

# FAIRFIELD PUBLIC SCHOOLS

6-22-2021, 8:00 PM

501 Kings Highway East, CO Board Room

Regular Meeting Agenda

The public is invited to attend via WebEx Meeting Number or Limited Seating

## MEMBERS OF THE PUBLIC:

In light of COVID and pursuant to Executive Order 9H: The Town will be conducting this meeting in a hybrid format. Limited in-person and remote access will be possible.

### To participate in-person:

Thirty seats will be reserved for public seating. Seating will be available on a first come, first served basis.

1. To adhere to social distancing protocols, standing will not be allowed.
2. **Masks will be required for all attendees regardless of vaccination status.**

To participate remotely, the best way to access the meeting is to listen to:

1. [FPS YouTube channel](#); or
2. FairTV's cable channel (78 for Cablevision), or FairTV's YouTube [Education Channel](#); or
3. Call **408-418-9388**, and use Meeting Number (access code): **173 419 5839**

### Please Note:

- ✓ Callers will be on mute and will not be heard by Board members.
- ✓ Limited live call-in Public Comment takes place at the beginning of the meeting (agenda item #3). Sign in [here](#) to pre-register and you will be un-muted when it is your turn to speak.
- ✓ 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](mailto: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

June 22, 2021, 8:00pm

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment  
*(Pre-registration is required to call in for limited live public comment. Please click [here](#) to register your name and telephone number. During the meeting, your registered telephone number will be un-muted when it is your turn to speak. Please note: live public comment is limited to 2 minutes per person, thank you.)*
4. Presentation:
  - A. Recognition of Excellence: Student Athletes and FCIAC Champions, National Merit Scholars  
*(Enclosure No. 1)*
  - B. Developmental Relationships Survey Results, Fairfield Cares  
*(Enclosure No. 2)*

C. Presentation: Climate Survey Results

(Enclosure No. 3)

5. Old Business

A. Approval of Student Participation Study “An Exploration of Therapy Dog Services in Education Settings”

**Recommended Motion:** “that the Board of Education approve the Student Participation Study “An Exploration of Therapy Dog Services in Education Settings”

B. Adoption of Policy 5141.3 – Health Assessments and Immunizations

**Recommended Motion:** “that the Board of Education adopt Policy 5141.3 – Health Assessments and Immunizations”

(Enclosure No. 4)

C. Adoption of Policy C-19.1 – Temporary Policies and Regulations Related to the Covid-19 Pandemic

**Recommended Motion:** “that the Board of Education adopt Policy C19.1 – Temporary Policies and Regulations Related to the Covid-19 Pandemic

6. New Business

A. Food Services Financial Summary, Mrs. Munsell

(Enclosure No. 5)

A1. Approval of Participation in the Healthy Food Certification Program

**Recommended Motion:** “that the Board of Education approve participation in the Healthy Food Certification Program for the school year 2021-2022 as follows:

- **Healthy Food Option:** Pursuant to C.G.S. Section 10-215f, the Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2021 through June 30, 2022. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, culinary programs and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups; *and*
- **Food and Beverage Exemptions:** The Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards, and the sale of beverages not listed in section 10-221q of the Connecticut General Statutes, provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store.”

B. Financial Report and Approval of Budget Transfers for the 2020-2021 School Year, Mrs. Munsell

**Recommended Motion:** “that the Board of Education approve the line item transfers for the 2020-2021 fiscal year as detailed in the financial statement per Enclosure No. 6”

(Enclosure No. 6)

C. Approval of Superintendent of Schools Contract

**Recommended Motion:** “that the Board of Education extend the terms set forth in the Superintendent's 2020-2023 contract to extend through 6/30/2024; except the base salary for 2021-2022 will be set at 2% over the 2020-2021 base salary, and effective July 1, 2021 the 2020-2023 contract be terminated and replaced by the 2021-2024 contract”

D. To Hear, Consider and Act Upon a Letter to Governor Lamont

(Enclosure No. 7)

7. Approval of Minutes

**Recommended Motion:** “that the Board of Education approve the 5-25-2021 and the 6-8-2021 Regular Meeting minutes”

(Enclosure Nos. 8, 9)

8. Superintendent’s Report

- A. District Improvement Plan Update
- B. Teacher Evaluation Goals Update
- C. 2021-2022 Elementary Enrollment Update

(Enclosure No. 10)

9. Committee/Liaison Reports

10. Open Board Comment

11. Public Comment\*

12. 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](mailto: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

August 31, 2021	7:30 PM Regular Meeting	501 Kings Hwy East CO Board 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.*



Student Recognition  
6-22-2021 BoE Regular Meeting

**National Merit Scholars**

*Fairfield Ludlowe High School*

- Olivia Beniston
- Rushil Mallarapu

*Fairfield Warde High School*

- Peter Belkin
- Christopher Newell

# Search Institute: Developmental Relationships Survey Results June 2021

Dana M. Bossio, M.A., Sixth Year Professional Diploma  
Teacher Leader: School Psychology & Social Work, FPS  
And

Catherine T. Hazlett, MPH  
Coalition Coordinator, Fairfield CARES Community Coalition

# Search Institute: Developmental Relationships (DR) Survey

- In partnership with Positive Directions (fiscal agent)
- Surveys were administered week of March 29<sup>th</sup> to grades 7<sup>th</sup>-12<sup>th</sup>
- Parents were informed of survey via letter from Superintendent Cummings and given the opportunity to opt-out their child
- Presenting aggregate data of random sample of students in grades 7-12

# Demographics of Youth Respondents

## Youth Demographics Sample Size

### Total

1,321

### Age

<10	0
10	1
11	3
12	84
13	176
14	251
15	283
16	265
17	182
18	70
19+	1

### Grade

Not enrolled	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	155
Grade 8	175
Grade 9	314
Grade 10	271
Grade 11	254
Grade 12	152
Post-secondary	0

### Gender

Girl	628
Boy	650
Other	29

### Race

Asian/Pacific Islander	71
Black	21
Hispanic/Latinx	80
Native American	2
White	962
Other	21
Multiracial	141

- Goal: 2,400 students
- Reached 55%
- 524 more students reached in 2021 compared to 2019



# Survey Overview

# Search Institute: Developmental Relationships (DR) Survey

## **Modules Administered:**

- Developmental Relationships
- Drug-Free Communities
- School Climate
- COVID\* (stress & coping)
- Racial Injustice\* (efficacy beliefs)

*\*high school only*

# Interpretation of results

- First administration of Developmental Relationship Survey; provides a baseline
- Results should be considered in context of pandemic
- Report does not provide norms. Most important context is our local context
- Emphasis on relationships and equitable practices—essential for young people to develop social-emotional competencies critical for success in life






# Developmental Relationships Module

3 core measures:

- Developmental Relationships Framework
- Social and Emotional Competences
- Equitable Practices

# DR Module: Core Measure 1 (Developmental Relationships Framework)

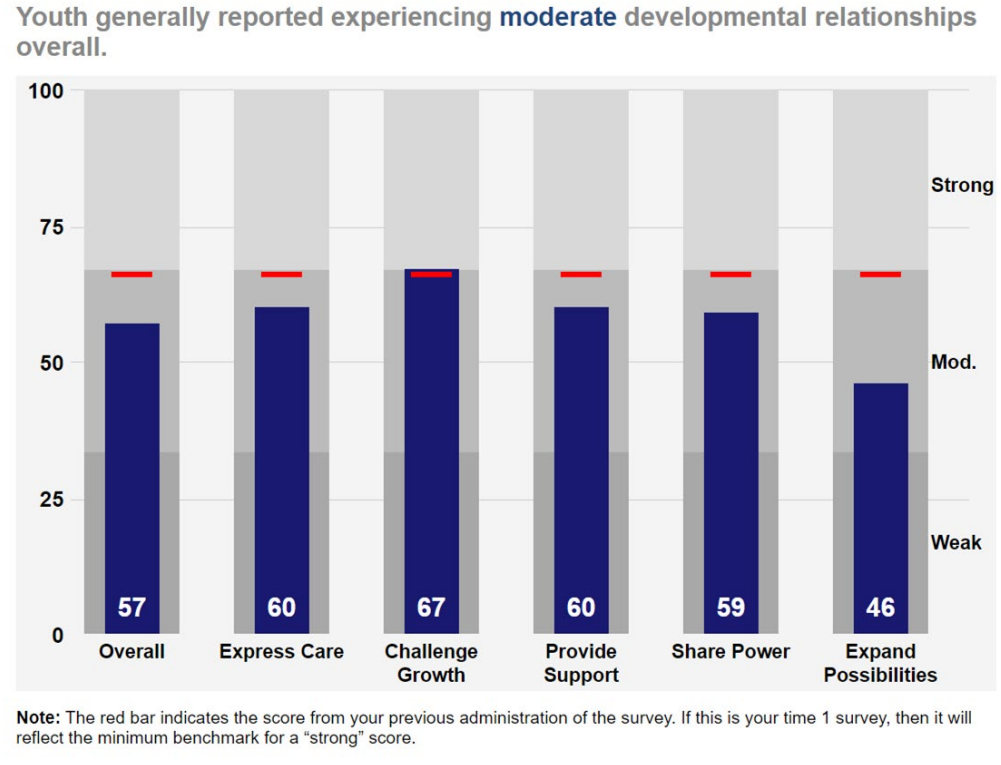
The DR Framework has 5 elements, shown in red:

Elements	Actions	Definitions
 <b>Express Care</b> Show me that I matter to you.	<ul style="list-style-type: none"><li>• Be dependable</li><li>• Listen</li><li>• Believe in me</li><li>• Be warm</li><li>• Encourage</li></ul>	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
 <b>Challenge Growth</b> Push me to keep getting better.	<ul style="list-style-type: none"><li>• Expect my best</li><li>• Stretch</li><li>• Hold me accountable</li><li>• Reflect on failures</li></ul>	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
 <b>Provide Support</b> Help me complete tasks and achieve goals.	<ul style="list-style-type: none"><li>• Navigate</li><li>• Empower</li><li>• Advocate</li><li>• Set boundaries</li></ul>	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
 <b>Share Power</b> Treat me with respect and give me a say.	<ul style="list-style-type: none"><li>• Respect me</li><li>• Include me</li><li>• Collaborate</li><li>• Let me lead</li></ul>	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
 <b>Expand Possibilities</b> Connect me with people and places that broaden my world.	<ul style="list-style-type: none"><li>• Inspire</li><li>• Broaden horizons</li><li>• Connect</li></ul>	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.






# DR Module: Core Measure 1 (Developmental Relationships Framework)

Fairfield youth report **moderate** developmental relationships on all 5 elements, despite COVID.



# DR Module: Core Measure 1 (Developmental Relationships Framework)

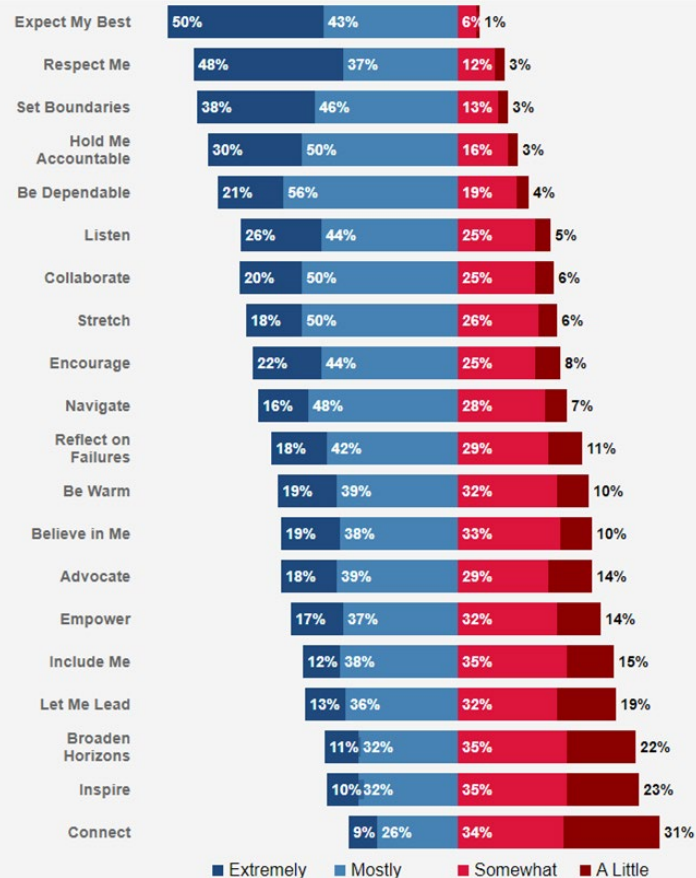
The DR framework includes 20 actions that are measured and correlated to the 5 elements.

Elements	Actions	Definitions
 <b>Express Care</b> Show me that I matter to you.	<ul style="list-style-type: none"><li>• Be dependable</li><li>• Listen</li><li>• Believe in me</li><li>• Be warm</li><li>• Encourage</li></ul>	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
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- For 15 of the 20 measures, more than half of students feel “**extremely**” or “**moderately**” **supported** by teachers
- On 6 of the 20 measures, 15% -32% of students feel only “**a little**” **supported** .
- The 3 measures showing the most need for improvement are associated with the “Expand Possibilities” element of the framework.

# DR Module: Core Measure 1 (Developmental Relationships Framework)

Developmental Relationships Framework.

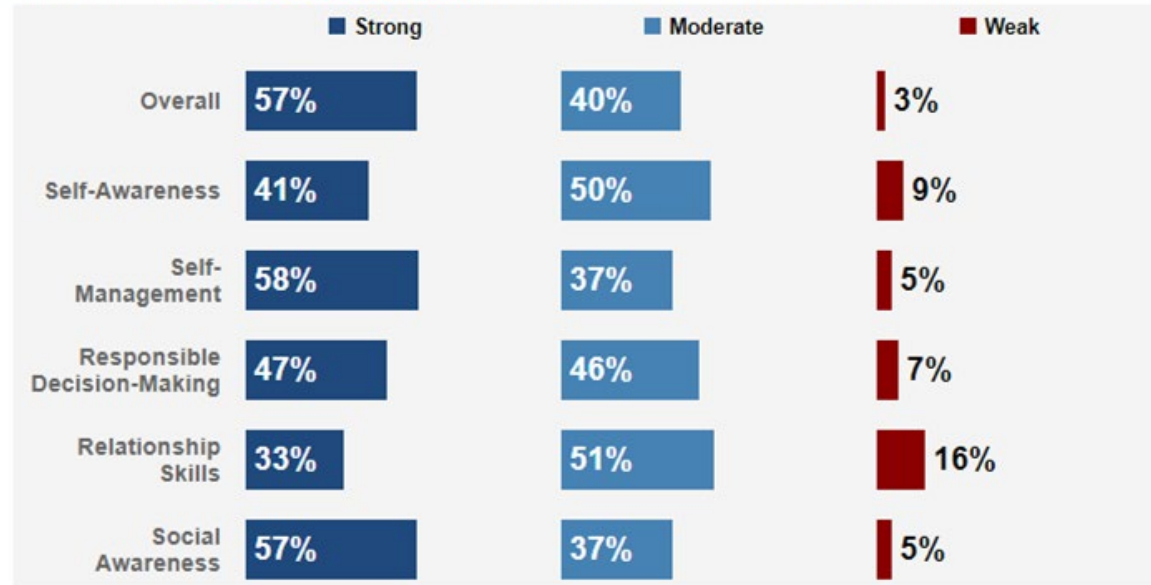




### Fairfield teens report strong social-emotional skills.

Youth who experienced stronger levels of Developmental Relationships (core measure 1) had stronger Social Emotional Competence skills (core measure 2).

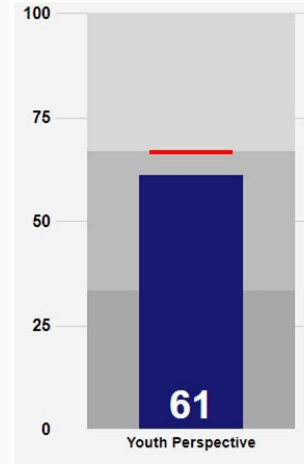
Overall, **57%** of youth reported **strong** social and emotional competence. Conversely, **3%** reported **weak** social and emotional competence.



## DR Module: Core Measure 3 (Equitable Practices)

Youth generally reported that FPS had a “moderate” culturally responsive environment.

“There are adults who have similar racial or ethnic backgrounds to mine and who I consider good role models.”



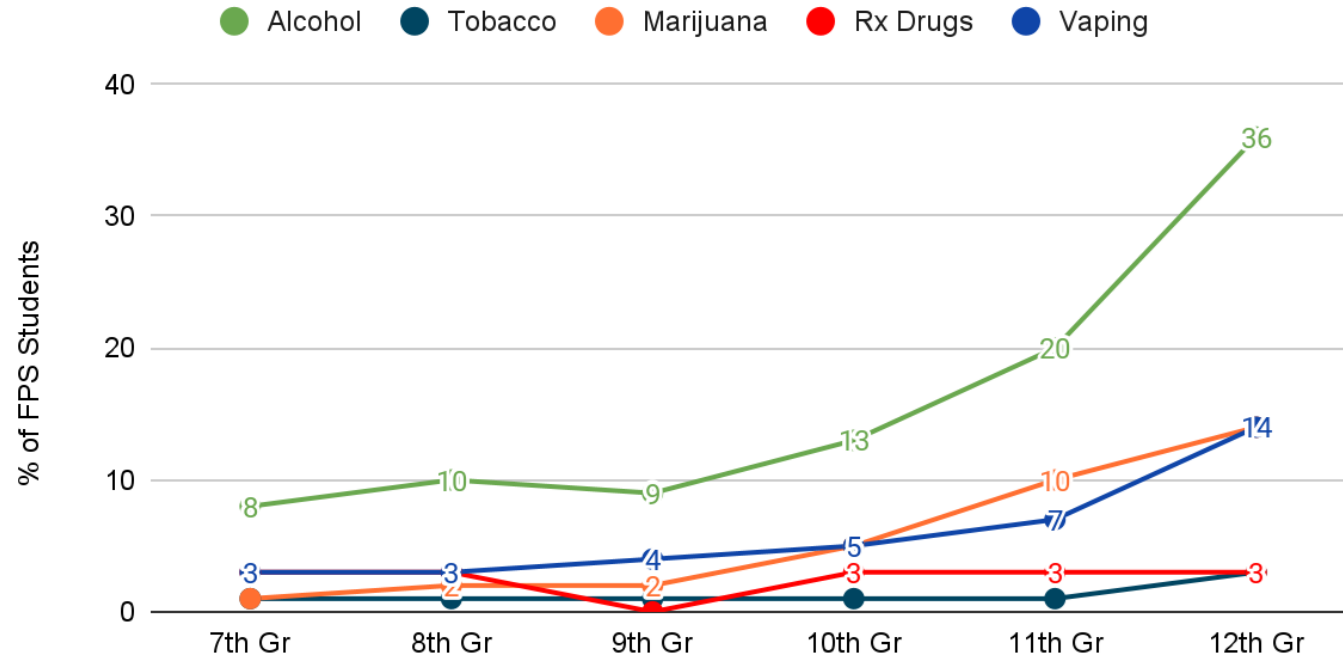
Youth who reported that the schools had a stronger culturally responsive environment (core measure 3) had stronger Social Emotional Competencies (core measure 2).

# Drug-Free Communities (DFC) Module

# DFC Module: Current Substance Use among Fairfield Students

## Past 30 Day Substance Use

Fairfield 2021 Data



## Improvement or Impact of Covid?



- **15%** of 7th-12th students compared to 21% in 2019
- **9%** of MS students compared to 8% in 2019
- **17%** of HS students compared to 31% in 2019
  
- **36%** of seniors drank in the past month compared to 51% in 2019

## Impact of Covid?



- **79%** of 7th-12th students compared to 82% in 2019
- **79%** of MS students compared to 82% in 2019  
( 75% of 7<sup>th</sup> and 82% of 8<sup>th</sup> graders)
- **79%** of HS students compared to 82% in 2019  
(83% of 9<sup>th</sup> – 74% of 12<sup>th</sup> graders)

## Improvement of Impact of Covid?

- 5% of 7th-12th students compared to 11% in 2019days
- 2% of MS, no change from 2019
- 7% of HS students compared to 19% in 2019  
(2% of 9<sup>th</sup> – 14% of 12<sup>th</sup> graders)



## Impact of Covid?

- 61% of 7th-12th students compared to 64% in 2019days
- 76% of MS compared to 82% in 2019
- 55% of HS students compared to 49% in 2019  
(64% of 9<sup>th</sup> – 48% of 12<sup>th</sup> graders)





## Improvement or Impact of Covid?

- **6%** of 7<sup>th</sup>-12<sup>th</sup> grade students compared to 9% vaped nicotine and 10% vaped marijuana in 2019 (supplemental survey)
- **3%** of MS students compared to 2.2% vaped nicotine and 1.5% THC in 2019 (supplemental survey)
- **7%** of HS students compared to 16% vaped nicotine and 16% vaped THC/marijuana in 2019 (supplemental survey)



## Improvement or Impact of Covid?

- **81%** of 7<sup>th</sup>-12<sup>th</sup> grade students consider vaping (tobacco, nicotine, marijuana) as a risky behavior.
- **69%** in 2019 viewed vaping nicotine as a moderate or great risk (supplemental survey) .



## Ever used any of the substances:

2021 Supplemental Survey: EVER USED	MS	HS	ALL
Alcohol (beer, wine, vodka)	20.1%	24.4%	23.4%
Marijuana/THC/edibles/cannabis/weed	2.2%	10.5%	8.0%
Prescription drugs (not your own)	4.0%	0.8%	1.7%
Vaping device/e-cig/JUUL/BLU	5.3%	9.0%	7.8%

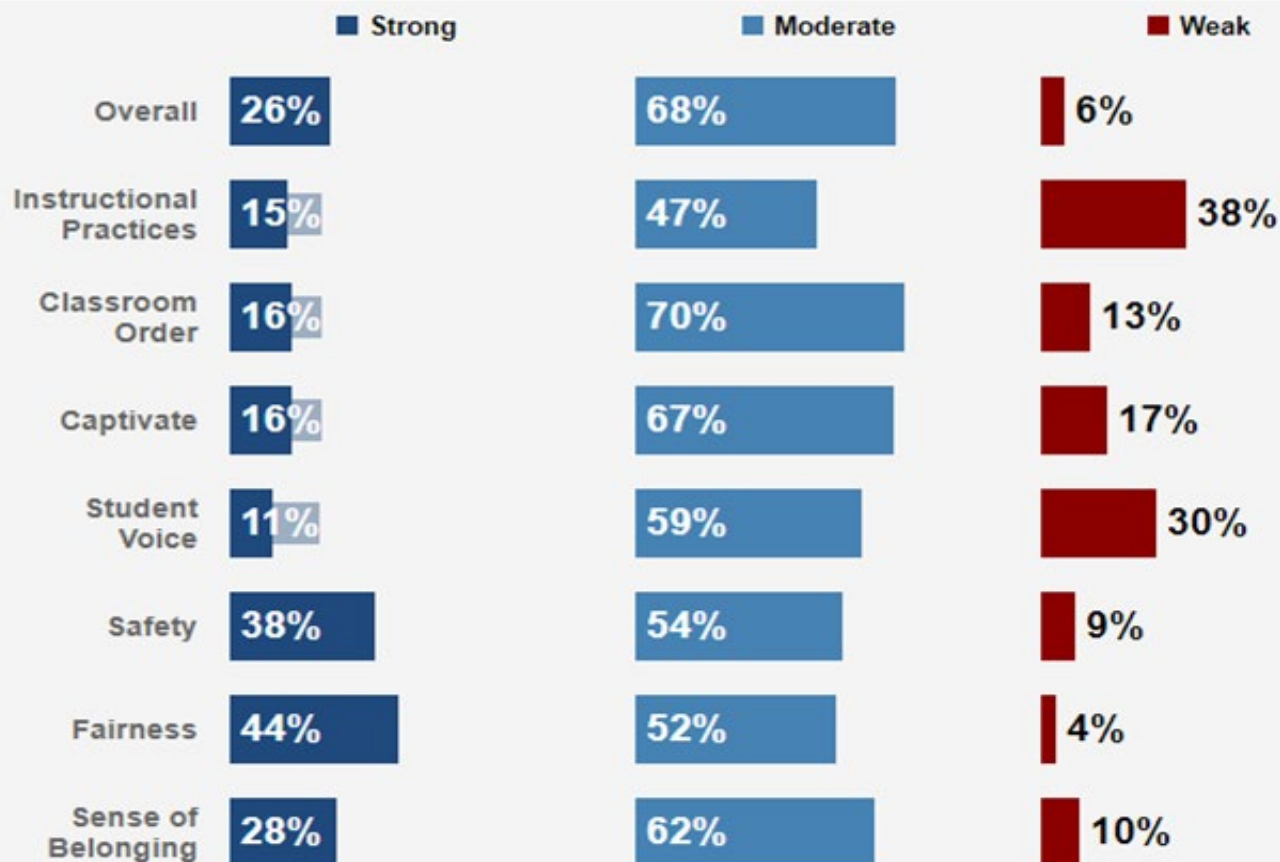


## Student Perceptions of Parent and Peer Disapproval of Alcohol, Marijuana and Vaping

- **Almost all** students report that their parents disapprove of *drinking* (93%) or *vaping* (97%) -- **slightly fewer** report their parents disapprove of *marijuana* use (92% - but only **86%** by senior year).
- Overall, **most** students report that their peers disapprove of substance use (**78%** disapprove of alcohol, **76%** of vaping, but only **71%** of marijuana).
- By senior year, there is a significant decrease in perception of peer disapproval of substance use:
  - **66%** for alcohol, **63%** for vaping, and only **47%** for marijuana

# School Climate Module

Youth generally reported experiencing **moderate** levels of School Climate.



# Current Events: COVID-19 Module

## Stress

How stressful has the COVID-19 pandemic been for you?



## Engagement Coping

I take steps to solve problems that have happened because of the COVID-19 pandemic



I reach out to other people about how I am feeling about the COVID-19 pandemic



I try to think about what I can learn from the COVID-19 pandemic



I accept that the COVID-19 pandemic has happened and that it cannot be changed



Never Some of the time Most of the time All of the time

## Disengagement Coping

I pretend that the COVID-19 pandemic has not really happened



I find it difficult to think about anything other than the COVID-19 pandemic



I try not to think about the COVID-19 pandemic



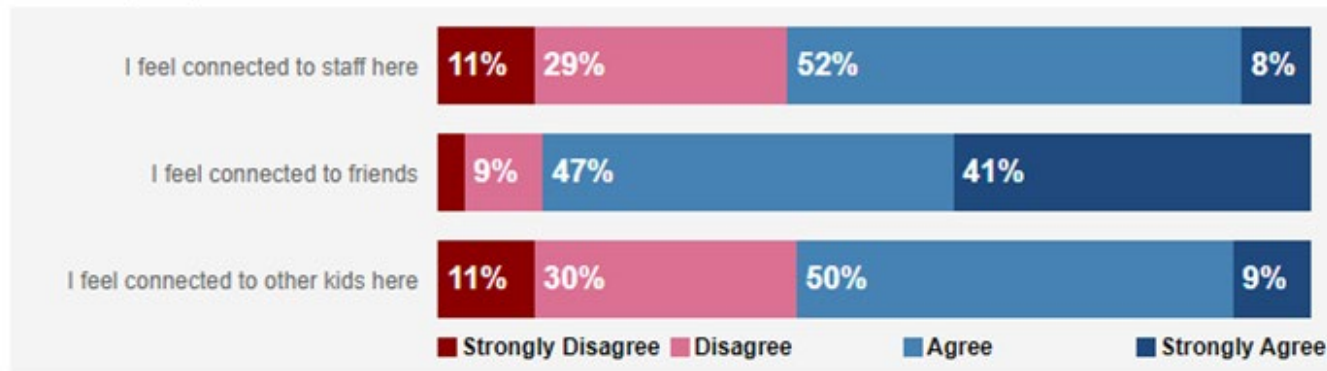
I try to take my mind off of the COVID-19 pandemic by focusing on other activities



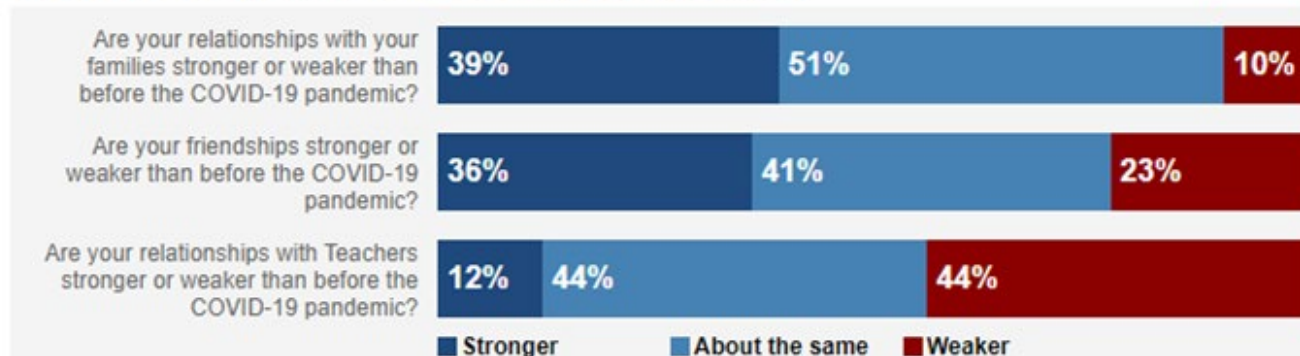
Never Some of the time Most of the time All of the time



## Social (Dis)Connection



## COVID-19 Related Change in Relationship Quality

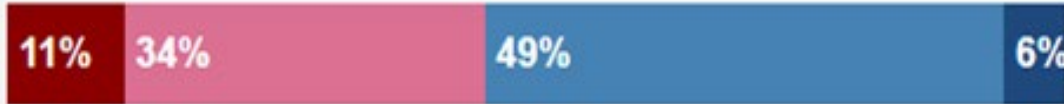


## COVID-19 Specific Social-Emotional Support

My relationship with my Teachers has helped make things feel more normal during the COVID-19 pandemic.



My Teachers have helped me understand, or make sense of, my feelings related to the COVID-19 pandemic.



My Teachers provide a safe space where I can share my feelings and experiences related to the COVID-19 pandemic.



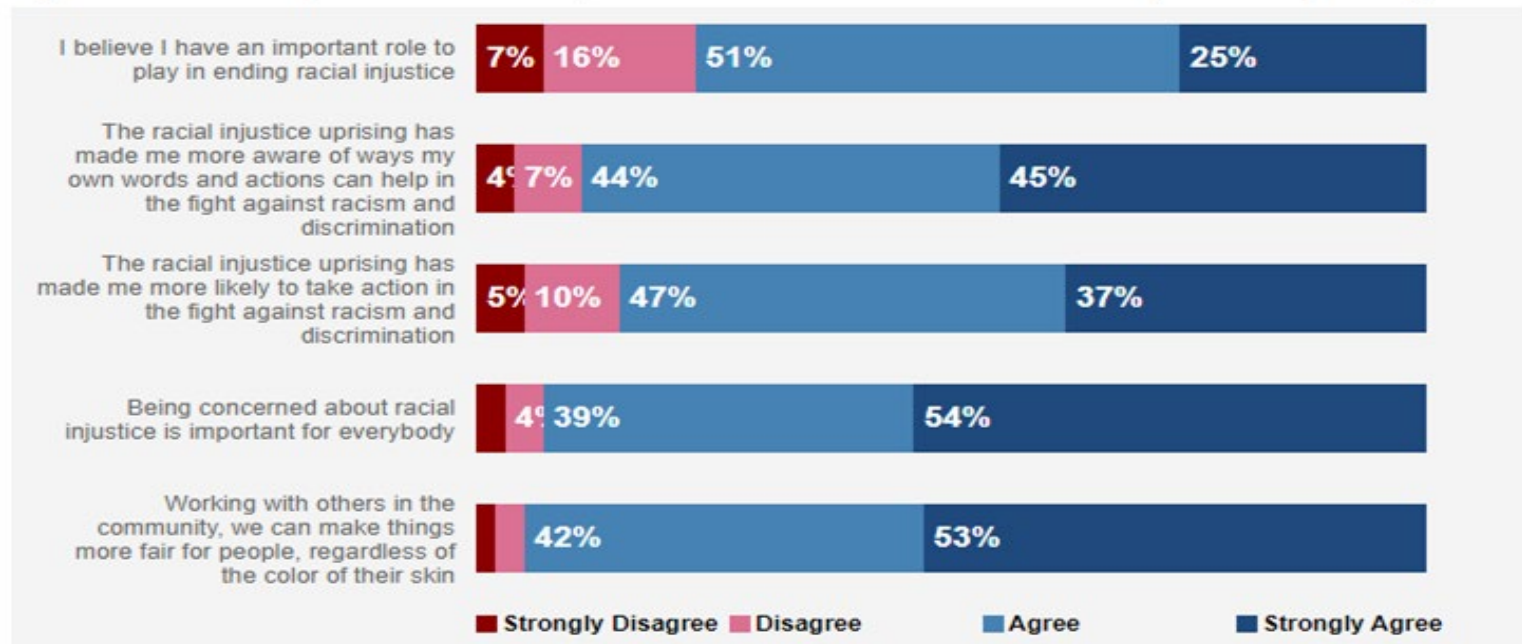
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

# Current Events: Racial Injustice Module

# Racial Injustice Module

The questions in this section ask young people about their role in eliminating injustices against people of color and the efficacy of those beliefs.

**Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the “racial injustice uprising”.**



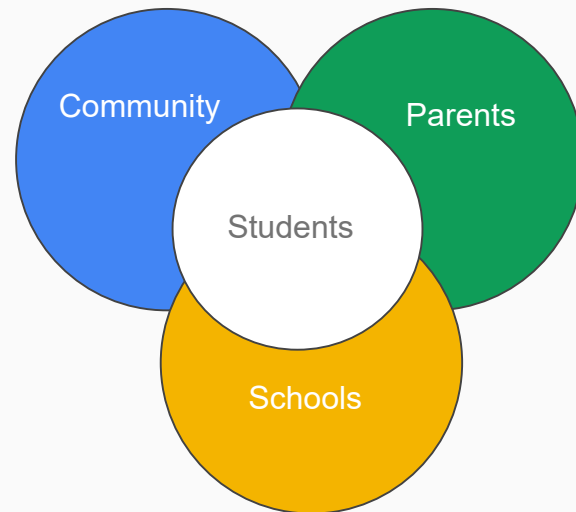
# Next Steps

## Next Steps

Review the data with the school community:

- Administrators and staff
- Students
- Engage a committee of administrators, teachers, and students to develop recommendations and identify action steps for areas of improvement
- Post results on school and district websites
- Provide follow-up training

Review data with community stakeholders



# Questions?

## Developmental Relationships Definitions of Core Terms

### 1. Express Care: Show me that I matter to you.

- Be dependable - Be someone I can trust
- Listen - Really pay attention when we are together
- Believe in me - Make me feel known and valued
- Be warm - Show me that you enjoy being with me
- Encourage - Praise me for my efforts and achievements

### 2. Challenge Growth: Push me to keep getting better

- Expect my best - Expect me to live up to my potential
- Stretch - Push me to go further
- Hold me accountable - Insist that I take responsibility for my own actions
- Reflect on failures - Help me learn from mistakes and setbacks

### 3. Provide Support: Help me complete tasks and achieve goals

- Navigate - Guide me through hard situations and systems
- Empower – Build my confidence to take charge of my life
- Advocate – Stand up for me when I need it
- Set boundaries – Put in place limits that keep me on track

### 4. Share Power: Treat me with respect and give me a say

- Respect me – Take me seriously and treat me fairly
- Include me – Involve me in decisions that affect me
- Collaborate – Work with me to solve problems and reach goals
- Let me lead – Create opportunities for me to take action and lead

### 5. Expand Possibilities: Connect me with people and places that broaden my world

- Inspire – Inspire me to see possibilities for my future
- Broaden horizons – Expose me to new ideas, experiences, and places
- Connect – Introduce me to people who can help me grow

Blue indicates the five highest scores; Red indicates the five lowest scores



## The Collaborative for Academic, Social and Emotional Learning's (CASEL) 5 Competencies

1. **SELF AWARENESS: The abilities to understand one's own emotions, thoughts, and values, and how they influence behavior across contexts.** This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:
  - Integrating personal and social identities
  - Identifying personal, cultural, and linguistic assets
  - Identifying one's emotions
  - Demonstrating honesty and integrity
  - Linking feelings, values, and thoughts
  - Examining prejudices and biases
  - Experiencing self-efficacy
  - Having a growth mindset
  - Developing interests and a sense of purpose
  
2. **SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.** This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:
  - Managing one's emotions
  - Identifying and using stress-management strategies
  - Exhibiting self-discipline and self-motivation
  - Setting personal and collective goals
  - Using planning and organizational skills
  - Showing the courage to take initiative
  - Demonstrating personal and collective agency
  
3. **SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.** This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:
  - Taking others' perspectives
  - Recognizing strengths in others
  - Demonstrating empathy and compassion
  - Showing concern for the feelings of others
  - Understanding and expressing gratitude
  - Identifying diverse social norms, including unjust ones
  - Recognizing situational demands and opportunities
  - Understanding the influences of organizations/systems on behavior

4. **RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.** This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:
- Communicating effectively
  - Developing positive relationships
  - Demonstrating cultural competency
  - Practicing teamwork and collaborative problem-solving
  - Resolving conflicts constructively
  - Resisting negative social pressure
  - Showing leadership in groups
  - Seeking or offering support and help when needed
  - Standing up for the rights of others
5. **RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.** This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:
- Demonstrating curiosity and open-mindedness
  - Identifying solutions for personal and social problems
  - Learning to make a reasoned judgment after analyzing information, data, facts
  - Anticipating and evaluating the consequences of one's actions
  - Recognizing how critical thinking skills are useful both inside & outside of school
  - Reflecting on one's role to promote personal, family, and community well-being
  - Evaluating personal, interpersonal, community, and institutional impacts

# Developmental Relationships Survey Results for

## Fairfield Public Schools

June 4th, 2021



Prepared by:



*Discovering what kids need to succeed*

# Introduction

This report is based on your young peoples' responses to the Developmental Relationships Survey. The report was prepared by Search Institute, a non-profit organization that partners with schools, youth programs, and other organizations to conduct and apply research that promotes positive youth development and advances equity. Search Institute generates new knowledge through mixed-methods studies and develops and delivers workshops, surveys, and other resources that enable practitioners and parents to understand and act on the science of youth development.

In this report, you will find actionable data on developmental relationships, social and emotional competencies, and equitable practices. We hope that these data will help you make the case that developmental relationships are the lever through which we can advance social and emotional competence and create more equitable environments where all young people are equipped to continue on their paths to thrive.



Search Institute  
3001 Broadway Street Northeast, Suite 310  
Minneapolis, MN 55413  
1-800-888-7828  
[info@searchinstitute.org](mailto:info@searchinstitute.org)  
[www.searchinstitute.org](http://www.searchinstitute.org)

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## What are Developmental Relationships

Over the past decade, Search Institute has conducted a multi-year effort to better understand the role relationships play in positive youth development. This work has led to extensive literature reviews and numerous qualitative and quantitative studies to inform our understanding of the power of relationships young people have with parenting adults, educators, and youth workers (e.g., mentors, program staff, among others). It is through this work that Search Institute has defined these high-quality relationships as “developmental relationships.” Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).






Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

Just as a system of roots supports and nourishes trees as they develop and grow, nurturing relationships with adults provide a foundation for young people’s development by offering them guidance, encouragement, and new opportunities. Cultivating strong roots nourishes young people and supports their development and growth while creating a foundation of stability.



# The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
 <b>Express Care</b> Show me that I matter to you.	<ul style="list-style-type: none"> <li>• Be dependable</li> <li>• Listen</li> <li>• Believe in me</li> <li>• Be warm</li> <li>• Encourage</li> </ul>	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
 <b>Challenge Growth</b> Push me to keep getting better.	<ul style="list-style-type: none"> <li>• Expect my best</li> <li>• Stretch</li> <li>• Hold me accountable</li> <li>• Reflect on failures</li> </ul>	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
 <b>Provide Support</b> Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> <li>• Navigate</li> <li>• Empower</li> <li>• Advocate</li> <li>• Set boundaries</li> </ul>	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
 <b>Share Power</b> Treat me with respect and give me a say.	<ul style="list-style-type: none"> <li>• Respect me</li> <li>• Include me</li> <li>• Collaborate</li> <li>• Let me lead</li> </ul>	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
 <b>Expand Possibilities</b> Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> <li>• Inspire</li> <li>• Broaden horizons</li> <li>• Connect</li> </ul>	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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[Download a PDF of the framework](#)

## Description of Your Study & Sample

Search Institute's Developmental Relationships Survey was used for this study. This survey is designed for young people in grades 4 through 12+ and is typically administered online independently or in a group setting. Some young people may choose to use the included audio prompts to assist with comprehension. Standardized administration procedures were provided to staff who administered the survey to enhance the quality of the data.

The specific characteristics of your survey participants are shown in the table and waffle charts on the next two pages. When reviewing demographic data in this report, it is important to note that survey participants self-reported on each of these attributes. As such, it may not entirely align with your own demographic data. Understanding who participated is vital for appropriate interpretation and application. If your sample reflects the population you seek to engage, then you can have more confidence that the results will be broadly applicable. If your sample does not match your target population, you will need to consider these differences when interpreting the findings.

This report will only show results for samples of at least 30 young people. This reduces the risk that results on particular young people will be singled out and discussed, particularly in public settings. In addition, results from very small samples of young people should not be applied more broadly, nor should assumptions be made that their perspectives are generalizable or transferrable to larger groups. Their results may be true for them, but there may not be enough young people in the sample to account for measurement and sampling errors.

### Discussion Questions

- ① What worked with the survey administration? What challenges were present? How can we avoid these problems going forward?
- ① How did youth respond to being asked to complete the survey? Were staff and young people sufficiently aware of the survey's purpose?
- ① In what ways does the sample in your survey reflect (or not reflect) the young people you seek to hear from as you develop your priorities and action plans?
- ① What characteristics of the survey sample make it particularly valuable? (For example, perhaps there is a subgroup included that you haven't heard from before. Or perhaps it includes young people who participate regularly but don't always speak up.)
- ① If your study does not include all the perspectives of young people you would want to include, how might you engage those additional voices moving forward? (This might include asking them to be part of the study interpretation and planning process.)



# Demographics Tables

## Youth Demographics Sample Size

**Total** **1,321**

### Age

<10	0
10	1
11	3
12	84
13	176
14	251
15	283
16	265
17	182
18	70
19+	1

### Grade

Not enrolled	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	155
Grade 8	175
Grade 9	314
Grade 10	271
Grade 11	254
Grade 12	152
Post-secondary	0

### Gender

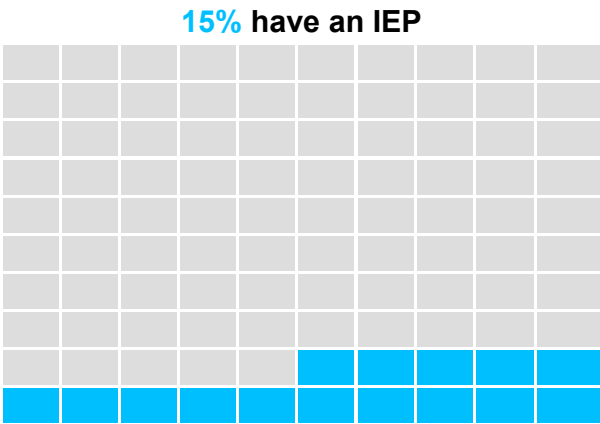
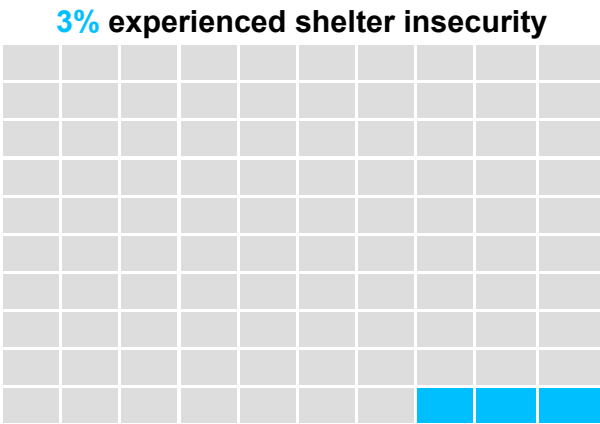
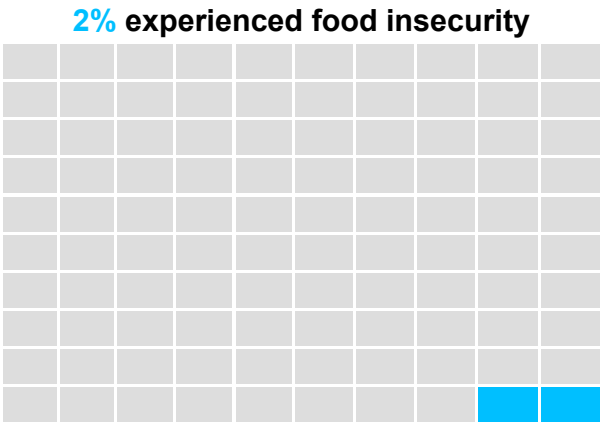
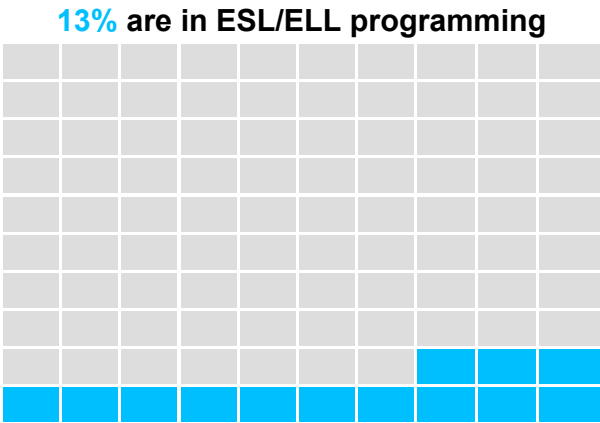
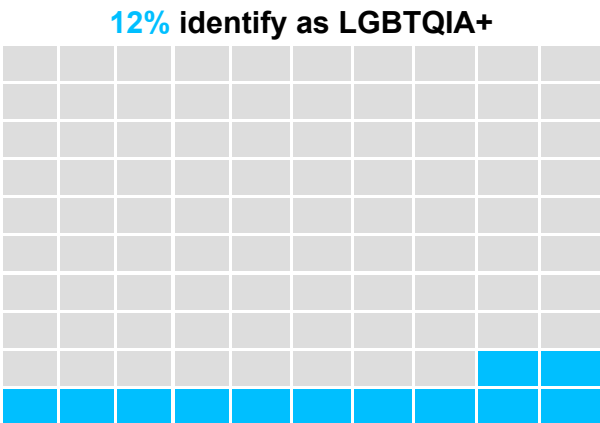
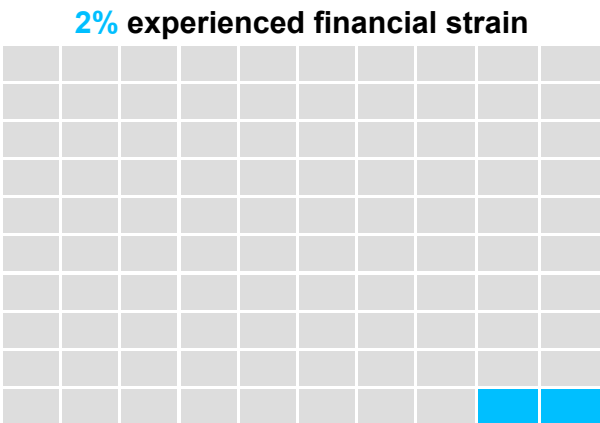
Girl	628
Boy	650
Other	29

### Race

Asian/Pacific Islander	71
Black	21
Hispanic/Latinx	80
Native American	2
White	962
Other	21
Multiracial	141

# Demographics Charts

The following waffle charts contain additional descriptive information about your young people who participated in the survey.



## How to Read the Report & Interpret Results

This report offers unique information on your young people and their experiences with your organization. It emphasizes the relationships and equitable practices that are essential for young people to develop the social and emotional competencies critical for success in life. These data are meant to guide schools and youth-serving organizations to put in place research-informed strategies to boost their intentional practices in building developmental relationships.

This report provides information from several angles. We recommend you review your results in several stages that allow you to both see the broad context and focus on specific issues, needs, gaps, or priorities. As you do this, consider the following:

1. Examine the broadest findings, such as the overall scores for each category of developmental relationships and social and emotional competencies. This high-level review will give you an overall sense of what is happening with your young people. Note any clear patterns, surprises, or questions you see.
2. Pay attention to both averages and distribution. The report shows both average scores, which gives you a sense of your young people overall, and the “distribution” of scores, which shows the percentages of young people who scored low and high in each area. These different groups are referred to as “Weak,” “Moderate,” and “Strong” within this report.
3. Access the online dashboard to examine the data for subgroups of young people, particularly those that are most relevant to your work. Do you see surprises or meaningful differences that need further exploration?
4. Focus on data in which you and your organization have a particular stake. You may have goals related to specific indicators. Reflect on how they either align with or offer a counterpoint to the general patterns you noticed earlier.

These data are best examined in conversation with multiple stakeholders, including young people, staff, parenting adults, positional leaders, and others—all of whom will bring different perspectives to the interpretation. If you do not already have a diverse guiding team for your planning process, convene one or more groups to work together to internalize, interpret, and then use the data for change. This process will build shared understanding and commitment to actions you ultimately take based on the findings.

You will note that this report does not have “norm” data to which to make comparisons. Though it can be interesting to compare your own results to others, Search Institute’s experience in working with schools and other organizations is that it can be distracting or counterproductive. Your population can be quite different from those on which national norms are based, making it difficult to interpret differences. Furthermore, the most important context is your local context, your shared priorities, and the gaps between your current realities and your targets for growth. In other words, the most relevant comparison is to your hopes, aspirations, and goals for your young people. Thus, we encourage emphasizing the local context as a comparison point, rather than focusing on comparing your data to other organizations.

It is important to remember that these survey data represent just one source of information. No single source of information—no matter how valid—can tell the whole story about how your young people are doing. For those reasons, among others, these data should not be used for accountability purposes. It is important to review these data (like all information and data) critically and in context of other information, experience, and research. If it reinforces other data points, you can have more confidence in it. If it contradicts other findings or perspectives, dig deeper to understand the reason for the differences.

As you look at the detailed tables of data, it can be tempting to over-interpret small differences between groups of young people. A difference between scores that may look meaningful, might not reach a level of statistical significance. That is, small differences may be due to measurement error. Small differences are less likely to be significant with smaller samples.

With these general guidelines in mind, we believe you will find important results, patterns, and insights in this report that offer a fresh perspective on how young people are experiencing the essential relationships and equitable practices that matter to their success.

This report is structured into three core sections: Developmental Relationships, Social and Emotional Competencies, and Equitable Practices. Additional sections may be present depending on your organization's customizations.

### **How are average scores calculated?**

Each survey item has four response choices, scored on a scale from 1-4. Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula  $((x-1)*100)/3$  to assist with interpretation.

### **How are responses distributed?**

Scores are shown in three levels. These three levels are: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.66 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). From this, you may identify areas where young people are either particularly high or low, which may not always be evident from the average score. In our pilot studies, young people who reported having higher developmental relationship scores typically had better youth development outcomes.

### **As you make meaning of the data, follow a reflective process with the following questions:**

- ① What stands out? We recommend that you start by naming objective stats (e.g. Express Care was our strongest element with a score of 80).
- ② What encourages you? What discourages you?
- ③ What surprises you? What is not clear?
- ④ What is the importance of this?
- ⑤ What may have led to this result?
- ⑥ What action ideas come to mind? Note that actions may come in different forms (e.g. things we should do more often or less often; things that should be kept the same; making something more widely available or systematic).

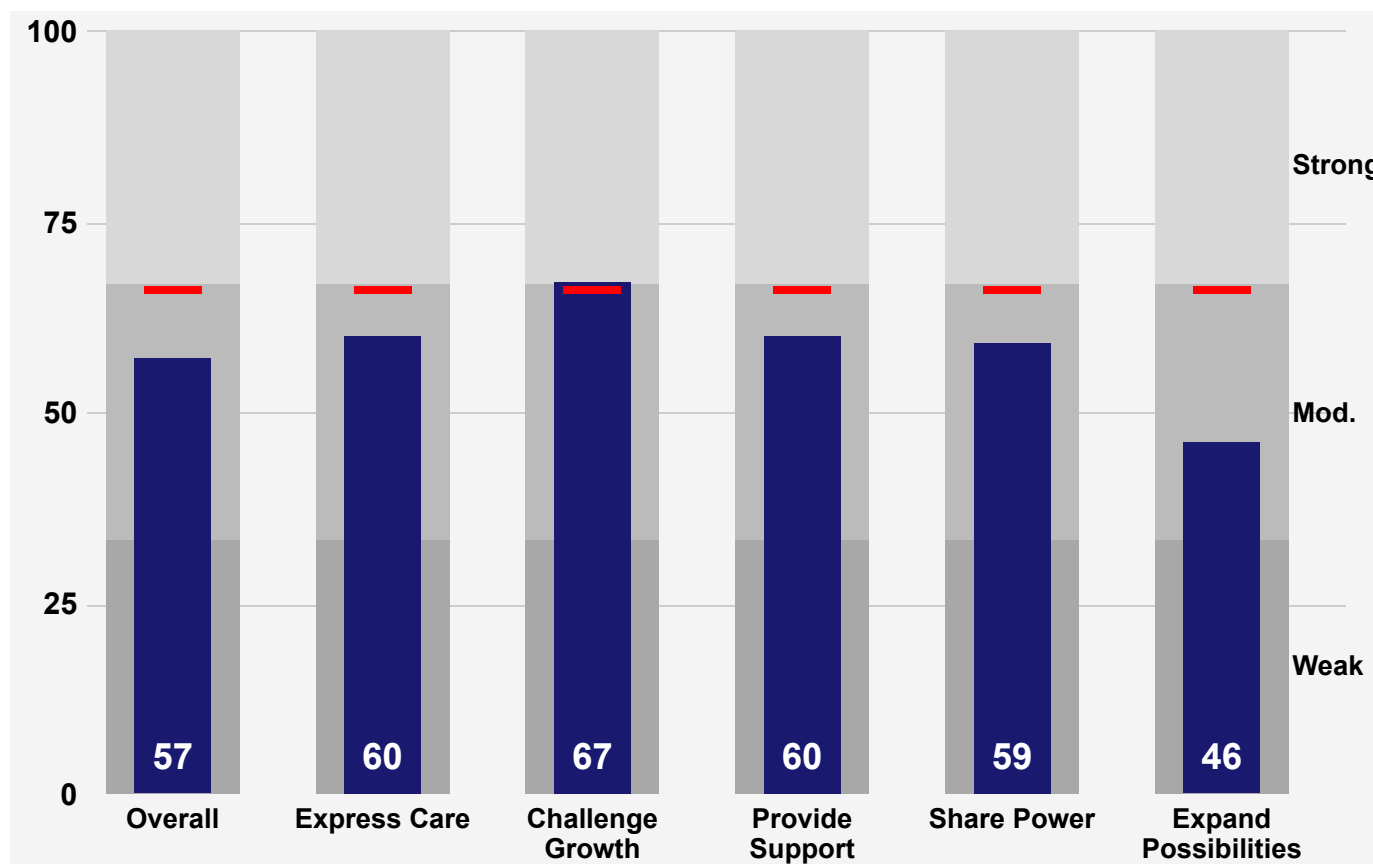
## Core Measure 1: Developmental Relationships

Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).

Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute's research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

In this chapter, we will explore young people's experiences of developmental relationships and the five elements with the adults at Fairfield Public Schools.

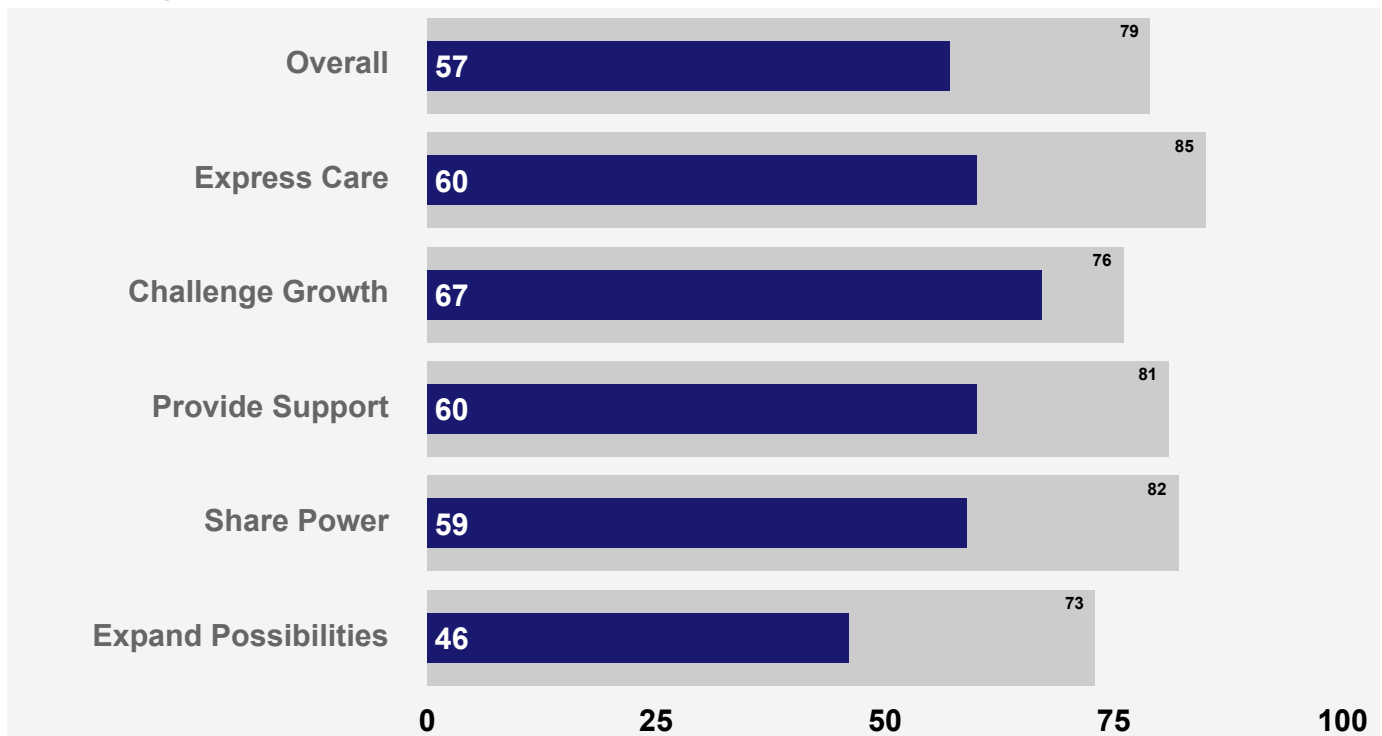
Youth generally reported experiencing **moderate** developmental relationships overall.



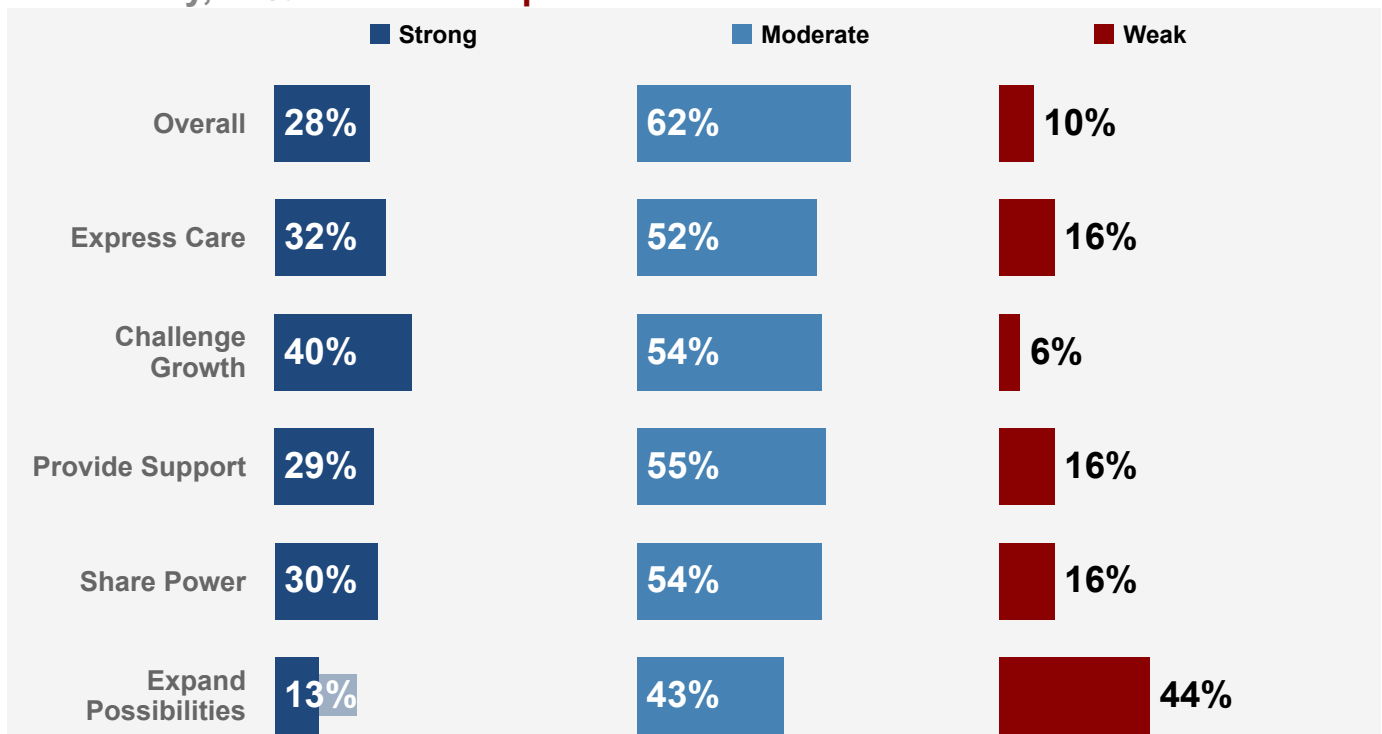
**Note:** The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

Youth **reported a gap in their relational experiences** versus how adults described their own relational actions during the survey pilot.

