk of severe illness and death from COVID-19 appears to be higher for individuals who are 60 years of age or older and for those who have chronic health conditions; and

WHEREAS, to reduce spread of COVID-19, the United States Centers for Disease Control and Prevention and the Connecticut Department of Public Health recommend implementation of community mitigation strategies to increase containment of the virus and to slow transmission of

the virus, including cancellation of large gatherings and social distancing in smaller gatherings; and

WHEREAS, attendance at public meetings and proceedings is likely to increase the risk of transmission of COVID-19; and

WHEREAS, there is an increased risk of rapid spread of COVID-19 among persons residing in congregate settings, such as inpatient or outpatient hospitals, clinics or other facilities for the diagnosis, observation or treatment of persons with psychiatric and intellectual disabilities; and

WHEREAS, there exists a compelling state interest in collecting health information pertaining to COVID-19 and its spread throughout the state; and

WHEREAS, the Commissioner of the Department of Public Health has added COVID-19 to the list of reportable diseases under Section 19a-215 of the Connecticut General Statutes; and

WHEREAS, Section 17a-547 of the Connecticut General Statutes governs the rights of patients to receive visitors at regular visiting hours at inpatient or outpatient hospitals, clinics or other facilities for the diagnosis, observation or treatment of persons with psychiatric and intellectual disabilities; and

WHEREAS, Section 17a-238 of the Connecticut General Statutes governs the rights of persons under the supervision of the Commissioner of Developmental Services to communicate freely and privately with any person; and

WHEREAS, Section 52-146e of the Connecticut General Statutes limits the disclosure of information that identifies a patient to any person, corporation or governmental agency without the consent of the patient or the patient's authorized representative; and

WHEREAS, Section 52-146f of the Connecticut General Statutes provides exceptions to Section 52-146e of the Connecticut General Statutes;

NOW, THEREFORE, I, NED LAMONT, Governor of the State of Connecticut, by virtue of the authority vested in me by the Constitution and the laws of the State of Connecticut, do hereby **ORDER AND DIRECT**:

1. **Cancellation of School Classes.** To promote and secure the safety and protection of children in schools related to the risks of COVID-19, all public school classes will be cancelled for all students effective Tuesday, March 17, 2020 until March 31, 2020, unless extended beyond that date. Private schools and other non-public schools are encouraged to follow the same schedule. The Connecticut State Department of Education, the Connecticut Department of Public Health, the Department of Children and Families, and the Connecticut Office of Early Childhood, are directed to immediately work together to implement measures to provide for the health, nutrition, safety, educational needs and well-being of children during the class cancellation period.

2. **Flexibility of Graduation Requirements, and Prescribed Courses of Study.** The provisions of Sections 10-16b and 10-221a, and any associated regulations, rules, and policies regarding prescribed courses of study and graduation requirements are modified to authorize the Commissioner of Education to temporarily waive any requirements contained therein as he deems necessary to address the impact of COVID-19 and school class cancellations.
3. **Flexibility for Educator Prep Programs.** The provisions of Section 10-145a, and any associated regulations, rules, and policies regarding educator preparation programs are modified to authorize the Commissioner of Education to temporarily waive any requirements, contained therein as he deems necessary to address the repercussions of college, university, and school class cancellations on students pursuing secondary education programs. The Commissioner may issue any order that he deems necessary to implement this order.
4. **Flexibility for Educator Certification Timelines, Educator Evaluations, and School In-Services.** The provisions of Sections 10-145, 10-145b, 10-145d, 10-151b, 10-151 and 10-220a, and any associated regulations, rules, and policies regarding educator certification timelines, evaluations, and professional development requirements are modified to authorize the Commissioner of Education to temporarily waive any requirements contained therein as he deems necessary to address the impact the school class cancellations and COVID-19 risks when classes resume and students return. The Commissioner may issue any order that he deems necessary to implement this order.
5. **Extension of Municipal Budget Adoption Deadlines.** Notwithstanding any provision of the Connecticut General Statutes, including Title 7, or any special act, municipal charter or ordinance, that conflicts with this order, all municipal budget deadlines for the preparation of the municipal budget for the fiscal year ending June 30, 2021 that fall on any date prior to and including May 15, 2020 are extended by thirty (30) days. The legislative body of the municipality, or in a municipality where the legislative body is a town meeting, the board of selectmen, may alter or modify the schedules and deadlines pertaining to the preparation and submission of a proposed budget and the deliberation or actions on said budget by the legislative body or other fiscal authority, including any required public hearing(s), publication, referendum or final budget adoption. All submission dates may be postponed until such time as the legislative body approves said modified schedule and deadline, consistent with the thirty (30) day extension.
6. **Extension of Regional Board of Education Budget Adoption Deadlines.** Notwithstanding any provision of the Connecticut General Statutes, including Title 10, or any special act, municipal charter or ordinance, that conflicts with this order, all budget deadlines for the preparation of regional school district budgets for the fiscal year ending June 30, 2021 that fall on any date prior to and including May 15, 2020 may be extended by thirty (30) days. Any regional board of education may alter or modify the schedules and deadlines pertaining to the preparation and submission of a proposed budget and the

