

**FAIRFIELD  
PUBLIC SCHOOLS**  
6-14-2022, 7:30 PM

**501 Kings Highway East, CO Board Room**  
Regular Meeting Agenda

**MEMBERS OF THE PUBLIC:**

This meeting will be conducted in-person only. There will be no opportunity to call-in with public comment.  
Per CDC Guidelines, masks are optional for all attendees regardless of vaccination status.

The best way to listen or watch the meeting remotely is:

1. FairTV's cable channel (78 for Cablevision); or
  2. Webex\*: Call **408-418-9388**, and use Meeting Number (access code): **234 165 12446**  
(\*Audio only. All callers will be automatically muted and will not be heard by the BoE.)
  3. [FairTV's Livestream](#); or
  4. [FairTV's YouTube](#) Education Channel (*not live*)
- To view all agendas, minutes and enclosures, please click [here](#).

**Please Note:** Guidance on public comment (per [BoE Bylaws](#), Article V, Section 6):

**PUBLIC COMMENT ON AGENDA ITEMS**

*"As a means of encouraging public participation during Board meetings, the Chair shall solicit comments from the public with regard to agenda items, as proposed or amended, that the Board will be discussing and/or will be acting upon by vote. The Chair may limit Public Comment in any manner appropriate to the orderly and efficient conduct of Board meetings. The following parameters will pertain to Public Comment:*

1. *Up to three (3) minutes may be allotted to each speaker. The Chair may modify this limitation at the beginning of a meeting, or at the start of public comment within a meeting, if the number of persons wishing to speak makes it advisable to do so.*
2. *A member of the public can only speak to a topic once at a meeting. Public Comment on agenda items will take place at the beginning and end of the meeting. Public Comment on Old Business will also take place following Board discussion of those items and prior to when any vote is taken."*

**Board of Education Regular Meeting Agenda**  
**Tuesday, June 14, 2022, 7:30 PM**

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment
4. Presentations
  - A. Early Literacy Academy Update, Mr. Mancusi  
(Enclosure No. 1)
  - B. Social Emotional Learning (SEL) Presentation, Mr. Mancusi, Ms. Leffert  
(Enclosure No. 2,3)
5. Old Business
  - A. Discussion: [District Improvement Plan Update, 2022-2027](#)

B. Approval of Riverfield Educational Specification for Partial Roof Project

**Recommended Motion:** “that the Board of Education approve the Riverfield Educational Specification for the Partial Roof Project”

C. Approval of Sherman Educational Specifications for Partial Roof Project

**Recommended Motion:** “that the Board of Education approve the Sherman Educational Specifications for the Partial Roof Project”

6. New Business

A. First Reading of Policies

A1. First Reading of Policy 6141, Advanced Course or Program and Challenging Curriculum

*(Enclosure No. 4)*

A2. First Reading of Policy 6172.1 Gifted and Talented Students

*(Enclosure No. 5)*

A3. First Reading of Policy 5118 Non-Resident School Attendance

*(Enclosure No. 6)*

B. Adoption of Policies

B1. Adoption of Policy 4118.112 Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

**Recommended Motion:** “that the Board of Education adopt Policy 4118.112 Prohibition of Sex Discrimination and Sexual Harassment in the Workplace”

*(Enclosure No. 7, 7a)*

B2. Adoption of Policy 5145.4 Prohibition of Sex Discrimination and Sexual Harassment

**Recommended Motion:** “that the Board of Education adopt Policy 5145.4 Prohibition of Sex Discrimination and Sexual Harassment”

*(Enclosure No. 8, 8a)*

C. Options for Year-End Expenditures, Ms. LeBoriorous

*(Enclosure No. 9)*

D. First Reading of School Nutrition and Meal Pricing, Ms. LeBoriorous

*(Enclosure No. 10)*

7. Approval of Minutes

**Recommended Motion:** “that the Board of Education approve the May 25, 2022 special meeting minutes”

*(Enclosure No. 11)*

8. Superintendent’s Report

A. Grade 4 Advanced Math Students – Update

*(Enclosure No. 12)*

B. Grading Regulations

*(Enclosure No. 13)*

C. 2022-2023 K-5 Enrollment Update, Dr. Parrish

*(Enclosure No. 14)*

D. Fundraising Report

*(Enclosure No. 15)*

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”

CALENDAR OF EVENTS

June 28, 2022	7:30 PM Regular Meeting	501 Kings Highway East CO Board Room, Fairfield 06825
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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.*

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Enclosure No. 1  
June 14, 2022

# Early Literacy Academy Update



**Fairfield Public Schools**  
**Board of Education Presentation**  
**June 14, 2022**

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## Review of Program Focus



**In collaboration with Literacy How and Dr. Margie Gillis, the Fairfield Public Schools has developed the Early Literacy Academy at McKinley School to meet the literacy needs of our most impaired elementary students with significant reading disabilities / dyslexia within the Fairfield Public Schools**

**The program will expand by one class with seven additional students during the 2022-2023 school year. There will be one early elementary and one upper elementary class during the 2022-2023 school year.**

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## Current Student Demographic

**There are currently 7 students enrolled in the Early Literacy Academy as of June 2022:**

- Grade 3: Five students
  - Grade 2: Two students
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## Proposed 2022-2023 Student Demographic

### **Early Elementary:**

Grade 2: Three students

Grade 3: Four students

### **Upper Elementary:**

Grade 4: Six students

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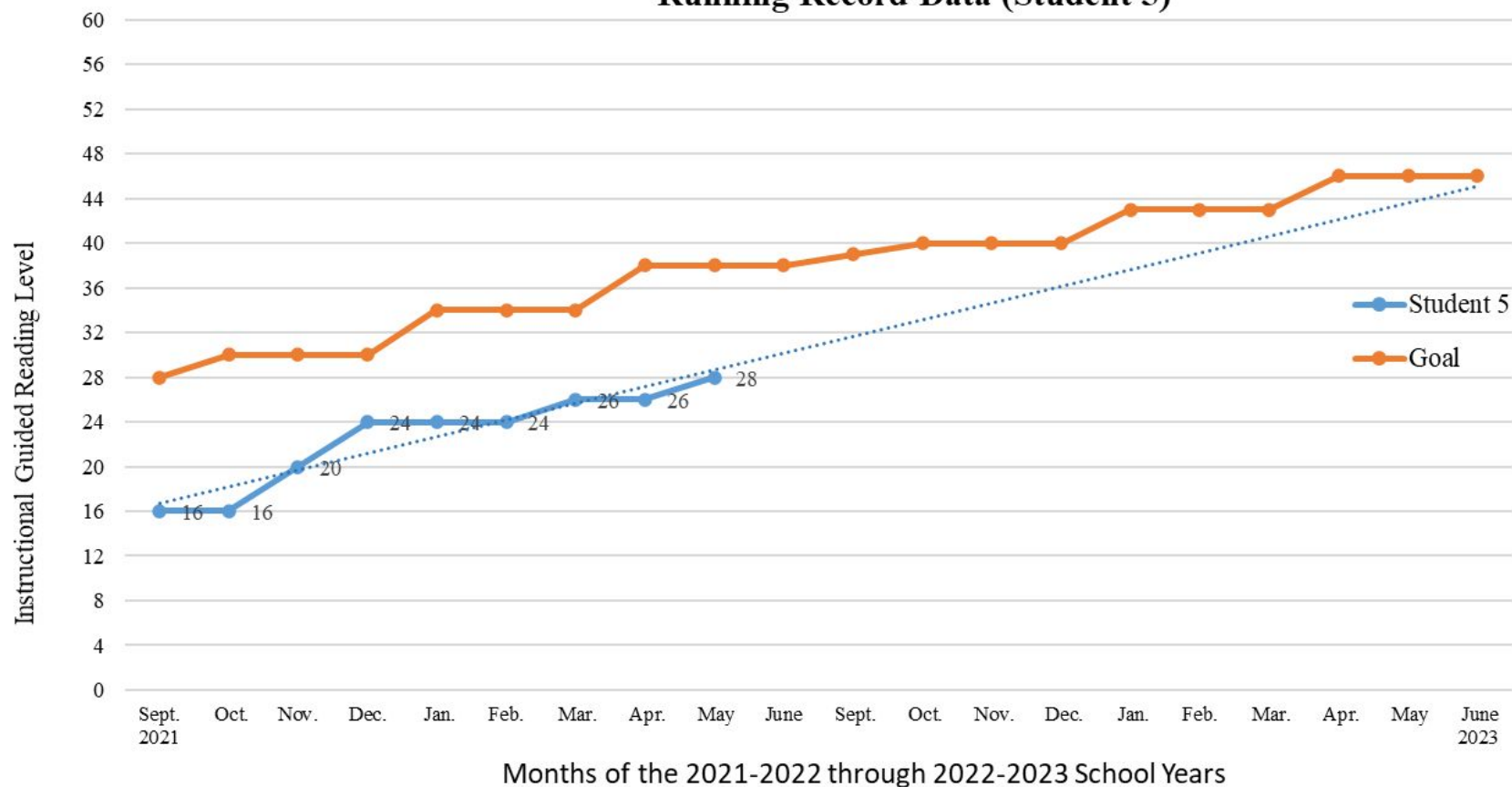