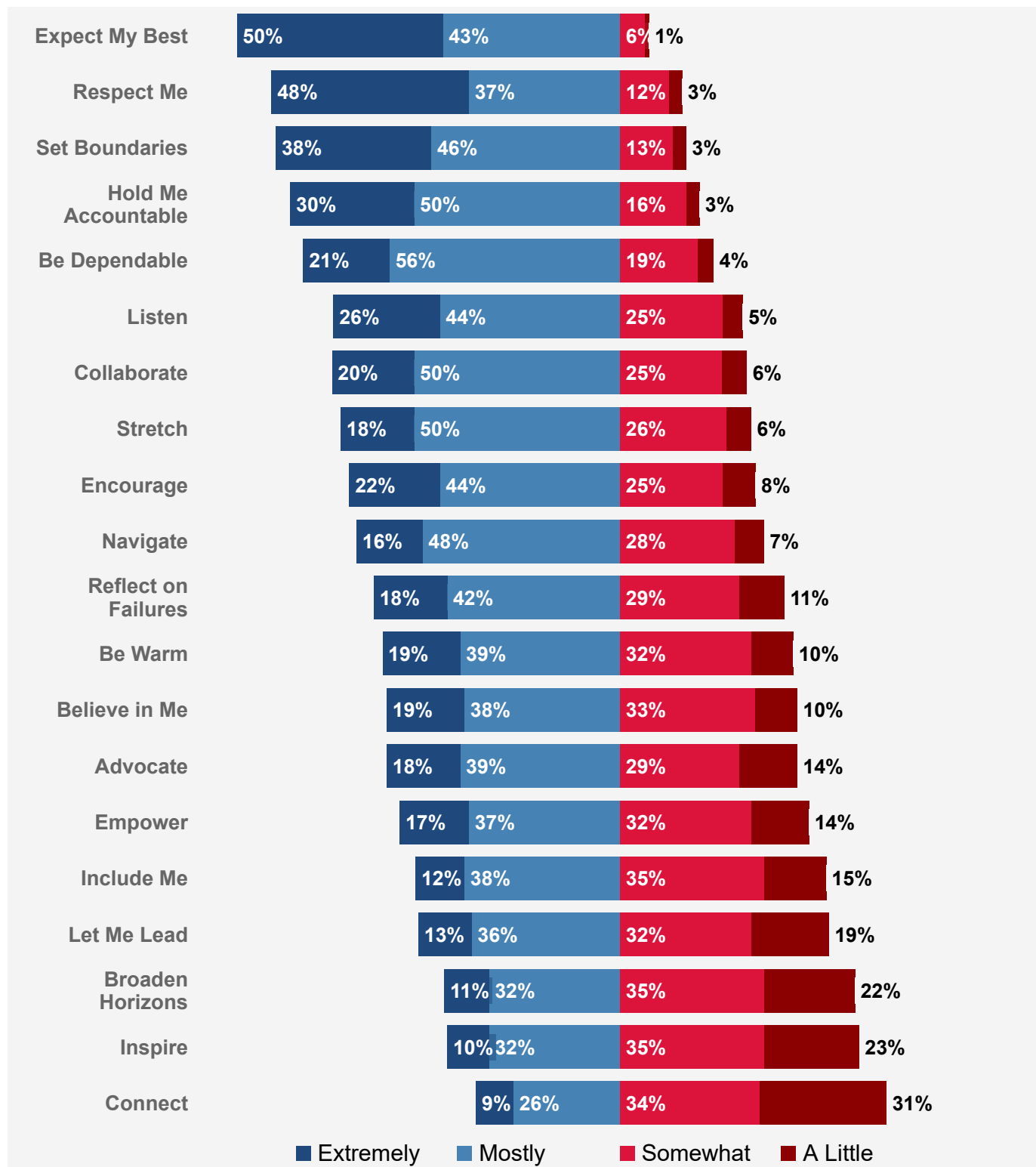
■ Adults in Pilot Survey  
■ Your Youth



Overall, **28% of youth had strong experiences** of developmental relationships. Conversely, **10% had weak experiences**.

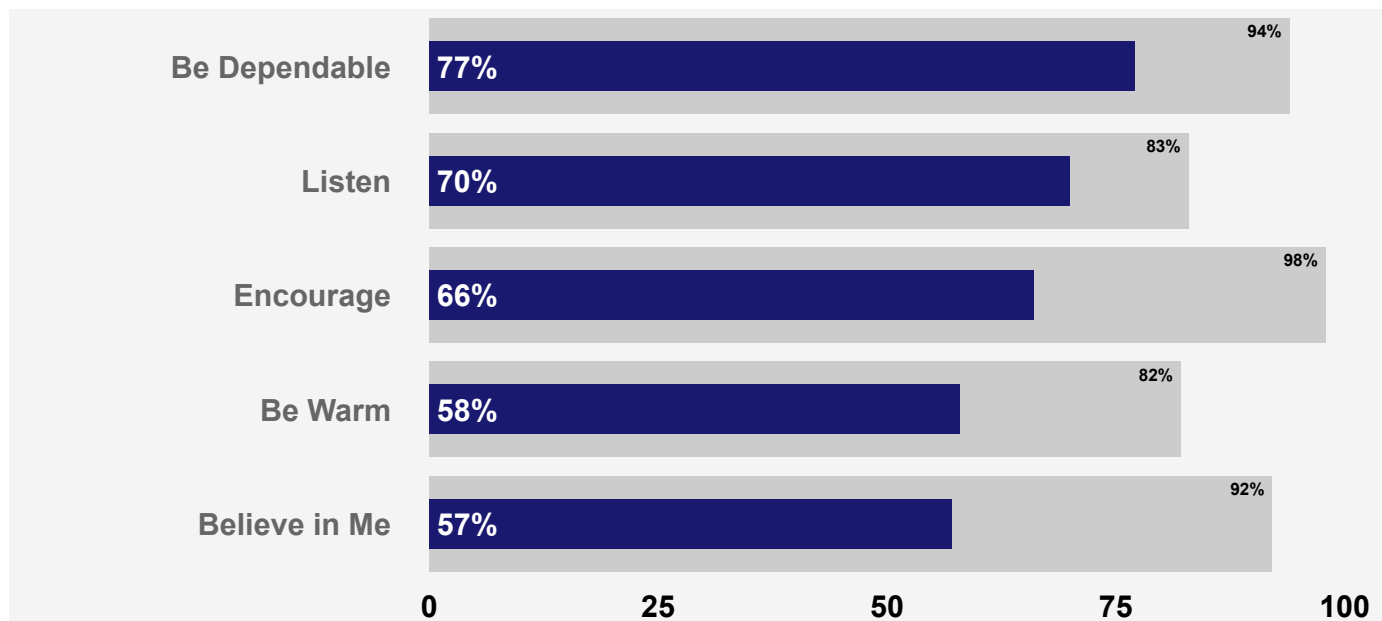


## Youth reported different experiences of each of the 20 actions in the Developmental Relationships Framework.



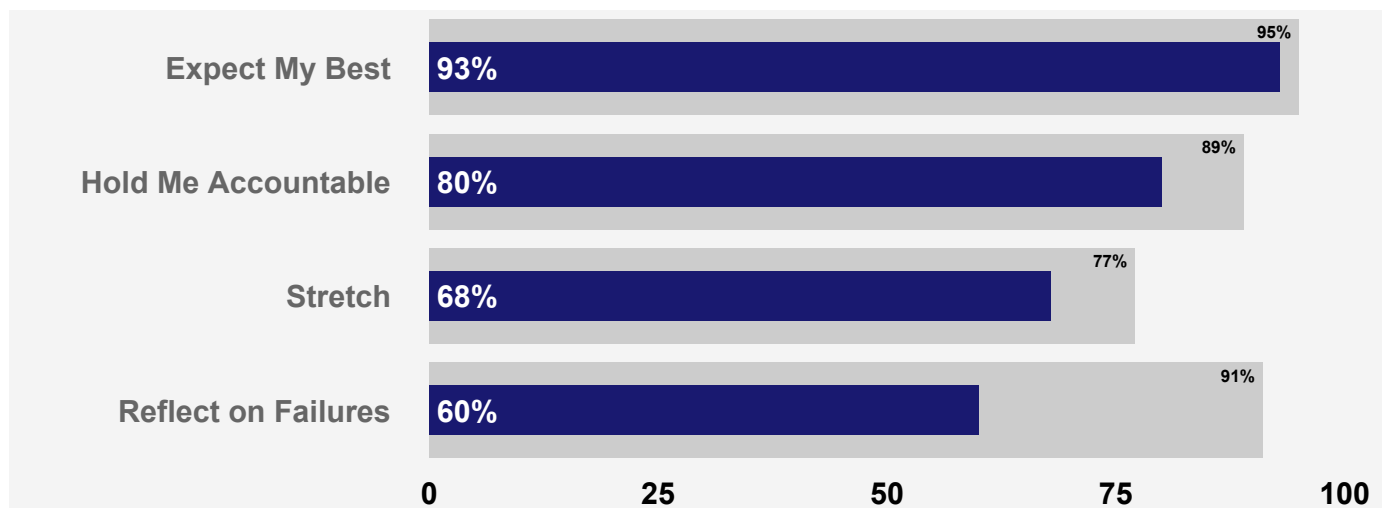
Youth reported a gap in moderate/strong Express Care actions vs how adults described their actions during the survey pilot.

■ Adults in Pilot Survey  
■ Your Youth



Youth reported a gap in moderate/strong Challenge Growth actions vs how pilot survey adults described their actions.

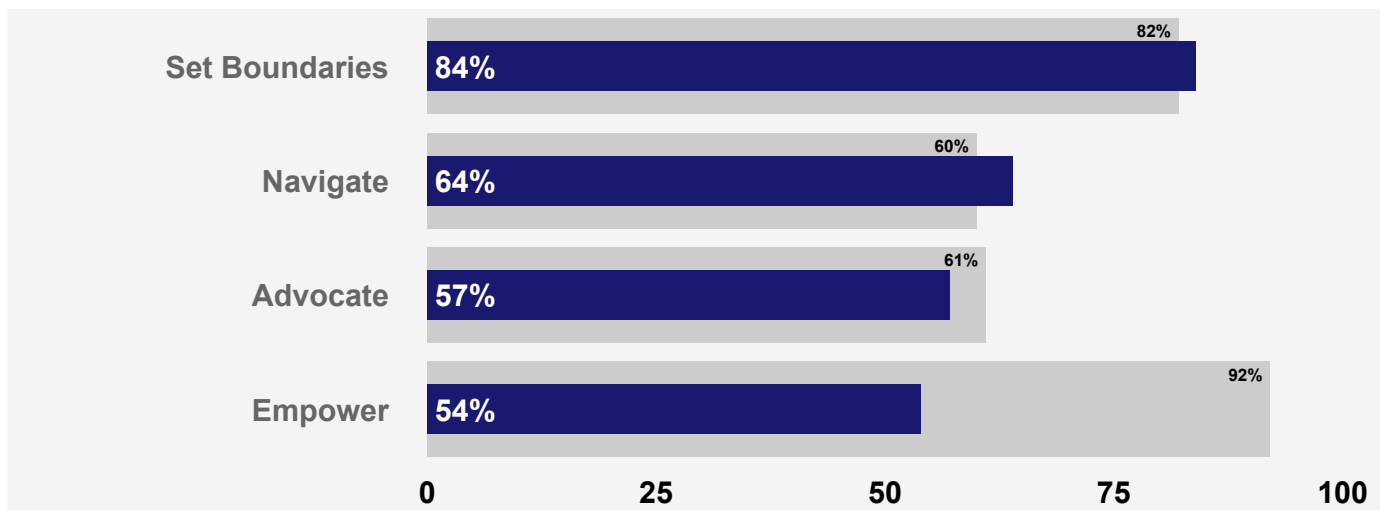
■ Adults in Pilot Survey  
■ Your Youth





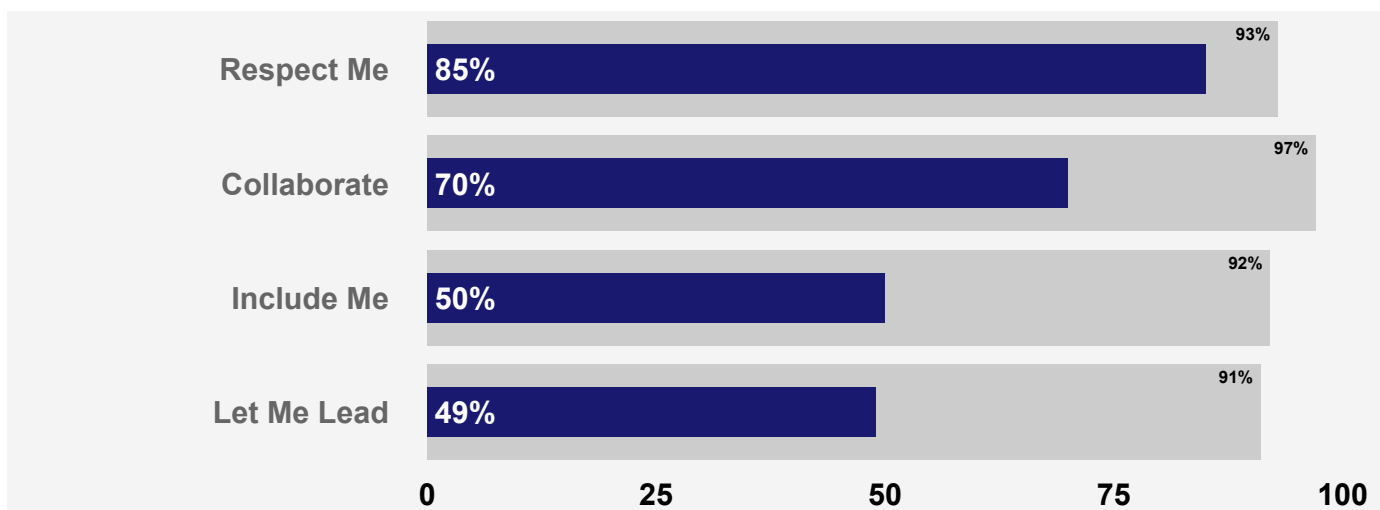
Youth reported a gap in moderate/strong Provide Support actions vs how pilot survey adults described their actions.

■ Adults in Pilot Survey  
■ Your Youth



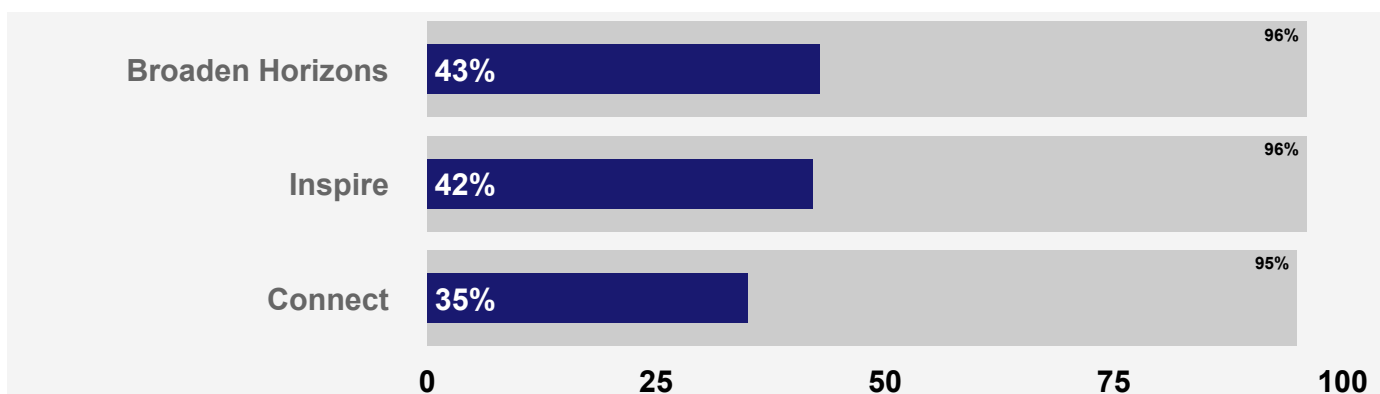
Youth reported a gap in moderate/strong Share Power actions vs how adults described their actions during the survey pilot.

■ Adults in Pilot Survey  
■ Your Youth



Youth reported a gap in moderate/strong Expand Possibilities actions vs how pilot survey adults described their actions.

■ Adults in Pilot Survey  
■ Your Youth

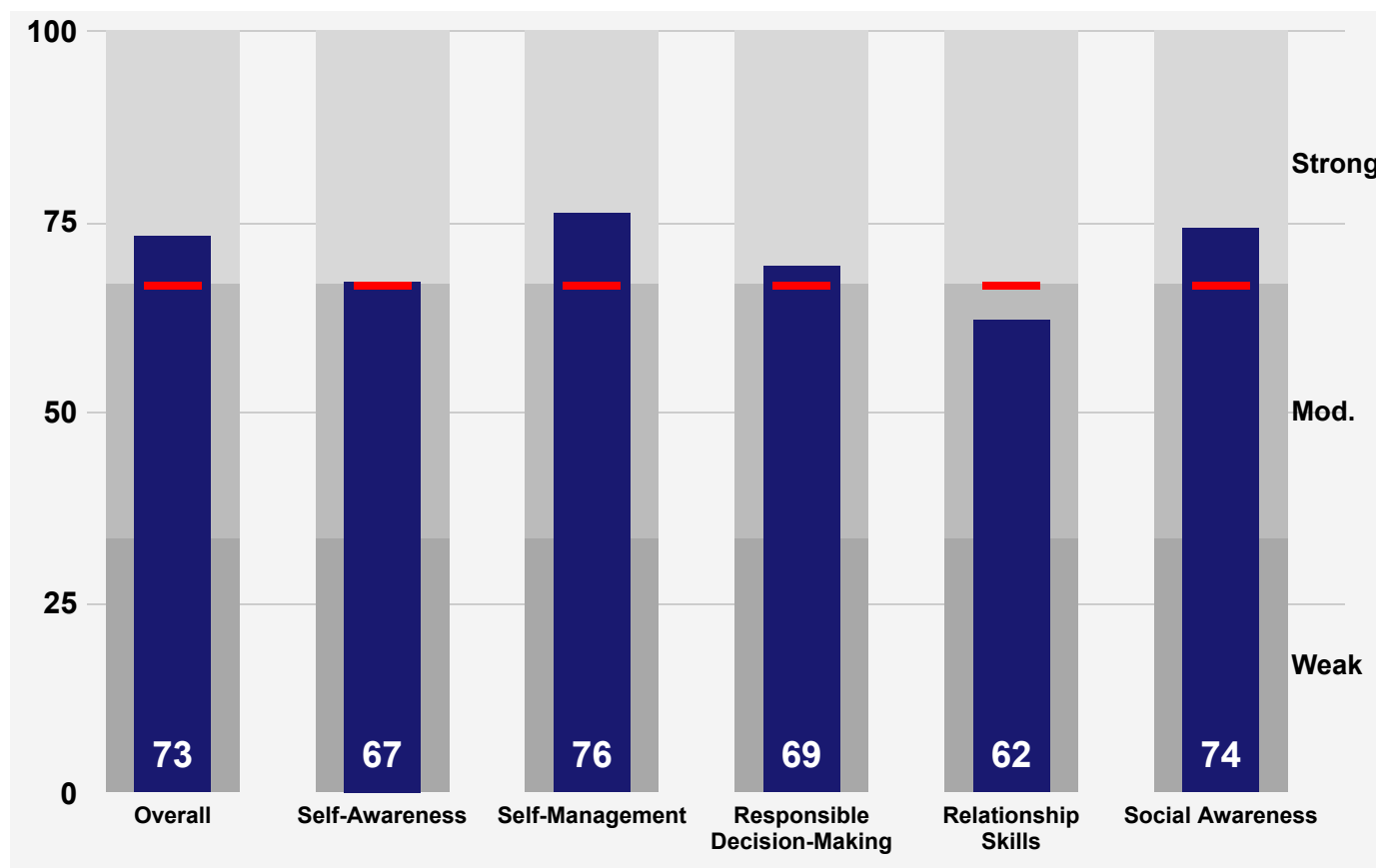


## Core Measure 2: Social and Emotional Competencies

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). Their framework<sup>1</sup> includes five competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness.

In this chapter, we will explore young people's social and emotional competence. This section is customizable, and your organization chose the following option: An overall score for Social and Emotional Competencies along with scores for each individual competency.

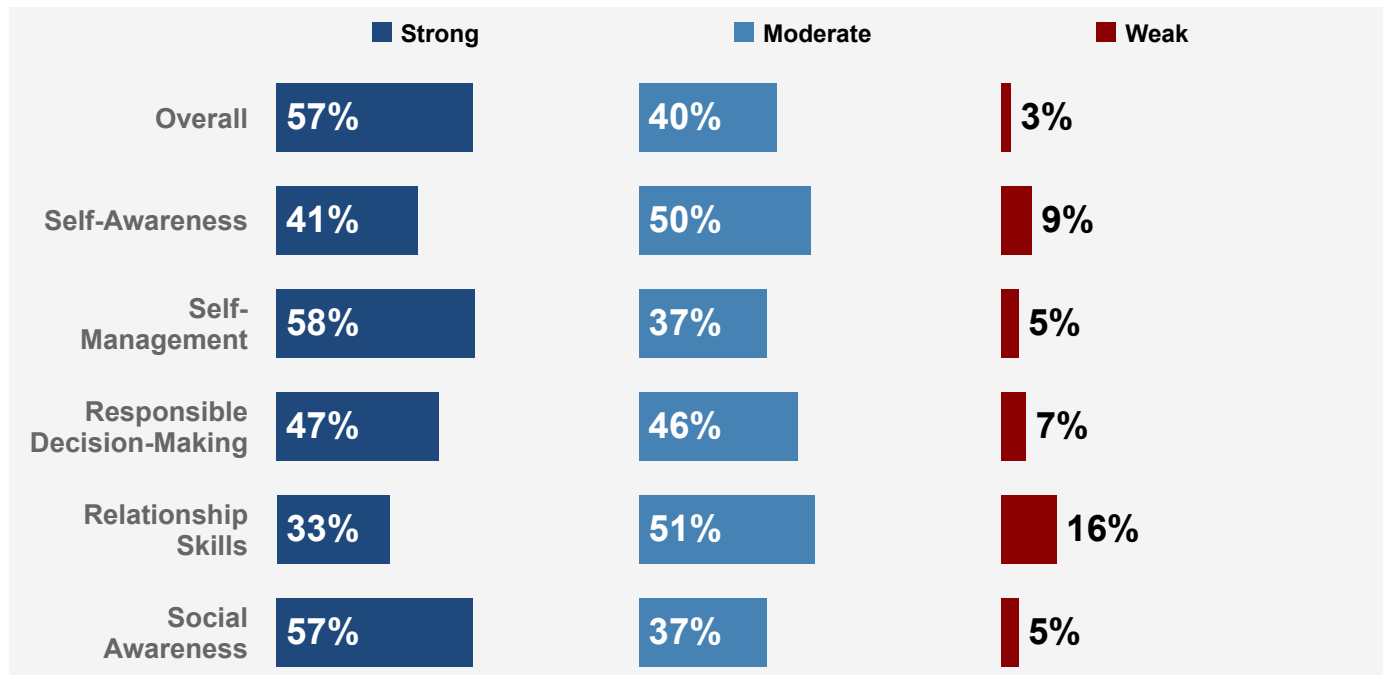
Overall, youth reported **strong** levels of social and emotional competence.



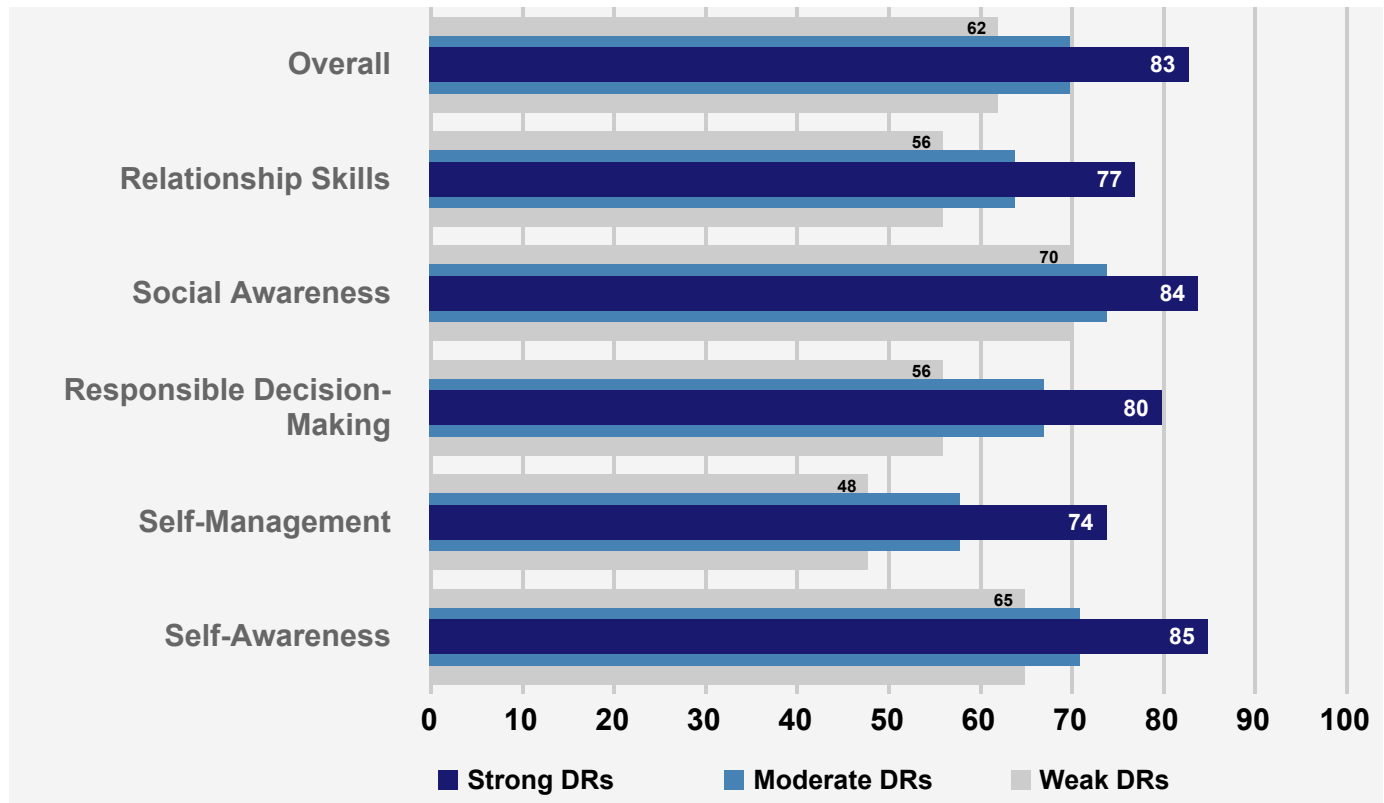
**Note:** The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

<sup>1</sup> ©CASEL 2017. The five social and emotional learning (SEL) competencies were developed and defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). For more information, visit <https://casel.org/core-competencies/>

Overall, **57%** of youth reported **strong** social and emotional competence. Conversely, **3%** reported **weak** social and emotional competence.



Overall, youth who experienced **stronger levels of developmental relationships** had **stronger social and emotional competence** scores.

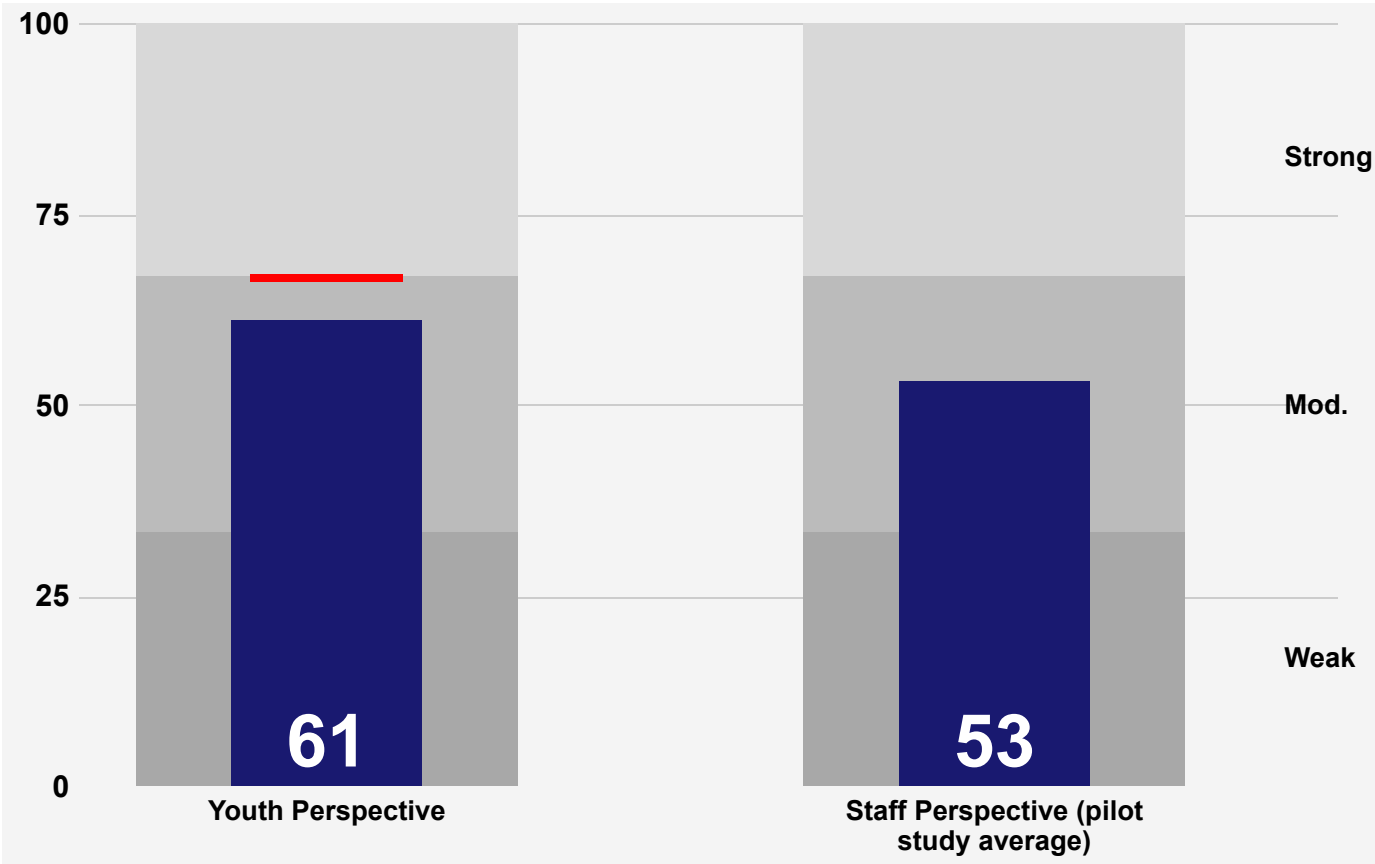


# Core Measure 3: Equitable Practices

Whether young people experience their school and program culture as welcoming and inclusive has a direct impact on their experience, and the positive (or negative) repercussions of the experience. The measures in this survey examine how young people experience diversity, equity, and inclusion (DEI) in their schools, OST, and student support programs.

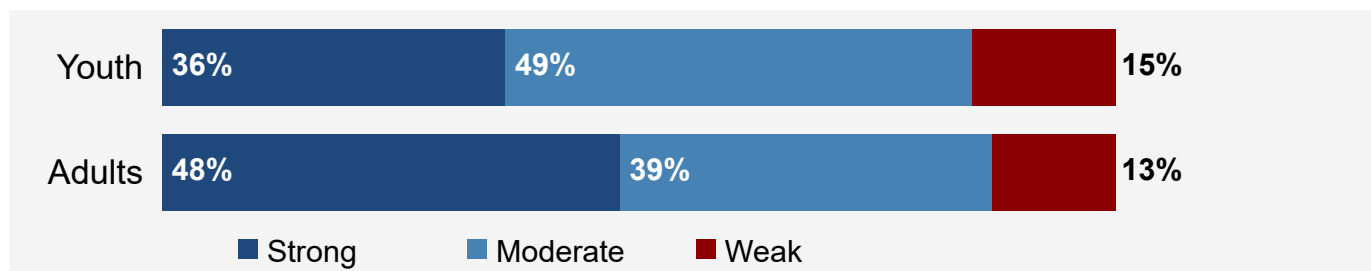
In this chapter, we will explore young people’s perceptions of diversity, equity, and inclusion. This section is customizable, and your organization chose the following options: A single overall score for your Organization’s Culturally Responsive Environment.

Youth generally reported that the organization had a **moderate** culturally responsive environment.