deliberation or actions on said budget by the legislative body or other fiscal authority, including any required public hearing(s), publication, referendum or final budget adoption.

7. **Remote Conduct of DMV Operations.** To protect public health and safety, particularly the risk of transmission of COVID-19, by reducing in-person interactions, Title 14 of the Connecticut General Statutes is hereby modified to authorize the Commissioner of Motor Vehicles to issue any and all orders she deems necessary to close any DMV branch to transaction of business by the public, facilitate the conduct of business remotely using online methods or any other feasible means, including provision of any notice or conduct of any hearing required pursuant to that Title, waive the suspension of licenses and other credentials as required, and waive, modify or suspend related requirements in Title 14 that result from closure of DMV branch offices to the public. The Commissioner may suspend any timeline or deadline for any notice or hearing required by this Title or by the Uniform Administrative Procedure Act for up to 90 days. The Department of Motor Vehicles shall post a plan on its website to instruct customers how to conduct business remotely and provide updated information on services conducted by its partners. The DMV shall implement its plan as soon as feasible, and shall review the plan weekly to determine whether any modifications are necessary.
8. **Limits on Visitors to Facilities That Treat Persons with Psychiatric Disabilities.** For the duration of the aforementioned public health and civil preparedness emergencies, or until such time as I repeal or modify this executive order, notwithstanding Section 17a-547 of the Connecticut General Statutes or any other statute, regulation, local rule or ordinance or provision of law, the Commissioners of the Department of Mental Health and Addiction Services and the Department of Public Health are authorized to issue any and all orders restricting entrance into facilities, as defined in Section 17a-540(1) of the Connecticut General Statutes, including Whiting Forensic Hospital, that the Commissioners deem necessary to protect the health and welfare of patients, residents and staff.
9. **Limits on Visitors to the Southbury Training School.** For the duration of the aforementioned public health and civil preparedness emergencies, or until such time as I repeal or modify this executive order, notwithstanding Section 17a-238 of the of the Connecticut General Statutes or any other statute, regulation, local rule or ordinance or provision of law, the Commissioners of the Department of Developmental Services and the Department of Public Health are authorized to issue any and all orders restricting entrance into facilities, as referenced in Section 17a-231(1), the Southbury Training School and any other facility operated by the Department of Developmental Services that the Commissioners deem necessary to protect the health and welfare of patients, residents and staff.
10. **COVID-19 Information Sharing Between Facilities That Treat Persons with Psychiatric Disabilities, DPH, and Local Health Directors.** For the duration of the aforementioned public health and civil preparedness emergencies, or until such time as I

repeal or modify this executive order, Section 52-146f of the Connecticut General Statutes is amended to permit the Commissioner of Public Health and Local Health Directors to disclose communications or records to report cases of COVID-19 as required under Section 19a-215 of the Connecticut General Statutes and as they may deem necessary to limit the further spread of COVID-19 or respond to this public health and civil preparedness emergency.