# Sample Progress Monitoring Data May 2022

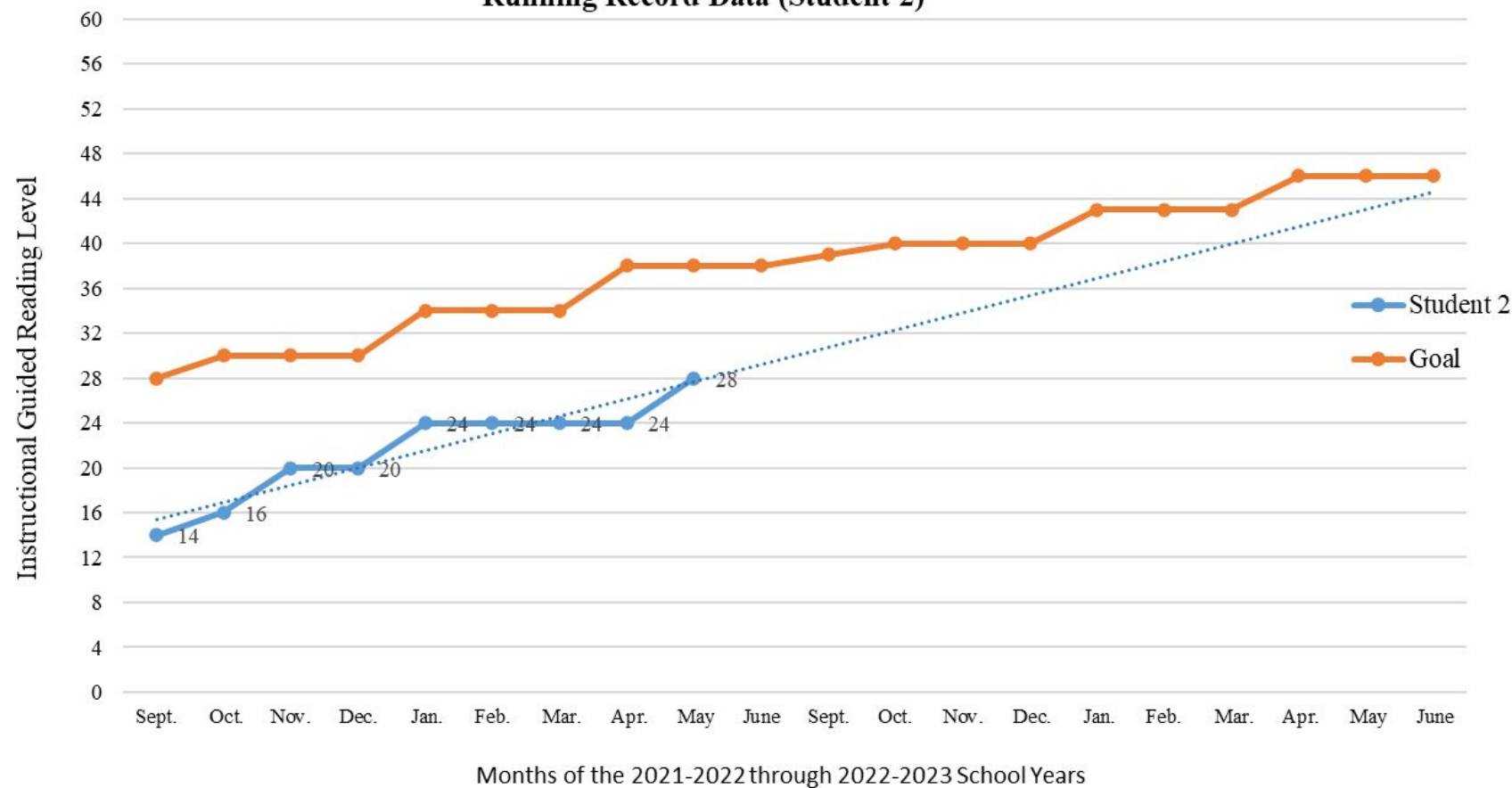
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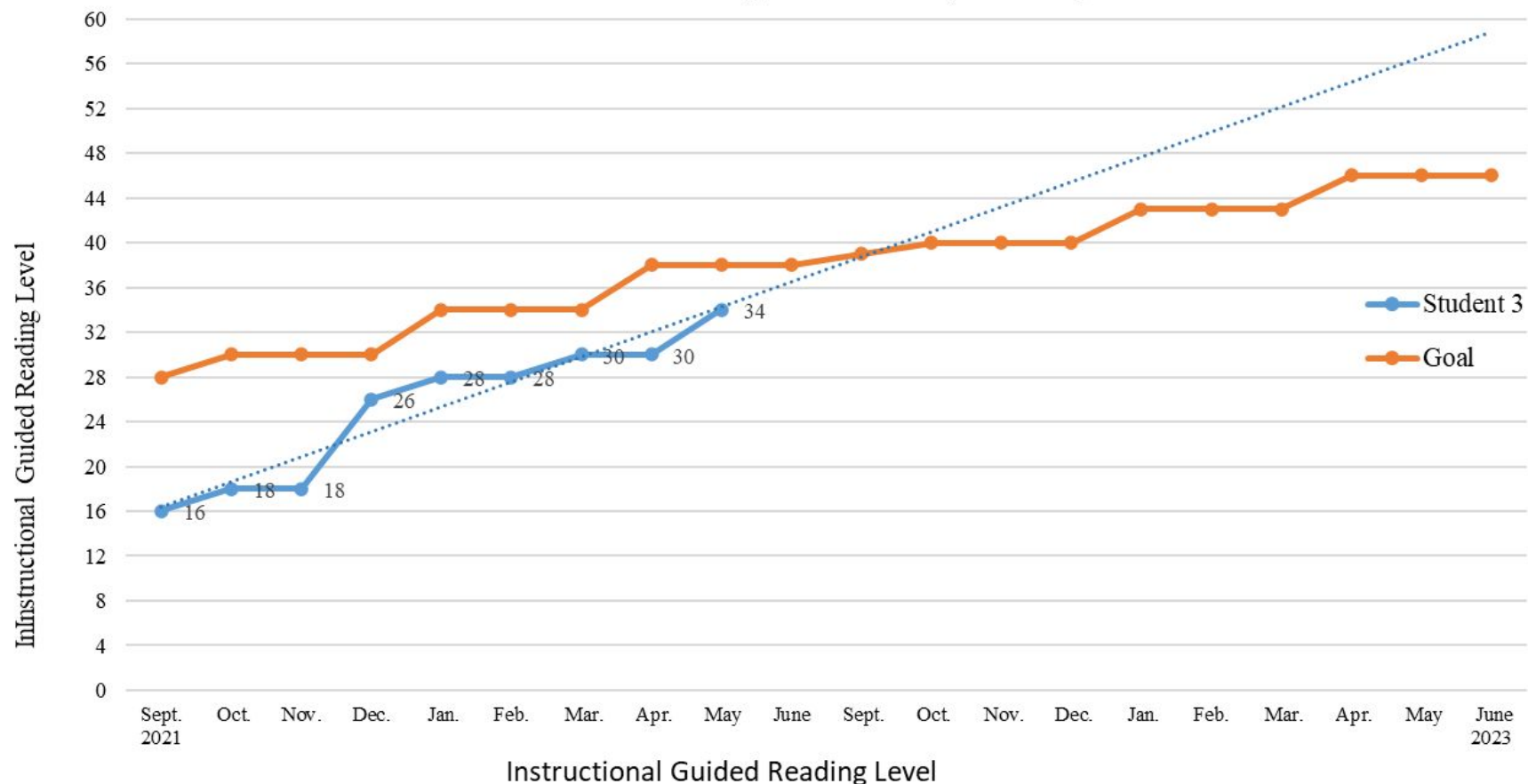
## Fountas and Pinnell Benchmark Assessment System Running Record Data (Student 5)