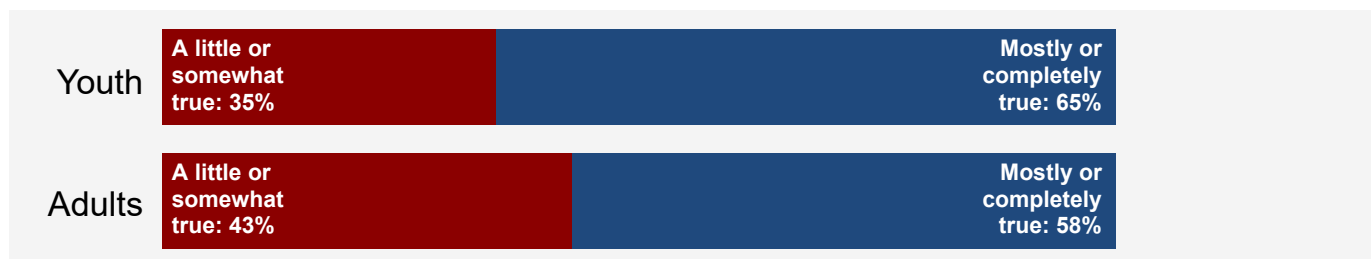


**Note:** The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

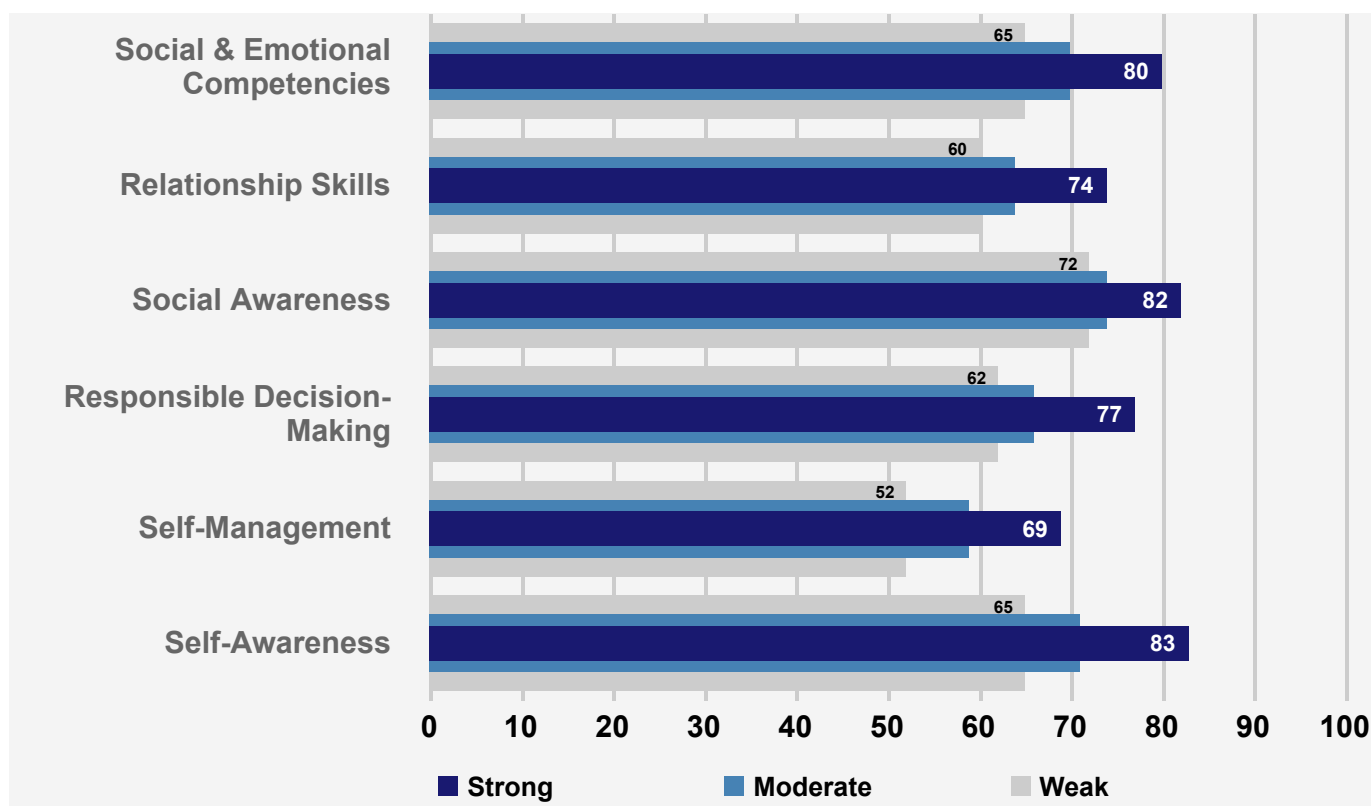
Here is a breakdown of how your youth and pilot study adults viewed their organization's culturally responsive environment:



Here is a breakdown of how your youth and pilot study adults felt when asked whether or not the adults reflect the diversity of the youth:



Youth who reported that the organization had a **strong culturally responsive environment** had **stronger social and emotional competence scores**.



## Additional Measures: Outcomes

In this chapter, we will explore the optional outcome modules that your organization opted to include. This section is customizable, and your organization chose the following options: Drug Free Communities – Four Core Measures.

# Outcomes: DFC Four Core Measures

## Drug-Free Communities – Four Core Measures

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Those who experience low levels of developmental relationships and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, prescription drugs, and marijuana. These data can be used to meet Drug-Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors but also as a basis for strengthening protective factors critical to ensuring that your youth thrive.

The four core measures consist of:

- The percentage of youth who report using alcohol, tobacco, marijuana, or prescription drugs at least once in the 30 days immediately preceding the survey date.
- The percentage of youth who report that their parents feel that substance use is wrong.
- The percentage of youth who report that their friends feel substance use is wrong.
- The percentage of youth who think there is a risk in the use of these substances.

## Past 30-Day Use of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade						
			F	M	7	8	9	10	11	12	
Alcohol	Used alcohol once or more in the past 30 days	15	16	13	8	10	9	13	20	36	
Tobacco	Smoked cigarettes once or more in the past 30 days	1	0	1	1	1	1	1	1	3	
Marijuana	Used marijuana once or more in the past 30 days	5	6	5	1	2	2	5	10	14	
Prescription Drugs	Used prescription drugs once or more in the past 30 days	2	2	2	3	3	0	3	2	3	
Vaping	Vaped tobacco, nicotine, or marijuana once or more in the past 30 days	6	7	5	3	3	4	5	7	14	

## Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade						
			F	M	7	8	9	10	11	12	
Alcohol	Drink regularly	94	94	94	95	98	93	94	94	87	
Tobacco	Smoke tobacco	98	98	98	99	99	98	98	98	96	
Marijuana	Use marijuana	92	92	93	97	95	93	93	89	86	
Prescription Drugs	Used prescription drugs not prescribed to you	97	98	98	97	97	97	97	99	97	
Vaping	Vape tobacco, nicotine, or marijuana	97	97	97	98	98	96	97	97	95	



## Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade					
			F	M	7	8	9	10	11	12
<b>Alcohol</b>	Drink regularly	78	78	79	89	86	77	80	73	66
<b>Tobacco</b>	Smoke tobacco	88	87	88	93	95	88	88	82	82
<b>Marijuana</b>	Use marijuana	71	72	71	89	90	75	73	55	47
<b>Prescription Drugs</b>	Used prescription drugs not prescribed to you	91	91	91	89	91	91	92	90	89
<b>Vaping</b>	Vape tobacco, nicotine, or marijuana	77	74	79	89	87	75	77	70	63

## Youth Perception of Risk of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade					
			F	M	7	8	9	10	11	12
<b>Alcohol</b>	Five or more drinks once or twice a week	79	83	75	75	82	83	81	77	74
<b>Tobacco</b>	One or more packs of cigarettes per day	88	91	84	93	89	90	85	84	85
<b>Marijuana</b>	Use marijuana once or twice a week	61	68	54	77	75	64	57	47	48
<b>Prescription Drugs</b>	Used prescription drugs that are not prescribed to them	91	94	89	90	92	94	89	91	92
<b>Vaping</b>	Vape tobacco, nicotine, or marijuana	81	83	78	90	86	84	79	73	75

## Four Core Measures Data Summary

		Past 30-Day Use					Perception of Risk				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
<b>Total Sample</b>	*% n N	15 191 1275	1.1 14 1276	5.3 68 1272	2.2 28 1274	5.8 74 1276	79.2 1002 1265	87.6 1107 1263	60.6 766 1264	91.3 1149 1259	80.8 1022 1265
<b>Female</b>	*% n N	16.1 98 607	0.5 3 609	5.8 35 608	2 12 609	6.7 41 609	82.6 500 605	90.7 549 605	68.3 413 605	94.4 570 604	83.3 504 605
<b>Male</b>	*% n N	13.4 84 626	1.4 9 625	4.7 29 622	1.8 11 623	4.6 29 625	75 465 620	84.1 520 618	54 334 619	88.9 547 615	78.2 485 620
<b>Not Enrolled</b>	*% n N										
<b>4</b>	*% n N										
<b>5</b>	*% n N										
<b>6</b>	*% n N										
<b>7</b>	*% n N	7.8 12 153	0.7 1 153	0.7 1 153	2.6 4 153	3.3 5 153	74.8 113 151	92.7 140 151	77.5 117 151	90 135 150	90.1 136 151
<b>8</b>	*% n N	9.8 17 173	0.6 1 173	2.3 4 173	2.9 5 173	3.5 6 173	82 141 172	89 153 172	75 129 172	91.9 158 172	86 148 172
<b>9</b>	*% n N	8.9 27 303	0.7 2 304	2 6 302	0.3 1 304	3.6 11 304	82.8 250 302	90.4 273 302	64.1 193 301	93.7 282 301	83.8 253 302
<b>10</b>	*% n N	13.2 34 257	1.2 3 259	5 13 258	3.1 8 257	5.4 14 258	80.9 207 256	85.5 218 255	57 146 256	88.6 226 255	79.3 203 256
<b>11</b>	*% n N	20.1 49 244	1.2 3 242	9.5 23 241	2.5 6 242	7 17 243	77.1 185 240	84.2 202 240	46.7 112 240	90.8 217 239	72.5 174 240
<b>12</b>	*% n N	35.9 52 145	2.8 4 145	14.5 21 145	2.8 4 145	14.5 21 145	73.6 106 144	84.6 121 143	47.9 69 144	92.3 131 142	75 108 144
<b>Post Secondary</b>	*% n N										

### Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

## Four Core Measures Data Summary - Part 2

		Perception of Parental Disapproval					Perception of Peer Disapproval				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
<b>Total Sample</b>	%	93.6	97.9	92.2	97.3	97	78.4	87.7	71.3	90.7	76.6
	n	1190	1238	1169	1232	1223	989	1104	900	1145	963
	N	1271	1265	1268	1266	1261	1262	1259	1262	1262	1258
<b>Female</b>	%	94.4	98	92.3	97.5	97	78.1	87.4	72	91.2	73.8
	n	574	595	561	592	586	471	527	434	550	444
	N	608	607	608	607	604	603	603	603	603	602
<b>Male</b>	%	93.6	97.7	92.9	97.7	97.2	78.8	87.9	71.3	90.6	79.5
	n	581	603	574	603	598	486	540	440	559	488
	N	621	617	618	617	615	617	614	617	617	614
<b>Not Enrolled</b>	%										
	n										
	N										
<b>4</b>	%										
	n										
	N										
<b>5</b>	%										
	n										
	N										
<b>6</b>	%										
	n										
	N										
<b>7</b>	%	95.4	98.7	97.4	96.7	98	88.7	92.8	88.8	89.4	88.8
	n	146	151	149	148	150	134	141	135	135	135
	N	153	153	153	153	153	151	152	152	151	152
<b>8</b>	%	97.7	98.8	94.8	96.5	98.2	86.1	95.4	89.6	90.8	87.1
	n	169	171	164	166	168	149	165	155	157	149
	N	173	173	173	172	171	173	173	173	173	171
<b>9</b>	%	93	97.7	93.4	97.3	96.3	77.2	87.6	74.7	91.3	75.3
	n	280	293	281	292	289	230	261	222	272	222
	N	301	300	301	300	300	298	298	297	298	295
<b>10</b>	%	93.8	98	93	97.3	96.9	80.2	87.8	73.4	92.2	77.4
	n	241	251	238	250	247	206	223	188	237	199
	N	257	256	256	257	255	257	254	256	257	257
<b>11</b>	%	94.2	97.9	88.8	98.8	97.5	73.1	82.4	55.2	90.4	69.7
	n	228	234	213	237	232	174	197	132	216	166
	N	242	239	240	240	238	238	239	239	239	238
<b>12</b>	%	86.9	95.8	85.5	96.5	95.1	66.2	81.8	46.9	88.9	63.4
	n	126	138	124	139	137	96	117	68	128	92
	N	145	144	145	144	144	145	143	145	144	145
<b>Post Secondary</b>	%										
	n										
	N										

### Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

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## Additional Measures: Contexts

In this chapter, we will explore the optional context modules that your organization opted to include. This section is customizable, and your organization chose the following options: School Climate.

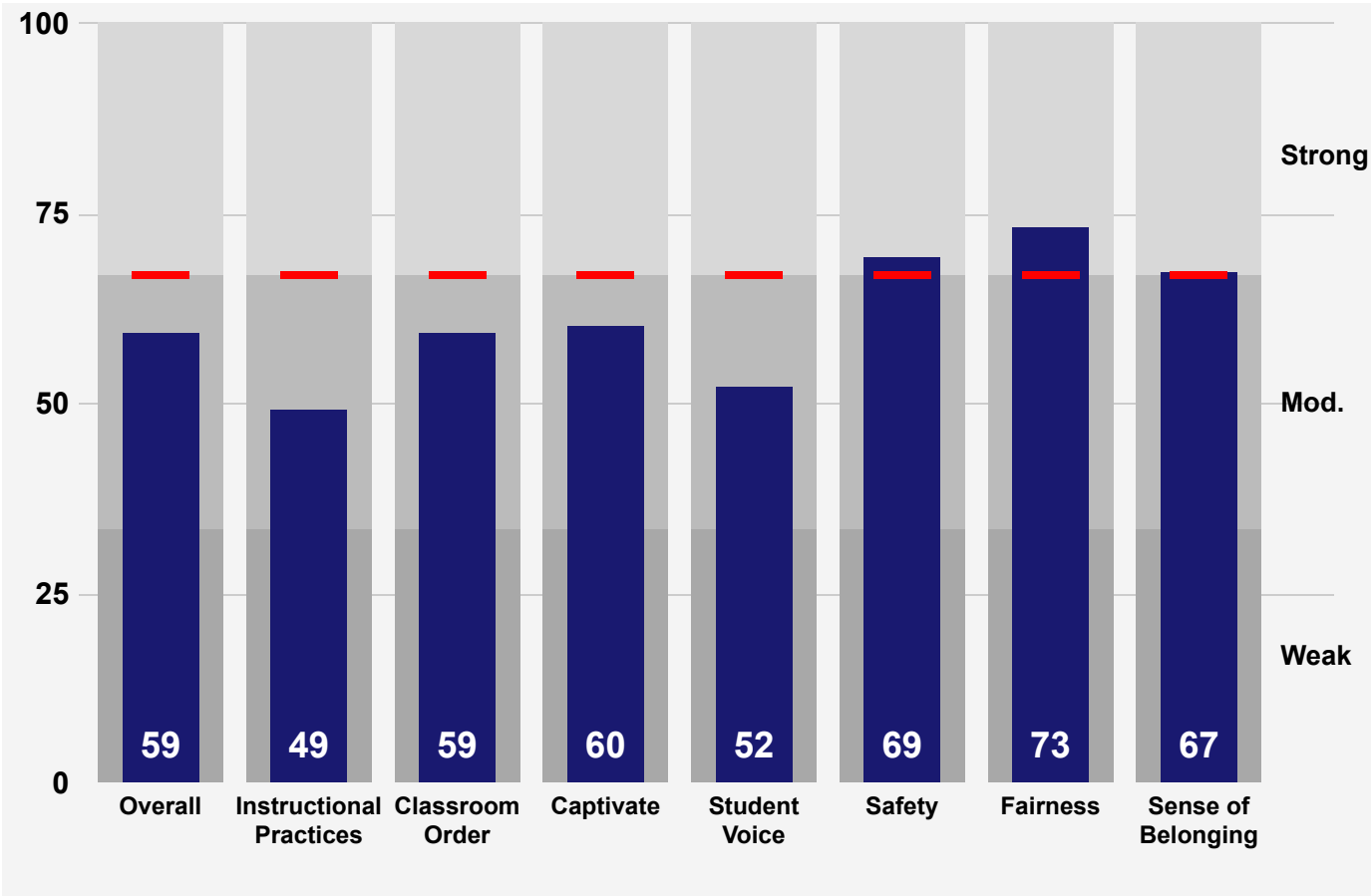
## Context: School Climate

Students who experience a positive school climate or environment are more likely to do well in school, have better mental health, and have lower levels of behavioral issues. The nature and quality of the relationships among students and their perceptions of their learning environment also play a critical role in fostering a positive learning environment for students.

Because of the lasting importance of school in an individual's life, and the clear connections between developmental relationships and the factors that research has shown to affect school climate, Search Institute developed this measure to help schools analyze more thoroughly the perceptions of their students about their school's environment.

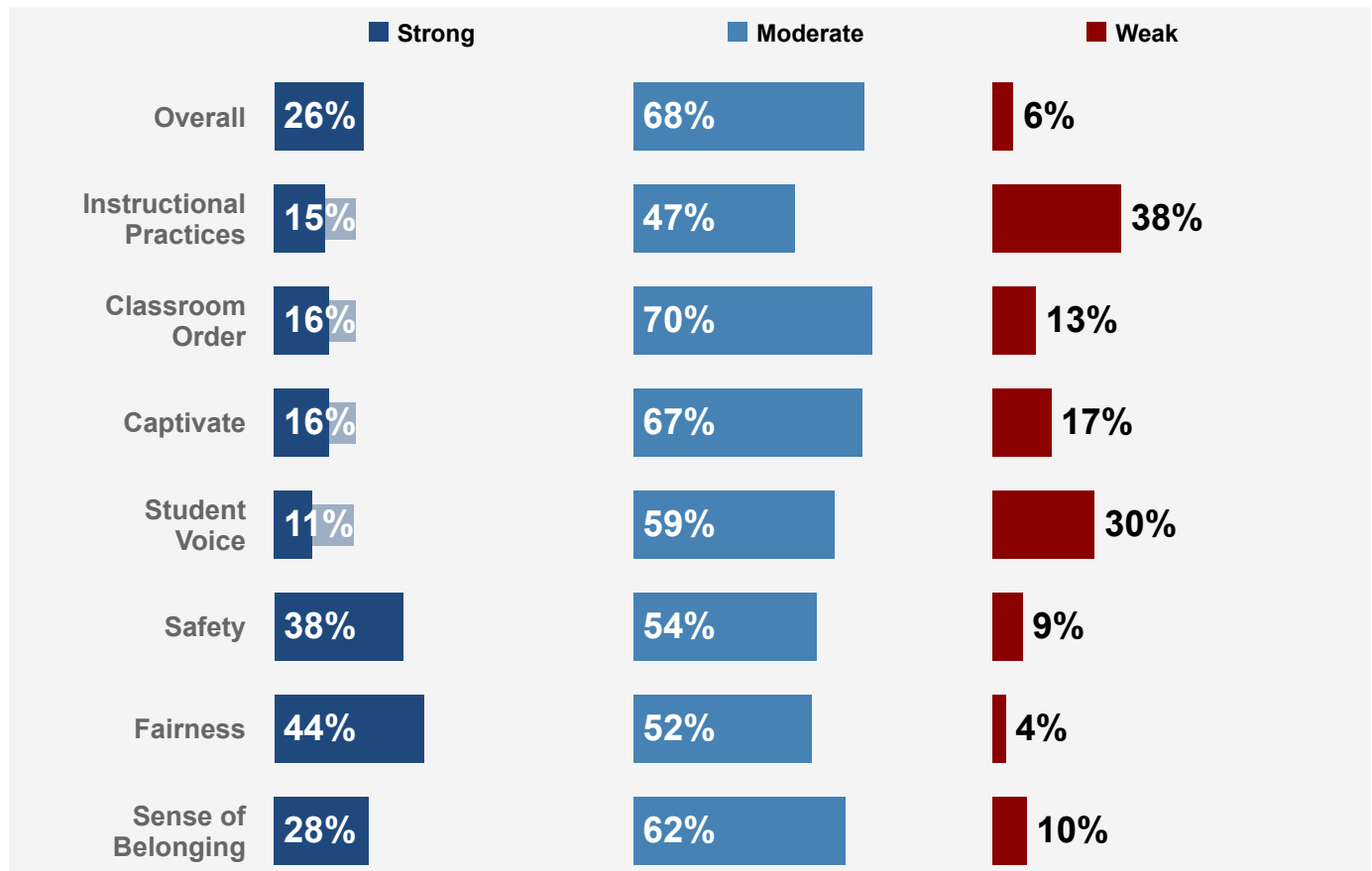
Schools that meet students' academic and developmental needs have been described by the National Research Council as being like well-functioning families. Structural innovations often set the stage for adult staff members and students to develop strong relationships. These structural innovations do not, however, automatically translate into day-to-day practices that build and sustain academic engagement and motivation to learn. Staff and students need support in developing relationships that contribute to the positive learning climate of a school.

Youth generally reported experiencing **moderate** levels of School Climate.



**Note:** The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

## How young people reported their school climate within the three categories of strong, moderate, and weak.



## Additional Measures: Current Events

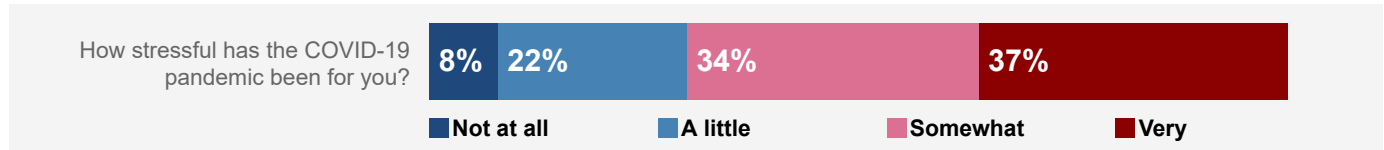
In this chapter, we will explore the optional current events modules that your organization opted to include. This section is customizable, and your organization chose the following options: COVID-19 Module and Racial Injustice Module.



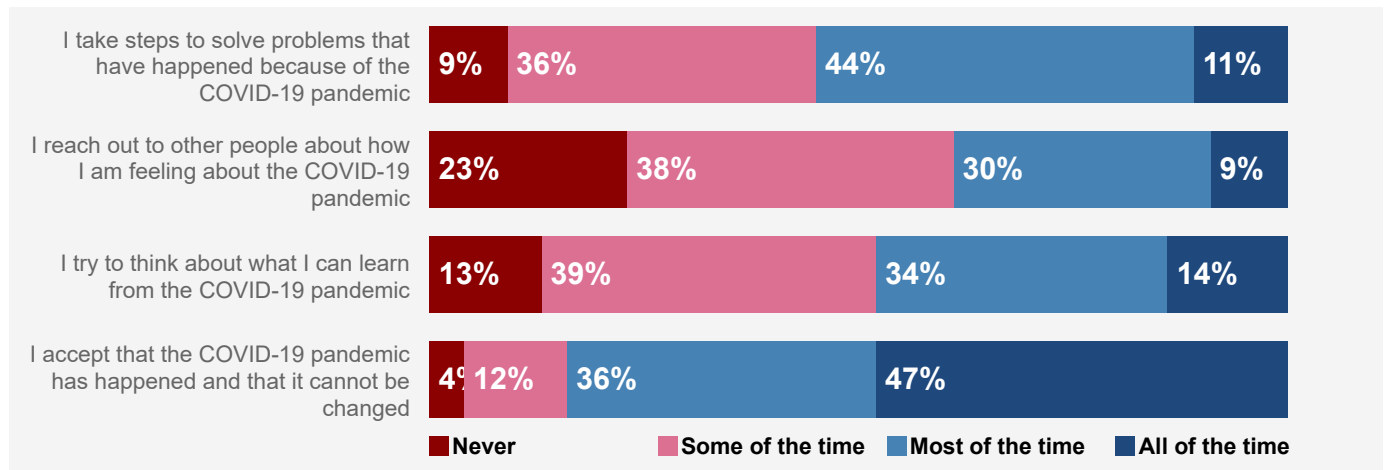
## Current Events: COVID-19

No individuals are immune to the effects of the pandemic, including young people. This current event module explores the impacts of the global pandemic on your young people, including stress, coping mechanisms, and any shifts in their relational experiences (e.g. whether connections have decreased in number or in quality). This section will serve as an important way to contextualize the other measures within this report.

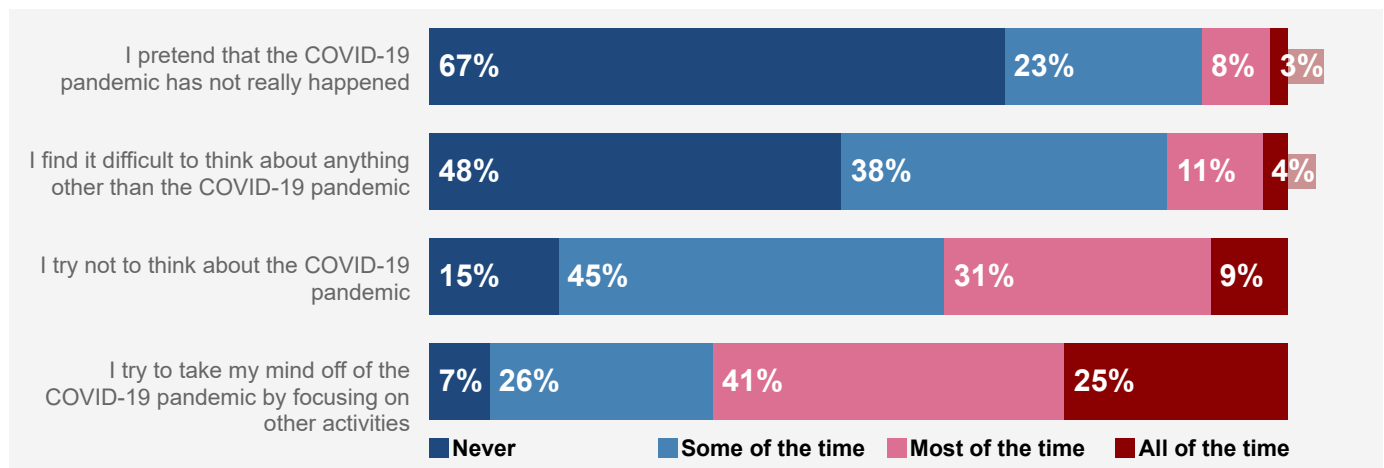
### Stress



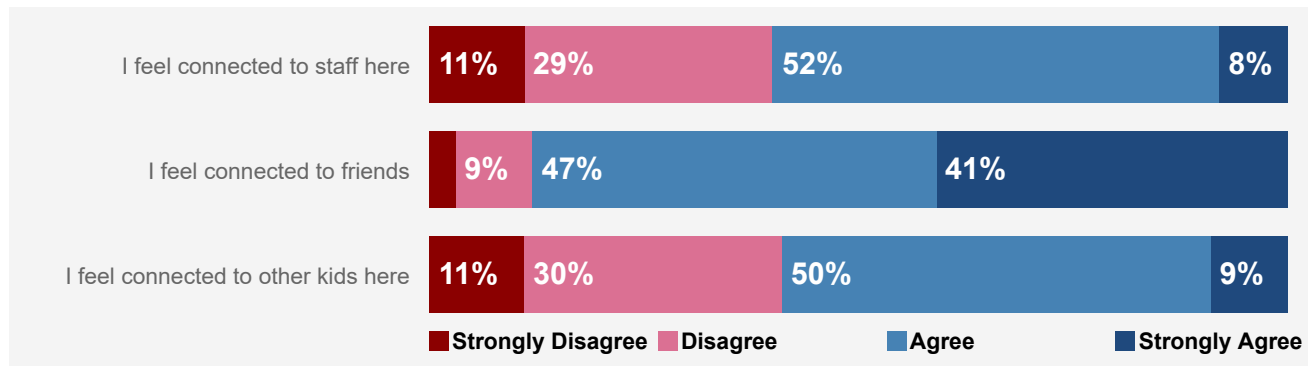
### Engagement Coping



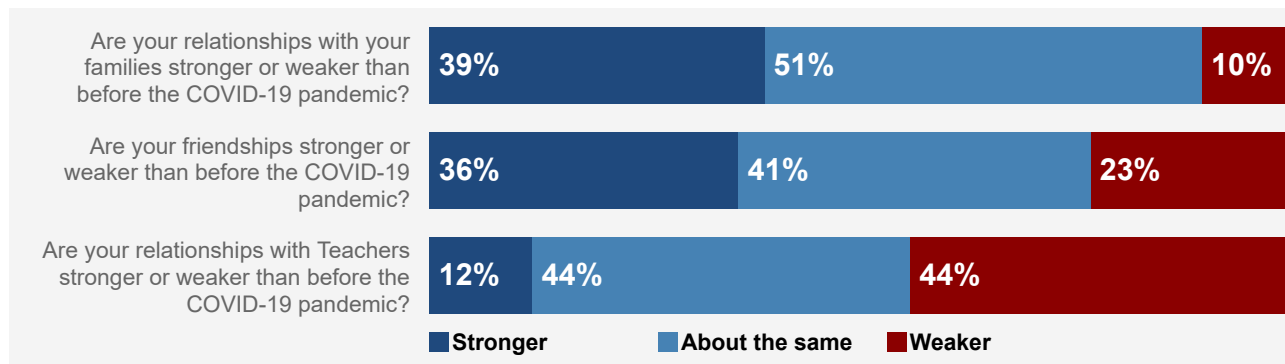
### Disengagement Coping



## Social (Dis)Connection



## COVID-19 Related Change in Relationship Quality



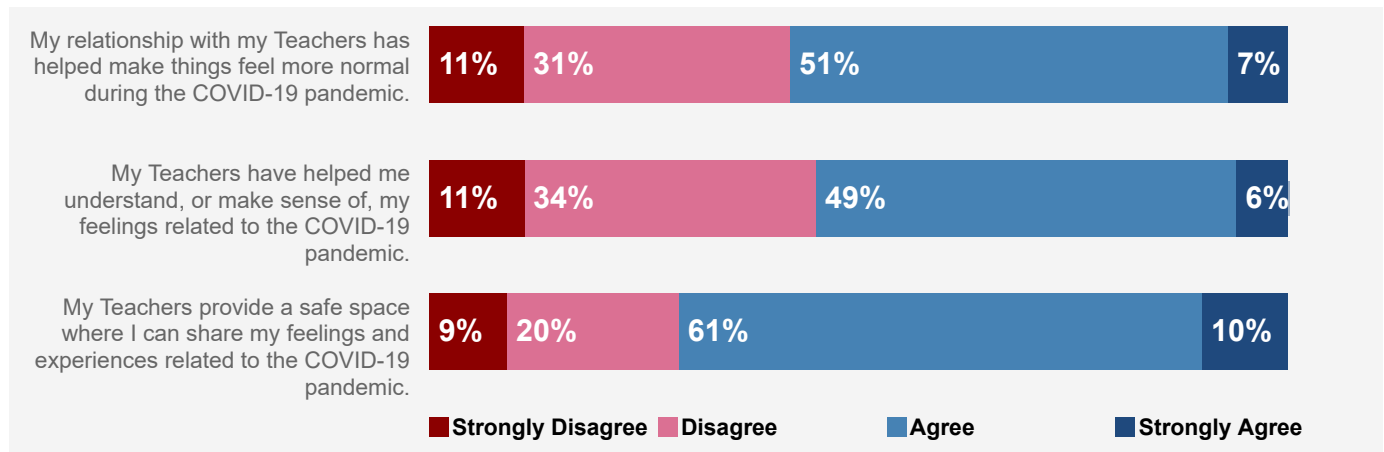
## COVID Context - School



## COVID Context - Out-of-School Time



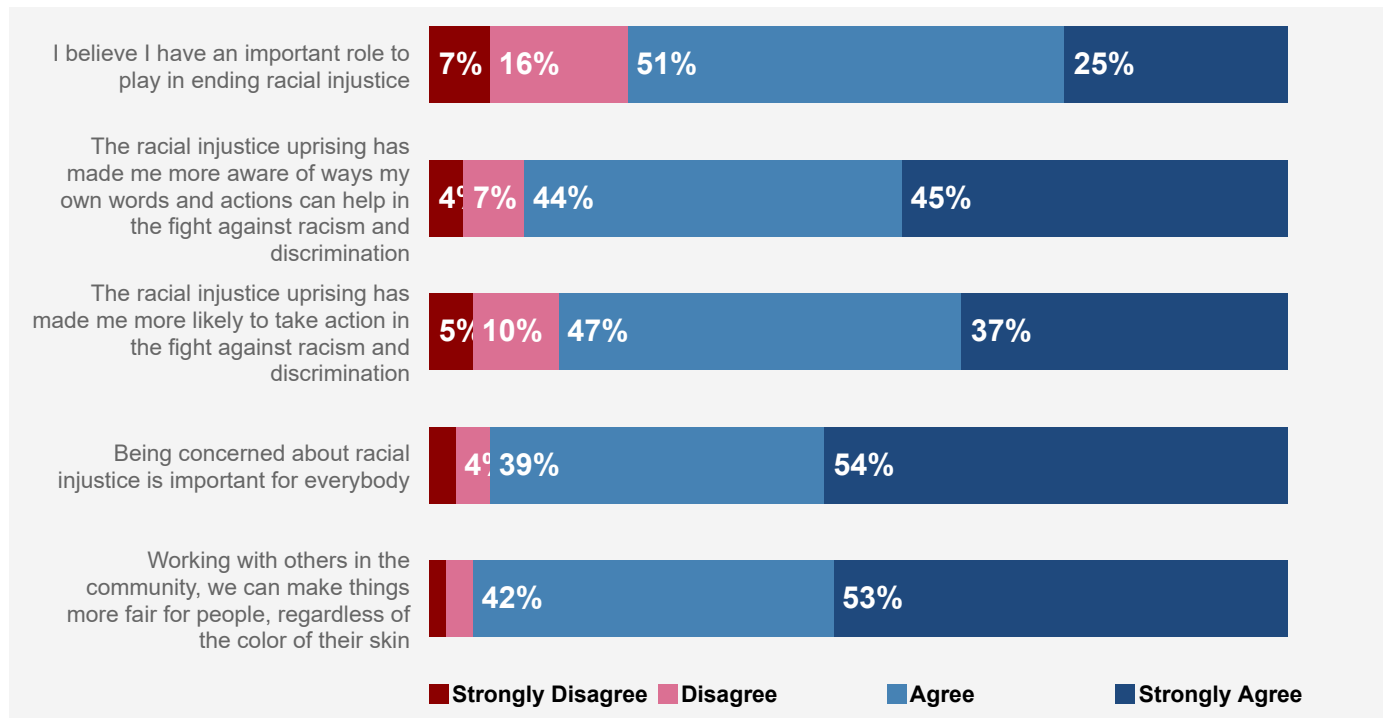
## COVID-19 Specific Social-Emotional Support



## Current Events: Racial Injustice

The questions in this section ask young people about their role in eliminating injustices against people of color and the efficacy of those beliefs.

Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the “racial injustice uprising”.



## Filters Used in This Report

This report has been generated from a World Wide Web based system that includes the ability to filter the responses displayed based on a set of criteria selected by the viewer. When this report is printed or saved to a PDF file, it may not be clear what filtering if any has been used on the data set. That lack of clarity is what this section is designed to address. This section is shown only if filtering has reduced the number of responses shown to less than all responses available. **Currently displayed are 1321 of 1380 survey responses**

Note: Checked values are included in the displayed data and unchecked values are excluded.

### Grades displayed:

- ☐ Unanswered
- ☐ 4
- ☐ 6
- ☒ 7
- ☒ 8
- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

### Genders displayed:

- ☒ Unanswered
- ☒ Girl
- ☒ Boy
- ☒ Other

### Financial Strain displayed:

- ☒ Unanswered
- ☒ Cannot buy the things we need sometimes
- ☒ Have just enough money OR No problem

### English Language Learner displayed:

- ☒ Unanswered
- ☒ Yes
- ☒ No
- ☒ I do not know

### Have an Individual or Special Education Plan displayed:

- ☒ Unanswered
- ☒ Yes
- ☒ No
- ☒ I do not know

### Races displayed:

- ☒ Black

- ☒ Asian
- ☒ Latinx
- ☒ Native
- ☒ White
- ☒ Other
- ☒ Unanswered



# Fairfield Public Schools Climate Survey Overview

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## 2020-2021

# Overview

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- Surveys fielded May 17, 2021 through June 9, 2021
  - Parent/Guardian (due back May 28)
  - Instructional Staff
  - Secondary Students (6-12)
  - Elementary Students (3-5)
- Building-level data shared June 10, 2021



# Overall Responses

---

Survey	2018-2019	2020-2021
Parent	2,965	<b>2,286</b>
Elementary Students (3-5)	1,799	<b>1,529</b>
Secondary Students (6-12)	4,674	<b>3,006</b>
Instructional Staff	1,021	<b>825</b>
<b>Total Responses</b>	<b>10,459</b>	<b>7,646</b>

# Elementary Parent Responses

School	2016-2017	2018-2019	2020-2021
Burr	19	88	104
Dwight	37	90	68
Holland Hill	30	142	103
Jennings	32	169	78
McKinley	55	115	86
Mill Hill	66	175	117
North Stratfield	80	95	119
Osborn Hill	47	201	106
Riverfield	68	203	105
Sherman	48	185	111
Stratfield	59	174	105
Remote Learning Academy	-	-	93
ECC	-	-	19
<b>Total Responses</b>	541	1,637	1,214

## Secondary Parent Responses

School Site	2016-2017	2018-2019	2020-2021
FWMS	112	233	178
RLMS	147	216	213
TMS	45	186	82
FLHS	165	478	387
FWHS	98	170	209
WFC/CP	-	-	3
<b>Total Responses</b>	<b>567</b>	<b>1,283</b>	<b>1,052</b>

# Comparing results

---

- Where we are right now (post-pandemic)
- Specific areas for improvement (building-level)
  - 5 point scale provides greater insight

## 2016-2017

4 point scale

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

## 2018-2019

3 point scale

- ☐ Strongly Agree
- ☐ Agree
- ☐ Strongly Disagree

Results not reported by domain.

## 2020-2021

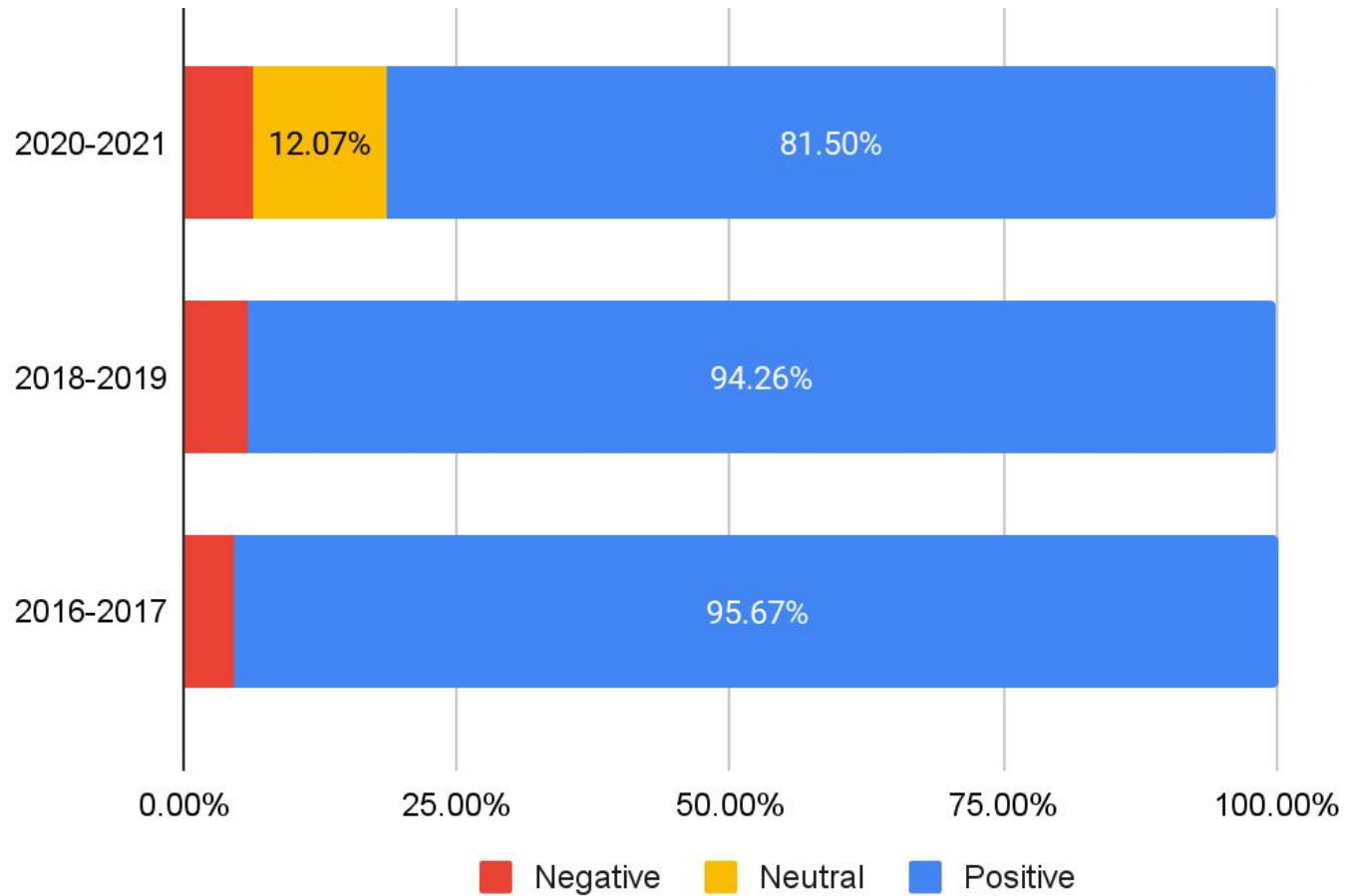
5 point scale

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Reported by domain

# Comparing results: Example question

I would recommend this school to friends and family.

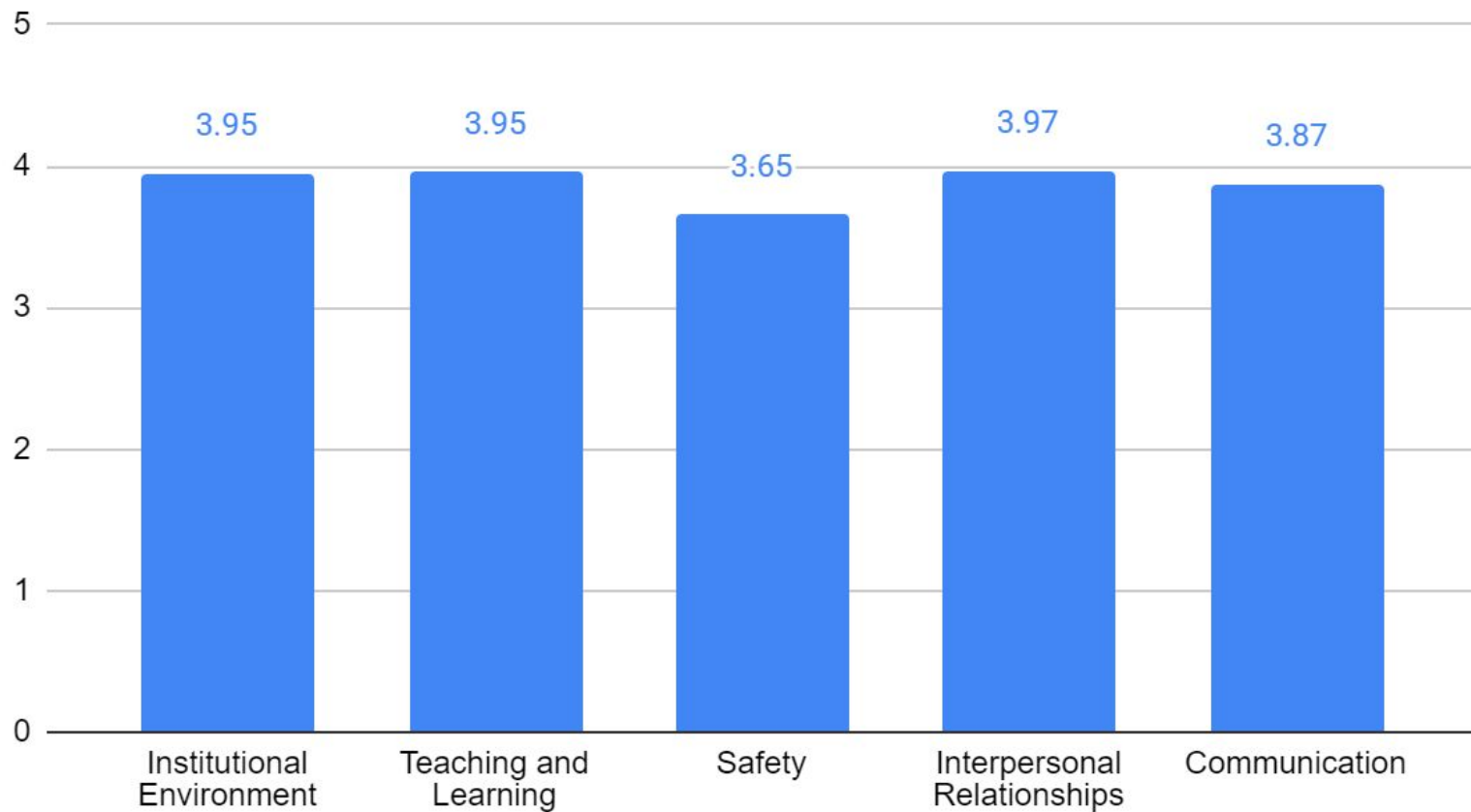


# District Results

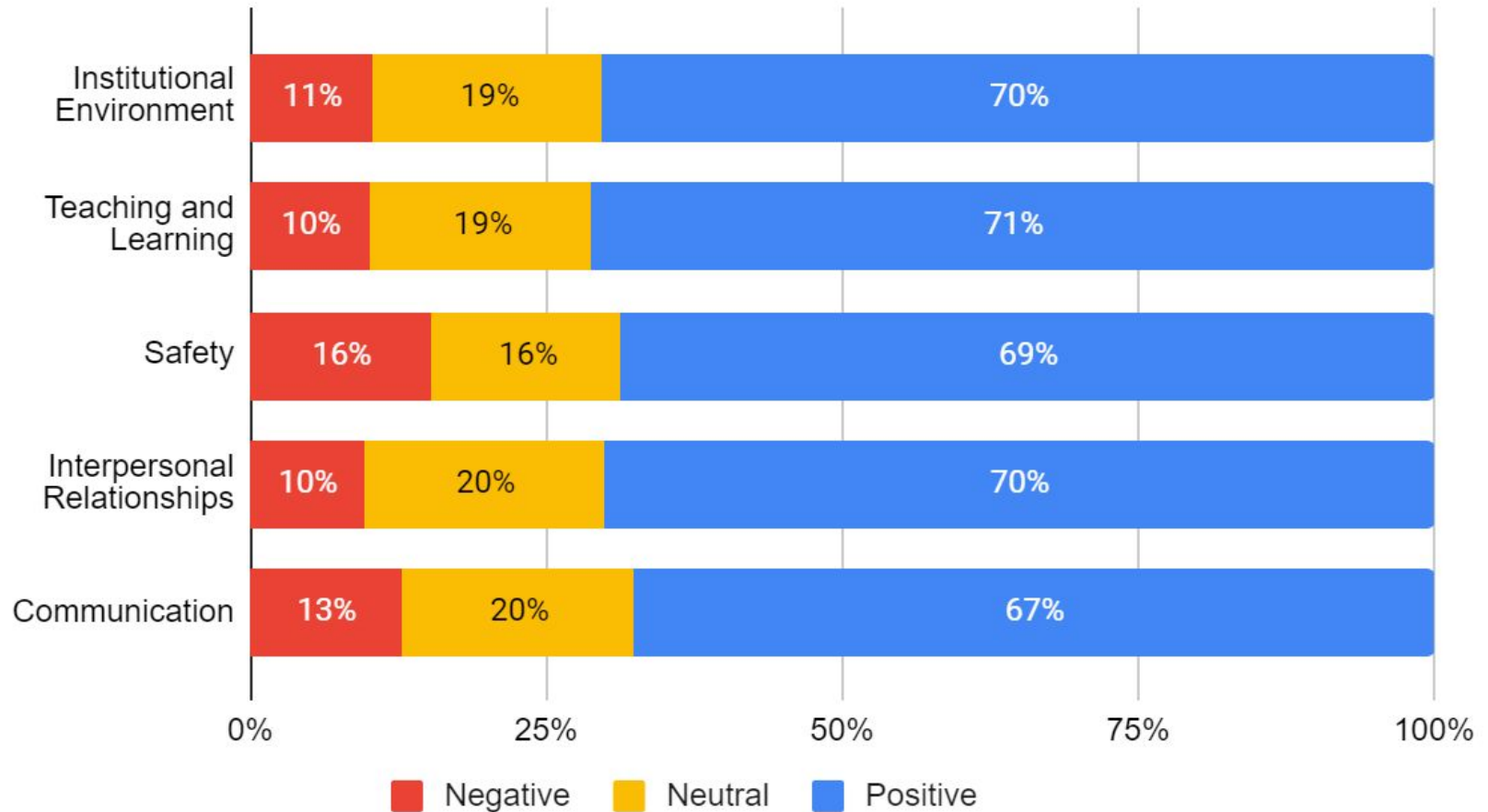
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# Parent/Guardian Average Score by Domain

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# Parent/Guardian Responses by Domain





# Parent/Guardian Insights

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## Institutional Environment:

- Want more involvement, input to decision making

## Teaching and Learning:

- Pandemic impact on learning a lot this year (60% agree; 25% neutral)

## Safety:

- Comfortable seeking help, but not sure problems/conflict are handled fairly

## Interpersonal Relationships:

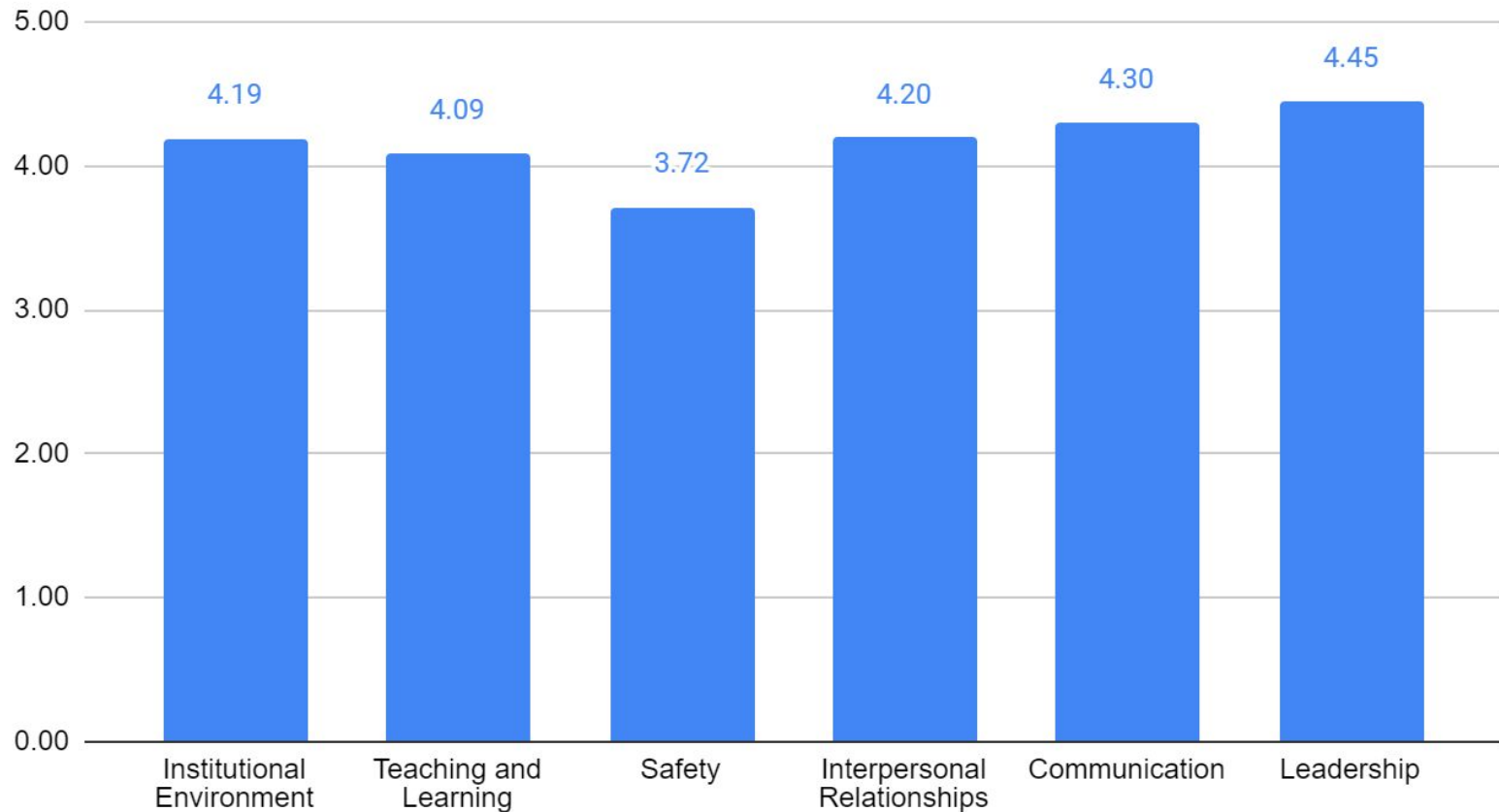
- Feedback not always heard

## Communication:

- Know what's going on and how child is doing
- Want more info on academic expectations; more student feedback

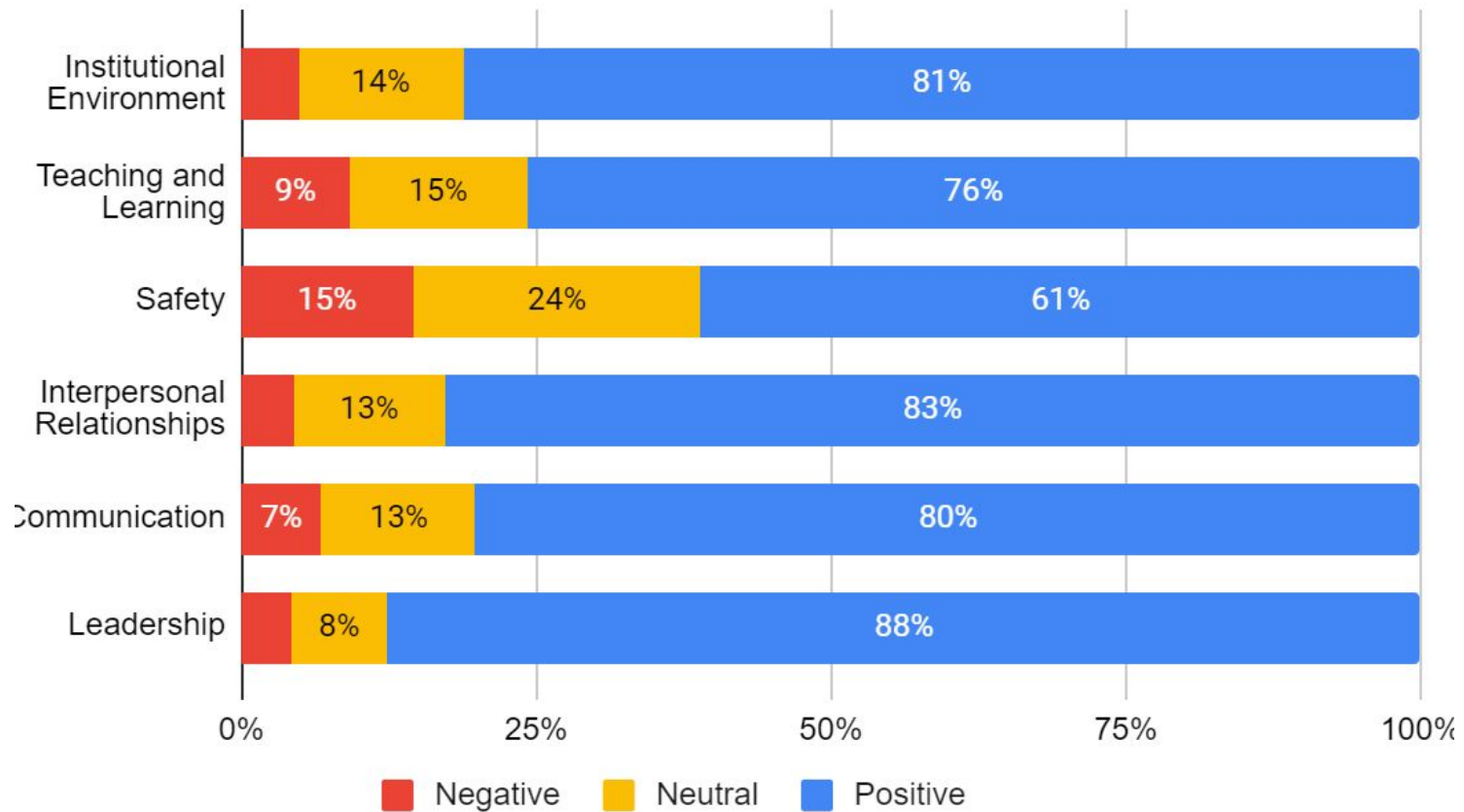
# Instructional Staff Average Score by Domain

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# Instructional Staff Responses by Domain

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# Instructional Staff Insights

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## Institutional Environment:

- Pandemic impact on morale, culture

## Teaching and Learning:

- High need for more professional development

## Safety:

- Concerns about student discipline and exclusion of others

## Interpersonal Relationships:

- Students don't necessarily respect differences

## Communication:

- Don't always feel well-informed

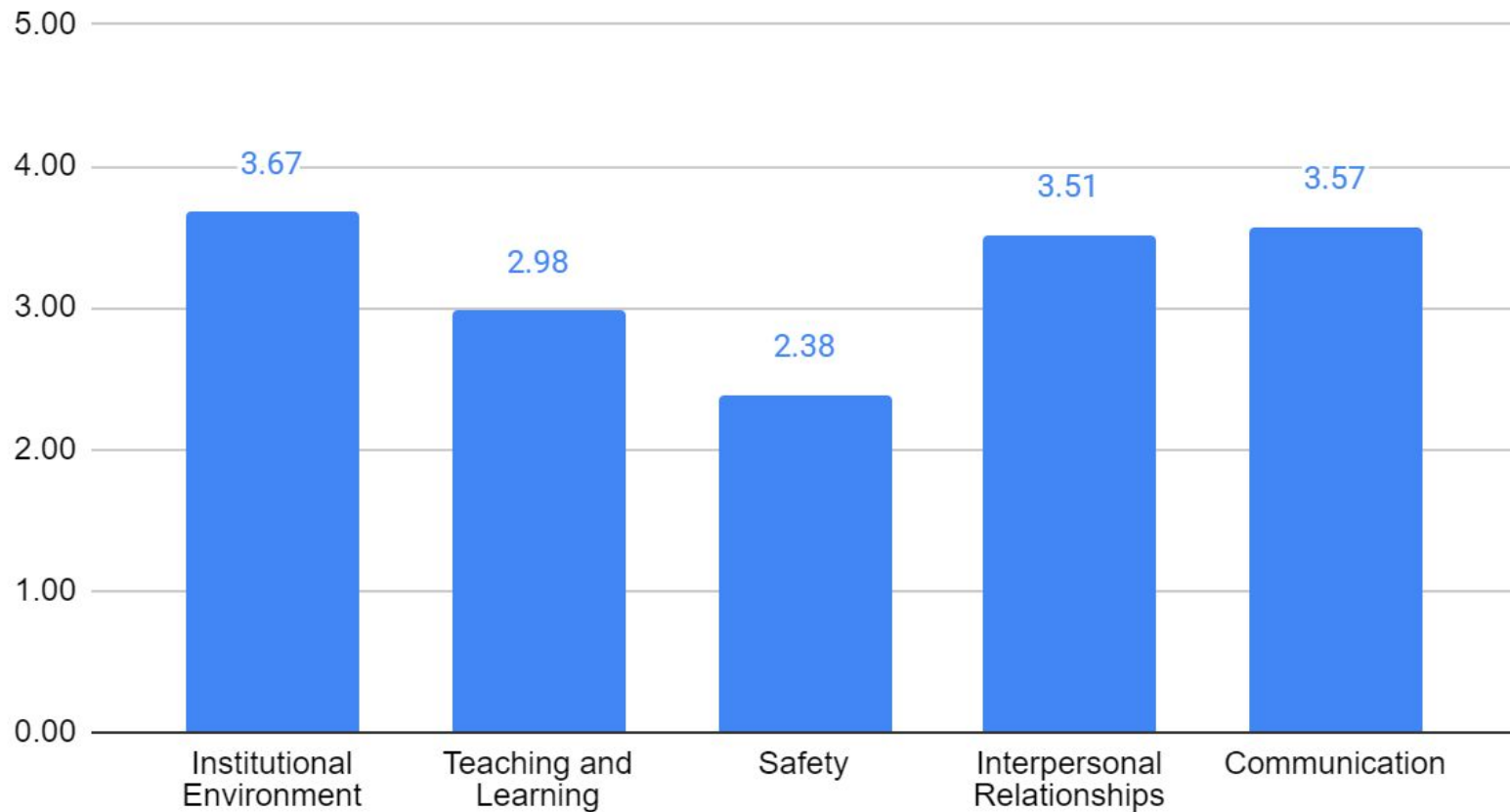
## Leadership:

- Strong support of building leaders

# Secondary Students 6-12

## Average Score by Domain

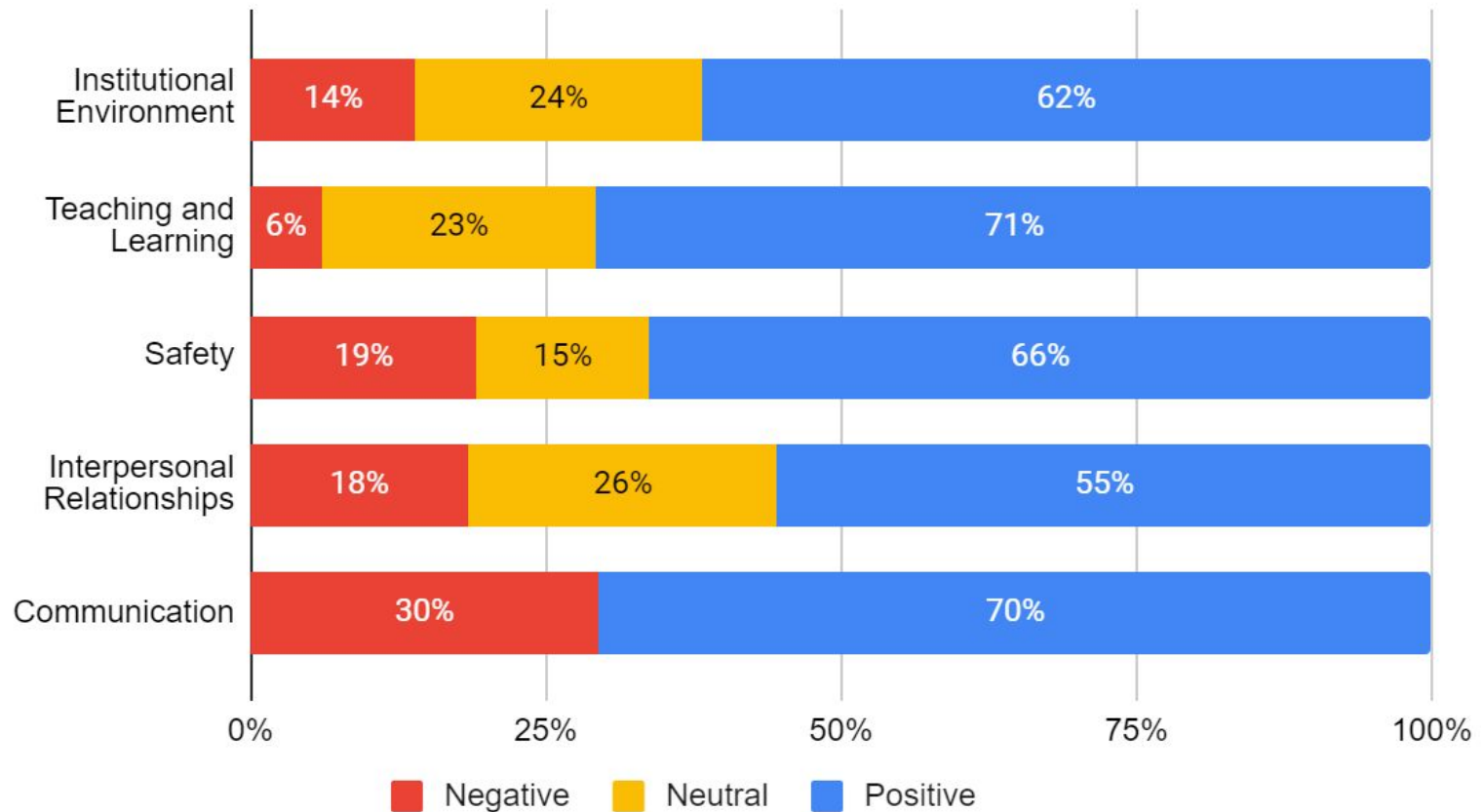
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# Secondary Students 6 -12