Unless specified herein, each provision of this order shall take effect immediately and shall remain in effect for the duration of the public health and civil preparedness emergency, unless earlier modified or terminated by me.

Dated at Hartford, Connecticut, this 15th day of March, 2020.

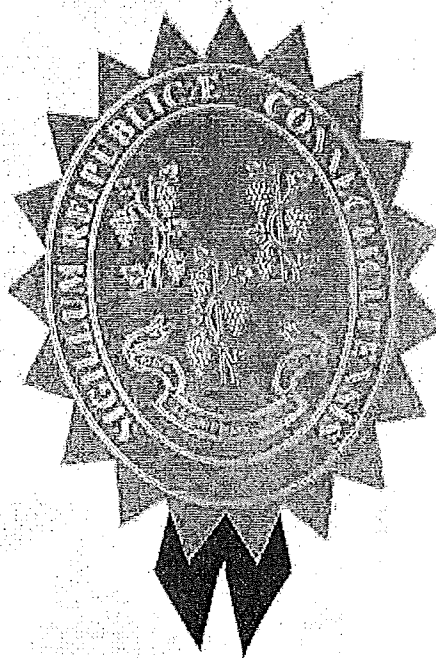


Ned Lamont
Governor

By His Excellency's Command



Denise W. Merrill
Secretary of the State



upon such appeal and hearing thereon, may affirm or reverse the decision appealed from in accordance with subsection (j) of section 4-183. Costs shall not be allowed against the board of education unless it appears to the court that it acted with gross negligence or in bad faith or with malice in making the decision appealed from.

Sec. 10-151a. Access of teacher to supervisory records and reports in personnel file. Each professional employee certified by the State Board of Education and employed by any local or regional board of education shall be entitled to knowledge of, access to, and, upon request, a copy of supervisory records and reports of competence, personal character and efficiency maintained in such employee's personnel file with reference to evaluation of performance as a professional employee of such board of education.

Sec. 10-151b. Teacher evaluations. Teacher evaluation and support program; development; adoption; implementation; guidelines. (a) The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher, and for the school year commencing July 1, 2013, and each school year thereafter, such annual evaluations shall be the teacher evaluation and support program adopted pursuant to subsection (b) of this section. The superintendent may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education, to the Commissioner of Education on or before June thirtieth of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (c) of this section. Such teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the professional development and evaluation committee for the school district, established pursuant to subsection (b) of section 10-220a. If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support program. If a local or regional board of education and the professional development

and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section.

(c) (1) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall include, but not be limited to, (A) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (B) the use of multiple indicators of student academic growth and development in teacher evaluations; (C) methods for assessing student academic growth and development; (D) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; (E) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (F) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (G) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (H) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (i) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (ii) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (iii) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (I) opportunities for career development and professional growth; and (J) a validation procedure to audit evaluation ratings of exemplary or below standard by the department or a third-party entity approved by the department.

(2) The State Board of Education shall, following the completion of the teacher evaluation and support pilot program, pursuant to section 10-151f, and the submission of the study of such pilot program, pursuant to section 10-151g, review and may revise, as necessary, the guidelines for a model teacher evaluation and support program and the model teacher evaluation and support program adopted under this subsection.

(d) A local or regional board of education may phase in full implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of this section during the school years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher

evaluation and support program implementation plan adopted by the State Board of Education, in consultation with the Performance Evaluation Advisory Council, not later than July 1, 2013. The Commissioner of Education may waive the provisions of subsection (b) of this section and the implementation plan provisions of this subsection for any local or regional board of education that has expressed an intent, not later than July 1, 2013, to adopt a teacher evaluation program for which such board requests a waiver in accordance with this subsection.

Sec. 10-151c. Nondisclosure of records of teacher performance and evaluation.

Exceptions. Any records maintained or kept on file by the Department of Education or any local or regional board of education that are records of teacher performance and evaluation shall not be deemed to be public records and shall not be subject to the provisions of section 1-210, provided that any teacher may consent in writing to the release of such teacher's records by the department or a board of education. Such consent shall be required for each request for a release of such records. Notwithstanding any provision of the general statutes, records maintained or kept on file by the Department of Education or any local or regional board of education that are records of the personal misconduct of a teacher shall be deemed to be public records and shall be subject to disclosure pursuant to the provisions of subsection (a) of section 1-210. Disclosure of such records of a teacher's personal misconduct shall not require the consent of the teacher. For the purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by a board of education in a position requiring a certificate issued by the State Board of Education.