# Fountas and Pinnell Benchmark Assessment System Running Record Data (Student 2)



# Fountas and Pinnell Benchmark Assessment System Running Record Data (Student 3)





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## Interpretation of Student Data

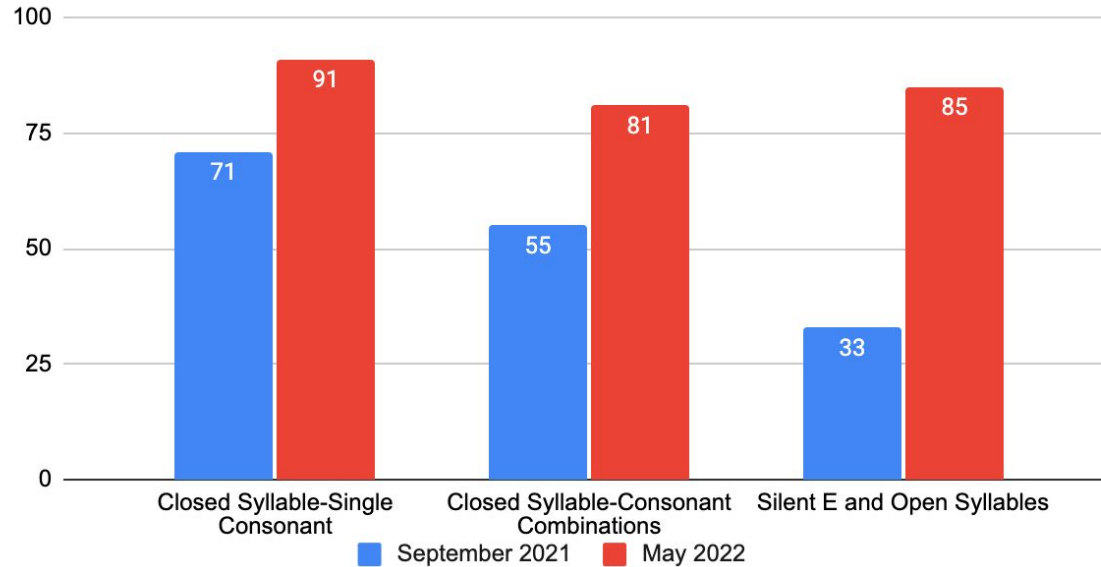
**McKinley's Early Literacy Academy participants have demonstrated growth in overall reading ability. Source of data is FPS utilized curriculum based measure (*Fountas and Pinnell Benchmark Assessment System*).**

**Student performance (blue) is trending towards closure of the achievement gap within 1.5 to 2 years, given continued intensive instruction utilizing the structured literacy approach.**

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## Gallistel-Ellis Test of Coding Skills 2021-2022

### Average % Correct on Subtest for Six Early Literacy Academy Students



Each of the six students demonstrated significant improvement in their ability to read words in the three different phonics patterns assessed. Through explicit, systematic instruction in their patterns of deficit, the students were able to learn the phonics patterns and generalize their knowledge into novel reading passages.

Throughout the school year, students were assessed on these phonic patterns and up to seven additional common phonic patterns. Progress monitoring was conducted to ensure students were making gains in their areas of deficit. Continuing to receive intensive instruction using a structured literacy approach will allow the students to make further progress in the development of their reading, writing, and spelling skills.



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## Update of Literacy Coach Responsibilities

- A Literacy Coach from Literacy How will consult with Fairfield Public Schools' staff two days per week to support special education and general education staff working with students enrolled in the Early Literacy Academy across all settings during the 2022-2023 school year AND
  - Intensive Professional Development for two additional cohorts of general education and special education staff in The Principles of Structured Literacy will be offered during the 2022-2023 school year
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# Review of Literacy Coach Responsibilities

continued



## Training of teachers includes:

- Support and coaching as teachers implement the elements and principles of Structured Literacy with students
  - Providing special education teachers with effective intervention methods, and understanding of the known causal relationship among major components of literacy, how the relationship among these components might change over time and knowledge necessary to set reasonable goals and expectations for students who are at different points in reading and writing development
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# Review of Literacy Coach Responsibilities

continued



**Training of teachers also includes:**

- **Support in implementing and interpreting effective methods of assessment to identify the most critical instructional needs of students who are at different points of reading and writing development**
  - **Support in setting realistic standards for what special educators need to know in order to support and deliver intensive reading instruction**
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# Review of Structured Literacy Course Sequence



**Ongoing professional development for two additional cohorts of up to thirty general education and special education teachers per cohort will be provided by Literacy How staff to those working with students participating in the Early Literacy Academy during the 2022-2023 school year.**

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# Review of Structured Literacy Course Sequence

## continued



**The Structured Literacy Course Sequence includes the following components:**

- **Understanding and Assessing SLD/Dyslexia: The Role of Phonology in Reading**
  - **The Alphabetic Principle and Phonics: Building on the Foundation of Phonemic Awareness**
  - **Advanced Phonics and Morphology Instruction: Linking Sounds, Symbols, and Meaning**
  - **Grammar and Syntax: The Building Blocks for Comprehending and Writing Sentences and**
  - **Semantics: Strengthening Vocabulary and Comprehension**
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## **Current Early Literacy Academy Team Members**



**Teresa Gingrave, Principal McKinley School**

**Erica Mueller, Special Education Teacher**

**Janet Arnow and Pam Mellor, Literacy Paraprofessionals**

**Allison Ibanez, Literacy How Coach (one day per week)**

**Wendy North, Literacy How Structured Literacy Course  
Instructor**

**Dr. Margie Gillis, Literacy How Program Consultant /  
Instructor**

**Zoe Dolan, Coordinator of Elementary Special Education**

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# Questions & Comments

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Enclosure No. 2  
June 14, 2022



**FAIRFIELD  
PUBLIC SCHOOLS**

## **SOCIAL AND EMOTIONAL LEARNING**

### **NEEDS ASSESSMENT SUMMARY**

**JUNE 2022**

# District Social Emotional Learning Needs Assessment Committee Report May 2022

## INTRODUCTION

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL, 2022)

Over the past eight to ten years, the Connecticut General Statutes have codified requirements regarding various aspects of Social Emotional Learning (e.g. school climate, attendance issues and bullying, among others) that must be implemented by the Connecticut State Department of Education or public school systems across the state of Connecticut. The following is a brief summary of some of those statutes:

- [Section 10-222q](#): Social and Emotional Learning and School Climate Advisory Collaborative.
- [Section 10-233\(a-n\)](#): Concerning the appropriate use of suspension in CT schools .
- [Section 10-233l](#): Concerning Out-Of-School Suspensions And Expulsions For Students In Preschool And Grades Kindergarten To Two
- [Section 10-222j](#): Training, prevention, identification and response to school bullying, teen dating violence and youth suicide.
- [Section 10-222d](#): Safe school climate plans and assessment.
- [Section 10-198d](#): Concerning Chronic Absenteeism.
- [Section 10-220a](#): Concerning In-service. training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.
- [Section 10-222g](#): Prevention and intervention strategy for bullying and teen dating violence.
- [Section 17a-22ff](#): Children's Mental, Emotional and Behavioral Health Plan Implementation Advisory Board.

There have been numerous practices instituted by the district over the past ten years to comply with these statutes. This needs assessment was commissioned to examine the current practices of the district in the area of social and emotional learning and to make recommendations for a multi-year plan for the district to address this area. Additionally, research in the past five years has focused on the effectiveness of early intervention strategies.

A 2018 meta-analysis of four research studies was conducted, entitled “An Update on Social and Emotional Learning Outcome Research, published in [Phi Delta Kappan](#).

<https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/>

The key findings included:

- Compared to control students, students participating in SEL programs showed significantly more positive outcomes with respect to enhanced SEL skills, attitudes, positive social behavior, and academic performance, and significantly lower levels of conduct problems and emotional distress.
- The higher academic performance of SEL program participants translated into an 11 percentile-point gain in achievement, suggesting that SEL programs tend to bolster, rather than detract from, students’ academic success.