## Responses by Domain

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# Secondary Students 6-12 Insights

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Overall, less likely to “Strongly Agree”

Institutional Environment:

- Belonging, being able to express myself, having a voice is lacking
- Many opportunities to get involved in extracurricular activities

Teaching and Learning:

- Want more choice/voice in showing learning

Safety:

- Consequences are not clear, rules may not be fairly applied

Interpersonal Relationships:

- Students don’t necessarily respect differences; treat others well

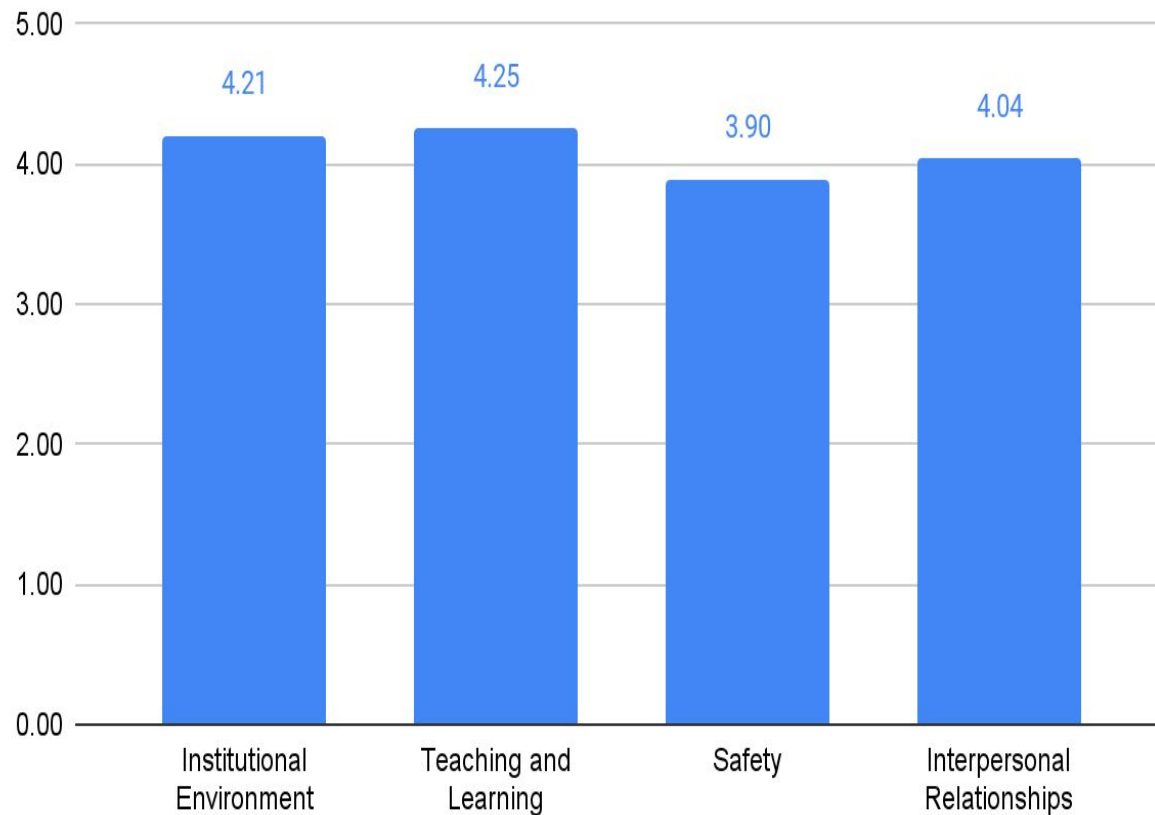
Communication:

- Don’t always feel well-informed

# Elementary Students 3-5

## Average Score by Domain

---

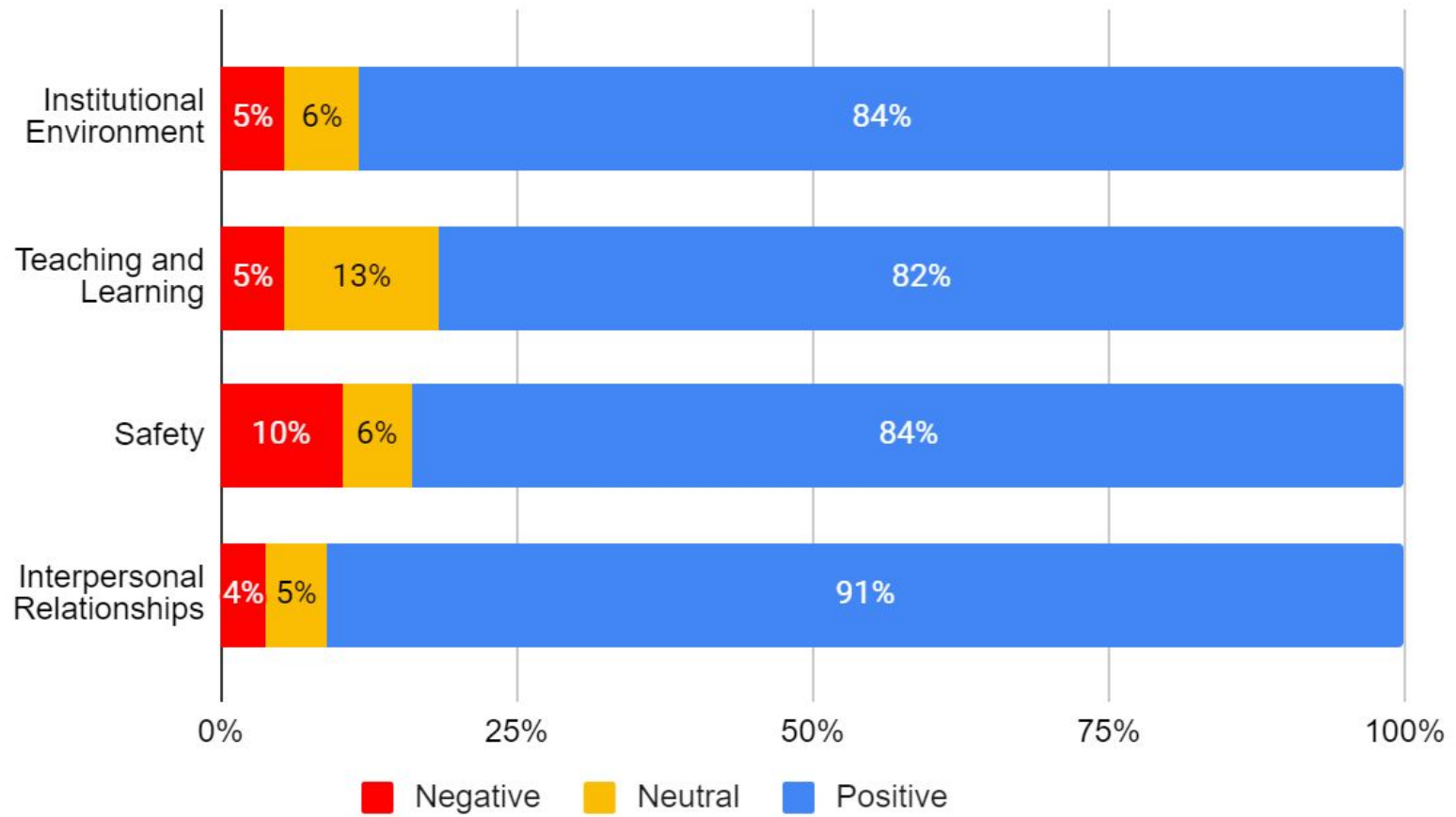




# Elementary Students 3-5

## Responses by Domain

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# Elementary Students 3-5 Insights

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Overall, more likely to “Strongly Agree” with everything

Institutional Environment:

- Love their schools!

Teaching and Learning:

- Notice when they need help

Safety:

- Not sure about rules/consequences; may not be fairly applied

Interpersonal Relationships:

- Generally cared about; about 30% don't have a trusted adult

# www.fairfieldschools.org

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Information will be posted on the website.

**“District Information”**

School Climate

Climate Surveys

Fairfield Public Schools  
Board of Education  
Policy Guide

**Students**

**HEALTH ASSESSMENTS AND IMMUNIZATIONS**

**5141.3(a)**

- I. In accordance with Connecticut General statutes, each student enrolled in the Fairfield schools shall be required to have a health assessment by a legally qualified practitioner of medicine (physician or osteopath licensed to practice in the United States), or by an advanced practice registered nurse, registered nurse, or Physician Assistant licensed to practice in Connecticut.
- prior to initial entrance into preschool programs,
  - prior to initial entrance into kindergarten,
  - for transfer students, prior to initial entrance into the Fairfield schools
  - in grades 6 and 9
  - for ungraded students, prior to initial entrance and whenever a health assessment is required for students of the same age cohort as the ungraded student.

All health assessments required above shall include documentation of an assessment of the student's risk of exposure to tuberculosis. Any student determined to be at high risk shall receive a Mantoux tuberculin skin test performed in the United States as part of the required health assessment.

Health assessments required prior to initial entrance into a Fairfield school shall include evidence of a Mantoux tuberculin skin test performed after most recent entry into the United States for students entering school in Fairfield from a country with a high prevalence of tuberculosis.

Countries with a high prevalence of tuberculosis include those identified as such by the Connecticut Department of Public Health. Refer to corresponding Administrative Regulations.

Any student found to have a positive Mantoux tuberculin skin test or tuberculosis disease shall be permitted to attend school only in accordance with the tuberculosis control protocols established by the Fairfield Director of Health and School Medical Advisor.

Any student not in accordance with this policy shall not be permitted to register for or continue attendance in school.

All students are encouraged to have their health assessments done by their private health care provider to promote continuity of care. However, if this is not done, health assessments will be available in the schools or in the Fairfield Well Child Clinic for eligible students with parent authorization.

Students who are experiencing health problems or are suspected of having a health problem may be referred to their private health care provider for a health assessment at other than required times.

## Students

### HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)

5141.3(b)

- II. Students in high schools participating in interscholastic sports (tryouts, practice and play) will be required to have a health assessment by their private health care provider within one calendar year prior to start of participation in the sport for the current school year. Students who do not have evidence of the health assessment within the calendar year cannot participate in the sport. Students participating in high school interscholastic sports (tryouts, practice, or play) shall be required to have a health assessment no more than thirteen months prior to participation in the sport for the current school year. The health assessment is valid for a period of thirteen months from the date it was done. Once the health assessment becomes more than thirteen-months old, the student cannot continue to participate in the sport until a new health assessment is done and submitted to the school. The health assessment must be done by a legally qualified practitioner of medicine (physician or osteopath licensed to practice in the United States), or by an advanced practice registered nurse, registered nurse, or Physician Assistant licensed to practice in Connecticut.

~~For the 2020-2021 school year, pre-participation physical validation has been extended from 13 months to 15 months. The medical standard for receiving a physical is 13 months. When possible, student athletes should update their physical within that 13 month timeframe.~~

- III. Timing of health assessments shall be in accordance with the corresponding Administrative Regulations.
- ~~IV. Connecticut state statutes permit exemption from physical or medical examination required for entry into school or entry into grades 6 or 9 if the parent/legal guardian of a student provides a written statement that the parent/legal guardian of the student, or the student, objects on religious grounds, to physical or medical examination. These exemptions do not apply to health assessments required for participation in sports.~~
- IV. In accordance with Connecticut General Statutes, the Board of Education shall require students to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenza type b, hepatitis B, chicken pox (varicella), pneumococcal, hepatitis A, influenza, meningococcal (unless medically contraindicated or **if the student meets the conditions for a Religious Exemption below.) failure to do so is based upon exercise of the rights of freedom of religion as provided in the United States and Connecticut Constitutions and in the Connecticut General Statutes.**)

Parents/guardians wanting their children excused from immunizations on religious grounds may **do so by meeting both of the following conditions:**

- Must have been enrolled in school in Grades K-12 on or before midnight on April 28, 2021; and**
- must have submitted a valid religious exemption by midnight, April, 27, 2021 prior to that effective date request such exemption** in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must **have been** be officially acknowledged by a notary public or a

## Students

### HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)

5141.3(c)

judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, **or** a Connecticut-licensed attorney. ~~or a school nurse.~~

**The law does allow for a Religious Exemption to follow a student who transfers schools provided that they were enrolled in a Connecticut school on or before April 28, 2021 and had a valid exemption in file by midnight, April 27, 2021.**

It is the responsibility of the Principal to **ensure** ~~insure~~ that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

#### Legal Reference:

Connecticut General Statutes

10-204 a Required immunizations (as amended by PA 15-174 and PA 15-242)

10-204c Immunity from liability

10-205 Appointment of school medical adviser

10-206 Health assessments

10-206 a Free health assessments

10-207 Duties of medical advisors

10-208 Exemption from examination or treatment

10-208a Physical activity of student restricted; board to honor notice

10-209 Records not to be public. Provision of reports to schools.

10-212 School nurses and nurse practitioners

10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results.

Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Section 4 of P.A. 14-231

20 U.S.C. Section 1232h, No Child Left Behind Act

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

**Students**

**HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)**

**5141.3(d)**

Adopted 8/27/2004

Revised and Adopted 6/27/2006

Revised and Adopted 6/26/2007

Revised and Adopted 6/28/2011

Revised and Adopted 9/23/2014

Revised and Adopted 12/13/2016

Revised and Adopted 7/14/2020

Revised and Adopted X/X/2021

## **Students**

### **HEALTH ASSESSMENTS AND IMMUNIZATIONS**

**5141.3(a)**

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## Students

### HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)

**5141.3(b)**

- II. Students in high schools participating in interscholastic sports (tryouts, practice and play) will be required to have a health assessment by their private health care provider within one calendar year prior to start of participation in the sport for the current school year. Students who do not have evidence of the health assessment within the calendar year cannot participate in the sport. Students participating in high school interscholastic sports (tryouts, practice, or play) shall be required to have a health assessment no more than thirteen months prior to participation in the sport for the current school year. The health assessment is valid for a period of thirteen months from the date it was done. Once the health assessment becomes more than thirteen-months old, the student cannot continue to participate in the sport until a new health assessment is done and submitted to the school. The health assessment must be done by a legally qualified practitioner of medicine (physician or osteopath licensed to practice in the United States), or by an advanced practice registered nurse, registered nurse, or Physician Assistant licensed to practice in Connecticut.
- III. Timing of health assessments shall be in accordance with the corresponding Administrative Regulations.
- IV. In accordance with Connecticut General Statutes, the Board of Education shall require students to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenza type b, hepatitis B, chicken pox (varicella), pneumococcal, hepatitis A, influenza, meningococcal (unless medically contraindicated or if the student meets the conditions for a Religious Exemption below.)

Parents/guardians wanting their children excused from immunizations on religious grounds may do so by meeting both of the following conditions:

- a. Must have been enrolled in school in Grades K-12 on or before midnight on April 28, 2021; and
- b. must have submitted a valid religious exemption by midnight, April, 27, 2021 in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must have been officially acknowledged by a notary public or a

## Students

### HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)

**5141.3(c)**

judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, or a Connecticut-licensed attorney.

The law does allow for a Religious Exemption to follow a student who transfers schools provided that they were enrolled in a Connecticut school on or before April 28, 2021 and had a valid exemption in file by midnight, April 27, 2021.

It is the responsibility of the Principal to ensure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

#### Legal Reference:

Connecticut General Statutes

10-204 a Required immunizations (as amended by PA 15-174 and PA 15-242)

10-204c Immunity from liability

10-205 Appointment of school medical adviser

10-206 Health assessments

10-206 a Free health assessments

10-207 Duties of medical advisors

10-208 Exemption from examination or treatment

10-208a Physical activity of student restricted; board to honor notice

10-209 Records not to be public. Provision of reports to schools.

10-212 School nurses and nurse practitioners

10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results.

Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Section 4 of P.A. 14-231

20 U.S.C. Section 1232h, No Child Left Behind Act

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

**Students**

**HEALTH ASSESSMENTS AND IMMUNIZATIONS (continued)**

**5141.3(d)**

Adopted 8/27/2004

Revised and Adopted 6/27/2006

Revised and Adopted 6/26/2007

Revised and Adopted 6/28/2011

Revised and Adopted 9/23/2014

Revised and Adopted 12/13/2016

Revised and Adopted 7/14/2020

Revised and Adopted X/X/2021



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TO: Mike Cummings, Superintendent of Schools

FROM: Doreen Munsell, Executive Director of Finance and Business Services

DATE: June 17, 2021

RE: Healthy Food Certification for School Year 2021 – 2022

The recommended motion presented to the Board of Education is to renew the Connecticut Healthy Food Certification, which provides an additional \$0.10 compensation per reimbursable school lunch meal. Each year the Board of Education is required to vote on the school district's commitment to the requirements of Healthy Food Certification.

We do not recommend any changes to school lunch prices. In fact, the Seamless Summer Option (SSO), providing free meals to children 18 years and younger, was extended through the 2021-2022 school year. The DRG B and Southern Fairfield County lunch price comparison we've traditionally provided is attached, and it also includes the districts that have already selected SSO. The vast majority of districts have committed to SSO meal service in 2021-2022, which is also our recommendation.

As of April 1, 2021, the food service program implemented a district-wide breakfast program under the SSO provision. This expanded School Breakfast Program (SBP) provided breakfast and/or snack for children in addition to lunch. It was a popular program, particularly with extended lunch schedules. It also improved the financial situation of the program. The district could begin the 2021-2022 school year under the SSO breakfast and lunch program and at any point in time, decide to revert back to the National School Lunch Program (NSLP).

**FAIRFIELD PUBLIC SCHOOLS  
FOOD SERVICE PROFIT & LOSS**

2019-2020			2020-2021					Change	
Whitson's Full Year Contract	Actual 5/31/2020	Actual 6/30/2020	Whitson's Full Year Contract	Actual 5/31/2021	June Projection Breakfast      Lunch		Total Projected 6/30/2021	06/30/2020 vs. 06/30/2021	
	1,633,296	\$ 1,633,296		386,044		39,199	\$ 425,243	\$ (1,208,054)	
	596,965	\$ 624,904		1,452,437	14,102	139,397	\$ 1,605,936	\$ 981,032	
	95,728	\$ 95,728		92,353		28,929	\$ 121,282	\$ 25,554	
	17,498	\$ 17,498		1,135			\$ 1,135	\$ (16,363)	
	1,940	\$ 1,940		483			\$ 483	\$ (1,457)	
	\$ 2,933,600	\$ 2,345,426	\$ 2,373,366	\$ 2,976,770	\$ 1,932,452	\$ 14,102	\$ 207,525	\$ 2,154,079	\$ (219,287)
	888,037	755,743	\$ 760,854	888,037	484,224	49,348	\$ 533,572	\$ (227,282)	
	90,025	64,476	\$ 65,078	90,025	71,971	6,512	78,483	13,405	
	\$ 978,062	\$ 820,219	\$ 825,932	\$ 978,062	\$ 556,195	\$ -	\$ 55,860	\$ 612,055	\$ (213,877)
	1,499,569	1,208,544	\$ 1,237,701	1,499,569	1,190,276		114,871	\$ 1,305,147	\$ 67,446
	183,426	165,083	\$ 183,426	189,292	170,363	18,929	\$ 189,292	\$ 5,866	
	97,098	69,616	\$ 73,284	88,619	60,568	4,682	\$ 65,250	\$ (8,034)	
	97,098	87,397	\$ 97,108	100,205	90,185	(39,979)	\$ 50,205	\$ (46,903)	
	\$ 2,855,253	\$ 2,350,860	\$ 2,417,451	\$ 2,855,747	\$ 2,067,586	\$ -	\$ 154,363	\$ 2,221,949	\$ (195,502)
	\$ 130,000	\$ (5,433)	\$ (44,085)	\$ 130,000	\$ (135,135)	\$ 14,102	\$ 53,162	\$ (67,871)	\$ (23,786)
		67,334	\$ 77,087		54,296		3,297	\$ 57,593	\$ (19,494)
		\$ (72,767)	\$ (121,172)		\$ (189,431)	\$ 14,102	\$ 49,865	\$ (125,463)	\$ (4,291)
	\$ 17,223	\$ 12,547							
	\$ (55,545)	\$ (108,625)							
	\$ (3,560)					\$ (8,365)	\$ (11,925)	\$ (24,472)	
	\$ (192,991)					\$ 14,102	\$ 41,500	\$ (137,388)	\$ (28,763)

## Fairfield Public Schools Lunch Price Comparison

School District	Contracted Service	Meal Service in Fall 2021	Lunch Prices 2020 - 2021				Lunch Prices 2021 - 2022				Notes
			Elem.	M.S.	H.S.	Deluxe	Elem.	M.S.	H.S.	Deluxe	
<b>DRG B</b>											
AVON		SSO	\$3.25	\$3.50	\$3.50	\$4.00	\$3.25	\$3.50	\$3.50	\$4.00	
BROOKFIELD	*	SSO	\$2.50	\$3.00	\$3.25	\$3.75	\$2.50	\$3.00	\$3.25	\$3.75	Will look at prices if return to NSLP
CHESHIRE			\$3.00	\$3.25	\$3.60	\$4.60					No response
FARMINGTON	*		\$2.80	\$3.05	\$3.05	\$3.55					No response
GLASTONBURY		SSO	\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50		No discussion of raising prices
GRANBY	*	SSO	\$2.95	\$3.10	\$3.10		\$2.95	\$3.10	\$3.10		No discussion of raising prices
GREENWICH		NSLP	\$3.85	\$4.00	\$4.10		\$4.00	\$4.15	\$4.25		Raising prices \$0.15. Expects to go back to NSLP in Sept.
GUILFORD			\$2.75	\$3.00	\$3.50	\$5.50	\$2.75	\$3.00	\$3.50	\$5.50	Leaning towards SSO for the fall. No discussion of raising prices
MADISON	*		\$3.25	\$3.50	\$3.50	\$4.25	\$3.25	\$3.50	\$3.50	\$4.25	They do not participate in NSLP
MONROE	*	SSO	\$2.95	\$3.75	\$3.90	\$5.25	\$2.95	\$3.75	\$3.90	\$5.25	HS does not participate in NSLP
NEW FAIRFIELD	*		\$2.90	\$3.25	\$3.25	\$4.30					No response
NEWTOWN	*		\$3.10	\$3.35	\$3.60		\$3.10	\$3.35	\$3.60		Leaning towards SSO for the fall. Will not raise prices
ORANGE			\$3.05				\$3.05				Have not decided on SSO/NSLP. No discussion of raising prices
SIMSBURY			\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50		Have not decided on SSO/NSLP or raising prices
SOUTH WINDSOR	*		\$2.85	\$3.00	\$3.25	\$3.75	\$2.85	\$3.00	\$3.25	\$3.75	May look at raising prices next spring due to minimum wage increase
TRUMBULL		SSO	\$2.90	\$3.10	\$3.25	\$4.25	\$2.90	\$3.10	\$3.25	\$4.25	Will raise meal prices when they return to NSLP
WEST HARTFORD		SSO	\$3.00	\$3.25	\$3.25		\$3.00	\$3.25	\$3.25		No increase planned
WOODBIDGE		SSO	\$3.00	\$3.00	\$3.00	\$4.00	\$3.00	\$3.00	\$3.00	\$4.00	Will look at prices if return to NSLP
REGION 5	*			\$3.30	\$3.30	\$4.25		\$3.30	\$3.30	\$4.25	Leaning towards SSO. Raised prices last year
REGION 15		SSO	\$2.75	\$2.90	\$2.90	\$3.40	\$2.90	\$3.05	\$3.05	\$3.55	Raising prices \$0.15
<b>DRG B Average Price</b>			<b>\$2.99</b>	<b>\$3.28</b>	<b>\$3.38</b>	<b>\$4.22</b>	<b>\$3.03</b>	<b>\$3.32</b>	<b>\$3.42</b>	<b>\$4.26</b>	
<b>Southern Fairfield County Towns</b>											
NORWALK	*	SSO	\$2.65	\$3.25	\$3.85		\$2.65	\$3.25	\$3.85		Will look at prices if return to NSLP
STRATFORD	*	SSO	\$2.75	\$3.00	\$3.15		\$2.75	\$3.00	\$3.15		No discussion of raising prices
WESTPORT	*		\$2.45	\$2.70	\$2.80						No response
<b>Southern Fairfield County Average Price</b>			<b>\$2.95</b>	<b>\$3.31</b>	<b>\$3.52</b>	<b>\$4.75</b>	<b>\$3.06</b>	<b>\$3.43</b>	<b>\$3.67</b>	<b>\$4.75</b>	
<b>FAIRFIELD</b>	<b>*</b>		<b>\$2.85</b>	<b>\$3.10</b>	<b>\$3.15</b>	<b>\$4.05</b>	<b>\$2.85</b>	<b>\$3.10</b>	<b>\$3.15</b>	<b>\$4.05</b>	
* Indicates Contracted Service											
Indicates Southern Fairfield County Towns											
<b>Fairfield Compared to DRG B Avg Price</b>			<b>(\$0.14)</b>	<b>(\$0.18)</b>	<b>(\$0.23)</b>	<b>(\$0.17)</b>	<b>(\$0.18)</b>	<b>(\$0.22)</b>	<b>(\$0.27)</b>	<b>(\$0.21)</b>	
<b>Fairfield Compared to Southern Fairfield County Avg Price</b>			<b>(\$0.10)</b>	<b>(\$0.21)</b>	<b>(\$0.37)</b>	<b>(\$0.70)</b>	<b>(\$0.21)</b>	<b>(\$0.33)</b>	<b>(\$0.52)</b>	<b>(\$0.70)</b>	

Fairfield Public Schools  
Meal Comparison  
SY 2019, 2020 and 2021

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
	SY 2018-2019				SY 2019-2020								SY 2020-2021															
	NSLP 8/30/18 - 6/14/19					NSLP 8/29/19 - 3/12/20			SSO 3/16/20 - 6/17/20				BREAKFAST/SNACK 9/8/20 - 5/31/21			LUNCH 9/8/20 -5/31/21				June Projection 6/1/21 - Last day for meals		Total Meals Projected through 6/30/21 Columns 20 + 21 + 22	Change  6/30/2021 Projection vs. 6/30/2020 Actual Lunch Only Columns 17 + 22 - 12					
	2018-2019 Average Enrollment	Total NSLP Meals	# of NSLP Serving Days	Average NSLP Meals per Day		2019-2020 Average Enrollment	Total NSLP Meals	# of NSLP Serving Days	Average NSLP Meals per Day	Total SSO Meals	# of SSO Serving Days		Average SSO Meals per Day	Total Meals	9/8/20 - 5/31/21 Average Enrollment Includes RLA	* Total SSO Breakfast/ Snack Meals	* # of SSO Breakfast/ Snack Serving Days	Average SSO Breakfast/ Snack Meals per Day		* Total SSO Lunch Meals	* # of SSO Lunch Serving Days			Average SSO Lunch Meals per Day	Total Breakfast & Lunch Meals	Breakfast/ Snack	Lunch	
HIGH SCHOOLS																												
1	Fairfield Warde HS + WFC	1,499	68,770	170	405	1,482	48,525	116	418				48,525	1,515	3,840	153	25	35,710	153	233	39,550	435	4,380	44,365	(8,435)			
2	Fairfield Ludlowe HS	1,553	66,741	170	393	1,498	46,907	116	404				46,907	1,545	1,388	150	9	32,235	150	215	33,623	189	4,449	38,261	(10,223)			
3	HIGH SCHOOL TOTAL	3,051	135,511		797	2,980	95,432		823				95,432	3,060	5,228		34	67,945		448	73,173	624	8,829	82,626	(18,658)			
MIDDLE SCHOOLS																												
4	Roger Ludlowe MS	826	52,312	173	302	849	37,162	114	326	5,008	92	54	42,170	814	1,618	159	10	28,309	159	178	29,927	147	3,267	33,341	(10,594)			
5	Tomlinson MS	662	42,538	173	246	665	30,562	114	268				30,562	633	3,675	156	24	21,741	156	139	25,416	651	2,673	28,740	(6,148)			
6	Fairfield Woods MS	912	52,410	173	303	905	37,402	114	328				37,402	829	1,567	155	10	28,835	155	186	30,402	189	3,510	34,101	(5,057)			
7	MIDDLE SCHOOL TOTAL	2,400	147,260		851	2,419	105,126		922				110,134	2,276	6,860		44	78,885		503	85,745	987	9,450	96,182	(21,799)			
ELEMENTARY SCHOOLS																												
8	Burr	423	18,231	181	101	366	12,006	121	99				12,006	346	163	31	5	11,672	156	75	11,835	130	1,257	13,221	923			
9	Dwight	295	17,514	181	97	275	11,938	121	99				11,938	265	2,387	31	77	13,842	153	90	16,229	256	1,267	17,752	3,171			
10	Holland Hill	359	23,494	181	130	350	15,371	121	127	6,393	87	73	21,764	351	6,347	151	42	21,318	155	138	27,665	140	1,607	29,412	1,161			
11	Jennings	294	18,102	181	100	287	12,834	121	106				12,834	268	2,191	31	71	16,217	156	104	18,408	487	1,670	20,564	5,053			
12	McKinley + Warde ECC	550	41,328	181	228	576	29,263	121	242	16,466	92	179	45,729	561	28,297	159	178	37,934	159	239	66,231	1,512	3,360	71,103	(4,435)			
13	Mill Hill	345	23,494	181	130	357	16,087	121	133				16,087	359	5	31	0	19,385	156	124	19,390	7	1,974	21,371	5,272			
14	North Stratfield	378	24,406	181	135	375	16,867	121	139				16,867	373	64	31	2	18,983	156	122	19,047	18	2,380	21,445	4,496			
15	Osborn Hill	418	32,140	181	178	407	21,861	121	181				21,861	370	1,977	31	64	33,745	156	216	35,722	462	2,856	39,040	14,740			
16	Riverfield	411	23,840	181	132	408	18,152	121	150				18,152	366	1,180	31	38	24,330	154	158	25,510	231	2,685	28,426	8,863			
17	Sherman	445	28,000	181	155	430	17,291	121	143				17,291	415	25	31	1	14,048	156	90	14,073	14	1,680	15,767	(1,563)			
18	Stratfield	441	24,100	181	133	453	17,008	121	141				17,008	400	2,736	31	88	15,810	156	101	18,546	389	2,310	21,245	1,112			
19	ELEMENTARY SCHOOL TOTAL	4,360	274,649		1,518	4,284	188,678		1,560	22,860		211,537	4,074	45,372		567	227,284		1,458	272,656	3,644	23,044	299,344	38,791				
20	DISTRICT TOTAL	9,811	557,420		3,166	9,683	389,236		3,305	27,867		307	417,103	9,410	57,460		645	374,114		2,410	431,574	5,255	41,323	478,152	(1,666)			

Breakfast program for schools in bold print began April 1, 2021

\* Includes 4 days of NSLP



TO: Board of Education Members  
Mike Cummings, Superintendent of Schools

FROM: Doreen Munsell, Executive Director of Finance and Business Services

DATE: June 17, 2021

RE: 2020 – 2021 Budget Projection and Budget Transfers

Attached you will find the following documents related to the fiscal year-end:

- 2020 – 2021 Projected Year-End Expenses as of June 17 with Proposed Budget Transfers
- 2020 – 2021 Projected Year-End FPS Food Service Profit & Loss Statement
- 2020 – 2021 Financial Reports as of June 17, 2021

The 2020 – 2021 Projected Budget Balance and Proposed Budget Transfers are based on the latest information available. Balances will continue to fluctuate until expenditures are finalized and the fiscal year is officially closed in August. In this extraordinary year of hybrid schedules, remote learning, social distancing, contact tracing, disinfecting, PPE, free meals and more – projecting expenses was incredibly difficult.

In addition, the district operated with two sources of local funding this year; the BOE Operating Budget and the Non-Lapsing Fund. RLA expenses are included in the BOE Operating Budget Projection for budget transfer purposes, but are reported in the Non-Lapsing Fund on the financial statement. All RLA expenses and expenses in excess of the total \$3,633,459 non-lapsing fund appropriation, will actually be moved to the operating budget prior to the official close of the fiscal year. Column 2 on the attached projection/transfer document details the current \$215,479 projected overage to be moved.