Sec. 10-151d. Performance Evaluation Advisory Council. Responsibilities. (a) There is established a Performance Evaluation Advisory Council within the Department of Education. Membership of the council shall consist of: (1) The Commissioner of Education and the president of the Board of Regents for Higher Education, or their designees, (2) one representative from each of the following associations, designated by the association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Federation of School Administrators, the Connecticut Education Association and the American Federation of Teachers-Connecticut, and (3) persons selected by the Commissioner of Education who shall include, but not be limited to, teachers, persons with expertise in performance evaluation processes and systems, and any other person the commissioner deems appropriate.

(b) The council shall be responsible for (1) assisting the State Board of Education in the development of (A) guidelines for a model teacher evaluation and support program, and (B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a, and (3) assisting the State Board of Education in the development of a teacher evaluation and support program implementation plan, pursuant to subsection (e) of section 10-151b. The council shall meet at least quarterly.

Sec. 10-151e. Disclosure of teacher records for purposes of an investigation of child abuse or neglect. Notwithstanding the provisions of section 10-151c, a local or regional board of education shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the commissioner of suspected child abuse or neglect by a teacher employed by such board of education, any records maintained or kept on file by such board of education. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such

**Regular Meeting Minutes
Fairfield BoE, September 9, 2020**

NOTICE: A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

Voting Summary

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

Chairman Christine Vitale called the Regular meeting to order at 7:32PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Jennifer Leeper. Others present were Superintendent Mike Cummings, Ludlowe Athletic Director Todd Parness, Warde Athletic Director Seth Fry and members of the central office leadership team.

Old Business

Adoption of Policies

Mrs. Maxon-Kennelly moved/Mrs. Gerber seconded the recommended motion “that the Board of Education adopt the following policies:

- C-19.1 Temporary Policies and Regulations Related to the COVID-19 Pandemic (New)
- C-19.2 Health and Safety Protocols Related to the COVID-19 Pandemic (New)
- C-19.3 Families First Coronavirus Response Act Leave (New)
- C-19.4 Green Cleaning (3524.2)
- C-19.5 Community Use of School Facilities (3515)
- C-19.6 Visits to the Schools (1250)
- C-19.7 School Volunteers (1212)
- C-19.9 Transportation

Motion approved 9-0.

New Business

Approval of the Mill Hill Project # 051-0149EA, Phase II FF&E Plans and Specifications

Mrs. Gerber moved/Mr. Aysseh seconded the recommended motion “that the Board of Education approve the Mill Hill Project #051-0149EA Phase II FF&E plans and specifications.”

Motion approved 9-0.

Adoption of Policies

Mr. Peterson asked that the three policies be separated; the BoE agreed.

Mrs. Maxon-Kennelly moved/Mr. Peterson seconded the recommended motion “that the Board of Education approve Policy 5141.25: Students with Health Care Needs – Life-Threatening Allergies and Glycogen Storage Disease Management.”

Motion approved 8-1 (Mrs. Rotelli, Mrs. Jacobsen, Ms. Pytko, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Ms. Leeper in favor; Mr. Peterson against.)

Mrs. Maxon-Kennelly moved/Mr. Peterson seconded the recommended motion that the Board of Education approve Policy C-19-08/5113: Students – Attendance/Excuses/Dismissal.”

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Motion approved 9-0.

Mrs. Maxon-Kennelly moved/Mr. Peterson seconded the recommended motion “that the Board of Education adopt Policy 6999: District-Provided Distance Learning During Facility Closures in Response to Emergencies.”

Motion approved 9-0.