A 2021 evidence review entitled “Adolescent Mental Health - A Systematic Review on the Effectiveness of School Based Interventions” was conducted by the Early Intervention Foundation in England.  
<https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

The key findings related to social and emotional learning included:

- Universal social and emotional learning interventions have good evidence of enhancing young people’s social and emotional skills and reducing symptoms of depression and anxiety in the short term.
- Enhancing social, emotional and behavioral skills (including emotional identification, articulation and regulation, communication skills, conflict resolution skills, behavioral self-regulation, empathy and perspective taking) is a key determinant to young people’s mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life.
- High quality program implementation is critical to achieving positive outcomes.

These research studies, and others, have led to the Connecticut State Department of Education making the social and emotional learning needs of students a top priority across the state and has led to the Fairfield Public Schools seeking this needs assessment.

The District SEL Needs Assessment Committee was formed in August of 2021 with the charge to identify needs across the district to meet the social and emotional learning (SEL) needs of students and adults across the district. While it might seem logical to think this work is a result of the Covid pandemic that began in March 2020, in reality school districts locally, statewide and nationally have seen an increase in students needing support in social emotional learning for over the past ten years. The Fairfield Public Schools has not been blind to these student needs, and have approached the issue with the implementation of various programs, strategies, assessments and the concomitant training required. What has resulted over the past decade and more is a large variety of resources available across the district school sites, with some training implemented along the way, and a wide variety of implementation even among levels. This needs assessment seeks to identify what is currently occurring to support the SEL needs of students and adults and make recommendations for next steps in a multi-year plan.

## **MEMBERSHIP OF COMMITTEE**

The District Needs Assessment Committee is comprised of the following members:

Colleen Banick (Fairfield Woods Middle School Principal)  
Ian Banner (Sherman Elementary School Principal)  
Caryn Campbell (FLHS Director of Pupil Services and School Counseling)  
Zoe Dolan (Coordinator of Elementary Special Education)  
Molly Farrell (Holland Hill Elementary School Principal)  
Greg Hatzis (Fairfield Ludlowe High School Head Principal)  
Ann Leffert (SEL Committee Chairperson)  
Rob Mancusi (Executive Director of Special Education and Special Programs)  
Digna Marte (Director of Diversity, Equity and Inclusion)  
Lori Mediate (District Health Coordinator)  
Vanessa Montorsi (FLHS Director of Pupil Services and School Counseling)  
Karen Shaughnessey (Roger Ludlowe Middle School Assistant Principal)  
Maureen Sullivan (Teacher Leader - School Psychologists/Social Workers)  
Meg Tiley (Roger Ludlowe Middle School Principal)

Meetings of this Needs Assessment full committee occurred on the following dates: August 4, 2021; August 23, 2021; September 9, 2021; September 13, 2021; September 24, 2021; October 5, 2021; November 18, 2021; December 15, 2021; February 3, 2022, April 28, 2022  
Additionally, a smaller sub-committee comprised of Rob Mancusi, Greg Hatzis, Maureen Sullivan and Ann Leffert met on the following dates to begin drafting the multi-year plan:  
February 17, 2022; March 3, 2022; March 8, 2022; April 1, 2022

## **REVIEW OF 2020-2021 SCHOOL IMPROVEMENT PLANS**

School Improvement Plans for the 2020-2021 school year were reviewed for the content of SEL goals. All PK-12 schools contained a Social Emotional Learning goal. Some of the language from the SEL goals, by level, are documented below.

### **PK/Elementary**

- Establish a school wide community that promotes positive social and emotional learning for all
- Staff will establish a school wide community that promotes positive social and emotional learning for students while fostering connections with parents and families
- Whether in brick and mortar or virtual session we will focus on community building and fostering positive, respectful relationships within the school community including staff, students and parents
- Promote connectedness, diversity and inclusion in order to strengthen our school community and climate for all
- Implement strategies and procedures to support the physical and emotional health and safety of students, families and staff
- Continue to strengthen the school culture by promoting positive student behavior and connectedness through the support of the social and emotional needs of staff and students
- Strengthen school community and emotional safety by building and maintaining positive relationships. Setting and achieving positive, attainable goals, and teaching responsible decision making
- Implement strategies and procedures to support the physical and emotional health and safety of students, families and staff
- Promote a safe, healthy environment which demonstrates empathy and resilience and builds relationships to strengthen our school and community
- Actively ensure and monitor a safe, secure social emotional learning environment
- Develop multi-tiered systems of response to the social emotional learning of our school community
- Students and staff will aim to make each other feel emotionally and physically safe

### **Middle School**

- All students, staff and parents will provide and model an environment of mutually respectful behavior where students feel socially and emotionally safe
- Through a series of student leadership opportunities we will build a broad coalition to create and maintain a safe, supportive, and equitable environment for all students and adults by integrating SEL, academic supports, and surveys into plans for a blended learning model
- The school community will develop a shared set of standards for conduct and discipline that promotes, enhances and sustains a positive school climate and culture



## **High School**

- With implementation of positive, reflective and restorative practices students will demonstrate pro-social skills and improvements in engagement in learning and DBT skills as evidenced in student achievement data
- Foster an inclusive environment that develops and supports interpersonal relationships, personal safety and responsibility
- Staff will incorporate SEL strategies into their practices in order to support ALL students in developing the social and emotional competencies needed for long-term success

## **RESOURCES USED AT EACH LEVEL**

A review of SEL resources available in each of the buildings by level was conducted in August 2021. While some of the resources listed are full research-based programs with lessons that can be implemented, many of them are strategies that either don't have a research backing behind them or are not comprehensive in providing a sequence of lessons across levels. A survey conducted in May, 2022 obtained information about each resource in each building and how it is being implemented (or not). This information will be used in the 2022-2023 school year to inform decision-making for a committee tasked with identifying a resource to be used at each level.

The following chart lists those resources:

<b>ELEMENTARY</b>	<b>MIDDLE SCHOOL</b>	<b>HIGH SCHOOL</b>
Second Step	Restorative Practices	Dialectical Behavior Therapy (DBT)
Mind Up	Mentor/mentee	Restorative Practices
Zones of Regulation	Re-Engagement Team	Advisory
SOAR	Mindfulness	Truth About Hate
PBIS	Stop, Breathe, Think App	Falcon of the Month
Responsive Classroom	Good News Postcards	CASEL Framework
Restorative Practices	Digital Code of Conduct	Anti-Defamation League
<u>Kids First From Day One</u>	SAT Program Implementation Guide	<u>No Place for Hate</u>
<u>Pathways to Positive Behavior</u>		<u>An Initial Guide to Leveraging the Power of Social Emotional Learning</u>
CASEL Framework		<u>Teaching Tolerance</u>
Ruler		Therapy Dogs

Emotional Intelligence Charter		Meditation Resources
		Impact

## DEVELOPMENT OF A SHARED VISION STATEMENT

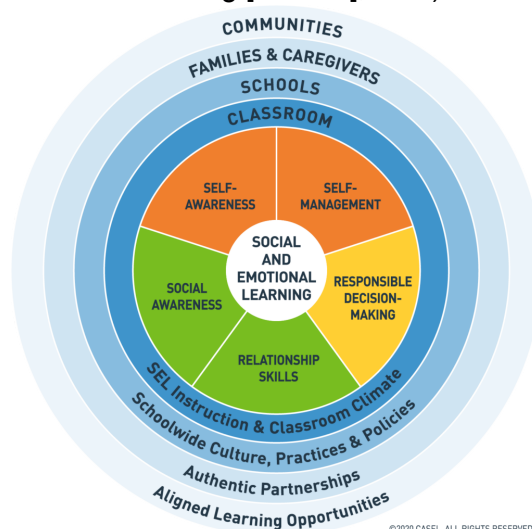
The committee met for the first time on August 4, 2021. Rob Mancusi reviewed the charge of the committee as follows: to conduct a needs assessment of current district practices and resources, identify state and national resources to guide the work and develop a multi-year plan that outlines the steps for the district to take to support the social and emotional learning for students and adults in the Fairfield Public Schools. This meeting, and a follow-up meeting on August 23, 2021, developed an SEL vision for the district using state and national resources as well as the Mission Statement of the Fairfield Public Schools, district Long Term Goals, District and School Improvement Plans and the district Vision of a Graduate. Review of these materials over the course of the first two meetings resulted in the following Shared Vision for SEL for the Fairfield Public Schools:

### FPS Shared Vision for Social Emotional Learning

The Fairfield Public Schools (FPS) believes that lifelong learners, responsible citizens, and successful participants in an ever-changing global society demonstrate highly developed social-emotional competencies. Research shows social- emotional learning enhances the potential for academic success, advances educational equity, and fosters resilience and connectedness.