Also, as previously reported, this year's hybrid schedule and COVID restrictions had a detrimental impact on our food service fund like most districts in the state. The attached Food Service Profit and Loss Statement indicates a projected cash balance at year-end of approximately \$155,000 as compared to our pre-pandemic balance of \$974,000. The National School Lunch Program (NSLP) limits the programs cash to 3 months of operating costs. Due to lower operating costs this year, the projected cash limit for 2020-2021 is approximately \$680,000. Since cash in the food service fund is extremely low, and the funding is available; I recommend the budget transfer of \$525,000 in column 4 on the projection/transfer document to sustain the food service program.

The proposed budget transfers are in accordance with BOE Policy 3170, and are based on current projected balances. As is past practice, we will continue to process transactions for the year and, if necessary, additional funds will be transferred and reported to the Board in the fall. The Board of Education will receive a final update on the 2020 – 2021 fiscal year after it is officially closed.

I respectfully request that the proposed 2020 – 2021 budget transfers be approved at the June 22, 2021 Board of Education meeting per the attached spreadsheet.



Fairfield Public Schools  
Board of Education  
2020-2021 Budget Transfers

		1	2	3	4	5
	MAJOR CLASSIFICATION	PROJECTED END OF YEAR BALANCE at 6/30/2021 as of 6/16/2021	PROJECTED COVID/ NON-LAPSING BALANCE BY MAJOR CLASS	MAJOR CLASSIFICATION PROJECTED END OF YEAR BALANCE AT 6/30/2021	PROPOSED TRANSFER TO FOOD SERVICE	TOTAL TRANSFER REQUESTS
				Col 1 + Col 2		Col 3 + Col 4
	PERSONNEL SERVICES					
1	Certified Salaries / Non-Certified Salaries / Staff Replacement	\$ 4,409,046				
2	Substitutes (Includes Clerical Subs)	\$ (518,161)	\$ (8,857)			
3	Sped Substitutes / SE Xtra Curr	\$ 55,862				
4	Degree Changes	\$ 44,340				
5	Custodial OT	\$ 200,000	\$ (239,268)			
6	Interns	\$ 104,190				
7	Community Liaisons / Mentors / CED / Security / Extra Curricular	\$ 236,011				
8	Sped Summer School Salaries / Clerical Extras / SE Interns	\$ (73,108)				
9	Wage & Benefit	\$ 148,859				
10	Remote Learning Academy	\$ (4,745,920)				
11	Total Personnel Services	\$ (138,881)	\$ (248,124)	\$ (387,005)		\$ 387,005
	FIXED CHARGES					
12	Life Insurance / Disability	\$ 15,892				
13	Health Insurance	\$ 327,148				
14	FICA / Medicare	\$ 14,791				
15	Pension/401(a)	\$ 2,031				
16	Total Fixed Charges	\$ 359,862	\$ -	\$ 359,862		\$ (359,862)
	PUPIL PERSONNEL EXPENSES					
17	SPED Expenses	\$ (3,022,043)				
18	Remote Learning Academy	\$ (49,500)				
19	Pupil Trans - SE Bus Aide	\$ 21,181				
20	Pupil Trans - SE Contract	\$ 1,009,307				
21	Pupil Trans - SE Summer School	\$ 274,083				
22	Total Pupil Personnel Expenses	\$ (1,766,972)	\$ -	\$ (1,766,972)		\$ 1,766,972
	SCHOOL EXPENSES					
23	School Balances	\$ 300,000	\$ (901)			
24	Sch Copying / Inst Supp & Copying	\$ 64,129				
25	Total School Expenses	\$ 364,129	\$ (901)	\$ 363,228		\$ (363,228)
	SUPPORT EXPENSES					
26	Professional Growth Tuition & Other HR Accounts	\$ 57,095				
27	BOE Dues and Fees / NEASC Funding	\$ 12,883				
28	Legal Business Svcs	\$ 24,704				
29	Tech Software - Instructional / Info Management	\$ 80,088	\$ (129,396)			
30	Tech Supplies - District	\$ 675	\$ (181,569)			
31	Magnet School Tuition	\$ 39,628				
32	Postage / Copying / Med Supp / Bus Sv Office Supp / Records Retention / Info Svcs Printing / Athletic Training / Inst Support	\$ 51,106				
33	Security Purchase Expense	\$ (4,311)	\$ (28,015)			
34	Instructional Services - Mats / PD / Prgm Assessment	\$ (21,877)	\$ (22,994)			
35	Bus Sv - Prof Mtng Reim / Local Travel / Dues & Fees / Pub & Resrch	\$ 5,630				
36	BOE Svc / Ex Admin	\$ 12,000				
37	Total Support Expenses	\$ 257,621	\$ (361,973)	\$ (104,352)		\$ 104,352
	MAINTENANCE / OPERATIONS / TRANSPORTATION					
38	Tech System & Equipment Maintenance / Tech Svc Contract / Tech Infrastructure	\$ 260,342	\$ (21,831)			
39	Tech Training	\$ 35,792				
40	Pupil Trans - Contract	\$ (176,774)				
41	Pupil Trans - Vocational and Magnet Schools	\$ 42,105				
42	Pupil Trans - Other Contracted Charges	\$ 111,882				
43	Maintenance Service Accounts	\$ 229,095	\$ (1,012,746)			
44	Travel Expense / Mileage Reimbursement	\$ 38,918				
45	Equipment Repair - Schools	\$ 17,731				
46	Telephone	\$ 2,289				
47	Electric	\$ 650,262				
48	Commercial Gas / Heat	\$ 299,068				
49	Water	\$ 7,631				
50	Non-Lapsing Fund	\$ -	\$ 2,110,721			
51	Total Maintenance / Operations / Transportation	\$ 1,518,341	\$ 1,076,144	\$ 2,594,485	\$ (525,000)	\$ (2,069,484)
	CAPITAL OUTLAY					
52	Special Ed Equipment	\$ 45,858				
53	Technology Equipment	\$ -	\$ (427,157)			
54	School Equipment	\$ 57,947				
55	Oper Plant & Equip / Risk Management	\$ 42,574	\$ (253,467)			
56	Total Capital Outlay	\$ 146,379	\$ (680,624)	\$ (534,245)		\$ 534,245
57	TOTAL PROJECTED BALANCE @ 6/30/21	\$ 740,479	\$ (215,479)	\$ 525,000	\$ (525,000)	\$ (0)

FUND 20 - NON-LAPSING FUND

58	HS SPORTS	\$ (901)				
59	INSTRUCTIONAL	\$ (22,994)				
60	MAINTENANCE/OPERATIONS/SECURITY	\$ (1,839,354)				
61	TECHNOLOGY	\$ (759,952)				
62	TRANSPORTATION	\$ (8,857)				
63	COVID BUDGET	\$ 2,110,721				
64	TOTAL COVID ACCOUNTS	\$ (521,337)	\$ -			\$ -
65	NON-LAPSING ACCOUNTS	\$ 305,858				
66	TOTAL FUND 20 - NON-LAPSING FUND	\$ (215,479)	\$ -			\$ -
67	PROJECTED 6/30/2021 BALANCE - Local Funding	\$ 525,000	\$ (215,479)	\$ 525,000	\$ (525,000)	\$ (0)

68	SCHOOL LUNCH	\$ (525,000)			\$ 525,000	
69	PROJECTED 6/30/2021 BALANCE - All Funding Sources	\$ -	\$ (215,479)	\$ 525,000	\$ -	\$ (0)

**Statement of Account - Summary by  
Major Classification and Summary Object  
Fairfield Public Schools  
Fiscal Year 2020-2021**

6/17/2021

9:23:32AM

Sum Obj	Description	Appropriation As Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
<b>PERSONNEL SERVICES</b>									
101	TEACHING STAFF	\$77,394,520	(\$3,886,267)	\$73,508,253	\$65,146,161.86	\$8,357,844.25	\$0.00	\$4,246.89	99.99%
103	CERTIFIED SUPPORT STAFF	\$8,991,867	(\$98,256)	\$8,893,611	\$7,843,806.80	\$1,049,663.03	\$0.00	\$141.17	100.00%
105	SCHOOL ADMIN STAFF	\$6,638,833	\$183,318	\$6,822,151	\$6,624,303.85	\$197,843.05	\$0.00	\$4.10	100.00%
107	CENTRAL ADMINISTRATION STAFF	\$774,920	(\$4,415)	\$770,505	\$755,633.85	\$14,870.85	\$0.00	\$0.30	100.00%
109	DIRECTOR/SUPERVISOR/MGR	\$921,527	\$63,941	\$985,468	\$967,407.58	\$18,060.73	\$0.00	(\$0.31)	100.00%
111	SECRETARIAL/CLERICAL STAFF	\$3,693,737	(\$115,369)	\$3,578,368	\$3,346,693.99	\$230,552.75	\$0.00	\$1,121.26	99.97%
113	PARAPROFESSIONAL STAFF	\$4,319,900	(\$414,737)	\$3,905,163	\$3,771,042.93	\$132,733.08	\$0.00	\$1,386.99	99.96%
115	CUSTODIAN STAFF	\$4,399,093	(\$219,536)	\$4,179,557	\$4,060,494.56	\$119,065.23	\$0.00	(\$2.79)	100.00%
117	MAINTENANCE STAFF	\$1,092,577	(\$22,505)	\$1,070,072	\$1,050,364.73	\$19,707.32	\$0.00	(\$0.05)	100.00%
121	SUPPORT STAFF	\$3,092,114	(\$88,787)	\$3,003,327	\$2,918,020.88	\$85,304.59	\$0.00	\$1.24	100.00%
125	SE TRAINER STAFF	\$1,094,582	\$26,186	\$1,120,768	\$1,099,717.99	\$21,031.24	\$0.00	\$18.77	100.00%
129	PART-TIME EMPLOYMENT	\$3,438,745	\$6,780	\$3,445,525	\$3,227,454.50	\$973.34	\$0.00	\$217,097.16	93.70%
131	WAGE/BENEFIT RESERVE	\$352,260	(\$137,161)	\$215,099	\$51,551.00	\$0.00	\$0.00	\$163,548.00	23.97%
133	STAFF REPLACEMENT	(\$610,000)	\$4,975,507	\$4,365,507	\$0.00	\$0.00	\$0.00	\$4,365,507.29	0.00%
135	DEGREE CHANGES	\$306,260	(\$261,919)	\$44,341	\$0.00	\$0.00	\$0.00	\$44,341.00	0.00%
307	OTHER SERVICES	\$1,534,062	\$0	\$1,534,062	\$1,325,960.44	\$103,120.73	\$0.00	\$104,980.83	93.16%
<b>TOTAL PERSONNEL SERVICES</b>		<b>\$117,434,997</b>	<b>\$6,780</b>	<b>\$117,441,777</b>	<b>\$102,188,614.96</b>	<b>\$10,350,770.19</b>	<b>\$0.00</b>	<b>\$4,902,391.85</b>	<b>95.83%</b>
<b>FIXED CHARGES</b>									
201	HEALTH INSURANCE	\$25,886,479	\$0	\$25,886,479	\$25,559,330.55	\$0.00	\$0.00	\$327,148.45	98.74%
203	LIFE/DISABILITY INSURANCE	\$336,781	\$0	\$336,781	\$293,324.36	\$0.00	\$0.00	\$43,456.64	87.10%
205	SOCIAL SECURITY	\$2,712,517	\$0	\$2,712,517	\$2,517,684.51	\$0.00	\$0.00	\$194,832.49	92.82%
207	PENSION/RETIREMENT	\$2,237,070	\$0	\$2,237,070	\$2,219,846.64	\$9,500.00	\$0.00	\$7,723.36	99.65%
<b>TOTAL FIXED CHARGES</b>		<b>\$31,172,847</b>	<b>\$0</b>	<b>\$31,172,847</b>	<b>\$30,590,186.06</b>	<b>\$9,500.00</b>	<b>\$0.00</b>	<b>\$573,160.94</b>	<b>98.16%</b>
<b>PUPIL PERSONNEL</b>									
301	INSTRUCTIONAL SERVICES	\$110,000	\$0	\$110,000	\$124,930.11	\$23,935.83	\$33,478.94	(\$72,344.88)	165.77%
303	PUPIL PERSONNEL SERVICES	\$4,562,190	\$0	\$4,562,190	\$5,383,084.46	\$764,818.07	\$75,050.00	(\$1,660,762.53)	136.40%
313	MAINTENANCE SERVICES	\$1,500	\$0	\$1,500	\$1,085.00	\$0.00	\$0.00	\$415.00	72.33%
315	RENTALS	\$25,000	\$0	\$25,000	\$0.00	\$0.00	\$0.00	\$25,000.00	0.00%
317	STUDENT TRANSPORTATION	\$4,199,223	\$0	\$4,199,223	\$2,153,053.51	\$924,154.03	\$0.00	\$1,122,015.46	73.28%
319	CONFERENCE & TRAVEL	\$150,796	\$0	\$150,796	\$58,061.71	\$9,590.25	\$0.00	\$83,144.04	44.86%
327	PRINTING/COPYING	\$9,000	\$0	\$9,000	\$6,004.21	\$874.79	\$0.00	\$2,121.00	76.43%
329	TUITION	\$5,267,681	\$0	\$5,267,681	\$5,574,871.15	\$1,161,054.24	\$163,394.65	(\$1,631,639.04)	130.97%
401	INSTRUCTIONAL SUPLS/MATLS	\$68,500	\$0	\$68,500	\$33,612.83	\$0.00	\$0.00	\$34,887.17	49.07%
404	SPLS, BKS, MATLS-DIST SUPPORT	\$37,000	\$0	\$37,000	\$10,334.20	\$0.00	\$0.00	\$26,665.80	27.93%
411	TEXTBOOKS	\$10,000	\$0	\$10,000	\$0.00	\$691.90	\$0.00	\$9,308.10	6.92%
415	OTHER SUPPLIES/MATERIALS	\$2,250	\$0	\$2,250	\$512.66	\$0.00	\$0.00	\$1,737.34	22.78%
601	DUES AND FEES	\$1,250	\$0	\$1,250	\$339.00	\$0.00	\$0.00	\$911.00	27.12%
<b>TOTAL PUPIL PERSONNEL</b>		<b>\$14,444,390</b>	<b>\$0</b>	<b>\$14,444,390</b>	<b>\$13,345,888.84</b>	<b>\$2,885,119.11</b>	<b>\$271,923.59</b>	<b>(\$2,058,541.54)</b>	<b>114.25%</b>
<b>SCHOOL EXPENSE</b>									
301	INSTRUCTIONAL SERVICES	\$24,500	(\$1,500)	\$23,000	\$10,523.38	\$0.00	\$0.00	\$12,476.62	45.75%
307	OTHER SERVICES	\$70,570	\$40,727	\$111,297	\$67,543.54	\$19,589.95	\$0.00	\$24,163.51	78.29%
315	RENTALS	\$135,572	\$0	\$135,572	\$89,385.00	\$25,500.00	\$0.00	\$20,687.00	84.74%
317	STUDENT TRANSPORTATION	\$41,610	(\$8,630)	\$32,980	\$230.52	\$300.00	\$117.12	\$32,332.36	1.96%
319	CONFERENCE & TRAVEL	\$50,094	(\$8,262)	\$41,832	\$8,720.36	\$975.00	\$0.00	\$32,136.64	23.18%
327	PRINTING/COPYING	\$237,441	\$0	\$237,441	\$168,849.16	\$21,622.49	\$0.00	\$46,969.35	80.22%
400	SUPPLIES, BOOKS & MATERIALS	\$1,289,396	(\$35,485)	\$1,253,911	\$855,391.00	\$121,576.34	\$6,494.61	\$270,449.05	78.43%
402	INSTRUCTIONAL SPLS-DIST SUPPRT	\$28,000	\$0	\$28,000	\$5,364.07	\$2,470.41	\$0.00	\$20,165.52	27.98%
409	STUDENT ACTIVITY EXPENSES	\$596,873	\$2,668	\$599,541	\$302,254.62	\$68,996.16	\$1,540.00	\$226,750.22	62.18%
415	OTHER SUPPLIES/MATERIALS	\$14,914	\$960	\$15,874	\$7,417.81	\$1,110.81	\$664.28	\$6,681.10	57.91%
601	DUES AND FEES	\$24,637	\$2,742	\$27,379	\$26,234.05	\$0.00	\$0.00	\$1,144.95	95.82%
<b>TOTAL SCHOOL EXPENSE</b>		<b>\$2,513,607</b>	<b>(\$6,780)</b>	<b>\$2,506,827</b>	<b>\$1,541,913.51</b>	<b>\$262,141.16</b>	<b>\$8,816.01</b>	<b>\$693,956.32</b>	<b>72.32%</b>
<b>SUPPORT EXPENSE</b>									

**Statement of Account - Summary by  
Major Classification and Summary Object  
Fairfield Public Schools  
Fiscal Year 2020-2021**

6/17/2021

9:23:33AM

Sum Obj	Description	Appropriation As Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
301	INSTRUCTIONAL SERVICES	\$317,344	\$101,276	\$418,620	\$323,156.87	\$9,641.70	\$0.00	\$85,821.43	79.50%
305	PROFESSIONAL/TECHNICAL SVCS	\$651,800	\$0	\$651,800	\$520,115.17	\$107,676.98	\$0.00	\$24,007.85	96.32%
307	OTHER SERVICES	\$56,810	(\$28,910)	\$27,900	\$24,059.00	\$0.00	\$0.00	\$3,841.00	86.23%
309	SECURITY SVCS/EXPENSES	\$251,205	\$0	\$251,205	\$213,985.43	\$41,530.67	\$0.00	(\$4,311.10)	101.72%
313	MAINTENANCE SERVICES	\$871,045	\$5,408	\$876,453	\$779,296.10	\$2,061.90	\$0.00	\$95,095.00	89.15%
319	CONFERENCE & TRAVEL	\$42,580	\$0	\$42,580	\$7,931.23	\$3,321.74	\$0.00	\$31,327.03	26.43%
321	PROFESSIONAL DEVELOPMENT	\$755,175	(\$99,153)	\$656,022	\$403,165.61	\$28,712.02	\$50,468.00	\$173,676.37	73.53%
323	POSTAGE	\$50,460	\$0	\$50,460	\$21,416.14	\$773.86	\$0.00	\$28,270.00	43.98%
325	PERSONNEL/RECRUITMENT EXP	\$15,000	\$0	\$15,000	\$7,794.20	\$218.32	\$0.00	\$6,987.48	53.42%
327	PRINTING/COPYING	\$61,500	\$0	\$61,500	\$43,157.16	\$4,664.53	\$0.00	\$13,678.31	77.76%
329	TUITION	\$341,276	\$0	\$341,276	\$301,648.00	\$0.00	\$0.00	\$39,628.00	88.39%
401	INSTRUCTIONAL SUPLS/MATLS	\$803,506	\$24,191	\$827,697	\$632,271.73	\$306,872.93	\$0.00	(\$111,447.66)	113.46%
403	OFFICE/GENERAL SUPPLIES	\$14,000	\$0	\$14,000	\$8,019.28	\$1,441.96	\$0.00	\$4,538.76	67.58%
411	TEXTBOOKS	\$9,280	(\$2,812)	\$6,468	\$4,814.79	\$0.00	\$0.00	\$1,653.21	74.44%
415	OTHER SUPPLIES/MATERIALS	\$106,822	\$0	\$106,822	\$63,119.63	\$35,605.29	\$0.00	\$8,097.08	92.42%
424	OTHER SUPPLIES	\$8,000	\$0	\$8,000	\$1,125.00	\$0.00	\$0.00	\$6,875.00	14.06%
601	DUES AND FEES	\$50,720	\$0	\$50,720	\$35,184.91	\$8,335.00	\$0.00	\$7,200.09	85.80%
<b>TOTAL SUPPORT EXPENSE</b>		<b>\$4,406,523</b>	<b>\$0</b>	<b>\$4,406,523</b>	<b>\$3,390,260.25</b>	<b>\$550,856.90</b>	<b>\$50,468.00</b>	<b>\$414,937.85</b>	<b>90.58%</b>
<b>MAINT/OPER/TRANS</b>									
305	PROFESSIONAL/TECHNICAL SVCS	\$250,000	\$0	\$250,000	\$122,025.41	\$201,752.50	\$0.00	(\$73,777.91)	129.51%
311	UTILITY SERVICES	\$4,778,809	\$0	\$4,778,809	\$3,531,404.12	\$3,615.37	\$0.00	\$1,243,789.51	73.97%
313	MAINTENANCE SERVICES	\$4,158,223	\$0	\$4,158,223	\$2,553,427.16	\$673,745.15	\$0.00	\$931,050.69	77.61%
317	STUDENT TRANSPORTATION	\$4,179,236	\$0	\$4,179,236	\$3,270,066.14	\$1,091,716.38	\$0.00	(\$182,546.52)	104.37%
319	CONFERENCE & TRAVEL	\$35,800	\$0	\$35,800	\$25,103.68	\$8,693.40	\$0.00	\$2,002.92	94.41%
321	PROFESSIONAL DEVELOPMENT	\$64,942	\$0	\$64,942	\$15,669.60	\$9,412.18	\$0.00	\$39,860.22	38.62%
429	MAINTENANCE/REPAIR SUPPLIES	\$1,500	\$0	\$1,500	\$468.14	\$81.86	\$0.00	\$950.00	36.67%
<b>TOTAL MAINT/OPER/TRANS</b>		<b>\$13,468,510</b>	<b>\$0</b>	<b>\$13,468,510</b>	<b>\$9,518,164.25</b>	<b>\$1,989,016.84</b>	<b>\$0.00</b>	<b>\$1,961,328.91</b>	<b>85.44%</b>
<b>CAPITAL</b>									
501	CAPITAL OUTLAY	\$390,780	\$0	\$390,780	\$34,763.24	\$144,197.92	\$564.53	\$211,254.31	45.94%
503	TECHNOLOGY	\$668,914	\$0	\$668,914	\$424,350.36	\$244,529.99	\$0.00	\$33.65	99.99%
<b>TOTAL CAPITAL</b>		<b>\$1,059,694</b>	<b>\$0</b>	<b>\$1,059,694</b>	<b>\$459,113.60</b>	<b>\$388,727.91</b>	<b>\$564.53</b>	<b>\$211,287.96</b>	<b>80.06%</b>
<b>GRAND TOTAL</b>		<b>\$184,500,568</b>	<b>\$0</b>	<b>\$184,500,568</b>	<b>\$161,034,141.47</b>	<b>\$16,436,132.11</b>	<b>\$331,772.13</b>	<b>\$6,698,522.29</b>	<b>96.37%</b>

**COVID/Non-Lapsing Statement of Account - Detail by Program**  
**Fairfield Public Schools**  
**Fiscal Year 2020-2021**

6/17/2021

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	Appropriation as Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
<b>PERSONNEL SERVICES</b>								
<b>COVID</b>								
2400-234-050 COVID-MS LUNCH AIDES	\$0	0	\$0	5,449.08	0.00	0.00	(5,449.08)	0.00%
2540-193-900 COVID-HEAD CUSTODIAN-WFC	\$0	0	\$0	27,171.63	650.02	0.00	(27,821.65)	0.00%
2540-238-003 COVID-EVNG/SUBS/OT	\$0	0	\$0	203,055.23	0.00	0.00	(203,055.23)	0.00%
2550-238-010 COVID-TRANS SEC OT/HRLY	\$0	0	\$0	8,856.66	0.00	0.00	(8,856.66)	0.00%
<b>TOTAL COVID</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$244,532.60</b>	<b>\$650.02</b>	<b>\$0.00</b>	<b>\$(245,182.62)</b>	<b>0.00%</b>
<b>REMOTE LEARNING ACADEMY</b>								
1129-140-099 RLA-TEACHER K-8	\$0	0	\$0	2,950,746.21	362,284.14	0.00	(3,313,030.35)	0.00%
1200-129-099 RLA-TCHR-SPED EVAL	\$0	0	\$0	122,797.32	0.00	0.00	(122,797.32)	0.00%
1200-138-099 RLA-SPED TCHR K-8	\$0	0	\$0	509,386.34	77,713.12	0.00	(587,099.46)	0.00%
1200-183-099 RLA-SE PARAPROFESSIONAL	\$0	0	\$0	65,600.82	0.00	0.00	(65,600.82)	0.00%
1200-188-099 RLA-SE TRAINERS	\$0	0	\$0	27,489.68	808.52	0.00	(28,298.20)	0.00%
2120-122-099 RLA-SCHL CNSLR K-8	\$0	0	\$0	82,201.60	16,440.32	0.00	(98,641.92)	0.00%
2140-124-099 RLA-SCHL PSYCH K-8	\$0	0	\$0	98,060.82	17,829.24	0.00	(115,890.06)	0.00%
2150-139-099 RLA-SP/LANG TCHR K-8	\$0	0	\$0	147,990.90	15,690.60	0.00	(163,681.50)	0.00%
2210-135-099 RLA-ELEM PROG FACILITATOR	\$0	0	\$0	62,934.68	14,841.68	0.00	(77,776.36)	0.00%
2400-109-099 RLA- ADMIN	\$0	0	\$0	139,510.73	3,019.83	0.00	(142,530.56)	0.00%
2640-241-099 RLA-TEACHER - SUBS	\$0	0	\$0	22,230.00	0.00	0.00	(22,230.00)	0.00%
<b>TOTAL REMOTE LEARNING ACADEMY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,228,949.10</b>	<b>\$508,627.45</b>	<b>\$0.00</b>	<b>\$(4,737,576.55)</b>	<b>0.00%</b>
<b>TOTAL PERSONNEL SERVICES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,473,481.70</b>	<b>\$509,277.47</b>	<b>\$0.00</b>	<b>\$(4,982,759.17)</b>	<b>0.00%</b>
<b>PUPIL PERSONNEL</b>								
<b>REMOTE LEARNING ACADEMY</b>								
2130-300-099 RLA-CONTRACTED NURSING SVCS	\$0	0	\$0	38,943.75	10,111.25	0.00	(49,055.00)	0.00%
<b>TOTAL REMOTE LEARNING ACADEMY</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$38,943.75</b>	<b>\$10,111.25</b>	<b>\$0.00</b>	<b>\$(49,055.00)</b>	<b>0.00%</b>
<b>TOTAL PUPIL PERSONNEL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$38,943.75</b>	<b>\$10,111.25</b>	<b>\$0.00</b>	<b>\$(49,055.00)</b>	<b>0.00%</b>
<b>SCHOOL EXPENSE</b>								
<b>COVID</b>								
1130-430-100 COVID-SPORTS COSTS-FLHS	\$0	0	\$0	900.64	0.00	0.00	(900.64)	0.00%
<b>TOTAL COVID</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$900.64</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(900.64)</b>	<b>0.00%</b>
<b>TOTAL SCHOOL EXPENSE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$900.64</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(900.64)</b>	<b>0.00%</b>
<b>SUPPORT EXPENSE</b>								
<b>COVID</b>								
2115-460-010 COVID-SECURITY PUR EXP	\$0	0	\$0	26,849.30	1,165.80	0.00	(28,015.10)	0.00%
2210-319-010 COVID-CURRICULUM DEV	\$0	0	\$0	2,240.00	0.00	0.00	(2,240.00)	0.00%
2210-401-010 COVID-INSTRUCTIONAL SUPLS	\$0	0	\$0	16,341.27	0.00	0.00	(16,341.27)	0.00%
2230-400-010 COVID-SOFTWARE-INSTRUCTIONAL	\$0	0	\$0	59,957.50	0.00	0.00	(59,957.50)	0.00%
2230-400-014 COVID-TECH SUPPLIES	\$0	0	\$0	181,568.96	0.00	0.00	(181,568.96)	0.00%
2230-501-010 COVID-SOFTWARE INFO MGMT	\$0	0	\$0	72,966.99	0.00	0.00	(72,966.99)	0.00%
2310-998-001 NON-LAPSING TRANSFER IN	\$2,110,721	0	\$2,110,721	0.00	0.00	0.00	2,110,721.00	0.00%
<b>TOTAL COVID</b>	<b>\$2,110,721</b>	<b>\$0</b>	<b>\$2,110,721</b>	<b>\$359,924.02</b>	<b>\$1,165.80</b>	<b>\$0.00</b>	<b>\$1,749,631.18</b>	<b>17.11%</b>
<b>NON-LAPSING</b>								
2540-496-900 NL-FACILITY EXPENSE WFC	\$115,000	0	\$115,000	110,250.00	0.00	0.00	4,750.00	95.87%
<b>TOTAL NON-LAPSING</b>	<b>\$115,000</b>	<b>\$0</b>	<b>\$115,000</b>	<b>\$110,250.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,750.00</b>	<b>95.87%</b>
<b>TOTAL SUPPORT EXPENSE</b>	<b>\$2,225,721</b>	<b>\$0</b>	<b>\$2,225,721</b>	<b>\$470,174.02</b>	<b>\$1,165.80</b>	<b>\$0.00</b>	<b>\$1,754,381.18</b>	<b>21.18%</b>
<b>MAINT/OPER/TRANS</b>								
<b>COVID</b>								
2230-475-010 COVID-TECH INFRASTRUCTURE	\$0	0	\$0	18,681.27	(66.90)	0.00	(18,614.37)	0.00%
2530-375-003 COVID-CONTRACTED SVCS - MAINT	\$0	0	\$0	648,244.43	185,506.07	0.00	(833,750.50)	0.00%
2530-395-002 COVID-PPE	\$0	0	\$0	143,741.25	3,051.00	0.00	(146,792.25)	0.00%
2530-461-002 COVID-MAINTENANCE SUPPLIES	\$0	0	\$0	155,971.56	105,454.55	0.00	(261,426.11)	0.00%
2540-358-003 COVID-TECHNICAL CONSULTING	\$0	0	\$0	11,700.00	0.00	0.00	(11,700.00)	0.00%
2540-486-002 COVID-CUSTODIAL SUPPLIES	\$0	0	\$0	72,895.42	9,040.14	0.00	(81,935.56)	0.00%
<b>TOTAL COVID</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,051,233.93</b>	<b>\$302,984.86</b>	<b>\$0.00</b>	<b>\$(1,354,218.79)</b>	<b>0.00%</b>

**COVID/Non-Lapsing Statement of Account - Detail by Program**  
**Fairfield Public Schools**  
**Fiscal Year 2020-2021**

6/17/2021  
8:58:34AM

	Appropriation as Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
<b>NON-LAPSING</b>								
2530-395-100 NL-MAINTENANCE PROJECTS-FLHS	\$75,000	0	\$75,000	0.00	52,500.00	0.00	22,500.00	70.00%
2530-395-630 NL-MAINTENANCE PROJECTS-DW	\$55,000	0	\$55,000	0.00	3,015.80	0.00	51,984.20	5.48%
2530-395-730 NL-MAINTENANCE PROJECTS-JN	\$143,502	0	\$143,502	0.00	145,319.50	0.00	(1,817.50)	101.27%
2530-395-810 NL-MAINTENANCE PROJECTS-NS	\$30,000	0	\$30,000	0.00	0.00	0.00	30,000.00	0.00%
2530-461-003 NL-MAINT - MAINT SUPPL/MAT'LS	\$200,000	0	\$200,000	157,207.26	15,155.18	0.00	27,637.56	86.18%
2530-462-003 NL-MAINT - VEHICLE PARTS/FUEL	\$44,000	0	\$44,000	7,898.62	8,000.00	0.00	28,101.38	36.13%
2530-463-003 NL-MAINT - PLUMB/HTG/AC SUPL'S	\$235,000	0	\$235,000	101,100.62	23,314.96	0.00	110,584.42	52.94%
2530-464-003 NL-MAINT - FIRE/ELEC SPL/MT'LS	\$66,000	0	\$66,000	57,957.01	10,977.22	0.00	(2,934.23)	104.45%
2530-465-003 NL-MAINT - GROUNDS SUPPLIES	\$2,500	0	\$2,500	0.00	0.00	0.00	2,500.00	0.00%
2540-350-001 NL-CO FACILITY EXPENSE	\$98,489	0	\$98,489	98,489.16	0.00	0.00	(0.16)	100.00%
2540-350-003 NL-MAINT BLDG FACILITY EXPENSE	\$127,502	0	\$127,502	127,501.32	0.00	0.00	0.68	100.00%
2540-351-003 NL-MAINT LEASE OPERATION EXP	\$30,745	0	\$30,745	32,835.60	0.00	0.00	(2,090.60)	106.80%
2540-486-010 NL-CUSTODIAL SUPPLIES - DIST	\$300,000	0	\$300,000	223,018.08	3.95	0.00	76,977.97	74.34%
<b>TOTAL NON-LAPSING</b>	<b>\$1,407,738</b>	<b>\$0</b>	<b>\$1,407,738</b>	<b>\$806,007.67</b>	<b>\$258,286.61</b>	<b>\$0.00</b>	<b>\$343,443.72</b>	<b>75.60%</b>
<b>TOTAL MAINT/OPER/TRANS</b>	<b>\$1,407,738</b>	<b>\$0</b>	<b>\$1,407,738</b>	<b>\$1,857,241.60</b>	<b>\$561,271.47</b>	<b>\$0.00</b>	<b>\$(1,010,775.07)</b>	<b>171.80%</b>
<b>CAPITAL</b>								
<b>COVID</b>								
2230-541-010 COVID-TECH CAPITAL	\$0	0	\$0	427,157.20	0.00	0.00	(427,157.20)	0.00%
2400-540-010 COVID-FFE	\$0	0	\$0	253,467.00	0.00	0.00	(253,467.00)	0.00%
<b>TOTAL COVID</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$680,624.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(680,624.20)</b>	<b>0.00%</b>
<b>TOTAL CAPITAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$680,624.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$(680,624.20)</b>	<b>0.00%</b>
<b>GRAND TOTAL</b>	<b>\$3,633,459</b>	<b>\$0</b>	<b>\$3,633,459</b>	<b>\$7,521,365.91</b>	<b>\$1,081,825.99</b>	<b>\$0.00</b>	<b>\$(4,969,732.90)</b>	<b>236.78%</b>



**FAIRFIELD  
PUBLIC SCHOOLS**

## **Board of Education**

June 22, 2021

Dear Governor Lamont,

We, the Fairfield Board of Education, are writing today on behalf of the children and families of our community. Given Connecticut's low rate of COVID transmission and increased rate of vaccination, we are asking for the state to align its guidance for schools with those put forth for the general public.