Approval of Minutes

Mrs. Jacobsen moved/Ms. Pytko seconded the recommended motion “that the Board of Education approve the following minutes:

- 8-10-2020 BoE Special Meeting
- 8-11-2020 BoE Special Meeting
- 8-25-2020 BoE Special and Regular Meetings”

Mrs. Maxon-Kennelly moved/Mr. Aysseh seconded to amend the 8-25-20 minutes on page 4 – remove the phrase “Batting Cages” in the 4th sentence under “Superintendent’s Report” and replace it with “Dugouts.”

Motion approved 9-0.

The original motion as amended was approved 9-0.

Adjournment

Mrs. Jacobsen moved/Mrs. Rotelli seconded the recommended motion “that this Regular Meeting of the Board of Education adjourn.”

Motion approved 9-0. Meeting adjourned at 10:25PM.

Detailed Minutes

The Board of Education gave a round of applause to Superintendent Cummings and his staff in support of school reopening, and all the hard work the district has done to make in-person learning possible.

Presentation: Athletic Program Annual Financial Report 2018-2019

Mr. Cummings thanked the Athletic Directors and said their presentation will serve as a prequel to the budget.

High school Athletic Directors Seth Fry (Warde) and Todd Parness (Ludlowe) jointly presented the 2018-2019 financial athletic report for the most recent full-year of athletics, and included the following information:

- Students are not required to pay to participate. There are 37 sports and the district strives for equity among all programs at both schools. Over 1700 individual athletes participated with many accomplishments.
- Athletic programs are funded through school and district accounts, as well as ticket revenue. An entry fee is charged for the larger events where extra supervision is on-hand; these events are mostly Warde vs. Ludlowe rivalry games, where the revenues are shared. All funds are carefully monitored and subject to annual audit as required by law.
- School-based accounts cover awards, equipment, competition fees, game workers, medical supplies, reconditioning, transportation and uniforms.

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- School-based athletic rental accounts are used to pay for non-district facilities for sports such as swimming and hockey.
- District-based accounts are used for athletic trainers, coach stipends, custodial overtime and insurance.
- Expenditures vary year to year depending on uniform purchases and competition success, but over time, the schools have similar expenses. School, district and rental expenses were reviewed. Uniforms are purchased as needed when/if funds are available.
- Co-op teams include sailing, bowling, fencing, hockey, ski and boys swimming & diving.
- There is no schedule in place to purchase equipment or upgrade facilities. Some of the big-ticket items that are needed are: pole vault pits, mats for various sports and uniforms.

Mr. Aysseh thanked the AD's for the very comprehensive presentation and said the program is a great source of pride for the community. He noted that more than 50% of students at each school participate in sports and he supports a waterfall schedule to ensure students have the appropriate equipment and uniforms.

Ms. Leeper said it was important to understand how little flexibility there is with funding big ticket expenses. The Finance Committee noted the importance of working with Mr. Papageorge on athletic facilities and upgrades as well as gaining an understanding of spending nuances for various sports.

Mrs. Maxon-Kennelly said she first requested a presentation on athletics when the Policy Committee began to look at the prospect of a booster club policy. She hoped the district would move forward with an athletics waterfall and asked how ticket revenue was used.

Mr. Fry and Mr. Parness said ticket revenue is used to pay all event expenses, with any excess going mostly to uniforms. FCIAC covers expenses when Warde or Ludlowe hosts a FCIAC event, but FCIAC also gets the ticket revenue. A waterfall schedule will be created to assist with this year's budget planning and establish capital outlay for facility upgrades.

Other items that would be of great help to the athletic departments are:

- Extension of the spring spending deadline. It is hard to predict funding for spring sports – there may be tournaments and transportation needs depending on the success of the teams.
- The use of ArbiterPay would ease the burden of paperwork, eliminate the voucher system and allow direct electronic payments to officials. Other districts are using this now very successfully.
- Convert the athletic secretarial position to 12-months. This position has essential functions that occur during the summer.

Mrs. Vitale thanked the Athletic Directors and said the Board is looking forward to working with them in the coming months.