The FPS, in partnership with families and the broader community, is committed to creating an environment that recognizes the importance and development of the following essential SEL competencies (Collaborative for Academic, Social and Emotional Learning [CASEL],2020) for all individuals in the FPS:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



This Shared Vision Statement is aligned with work already begun in the Fairfield Public Schools (e.g., Mission Statement, Vision of a Graduate). The chart below details the link between the CASEL competencies and FPS documents.

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
Personal identity	Self-reliance	Appreciate/understand global society & issues	Communicators	Responsible citizens
Reflection	Continuous adaptation & adjustment	Understand, value diversity/other cultures	Collaborators	Critical thinking
	Motivation/persistence	Belief that all are capable	Partnership, communities, families	Ethical
	Resilience	Openness		Problem-Solving
		Curiosity, inquisitiveness		

**Present in Vision of a Graduate and FPS Mission Statement**

**Present in Mission Statement only**

**Present in Vision of a Graduate only**

The draft of this Shared Vision of SEL was presented to and discussed with the District Leadership Team on September 9, 2021 for review and feedback. After discussion, it was agreed that this would be included in a presentation for district staff members at a faculty meeting in October 2021. The committee agreed that the work would rely heavily on resources from the Collaborative for Academic, Social and Emotional Learning (CASEL), as the Connecticut State Department of Education has adopted their framework for use in schools in Connecticut.

## PROFESSIONAL LEARNING AND STAFF SURVEY

During this initial work of the Needs Assessment Committee, it was agreed that an initial presentation was needed for all educators to start out with a common understanding of the CASEL framework and the five competencies included in the framework. Committee members were all in agreement that our work with the staff should center around the CASEL framework, as the Connecticut State Department of Education has adopted that framework in its definition of SEL:

**Connecticut's definition of SEL:** The process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Public Act 19-166)

Members of the committee worked together to create a slide deck presentation that was first shared with district leadership on October 7, 2021 for their review and input. The slides included the draft Vision Statement created by the committee, an overview of the definition of SEL, research data as well as specific information about each of the five competencies. The presentation was then provided by each school's principal at subsequent faculty meetings in October 2021. It is important that all educators in the schools share a common language around SEL, and this was the first step in doing just that.

At the end of the presentation, educators in each school were provided with a survey that asked nine (9) questions about SEL. The first five (5) questions were related to what they remembered from the presentation about the CASEL competencies. The last four (4) questions were related to their knowledge of and use of resources to specifically teach social and emotional skills. While the complete data is included in [Appendix A](#), below is a brief summary of the responses, focusing specifically on the last four (4) questions (it should be noted that there was variance among school responses at each level):

**Question 6: For which of these competencies do you feel you best support students in your practice?**

At the elementary level, the two competencies of Self-Management and Relationship Skills clearly rose among teachers as the competency they felt they were able to provide support for the youngest students in their buildings.

At the middle school level, teachers identified Self-Management most frequently as the competency they were able to provide support for their students.

At the high school level, they also most frequently chose Self Management as the competency they were able to provide the best support for their students.

**Question 7: In today's world, which competency do you feel is the most important for young people to develop stronger skills?**

At the elementary level, the competency teachers felt was most important for their students was Self Management, although the responses were fairly even across the four of the five competencies (with the exception of Responsible Decision Making).

At the middle school level, Responsible Decision Making was by far the competency teachers at that level felt was most important for their students.

At the high school level, Self Management and Responsible Decision Making were the competencies most teachers at this level felt was most important for their students.

**Question 8: Which competency do you feel you would like to learn more about so you can further support students?**

Teachers at the elementary level chose the competencies of Self Management and Social Awareness as the ones they wanted to learn more about to best support their students.

At the middle school level, teachers chose the competencies of Self Management and Social Awareness as the ones they would like to learn more about to best support their students.

High school teachers selected Self Management as the competency they wanted to learn more about to best support their students.

**Question 9: Which competency do you feel would be the most beneficial (of course all are beneficial) to focus on as adults and life-long learners?**

Elementary teachers reported they wanted to learn more about how to support their own SEL skills in the area of Relationship Skills.

Middle school teachers reported that more information about Self Awareness would benefit their own SEL skills.

High school teachers reported that more information about Self Management would benefit their own SEL skills.

The results of this survey were shared with each of the building principals. While more general conclusions are made here across each question by level, each building leadership team should use these results to fine-tune the professional learning opportunities they will begin offering their staff in the 2022 - 2023 school year. There will be further conversation about this in the Recommendations section of this report.

## **PARENT FORUMS**

Principals were provided with a message to send to their PTA Presidents, seeking volunteers to serve as a parent representative to attend parent forums every few months. The purpose of the forums is to keep parents up to date on the work of the committee as well as to solicit their feedback of work in progress and future plans. Elementary schools identified one representative from each school and middle and high schools identified two representatives each.

The first parent forum was conducted on October 7, 2021. Sixteen parents were in attendance, representing eight elementary schools, three middle schools and two high schools. The parents viewed a presentation created by committee members as an introduction to Social Emotional Learning. Afterward, parents were organized into five different groups to provide feedback to the following four questions:

1. How has your understanding of Social Emotional Learning changed from this presentation? What are your big take-aways?
2. Which of the following 5 core SEL competencies do you believe students need the most:
  - a. Self-Awareness
  - b. Self-Management
  - c. Social Awareness

- d. Relationship Skills
- e. Responsible Decision Making
- 3. Are you aware of any programs or strategies being used in your child's school to support the development of SEL skills?
- 4. What information do you think all parents would benefit from or like to hear more about regarding Social Emotional Learning?

Parent responses to these questions are summarized, below:

How has your understanding of Social Emotional Learning changed from this presentation? What are your big take-aways?	Which of the following 5 core SEL competencies do you believe students need the most: <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Self Management</li> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Responsible Decision Making</li> </ul>	Are you aware of any programs or strategies being used in your child's school to support the development of SEL skills?	What information do you think all parents would benefit from or like to hear more about regarding Social Emotional Learning?
<ul style="list-style-type: none"> <li>• World is changing for all kids</li> <li>• Excited about talking about SEL for children</li> <li>• Good to start early</li> <li>• Difficult to figure out how to focus on SEL</li> <li>• No real meat to SEL work, until now</li> <li>• Growth mindset</li> <li>• Skills that teachers can learn to implement</li> <li>• Importance of relationship between teacher and student</li> <li>• No system aligned through the district</li> <li>• This is not a new problem-it's gotten worse</li> <li>• More parents should hear this background about SEL</li> <li>• Shift in thinking that SEL is needed instead of nice to have</li> <li>• Conscious decision to focus on SEL</li> <li>• Keep age appropriate</li> <li>• Common language is important</li> <li>• Wonder about everyone's understanding of SEL</li> <li>• Important to educate and empower parents</li> <li>• Many things being done at schools</li> </ul>	<p><b>Self Awareness</b> was mentioned in 5/5 groups</p> <ul style="list-style-type: none"> <li>• "Building a sense of self and confidence in oneself"</li> </ul> <p><b>Self management</b> was mentioned in 3/5 groups:</p> <ul style="list-style-type: none"> <li>• "Other areas fall into place with this"</li> <li>• "This is important for middle school"</li> </ul> <p><b>Social Awareness</b> was not mentioned in any of the 5 groups</p> <p><b>Relationship Skills</b> was mentioned in 3/5 groups:</p> <ul style="list-style-type: none"> <li>• "This is especially important for high school level"</li> <li>• "Important for teachers to build rapport and trust in order to connect students with each other and their voices are heard"</li> <li>• "Foundations at grades K and 1 is essential"</li> </ul> <p><b>Responsible Decision Making</b> was mentioned in 2/5 groups:</p> <ul style="list-style-type: none"> <li>• "Especially important in middle school"</li> </ul> <p><b>General Comment:</b> "Match the right competency concentration at the right level"</p>	<p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>• Mood Meter</li> <li>• Mind Up</li> <li>• Morning Meeting</li> <li>• Buddy bench</li> <li>• Psychologists push in</li> <li>• Lunch bunch</li> <li>• Fill the Bucket</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>• Counselors move with grade level and are in the lunchroom</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>• Student support services</li> <li>• Students encouraged to be in clubs</li> <li>• Best Buddies</li> </ul> <p><b>General Comments:</b></p> <ul style="list-style-type: none"> <li>• "Thought it was built in"</li> <li>• "Not aware of specific strategies and methods"</li> <li>• "Growth Mindset"</li> <li>• "Attention is paid in the noticing of lifting others up"</li> </ul> <p>(NOTE: Previous review of resources used at each level indicated that 12 are used at the elementary level, 9 are used at the middle school level and 13 are used at the high school level)</p>	<ul style="list-style-type: none"> <li>• Get this presentation out to parents</li> <li>• Videos were good</li> <li>• Explanation of (CASEL) wheel was very powerful</li> <li>• Parents need to understand SEL to believe it matters</li> <li>• Common language between home and school is important</li> <li>• PTA presentation in the future</li> <li>• Parents can support SEL initiatives in school</li> <li>• Goal is this would be a natural part of school and the greater community</li> <li>• Blurb in a PTA newsletter with strategies to implement at home</li> <li>• <u>What is Everybody Did That?</u> Book</li> <li>• More information sharing with parents</li> <li>• Provide basic understanding of human behavior and how do we grow that</li> <li>• Teach parents how to engage in conversations with their children</li> <li>• Build in SEL days into the school year, especially at the beginning of the school year</li> <li>• Tie conversations to what is talked about in school</li> <li>• Understand that students can't always have it easy - and that's how they learn</li> <li>• Focus conversations by level</li> </ul>