Vaccinated adults are enjoying a return to normalcy. We can dine in restaurants, socialize at bars, shop in local businesses, and attend concerts without needing to wear a mask. Adults are celebrating, while our children, the subgroup least likely to have severe COVID-related outcomes, are left in limbo.

Children and teens, regardless of vaccination status, are able to go mask-less for out of school activities, yet they are still required to wear a mask in school. Rules need to be consistent for adults and children.

Superintendents have shared the burden of being public health officials this past year—a job they did not ask for nor were trained for. Their attentions for the upcoming school year need to be on their area of expertise—the education of our children.

Our children have been responsible citizens and made sacrifices in the name of public health. It is now time for the state to turn its focus on both the physical and mental health needs of our students.

Assuming no noteworthy trend in COVID transmission, we are asking that the state take the following two steps, in tandem, to protect ALL of Connecticut's children:

1. End the state's mask mandate for all of Connecticut's schools for the 2021-2022 school year, while simultaneously giving local health departments clear guidance on what would prompt the reinstatement of mask wearing as a mitigation strategy. At the very least, given the latest CDC guidance, masks should not be required at the high school level as all students and teachers are eligible to be vaccinated.
2. Use the state's portion of the ARP ESSER funding to implement a synchronous state-run Remote Learning Academy for medically vulnerable students modeled on any/all of this year's successful local models.

We understand updated guidance will be forthcoming. If the recommendation for mask-wearing remains in place, we ask you to provide the reasoning and data behind that decision so we can better inform our

constituents, refocus our advocacy, and continue to support the work of our Superintendent and local health and town officials moving forward.

Thank you for your consideration and leadership throughout the pandemic. Connecticut is opening back up; let us continue to work together to fully bring sense of normalcy back to those who need it the most, our children. Allowing them to see their friends' and teachers' smiling faces each day is an important step.

Best regards,

The Fairfield Board of Education

DRAFT

**Regular Meeting Minutes  
Fairfield BoE, May 25, 2021, 7:30PM**

**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 and FPS YouTube.

## 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 7:31PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Carol Guernsey. Others present were Superintendent Mike Cummings and members of the Central Office Leadership Team.

Mrs. Vitale asked the Board for unanimous consent to move item 5 ahead of Item 4; the Board agreed.

### New Business

#### *Approval of the Roger Sherman Building Project (State Project # 051-0150) as Complete*

Mrs. Gerber moved/Mrs. Rotelli seconded the recommended motion "that the Board of Education accept the Roger Sherman Building Project (State Project # 051-0150) as complete."

Motion passed 9-0.

### Old Business

#### *Approval of the Superintendent's Recommended 2021-2022 Budget Adjustments*

Mrs. Gerber moved/Mrs. Maxon-Kennelly seconded the recommended motion "that the Board of Education approve the Superintendent's Recommended 2021-2022 Budget Adjustments as enclosed."

#### Amendment 1

Mr. Aysseh moved/Ms. Pytko seconded to amend the main motion to reflect scenario 5 in the enclosure.

Motion failed 4-5 (Mrs. Rotelli, Ms. Pytko, Mr. Aysseh, Mr. Peterson in favor; Mrs. Jacobsen, Mrs. Gerber, Mrs. Vitale, Mrs. Maxon-Kennelly, Ms. Guernsey against.)

#### Amendment 2

Mrs. Jacobsen moved/Mrs. Guernsey seconded to amend scenario 5 in the enclosure and add \$48,897 in SPED revenue from the 26 additional Open Choice students, as well as a \$47,000 reduction in contracted services for a facilities study.

Following the amendment being made, Mrs. Vitale called for a 5-minute recess; the Board agreed.

Motion failed 0-8-1 (Mrs. Rotelli, Ms. Pytko, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Ms. Guernsey against; Mrs. Jacobsen abstained.)

#### Amendment 3

Mrs. Maxon-Kennelly moved/Ms. Guernsey seconded to amend the main motion and take \$95,879 from additional SPED tuition funding (reducing it to \$270,121) and increasing Line 17 to \$95,879.

Motion failed 2-7 (Mrs. Maxon-Kennelly, Mrs. Guernsey in favor; Mrs. Rotelli, Mrs. Jacobsen, Ms. Pytko, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mr. Peterson against.)



Draft

The original motion:

“that the Board of Education approve the Superintendent’s Recommended 2021-2022 Budget Adjustments as enclosed.”

Passed 5-4 (Mrs. Jacobsen, Mrs. Gerber, Mrs. Vitale, Mrs. Maxon-Kennelly, Ms. Guernsey in favor; Mrs. Rotelli, Ms. Pytko, Mr. Aysseh, Mr. Peterson against.)

### Approval of Minutes

Mrs. Gerber moved/Ms. Pytko seconded the recommended motion “that the Board of Education approve the 5-11-2021 Regular Meeting minutes.”

Motion passed 9-0

### Adjournment

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

Motion passed 9-0.

*Meeting adjourned at 10:39PM*

### Detailed Minutes

Chairman Christine Vitale called the Regular meeting to order at 7:31PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Carol Guernsey. Others present were Superintendent Mike Cummings and members of the Central Office Leadership Team.

### Public Comment

*Phoebe Kaylor*: Supports Math Academy where her son found an academic and social home.

*Rebecca Kern*: Supports Math Academy; it is an alternative program that has been needed for many years and should be part of the special needs program.

*Alex Fuchs (student)*: Likes and feels comfortable learning with other kids in the Math Academy. Before Math Academy, was bored and not challenged.

*Aanya Sharma (student)*: Math Academy students have similar interests and feel challenged; please keep it open.

*Edward Vergara*: Supports Math Academy as a program that met the need he didn’t realize his son had. It inspired a love of learning and intellectual challenge. The Math Academy promotes academic excellence.

Mrs. Vitale asked the Board for unanimous consent to move item 5 ahead of Item 4; the Board agreed.

### New Business

*Approval of the Roger Sherman Building Project (State Project # 051-0150) as Complete*

Mrs. Gerber moved, Mrs. Rotelli seconded that the Board of Education accept the Roger Sherman Building Project (State Project # 051-0150) as complete.

Erik Lang, RSBC Chair, reported on the Sherman project. The two phases of the project were completed over the course of two years. During COVID, the crew worked in shifts to be able to work safely and open school in fall 2020. The CO was received last week. The project came in under the FEMA cap and overall budget by \$117K. Initially there was \$513K in contingency, some of which was used for electrical and general cost overruns.

Mrs. Vitale invited Board members to attend a scheduled tour.

**Motion Passed: 9-0**

**Old Business**

*Approval of the Superintendent's Recommended 2021-2022 Budget Adjustments*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Superintendent's Recommended 2021-2022 Budget Adjustments as enclosed.

Mr. Cummings addressed some of the concerns raised regarding his recommendation to restore the 4<sup>th</sup> grade Math Academy. It became clear in early May that the district would not be in a position to bring the program to all elementary schools in fall 2020 as was originally planned. Additional planning and training time will be needed for 4<sup>th</sup> and 5<sup>th</sup> grade teachers on the faster paced curriculum. The Math Academy is the best way to meet the program needs in 21/22. The expectation is that in the 22/23 school year, Grade 4 students will be supported in their home schools with a program that will look different from the current Math Academy.

Mr. Cummings and Dr. Zavodjancik responded to Board questions:

- Approximately 40 students qualify for the Math Academy each year. Those who choose not to attend receive regular instruction in their home schools and have the opportunity to test up in math before entering 6<sup>th</sup> grade. There is no alternative to the Math Academy.
- The distinguishing feature of the Math Academy is the full-day immersion format. The dissemination of that curriculum to the other 10 schools is a logistical challenge.
- Students are identified for the program with a weighted formula and 11 different indicators for a final score.
- A minimum number of 13 students is required for the program to run. If approved, the Board is ready to invite students tomorrow, with a commitment expected by the middle of next week. A lottery will take place if more than 25 students accept the invitation. The timeline to run the 4<sup>th</sup> grade program is similar to 2 years ago.
- The number of students entering advanced math in Grade 6 has increased due to improved instruction overall with improved support provided to all advanced math learners.
- The Board had agreed to the terms of running the Math Academy at the time of its first approval, with the understanding that some identified students would elect not to participate.
- The percentage of girls participating has increased.
- For the 21/22 year, the 41 students recommended include 24 boys and 17 girls.

Mr. Peterson expressed concern that after two years of the program, there are students whose special needs are not being met and he asked whether work to correct that could be done over the summer. Mr. Cummings said the work to disseminate the curriculum out to the other schools could not be completed before the start of the next school year.

Ms. Pytko felt specialized instruction should be provided to all who qualify, and objected to the fact that the students are segregated. She voted against the Math Academy when it first came to the Board for those reasons.

Mrs. Rotelli does not support the Math Academy and said it is unfairly punitive to those families who cannot opt in due to transportation or other issues. Some of the emails she received in support of the Math Academy were impactful and some were elitist. The main problem is that some students can't access the curriculum. Being told that differentiated math instruction cannot take place is like a slap in the face to parents of special education students who are constantly told that differentiation can happen in any classroom.

Mr. Aysseh expressed his concern that some students are identified and can't participate. He questioned the lack of a program in place for students in their home schools, and said the money should instead be used to create a program that would serve all qualified students next year. In addition, what has been done in the past year and a half to increase the participation of girls? Mr. Cummings said there are concerns with equity that need to be addressed across all schools.

Mrs. Maxon-Kennelly said she was discouraged that some Board members are against such a positive program. It is her understanding that the reason the program cannot be in all elementary schools next year is due to lack of time, not money. She noted that Mr. Cummings has said repeatedly that the program needs to be moved back to the schools, which cannot be done with fidelity by the fall of 2021. Teachers have been challenged to such an extent this year, it is hard to think there would be enough extra time to adjust to the math curriculum.

Ms. Guernsey supports the Math Academy and hopes there might be a consideration to increase its class size. Is it possible to implement a program in all elementary schools during the next school year? Mr. Cummings said yes, it may be possible to pilot or build a program during the course of the next school year.

Mrs. Vitale said the math curriculum is scheduled to be revised and approved next year after being delayed this year; the vision is to work to incorporate high-level learner instruction into the next iteration. Mrs. Vitale said she agrees with Mrs. Guernsey's idea to trial the new curriculum next year.

Amendment 1: Mr. Aysseh moved, Ms. Pytko seconded to amend the main motion to reflect scenario 5 in the enclosure.

Mr. Aysseh said he wanted art restored and asked how many students would be impacted if that was done. Mr. Cummings said approximately 1300 students.

Mr. Peterson said he supports Scenario 5, and was troubled by the choice of an offset for Social Workers. The extra time in art amounts to 5 hours per year, and if cut, will there be a cost to adjust the curriculum? Dr. Zavodjancik said he will provide this information.

Mrs. Jacobsen and Ms. Guernsey said they would like art restored and the Math Academy continued; both are important.

Mrs. Rotelli said art is therapeutic and the restored time will positively impact 1300 kids.

Mrs. Maxon-Kennelly said she appreciated the views and noted the difficulty of these conversations. There is a need for consistency going forward and noted the art time would be reappointed to Language Arts, a tangible benefit.

Mr. Cummings said he would not be in favor of Scenario 5.

Mrs. Vitale said she understands and hears the concerns but does not support the amendment.

#### **Motion Failed: 4-5**

Favor: Mrs. Rotelli, Ms. Pytko, Mr. Aysseh, Mr. Peterson

Oppose: Mrs. Jacobsen, Mrs. Gerber, Mrs. Vitale, Mrs. Maxon-Kennelly, Ms. Guernsey

Amendment 2: Mrs. Jacobsen moved, Ms. Guernsey seconded to amend scenario 5 in the enclosure and add \$48,897 in SPED revenue from the 26 additional Open Choice students, as well as a \$47,000 reduction in contracted services for a facilities study.

Mrs. Jacobsen referenced an Open Choice billing chart that FPS had provided to the RTM. Mrs. Munsell said special education bills CES for all special education costs over \$3K, which changes according to each student's needs. While it appears as revenue in the budget, the funding pays for services. Mr. Aysseh said it is an offset to bill what we are expending.

Following the amendment being made, Mrs. Vitale called for a 5-minute recess; the Board agreed.

**Motion Failed: 0-8-1**

Oppose: Mrs. Rotelli, Ms. Pytko, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Ms. Guernsey  
Abstain: Mrs. Jacobsen

Mrs. Maxon-Kennelly suggested a possible source of revenue is to increase in the Open Choice number. Mrs. Guernsey said she would be interested in supporting that idea.

Amendment 3: Mrs. Maxon-Kennelly moved, Ms. Guernsey seconded to amend the main motion and take \$95,879 from additional SPED tuition funding (reducing it to \$270,121) and increasing Line 17 to \$95,879.

Mrs. Jacobsen said she would not support the amendment because it increases the special education threshold to \$6K and creates a budget cliff. The costs going forward are unsustainable.

Ms. Guernsey is very supportive of the amendment and feels it is a win for all 3 categories.

Mrs. Vitale said she was extremely uncomfortable with picking numbers out of a hat without giving staff advance notice; she is not in favor of voting for anything that has not been vetted and supports Scenario 1.

**Motion Failed: 2-7**

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

The original motion: "that the Board of Education approve the Superintendent's Recommended 2021-2022 Budget Adjustments as enclosed."

**Motion Passed: 5-4**

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

**2021 – 2022 Board Goal Discussion**

Mrs. Vitale read the 2018 Board goal that included making decisions on implementing a magnet program, relocation or renovation of Walter Fitzgerald Campus, addressing ECC overcrowding and comprehensive redistricting. The need to address racial imbalance remains.

Ms. Pytko said her main focus and goal is to address ECC and she has no interest in redistricting next year. The Board accomplished the WFC goal, and she would like to have discussions on how all the new developments in town may affect enrollment projections. Mr. Cummings added that new projections will be available in late October.

## Draft

Mr. Peterson said comprehensive redistricting should be at the top of the list and will be a multi-year process. It is time to start looking ahead.

Mrs. Jacobsen said coming out of the pandemic requires a needs assessment on the use of federal funds; that alone is a lofty goal. It will be important to integrate the many plans including the DIP, Racial Imbalance Plan and the waterfall. Having an integrated plan by June 2022 will help move the district forward.

Mrs. Vitale asked the Board to concentrate on goals that would not involve staff.

Ms. Guernsey expressed her interest in the Board's commitment to equity work in the district. Mrs. Vitale said she would support that goal.

Mrs. Maxon-Kennelly said she would be interested in having conversations with town officials on infrastructure, investment in town buildings and mechanical means of fresh air.

Mrs. Vitale said appreciated all the ideas and will put a list together. Mrs. Maxon-Kennelly added that the Board should use smart and specific language with measurable timelines, for better defined goals.

## Approval of Minutes

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the 5-11-2021 Regular Meeting minutes.

**Motion Passed: 9-0**

## Superintendent Report

### *Reopening Update*

Mr. Cummings reported:

- The number of invited guests (per student) attending 5<sup>th</sup> and 8<sup>th</sup> grade outdoor graduations has doubled from 2 to 4.
- Masks will still be required indoors for summer school, but only required outside if students are close together.
- A draft 'Safe Return to In-Person Instruction Plan' will be available soon for review.

### *DIP Update*

Mr. Cummings reported:

- There are 2 meetings scheduled prior to June 15.
- Priorities have shifted since the previous plan was approved.
- The plan will be ambitious, simple and focused.

Several Board members asked about the use of barriers during lunch. Mr. Aysseh said he didn't feel the barriers were doing anything and recommended pushing back on DPH. Mrs. Rotelli agreed. Mr. Peterson said that students are in the process of getting vaccinated and that could factor into the decision. Mr. Cummings said there are no plans to change practice; DPH is on the fence about the use of barriers. The ESSER II application includes the purchase of additional barriers, but that may change.

Mrs. Vitale asked if there will be early dismissals due to excessive heat. Mr. Cummings said he will use the heat index and make every effort to notify parents the night before if early dismissal is needed.

Mr. Mancusi gave an update on the Literacy Academy and he is in the process of reaching out to parents. The program will be located at McKinley. The Special Education Department is also working hard to get ESY schedules out.

Mr. Cummings reported on the ARP Grant.

- Assurances have been completed and initial funding can be encumbered.
- Invitations for the BOOST program are underway and secondary lists for BOOST and the secondary tutoring program will be created.
- Unspent monies can be reallocated.
- Public input will take many forms and might include a town hall and online focus groups.

Mr. Cummings reported on the Student Walkout and said that capturing student voices is critical to the work in the district. The district is working on organizing a steering committee with administrators, FEA and the Fairfield Equity Coalition to work on restoring community and facing issues around equity and bias.

Mrs. Vitale thanked Mr. Hatzis and Mr. Cummings for allowing her to be present during the walkout. She heard some heartbreaking stories and looks forward to having discussions and doing the work. Fairfield Public Schools is inclusive and no child should be afraid to go to school.

#### Committee/Liaison Reports

*Ms. Pytko* reported for CES: Together with EdAdvance, CES purchased a property in Bethel and the ribbon cutting ceremony will take place on June 12.

*Mrs. Rotelli* reported for SEPTA: The meeting will be tomorrow at 7:30PM.

*Mrs. Maxon-Kennelly* reported for the Policy Committee:

- The committee continues to gather ideas on the grading policy.
- Due to state statute, the upcoming immunization policy will have to be a one and done.
- A recommendation to change the expiration date of the COVID policies may be forthcoming.
- The committee hopes to provide an update on Booster Clubs.

#### Open Board Comment

Mr. Aysseh asked for the Board's support to invest in AV equipment. There have been many challenges with remote meetings and it is important to maintain public access. Mrs. Vitale agreed and said she has reached out Chief McCarthy to open meetings up to in-person public attendance. The town may be able to use infrastructure monies to improve communication with the public.

Mr. Cummings noted that the June 8 Student Awards Ceremony will take place in person at Fairfield Warde High School at 6:30PM.

#### Adjournment

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

**Motion Passed: 9-0**

Meeting adjourned at 10:39PM

[Submitted Public Comment 5-25-2021](#)

*Jennifer Moy* – Supports Math Academy. There is no plan in place to address the unique educational needs of these high achieving math students.

*Marie Rotondo* – Terminating the Math Academy is a disservice to Fairfield’s children and a loss to the town. All qualifying children should have the opportunity to learn in the same manner.

*Anjali Sharma* – Stressed the importance of retaining the Math Academy and feels it should be expanded.

*Sarah White* – The Math Academy has been a life-changing event for her child. Requested the Board vote for Scenario 1, 2 or 3.

*Elizabeth Schneider* – Supports Math Academy. Her son feels challenged and is enthusiastic about learning. The challenge of meeting the needs of exceptional learners is important.

*Jill Vergara* – The Math Academy is an incredibly successful program that nurtured unique learners. Please do not overlook these children; the whole district gains in meeting their needs.

*Jessica Matteson* – Supports Math Academy.

*Kristen Frame* – As a RLMS lunch monitor, the plexiglass does not provide a physical barrier and serves no purpose. Let’s use common sense and restore a sense of normalcy for these students.

*Respectfully Submitted by*

*Jessica Gerber*

*Fairfield Board of Education, Secretary*

**Regular Meeting Minutes  
Fairfield BoE, June 8, 2021, 7:30PM**

**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 and FPS YouTube.

## 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 8:21PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Carol Guernsey. Others present were Superintendent Mike Cummings and members of the Central Office Leadership Team and 7 members of the public.

### Approval of Minutes

Ms. Pytko moved/Mrs. Gerber seconded the recommended motion “that the Board of Education approve the 11-18-2020 Special Meeting minutes.”

Motion passed 9-0

### Discussion: Superintendent Evaluation

Mrs. Rotelli moved/Ms. Pytko seconded the recommended motion “that the Board of Education hereby moves to enter into executive session to discuss superintendent evaluation in accordance with Connecticut General Statute CGS 1-210”

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

The Board went into executive session at 9:40PM.

At 10:55PM the Board came out of executive session.

Mr. Aysseh moved/Mrs. Gerber made a motion to extend the meeting indefinitely.

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

Mr. Aysseh moved/Mrs. Maxon-Kennelly seconded a motion to return into executive session.

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

The Board went back into executive session.

At 12:07AM the Board came out of executive session.

### Adjournment

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

Motion passed 9-0.

Meeting adjourned at 12:07AM



## Detailed Minutes

### Public Comment

*Adrienne Hoffman:* Concerned about change in OT/PT service providers and quality of continued care.

*Domingos Dafonte:* Concerned with Safe School Return Plan. Asked Board to advocate on behalf of kids.

*Caitlin Giambalvo:* Many experts agree that it is time to unmask our children.

### New Business

#### *First Reading of Student Participation Study: An Exploration of Therapy Dog Services in Education Settings*

Dr. Zavodjancik introduced doctoral candidate and FPS social studies teacher Ms. Moyer, who will be conducting the research. Ms. Moyer is requesting to interview one FPS student onsite with confidentiality ensured. Parent consent will be requested once Board approval is granted. Dr. Zavodjancik said he has reviewed the paperwork and is comfortable with the study.

#### *First Reading of Policies*

##### *Policy 5141.3 – Health Assessments and Immunizations*

Mrs. Maxon-Kennelly said the policy update has new language resulting from changes in state statute.

##### *Policy C19.1 – Temporary Policies and Regulations Related to the Covid-19 Pandemic*

Mrs. Maxon-Kennelly said this is an extension of the temporary policy deadline date to August 24. The policy committee will meet on August 17<sup>th</sup> for a review of the extension. If no action is necessary, the policies will expire prior to the staff returning on August 25. A special mention was made regarding transportation policy regulations; courtesy ridership will resume in 2021-2022.

### Approval of Minutes

Ms. Pytko moved, Mrs. Gerber seconded that the Board of Education approve the 11-18-2020 Special Meeting minutes.

**Motion Passed: 9-0**

### Superintendent Report

#### *Reopening Update*

Mr. Cummings reported:

- DPH will be updating mask and mitigation guidance.
- As required by the grant, comments on the Return to School Plan are being collected. As of now, the plan must include the current mitigation strategies.
- Efforts are underway to better integrate the school improvement plans into the budget process. Schools have been asked to focus on (1) instructional supports needed with the use of assessments to inform on various needs, and (2) continuation of the equity work in providing strong SRBI supports for students, and (3) restoration of the community including welcoming returning RLA and new students.

#### *District Improvement Plan*

The first meeting was an introduction and helped establish parameters for future meetings. The hope is to have the survey online over the summer to gather information and broaden membership. A BoE liaison is welcome on the steering committee.

Mrs. Maxon Kennelly:

- Requested more information on how the teacher evaluation plans address SEL goals.

- Would like to see a return to a focus on academics.
- Is not happy that the high schools can now give a P (pass) for any grade over 60; this undercuts motivation for many students.

Mr. Cummings said the district needs to invest more time in tiered interventions, which will lead to academic success. The SEL needs assessment is expected to be completed by early fall.

Mr. Peterson also felt that the option for students to choose a pass option was an abrupt change. Mr. Cummings said administrators had discussed the option as a need approximately one month ago and surrounding districts are also offering a pass option. A relatively low number of students take advantage of it; most prefer the letter grade.

#### *American Rescue Plan (ARP) Update*

Mr. Cummings reported:

- The district has a preliminary list of ideas from administrators and has moved forward with recorded webinars and Thought Exchanges in order to gather input and exchange ideas.
- The expectation is to complete the grant by the end of July. All funding will be made public, including endorsements and letters of support.
- Funds are available to be used right now, but Mr. Cummings said he will not authorize monies to be spent until the grant is approved.
- The upcoming webinar will include a time for Q&A and there may be a more comprehensive Town Hall.
- Thought Exchange is a program the district uses with staff; it has limited and clear parameters.

#### *Summer Programming Update*

Mr. Cummings reported:

- The Boost Program is in-person instruction, with classes at 10-12 students; 186 elementary students and 79 middle school students are participating; 13 staff members have been hired. Students were selected through STAR scores and teacher recommendations. A follow up STAR assessment will be given at the conclusion of the program.
- The K-8 tutoring program will be small group sessions virtual or in-person. 96 students in K-5 and 32 students in grades 5-8 are participating; 11 staff have been hired. The flexible program is for students who may not have been able to commit to an in-school program.
- Costs for both programs are less than what was expected and leftover monies can be realigned.
- A baseline of student needs will be established at the beginning of the school year to inform interventions or accelerations. High school interventions may include after school programming.

#### *Committee/Liaison Reports*

*Ms. Pytko* reported for CES: The ribbon cutting was held for the new workspace. CES is looking for suggestions from other districts on its use and the plan is to have an alternative program.

*Mrs. Gerber* reported for Mill Hill Building Committee: The project is on time and on budget and will speed up once students are no longer in the building.

*Mrs. Jacobsen* reported for the General Assembly: The legislative session ends tomorrow.

#### *Open Board Comment:*

*Mrs. Gerber* reported that the Fairfield Ludlowe Girls Lacrosse is headed to the state finals.

Mrs. Vitale thanked all the parents for helping out with year-end fun events, and made special note of the resiliency of all the students this past year.

**Discussion: Superintendent Evaluation**

Mrs. Rotelli moved, Ms. Pytko seconded that the Board of Education hereby moves to enter into executive session to discuss superintendent evaluation in accordance with Connecticut General Statute CGS 1-210.

**Motion Passed: 8-1**

Favor: Mrs. Rotelli, Mrs. Jacobsen, Ms. Pytko, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mrs. Guernsey  
Oppose: Mr. Peterson

The Board went into executive session at 9:40PM.

At 10:55PM the Board came out of executive session.

Mr. Aysseh moved, Mrs. Gerber made a motion to extend the meeting indefinitely.

**Motion Passed: 8-1**

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

Mr. Aysseh moved, Mrs. Maxon-Kennelly seconded a motion to return into executive session.

**Motion Passed: 8-1**

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

The Board went back into executive session.

At 12:07AM the Board came out of executive session.

**Adjournment**

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

**Motion Passed: 9-0**

Meeting adjourned at 12:07AM

**Written Public Comment:**

*Mary Simone:* Consistency with OT/PT service providers is essential. Questioned the process to change service providers.

*Dom Dafonte:* District communication on mask requirement for 2021-2022 raises serious concerns.

*Monica Torrance:* Masks should be optional for children. Kids are facing the most restrictions and harshest enforcement.

*Sarah Nocerino:* Requested specifics on Board member actions at the state level regarding masking and mitigation.

*Lindsey Crape:* Urged all to adjust mask requirement and make it optional.

*Respectfully submitted by Jessica Gerber*

*Fairfield Public Schools, Board of Education, Secretary*

June 22, 2021

Elementary Enrollment																				
2021 - 2022 Actual and Projected Enrollment																				
Class size: K-2 cap 23. McKinley cap 21																				
3-5 cap 25. McKinley cap 23																				
June 14, 2021																				
2021-2022 Actual										2021 - 2022 Projection										

Elementary Enrollment																				
2021 - 2022 Actual and Projected Enrollment																				
Class size: K-2 cap 23. McKinley cap 21																				
3-5 cap 25. McKinley cap 23																				
June 14, 2021																				
2021-2022 Actual										2021 - 2022 Projection										
Mill Hill	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
	23	20	18	21	20	19				18	21	21	21	21	19					
	23	20	18	22	21	19				19	21	21	21	21	19					
	23	21	19	22	21	19				19	21	20	21	21	20					
	69	61	55	65	62	57	369	20.5	18	56	63	62	63	63	58	365	20.3	18	0	
1 student below class size threshold																				
North Stratfield	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
	19										18	17								
	20	22	23	19	22	19				20	18	18	19	22	20					
	20	22	23	19	22	20				21	19	18	20	23	20					
	20	23	23	20	22	20				21	18	18	20	22	21					
	79	67	69	58	66	59	398	20.9	19	62	73	71	59	67	61	393	19.7	20	-1	
1 student below class size threshold																				
Osborn Hill	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
	20											17								
	20	18	22	19	21	19				21	17	18	20	24	19					
	20	18	22	20	21	19				21	17	18	20	24	20					
	21	19	22	20	21	20				22	18	18	21	25	20					
	81	55	66	59	63	58	382	20.1	19	64	52	71	61	73	59	380	20.0	19	0	
Riverfield	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
	21	15	18	21	24	19				21	15	19	22	25	21					
	21	16	18	22	24	19				22	16	19	22	25	21					
	22	16	18	22	25	20				22	16	20	23	25	20					
	64	47	54	65	73	58	361	20.1	18	65	47	58	67	75	62	374	20.8	18	0	
										1 student above class size threshold										
										1 student below class size threshold										
										20.6										
										18										
										0										
Sherman	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
			18			20					18	18			20					
	18	23	19	19	20	20				22	18	18	18	20	20					
	18	23	19	19	21	20				22	19	18	18	20	20					
	18	23	19	20	21	21				22	19	18	18	20	21					
	54	69	75	58	62	81	399	20.0	20	66	74	72	54	60	81	407	19.4	21	-1	
1 student below class size threshold																				

Elementary Enrollment																				
2021 - 2022 Actual and Projected Enrollment																				
Class size: K-2 cap 23. McKinley cap 21																				
3-5 cap 25. McKinley cap 23																				
June 14, 2021																				
2021-2022 Actual										2021 - 2022 Projection										
Stratfield	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	# Sections Changes Budget to Actual	
		18	21			20				20	18	21	18		19					
	23	18	22	25	24	20				20	18	21	19	24	20					
	23	19	22	25	24	20				21	18	21	19	25	20					
	46	55	65	50	48	60	324	21.6	15	61	54	63	56	49	59	342	20.1	17	-2	
1 student below class size threshold																				
Total Students	601	615	665	626	638	684	3,829			648	630	683	638	651	703	3,953		124	Students	
2021-2022 Actual										2021-2022 Projection										
Sections	K	1	2	3	4	5	Total			K	1	2	3	4	5	Total				
	32	32	35	31	30	34	194			32	35	36	31	30	34	198		(4)	Sections	
										0	0	1	1	1	0	3				
										0	(2)	0	0	0	0	(2)				
										32	33	37	32	31	34	199				
										Potential changes to budget sections										
										1 Student below class size threshold										
										1 Student above class size threshold										
										1 homeschooled student possibly returning										
										2 homeschooled students possibly returning										