Old Business

20-21 Enrollment Update: Actual vs. Projections

Dr. Parrish reported on the elementary section changes for in-person and remote sections. In addition to reassigning 18 staff from in-person to Remote Learning Academy (RLA), three new hires were needed to cover the RLA. As of September 2, there are 180 in-person elementary sections and 26 elementary RLA sections. The elementary RLA sections are based on school clusters and vary in size and middle school remote learners are grouped according to math levels.

Mrs. Maxon-Kennelly asked about the discrepancies in elementary class sizes among schools - given similar numbers, why were some sections reduced and others not? Dr. Parrish said she would double check the date the reductions were made; the rationale was to leave room for growth in sections that were on the cusp. Mr. Cummings noted that the

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vacated classrooms are in some cases being used by RLA teachers. The district is working on budgeting for the additional RLA teacher and support staff.

Mrs. Vitale noted that the landscape of in-person and RLA sections could change dramatically if parents continually change their minds with remote vs. in-person learning options.

Mr. Aysseh said the district may have to review class size guidelines, even if an unpopular option.

Mr. Cummings added that several RLA sections are approaching class size limits. Continual back and forth changes between in-person and remote learning will impact staffing and the budget; the ability to hire qualified staff will become more difficult. The state does not have a flexibility/timing requirement for parents requesting a change in learning models; some districts require a full semester agreement. Given the impacts, the current FPS 10-day notification window may change within the next few days.

School Reopening Update

Mr. Cummings said he was very pleased to see students in classrooms during his multiple school visits for the first day of school. People came together at the simplest and best level to support each other. At the middle school level, he witnessed a few teachers remoting in to teach students in classrooms, while an in-person teacher or para provided supervision. Plexiglass is continuing to arrive and more requests are coming in. Students will need reminders on social distancing in the halls and mask use. Teachers have done a tremendous job acclimating to the new model and FPS is seeking community support as work continues on the instructional focus. Some confusion was reported for the hybrid-remote learners on the first day, but overall it went well.

Mrs. Deasy reported on staffing and said she was very happy that school was able to open for Hybrid learning, given that she wasn't entirely sure it would be possible. Spanish, Art and Special Education are areas that have proven very difficult in finding long-term subs or 1-year contracts; the applicant pool has not been as deep as it has been in the past. Administrators have borne the brunt of the work to get qualified teachers into the buildings, and an updated accounting of staffing will soon be provided. Of the 196 staff that requested accommodations, 100 or so were certified staff and many were expressing issues with childcare. Approximately 2/3 of the requests were honored but were not necessarily given RLA assignments. Mr. Cummings added that reports of problems with logging on were in large part due to incorrect email addresses.

Mrs. Munsell reported that the first day of transportation went well. Assigned seating was successfully created across all levels, even though bus monitors are not in place due to difficulty with hiring. Bus monitors would be required to complete a background investigation, even if PTA members volunteered to fill in. The first day went well, with the morning bus driver informing students of their seat location. For the afternoon trip home, the idea is to have someone stationed at each bus to inform students of their seat assignments, which are expected to remain the same each day. Initially, 3600 students opted out of transportation, but today alone, there were over 200 changes. Requests for transportation changes will need a minimum of 10 days to effect the change, as seating assignments and routes might be affected. Parents that have requested a change should routinely check Infinite Campus to see if the change has gone through; transportation makes every effort to inform parents in a timely manner.

Mr. Cummings said he plans to review dismissal traffic tomorrow at various sites, but heard that traffic on Unquowa Road was heavy during dismissal. Every effort will be made to avoid staggering start and end times.

Mr. Aysseh said he was surprised to hear that assigned seats were implemented successfully and commended the Transportation Department. Younger students may need additional help with seat assignments and parents should remind their students as often as possible that masks are required when riding the bus.

Dr. Parrish and Dr. Zavodjancik reported on the Remote Learning Academy. Remote-only high school students kept their original schedules and will log into Google Meets to attend class together with Hybrid students. The camera is pointed at the teacher to abide by privacy restrictions and updated guidance will be provided. Live instruction takes place 2 out of 4 days, with Wednesdays as whole-class remote instruction. FPS will initially have smaller, more frequent assessments and wait on the larger assessments such as STAR. Mr. Cummings added that Program Directors are stressing the importance of teachers spending time with students to get a sense of their reading and writing skills and noted that subjects such as social studies also incorporate these skills. Schools are communicating sign-in instructions for students to avoid unexcused absences.