The second forum occurred on March 2, 2022. This agenda for this Parent Forum was to update the parents as to the work of the committee to date, give a general overview of plans for a multi-year plan and share specific information about the universal screening tool that was being implemented. Maureen Sullivan created a presentation that provided detailed information about the DESSA (see the next section for further information). The presentation was well received and parents had many comments and questions. Overall, the parents present were supportive of the DESSA and agreed it would be a useful tool to provide support for students needing further instruction in the social and emotional learning area. Similar to comments from the first Parent Forum, several parents commented that this work will help to make identifying needed instruction in SEL more obvious to school teams. Committee members commented on how the information gained from the DESSA will not only support Tier 1 and Tier 2 interventions, but give information to educators about how to support students in their classrooms using identified strategies that are part of the Aperture dashboard (Growth Strategies).

## UNIVERSAL SCREENING TOOL

The district has a robust SRBI/MTSS process in curricular areas but has mostly anecdotal data when looking at the social and emotional needs of students. This has long been identified as an area of need when working to provide support for students in the district in the area of SEL. Historically, other screening tools in the area of SEL have been used at times across the district (BASC-3 Behavioral and Emotional Screening System [BESS] at the high school level and several elementary schools). While these assessments were helpful, they were not universally implemented across the district with fidelity, resulting in a glaring need for more data-driven information for the SRBI/MTSS teams across the district.

Along with the initial work of the committee in August 2021, the committee learned of a universal screening tool being offered through the Connecticut State Department of Education at no cost to districts. While this wasn't in the scope of the initial charge of the committee, it was decided to pursue this opportunity since a universal screening tool would have been a recommendation for the SEL multi-year plan. Rob Mancusi, Dana Bossio and Ann Leffert had several meetings with Aperture Education, the vendor contracted with the state to provide the assessment tool, the Devereux Student Strength Assessment (DESSA). After these meetings and review of the requirements, an application on behalf of the district was submitted to the Connecticut State Department of Education and ultimately Fairfield was selected to participate in this endeavor.

The months of December 2021 and January 2022 were spent providing Aperture Education the information needed to onboard district and student information to populate the dashboard for educators and students to use for the assessment. At the same time, Site Leaders were identified at each building. These Site Leaders participated in a training session provided by Aperture Education. Site Leaders at each level were identified as follows:

Elementary:	Principal, Elementary Program Facilitator, Social Worker, School Psychologist
Middle School:	Principal, Assistant Principal, School Counselors, Social Workers, School Psychologist and Dean
High School:	Head Principal, House Principals, Director of Pupil Services and School Counseling, School Counselors, Social Workers and Deans



Site Leaders will take the lead in each of their buildings for the implementation of the assessments for students as well as to work with SRBI/MTSS teams for follow-up with specific students.

All teachers in grades K-8 participated in training in January 2022 regarding the DESSA, provided by Aperture Education virtually prior to implementing the assessments. Rob Mancusi sent a letter to families about the assessments, and all assessments were conducted between February 7, 2022 and February 25, 2022.

Students in grades K-8 had their classroom teacher (grades K-5) or their homeroom teacher (grades 6-8) complete the DESSA-mini for each of their students. The DESSA-mini is a short assessment (1-2 minutes per student) whereby the teacher responds to 8 questions related to the student, based on their knowledge of the student over the past 4 weeks. Students identified in the “Need for Instruction” area were identified. A large number of the students that fell in this area on the DESSA-mini were already receiving additional support in the area of social and emotional skills. Students in grades 9-12 would complete a DESSA Student Self Report consisting of 55 questions and taking about 5-6 minutes for each student to complete on their own (the Connecticut State Department of Education notified districts in late February that the Student Self Report was on hold until the fall across the state). Student scores are reported as t-scores and fall across the following three (3) domains: “Strength,” “Typical” and “Need for Instruction.” The assessment is a strength-based assessment rather than a deficit-identifying assessment. Across the K-12 schools, teachers and Site Leaders would have access to the information to plan for any needed instruction for students who fell in the “Need for Instruction” domain. The DESSA-mini will be administered again in June 2022 and will be repeated thereafter three times in each school year.

## **DISTRICT AND SCHOOL IMPROVEMENT PLANS**

There is a previous District Improvement Plan that has ended and a new plan is being developed for July 1, 2022 - June 30, 2027. This new plan has a goal area entitled, “SEL and Equity.” Many of the identified actions on the multi-year plan that was developed as part of this needs assessment process were incorporated into the new District Improvement Plan.

Each of the schools in the district have an active School Improvement Plan that is developed at the beginning of each school year. The plans are developed using data from various sources to create goals and benchmarks for the current school year. As mentioned previously, there is a great deal of data available to school teams to use to analyze student performance in academic areas that leads to the development of goals in those areas. School teams have typically relied on school climate surveys to develop goals in the area of social emotional learning. While it is commendable that SEL goals have been present in School Improvement Plans for several years in one form or another (i.e school climate, bullying, etc.), the use of available data as defined by established indicators should be used to inform the goals and action steps on each school’s School Improvement Plan.

## **CASEL RUBRIC**

Members of the Districtwide SEL Needs Assessment Committee universally agreed that the CASEL website would provide the district with resources to support this needs assessment. The CASEL resources were chosen for several reasons: (1) CASEL has conducted research across the country for



many years with the results informing their work, (2) the Connecticut State Department of Education is recommending the use of CASEL resources, and (3) many staff members in the district are already familiar with the CASEL wheel.

At meetings in December 2021 and January 2022, members of the SEL Needs Assessment Committee worked together to complete the CASEL Districtwide SEL Implementation Rubric, part of CASEL's District Resource Center (DRC). The DRC includes information learned from CASEL's Collaborating Districts Initiative, a partnership with districts representing over one million students across the U.S. The DRC provides a framework for implementing districtwide SEL implementation. The rubric was instrumental in reviewing Fairfield's current practice in each area. This review has led to identifying next steps to create a consistent implementation of SEL resources and practices across the district. The full rubric with district performance can be found in **Appendix B**.

## **SCHOOL SEL RESOURCES SURVEY**

A more comprehensive survey was created and sent to each school in mid-May with a request for the administrators and student support staff to complete the survey about SEL resources in use in their buildings. The intent of the survey is to provide information about where, how often and with whom the resource is being used, and if the school would recommend continued use of the resource. The information collected is on a comprehensive spreadsheet which will be shared with Robert Mancusi to be used with the committee formed in the fall to recommend SEL resources at each level. A summary of the responses about how often the resources are used is included in **Appendix C**.