Mrs. Gerber reported that she heard there was some confusion on contact points for remote learning and transportation issues. Mr. Cummings said the guidance department can respond to questions regarding high school remote learning; the Transportation Department will respond to any questions regarding transportation.

Mr. Papageorge reported on facilities and maintenance and the district opened school in full compliance. There were a few hurdles over the summer with having necessary equipment, but currently there are no concerns with obtaining supplies and following protocols. The district is upgrading to MERV 13 filters, replacing them as they arrive. Teachers and staff are using the SchoolDude request system to order additional supplies as needed. Plexiglass is in place and additional orders will be delivered as soon as they are received. Tents have been set up at several schools; some of the tents had faulty legs and will be assembled and placed as soon as the replacement parts arrive. Mrs. Vitale offered to advocate for supplies at the state level if needed.

Mr. Mancusi reported on special education services. Approximately 90 high needs students, as identified in Addendum 3, are attending full-day in-person learning and parents are pleased. One non-certified staff member was added to each CLC to allow 1:1 staffing model and Plexiglass barriers are being used.

Ms. Leeper asked about offering full-day in-person learning to high needs, non-CLC students. Mr. Mancusi said this is under consideration.

Mr. Cummings said lunch went fairly well, although some issues are still being worked out at the secondary level. Elementary lunch is currently grab and go. The state has recently allowed the summer meals program to continue into the school year, which will open up lunch for all students and breakfast at certain schools. Beginning on Monday, the afternoon cohort can take a bag lunch home the night before so they can have it the next day before coming to school. Lunch will be provided at no cost for all students. There is no moratorium on snacks. Mrs. Vitale said there was a great amount of concern with students taking off masks to eat and said that should not be encouraged.

Mrs. Vitale said she saw plenty of excitement with school opening and noticed many families walking to school. She thanked staff for decorating schools to make student arrival so welcoming and exciting.

Adoption of Policies

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded, that the Board of Education adopt the following policies:

- C-19.1 Temporary Policies and Regulations Related to the COVID-19 Pandemic (New)
- C-19.2 Health and Safety Protocols Related to the COVID-19 Pandemic (New)
- C-19.3 Families First Coronavirus Response Act Leave (New)
- C-19.4 Green Cleaning (3524.2)
- C-19.5 Community Use of School Facilities (3515)
- C-19.6 Visits to the Schools (1250)
- C-19.7 School Volunteers (1212)
- C-19.9 Transportation

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Motion Approved: 9-0.

New Business

Approval of the Mill Hill Project # 051-0149EA, Phase II FF&E Plans and Specifications

Mrs. Gerber moved, Mr. Aysseh seconded that the Board of Education approve the Mill Hill Project #051-0149EA Phase II FF&E plans and specifications.

Mrs. Gerber reported that the project is going very well and is on track and on budget.

Motion Approved: 9-0.

Financial Review of 2019-2020 Fiscal Year

Mrs. Munsell reviewed the fiscal year-end major classification balances, with the total projected balance on 6/30/2020 at \$3,641,155. Substitutes are normally a much larger deficit and the district had savings in utilities. The total of potential COVID expenses is \$4,102,353, with a potential shortfall of \$1,047,276, after accounting for ESSER funds, state coronavirus relief funds (which are subject to change) and the MOU non-lapsing funds. BOF approval is required for the \$333K transfer into the non-lapsing account, with the balance returned to the town totaling \$7696.

Mrs. Jacobsen asked about the long-term sub RLA line item. Ms. Deasy said long-term subs have been hired and FTE has been increased; she is not confident there will be any savings in staffing. The staff accounting report is forthcoming.

Mrs. Munsell said bus monitors have not been hired despite the need and she would like to keep the option. The COVID expenses could change and the report is a work in progress.

Mrs. Vitale noted that the COVID expenses are based on the current Hybrid model, but if the district ends up in 100% Remote, there will be savings. At the BoF quarterly meeting next week, the Board of Education will request that the BoF fully fund the non-lapsing account to the 2% allowable by state statute.

Adoption of Policies

Mr. Peterson asked that the three policies be separated; the BoE agreed.

Mrs. Maxon-Kennelly moved, Mr. Peterson seconded that the Board of Education approve Policy 5141.25: Students with Health Care Needs – Life-Threatening Allergies and Glycogen Storage Disease Management.

Mrs. Maxon-Kennelly said that the changes were made prior to the new lunch provisions.

Mr. Peterson said he will be voting against the policy because he disagreed with separating students that bring home lunch from their peers that have school lunch.

Mrs. Jacobsen added that it is still important to approve the policy, per the Health Department.

Ms. Pytko asked about lunch for full-day CLC students. Mr. Mancusi said he will provide more information on CLC lunch provisions.

Mrs. Maxon-Kennelly said the idea is that the cafeteria is used for lunch, and the policy would require all lunches made at home to be eaten in the cafeteria. The focus was on peanut and tree nut allergies, but there are many other life-threatening allergies that present issues with eating in classrooms.

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Motion Approved: 8-1.

Favor: Mrs. Rotelli, Mrs. Jacobsen, Ms. Pytko, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Ms. Leeper
Against: Mr. Peterson

Mrs. Maxon-Kennelly moved, Mr. Peterson seconded the recommended motion that the Board of Education approve Policy C-19-08/5113: Students – Attendance/Excuses/Dismissal.

Motion Approved: 9-0.

Mrs. Maxon-Kennelly moved, Mr. Peterson seconded that the Board of Education adopt Policy 6999: District-Provided Distance Learning During Facility Closures in Response to Emergencies.

Motion Approved: 9-0.

Approval of Minutes

Mrs. Jacobsen moved, Ms. Pytko seconded that the Board of Education approve the following minutes:

- 8-10-2020 BoE Special Meeting
- 8-11-2020 BoE Special Meeting
- 8-25-2020 BoE Special and Regular Meetings

Mrs. Maxon-Kennelly moved, Mr. Aysseh seconded to amend the 8-25-20 minutes on page 4 – remove the phrase “Batting Cages” in the 4th sentence under “Superintendent’s Report” and replace it with “Dugouts.”

Motion Approved: 9-0.

The original motion as amended was approved 9-0.

Superintendent Report

Mr. Cummings reported:

- Temperature: There is some concern with the upcoming heat index in FLHS on Thursday and there may be a need for an early dismissal. In cases of early dismissal or cancellation, the RLA would follow suit. In this case, if FLHS needs an early dismissal, all schools would get an early dismissal.
- School Security: The police department is picking up the overage for additional crossing guard coverage. The Stratfield crossing guard was not in the correct spot today, but that was corrected. There will be extra police presence over the next few days for dismissal and traffic. A meeting has been scheduled with Chief Lyddy to discuss changes in the School Safety Unit, and an Executive Session with the Board is also planned.

Mrs. Vitale said she is looking forward to hearing more regarding the security changes.

Mr. Aysseh said it was important for the Board to pay attention to the possibility of the elimination of security funding at the federal level.

Mrs. Jacobsen noted the security issues surrounding technology and requested a brief update on how the district is handling the increased use of digital devices.

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Committee/Liaison Reports

Mrs. Rotelli reported for SEPTA: The first ZOOM meeting will take place on September 30. An adult /infant CPR and choking course will be held at the Regional Fire School.

Open Board Comment

Mr. Peterson said it was nice to be back to see everyone.

Mrs. Vitale thanked the Executive Directors and wished all those in the 2nd Cohort a wonderful First Day tomorrow.

Ms. Pytko thanked Mr. Peterson and Mrs. Gerber for the flowers and the treats.

Adjourn

Mrs. Jacobsen moved, Mrs. Rotelli seconded that this Regular Meeting of the Board of Education adjourn.

Motion Approved: 9-0

Meeting adjourned at 10:25PM

*Respectfully submitted by
Jessica Gerber
Fairfield Board of Education
Secretary*