## FINDINGS AND RECOMMENDATIONS

- SEL Goals currently exist in the District Improvement Plan (previous and proposed) and School Improvement Plans.
- Educators are keenly aware of the impact of social-emotional skills on learning, as evidenced by areas of focus in all buildings on school climate and bullying.
- There has been some program training and implementation regarding SEL programs in the district (i.e. Mind Up, DBT, Zones of Regulation, Responsive Classroom, Ruler, etc.).
- The high schools have used a universal screener in the area of SEL skills (Behavioral and Emotional Screening System - BESS).
- There is a district-wide process in place to review student data in order to inform instruction and interventions (SRBI/MTSS process and teams).
- School climate surveys are conducted on a yearly basis.

It is clear that there is much conversation among teachers and administrators in the district regarding students' social and emotional learning. Educators in the district have reported seeing an increase in students struggling with mental health issues for about ten years. The Coronavirus pandemic exacerbated this issue for many students. There is a strong correlation between systemic SEL instruction and a reduction in mental health and behavioral concerns in students. The following recommendations are made as a result of this needs assessment:

- **Multi-Year Plan**

As a result of the work over the course of the 2021-2022 school year, a multi-year plan has been developed in order to meet the goal of the proposed District Improvement Plan: "Demonstrate developmentally appropriate self awareness, self management, responsible decision making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework."

The plan can be accessed [HERE](#). The plan has been developed as a three-year plan, as much of the work in this area is in a pilot or early implementation phase. During the third year of this plan, progress should be reviewed and work for additional years developed. This plan should be referenced in the District Improvement Plan.

- **SEL Steering Committee**

There should be a district SEL Steering Committee, ideally made up of at least some of the members of the Needs Assessment Committee that served for the 2021-2022 school year. This Steering Committee should meet three - four times per year to monitor progress toward the SEL Multi-Year plan. This committee will keep the work in the area of SEL relevant and alive across school years.

- **District SEL Committee**

A district SEL Committee should be formed in the Fall of 2022 to include teachers, parents, high school students and community members. This committee should meet three to four times per school year to monitor progress toward the actions of the multi-year plan.

- **AdHoc Committees of the District SEL Committee**

- **Program Review Sub-Committee**

This committee should be formed in September of 2022 to review the results of the survey regarding SEL resource use in the buildings, which was conducted in May 2022. By December 2022, the committee should make recommendations as to which resources will be used at each level, and identify the cost of such resources, including professional learning, to be included in the 2023-2024 school year budget. The initial implementation should be a pilot in one or two schools per level (one ECC site, two at elementary, and one at the middle and high school levels).

- **Professional Learning Sub-Committee**

Schools should use the data from the survey completed at each building in October 2021 to determine what professional learning opportunities best meet the needs of their specific building. This committee should maintain contact with building leaders to identify any resources needed for specific learning, including presentations regarding CASEL competencies, Aperture Education resources aligned to the DESSA-mini and DESSA results and specific learning regarding resources selected by each level.

- **SRBI/MTSS Sub-Committee**

Members of the District SEL Committee should work with the committee that is working on establishing SRBI/MTSS standards as part of the District Improvement Plan for the years 2022-2027. The MTSS work needs to include considerations for social and emotional learning for students. Within this work, data points should be identified (i.e. attendance, participation in extracurricular activities, data from the DESSA-mini and school climate surveys. This data already exists and should be used when planning interventions for students in the area of social and emotional learning.

- **DESSA**

The district should continue to implement the DESSA-mini three (3) times per year as a universal screener in the area of SEL. The full DESSA should be implemented for students who fall in the “Need for Instruction” area of the DESSA-mini. This assessment should be considered by the committee working on MTSS at each of the levels.

- **Adult SEL**

Within the scope of the Ad-Hoc Professional Learning Committee for SEL, it's imperative beginning the first year of the plan that professional learning opportunities are offered for staff working with children. The research points to the need for adults to be able to manage their own social emotional needs before they will be able to work with students. CASEL has many good resources in this area and these should be considered when planning.

- **Parent and Community Involvement/Information**

The district website should have an area dedicated to SEL information for families to be able to implement strategies to support their children at home. Several parent forums should be conducted, with representatives from each building, to provide a way for information about SEL to be brought back to schools and disseminated.

- **Build components of SEL into classrooms**

In addition to the identification of a specific resource at each level to be implemented systematically and with fidelity, classroom teachers should build in strategies to implement in their classrooms. The Aperture website has a tab entitled “Growth Strategies.” Like a resource in an academic area, this resource contains many simple strategies that can be implemented in classrooms specific to a competency area of the CASEL wheel.

- **SEL strategies embedded when curriculum documents are updated**

Some of this work has already begun with curriculum work currently underway. A great resource for teachers going forward are (and will be) the SEL Habits developed by the Connecticut State Department of Education. Currently, a document exists for Grades K-3 [CT SDE SEL Habits \(Grades K-3\)](#) and further documents from the state will be forthcoming. These will be important for curriculum committees to be aware of and consult when rewriting curriculum documents.

- **SEL goals in School Improvement Plans**

SEL goals should continue to be an explicit part of school improvement plans going forward. The district is currently working on a new template for these plans. These new plans should link in some format to the SEL and Equity area of the District Improvement Plan.

- **SEL Contact person in each building**

Each school site should have a lead person who is responsible for communicating information about SEL from the District SEL Steering Committee back to the building staff, and also communicate progress back to that committee. With many initiatives running concurrently, it is too easy for SEL initiatives to take a back seat

# Appendix

## APPENDIX A

### Data From Initial Staff Survey October 2021 ECC/Elementary:

Question 6	For which of these competencies do you feel you best support students in your practice?				
	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Burr	14.7%	23.5%	14.7%	29.4%	17.6%
Dwight	16.7%	33.3%	16.7%	16.7%	16.7%
Holland Hill	18.8%	18.8%	15.6%	28.1%	18.8%
Jennings	10.3%	17.2%	24.1%	24.1%	24.1%
McKinley	17.5%	42.5%	5.0%	15.0%	20.0%
Mill Hill	12.1%	33.3%	6.1%	36.4%	12.1%
NSS	12%	29.7%	10.8%	8.1%	18.9%
Osborn Hill	22.5%	30.0%	12.5%	25.0%	10.0%
Riverfield	24.1%	35.2%	7.4%	24.1%	9.3%
Sherman	5.3%	34.2%	2.6%	50.0%	7.9%
Stratfield	44.8%	13.8%	6.9%	13.8%	20.7%
ECC	12.5%	12.5%	25.0%	50.0%	0.0%
<b>Composite</b>	<b>18%</b>	<b>29%</b>	<b>11%</b>	<b>27%</b>	<b>15%</b>

Question 7	In today's world, which competency do you feel is the most important for young people to develop stronger skills?				
	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Burr	18.1%	30.3%	27.3%	9.1%	15.2%
Dwight	20.0%	24.0%	12.0%	24.0%	20.0%
Holland Hill	19.4%	29.0%	12.9%	22.6%	16.1%
Jennings	22.2%	25.9%	25.9%	18.5%	7.5%
McKinley	18.4%	21.1%	13.2%	28.9%	18.4%
Mill Hill	28.1%	21.9%	15.6%	15.6%	18.8%
NSS	11.8%	14.7%	23.5%	38.2%	11.8%
Osborn Hill	15.0%	17.5%	32.5%	10.0%	25.0%
Riverfield	32.7%	17.3%	17.3%	21.2%	11.5%
Sherman	5.1%	35.9%	25.6%	23.1%	10.3%
Stratfield	19.2%	11.5%	26.9%	34.6%	7.8%
ECC	25.0%	31.2%	18.8%	18.8%	6.2%
<b>Composite</b>	<b>19%</b>	<b>23%</b>	<b>22%</b>	<b>21%</b>	<b>15%</b>

Question 8	Which competency do you feel you would like to learn more about so you can further support students?				
	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Burr	0.0%	27.3%	33.3%	27.3%	12.1%
Dwight	8.0%	28.0%	28.0%	24.0%	12.0%
Holland Hill	21.9%	15.6%	37.5%	9.4%	15.6%
Jennings	17.9%	25.0%	25.0%	17.9%	14.2%
McKinley	17.9%	17.9%	17.9%	17.9%	28.4%
Mill Hill	3.0%	30.3%	27.3%	12.1%	27.3%
NSS	0%	41.2%	14.7%	41.2%	2.9%
Osborn Hill	12.2%	17.1%	19.5%	24.4%	26.8%
Riverfield	13.8%	23.5%	19.6%	19.6%	23.5%
Sherman	10.5%	26.3%	26.3%	13.2%	23.7%
Stratfield	11.5%	38.5%	19.2%	7.7%	23.1%
ECC	6.2%	37.5%	31.3%	12.5%	12.5%
<b>Composite</b>	<b>12%</b>	<b>28%</b>	<b>23%</b>	<b>18%</b>	<b>19%</b>



Question 9	Which competency do you feel would be the most beneficial (of course all are beneficial) to focus on as adults and life-long learners?				
	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Burr	20.6%	29.4%	5.9%	29.4%	14.7%
Dwight	20.0%	8.0%	20.0%	28.0%	24.0%
Holland Hill	13.1%	13.1%	32.3%	16.1%	19.4%
Jennings	10.7%	35.7%	32.1%	14.3%	7.2%
McKinley	31.4%	11.4%	14.3%	28.6%	14.3%
Mill Hill	15.2%	15.2%	36.4%	24.2%	9.1%
NSS	11.8%	29.4%	8.8%	41.2%	2.9%
Osborn Hill	12.2%	4.9%	17.1%	29.2%	36.6%
Riverfield	23.5%	25.5%	19.6%	23.5%	7.9%
Sherman	13.6%	29.7%	18.9%	32.4%	5.4%
Stratfield	12.0%	8.0%	28.0%	24.0%	28.0%
ECC	26.7%	6.7%	13.3%	33.3%	20.0%
<b>Composite</b>	<b>18%</b>	<b>18%</b>	<b>21%</b>	<b>27%</b>	<b>16%</b>

## Middle School:

Question 6	For which of these competencies do you feel you best support students in your practice?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FWMS	23.3%	33.4%	8.3%	10.0%	25.0%
RLMS	18.8%	40.7%	10.1%	14.5%	15.9%
TMS	20.7%	25.9%	22.4%	19.0%	12.0%
<b>Composite</b>	<b>21%</b>	<b>33%</b>	<b>14%</b>	<b>15%</b>	<b>17%</b>

Question 7	In today's world, which competency do you feel is the most important for young people to develop stronger skills?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FWMS	13.8%	15.5%	13.8%	19.0%	37.9%
RLMS	16.2%	22.1%	16.2%	13.1%	32.4%
TMS	15.5%	13.8%	25.9%	24.1%	20.7%
<b>Composite</b>	<b>15%</b>	<b>17%</b>	<b>19%</b>	<b>19%</b>	<b>30%</b>

Question 8	Which competency do you feel you would like to learn more about so you can further support students?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FWMS	19.0%	22.4%	25.9%	17.2%	15.5%
RLMS	22.4%	19.4%	31.3%	19.4%	7.5%
TMS	3.4%	33.9%	22.0%	28.8%	11.9%
<b>Composite</b>	<b>15%</b>	<b>25%</b>	<b>27%</b>	<b>21%</b>	<b>12%</b>

Question 9	Which competency do you feel would be the most beneficial (of course all are beneficial) to focus on as adults and life-long learners?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FWMS	35.1%	15.8%	15.8%	15.8%	17.5%
RLMS	23.6%	25.0%	27.9%	17.6%	5.9%
TMS	26.6%	11.7%	21.7%	30.0%	10.0%
<b>Composite</b>	<b>28%</b>	<b>17%</b>	<b>22%</b>	<b>22%</b>	<b>11%</b>

## High School:

Question 6	For which of these competencies do you feel you best support students in your practice?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FLHS	21.2%	32.3%	10.1%	19.2%	17.2%
FWHS	14.0%	23.2%	14.0%	23.2%	25.6%
<b>Composite</b>	<b>17%</b>	<b>28%</b>	<b>12%</b>	<b>20%</b>	<b>23%</b>
Question 7	In today's world, which competency do you feel is the most important for young people to develop stronger skills?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FLHS	14.0%	26.9%	18.2%	12.9%	28.0%
FWHS	10.0%	26.3%	10.0%	23.7%	30.0%
<b>Composite</b>	<b>13%</b>	<b>26%</b>	<b>14%</b>	<b>18%</b>	<b>29%</b>
Question 8	Which competency do you feel you would like to learn more about so you can further support students?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FLHS	9.4%	33.3%	34.4%	10.4%	12.5%
FWHS	21.0%	35.8%	9.9%	19.8%	13.5%
<b>Composite</b>	<b>15%</b>	<b>33%</b>	<b>24%</b>	<b>15%</b>	<b>13%</b>
Question 9	Which competency do you feel would be the most beneficial (of course all are beneficial) to focus on as adults and life-long learners?				
	<b>Self Awareness</b>	<b>Self Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision Making</b>
FLHS	24.5%	19.1%	24.5%	11.7%	20.2%
FWHS	11.3%	28.7%	12.5%	26.3%	21.2%
<b>Composite</b>	<b>19%</b>	<b>23%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>

# APPENDIX B

## CASEL Rubric Responses (January 2022)



### FOCUS AREA 1 RUBRIC

### Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<b>1-A: Develop a shared vision and aligned goals for SEL</b>  A districtwide vision establishes SEL as essential to the district's educational mission, aligns SEL to core district values and articulates shared language around SEL. The vision is informed by and shared with all key stakeholders (students, district and school staff, parents, and community partners) and revisited/updated every two years. The district develops SEL goals aligned to the vision, including short- and long-term outcomes around equitable learning environments and students' social, emotional, and academic progress.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing vision</li> <li>Soliciting input from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Developed vision</li> <li>Planning to share vision with stakeholders</li> <li>Developing aligned SEL goals</li> </ul>	<ul style="list-style-type: none"> <li>Developed vision</li> <li>Shared vision with stakeholders and planning to review every two years</li> <li>Developed aligned SEL goals</li> </ul>
<b>1-B: Assess SEL needs and resources</b>  The district has leveraged diverse stakeholders to review existing SEL programs and practices in schools and through community partnerships, as well as needs still to be addressed. The district shares findings broadly and reassesses SEL needs and resources at least every two years.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Started needs and resources assessment</li> </ul>	<ul style="list-style-type: none"> <li>Completed needs and resources assessment</li> <li>Planning to share findings with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Completed needs and resources assessment</li> <li>Shared findings with stakeholders</li> <li>Has plan to reassess at least every two years</li> </ul>
<b>1-C: Develop and execute a district plan for systemic SEL implementation</b>  The district leverages available data (e.g., on SEL implementation quality, climate, social and emotional competence, discipline, etc.) and feedback from staff, families, students, and community partners to develop a district-level action plan for achieving and evaluating short- and long-term SEL goals. This plan includes a phased roll-out strategy that scales up implementation across all grades and schools, and includes strategies for promoting SEL for both students and adults in partnership with families and community partners (See CASEL Guide to Schoolwide SEL). The plan is shared with all stakeholders and articulates clear roles and responsibilities for both district-level and school staff.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Gathering input/ feedback from students, families, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Integrated data and feedback from students, families, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Integrated data and feedback from students, families, and community partners</li> <li>Implementing plan with all schools districtwide</li> </ul>



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## FOCUS AREA 1 RUBRIC

### Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 1-D: Establish a foundation for continuous improvement

A clearly articulated plan for collecting and reflecting on SEL continuous improvement is developed in collaboration with district research and evaluation staff and/or an evaluation partner (if district capacity is limited). The district has specified roles, sources and timelines for collecting and discussing formative data for monitoring progress toward SEL goals, and summative data for measuring achievement of SEL goals at the district and school levels. The district commits to disaggregating these data to examine impact across subgroups. The process also establishes roles, responsibilities, timelines, and discussion norms for collecting and reflecting on these data. The district identifies supports and tools to provide to school teams for establishing their own processes to improve SEL practice.

#### 1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity

The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students. SEL is embedded into frameworks for equity, academics, and school improvement.

#### 1-F: Communicate about SEL as a district priority

Districtwide communication highlights the importance of SEL for all students and regularly shares with all stakeholders how SEL efforts support district priorities and goals. A strong communication plan includes consistent SEL messaging tailored for key internal and external stakeholder groups in appropriate languages and formats. The plan also ensures clear communication about roll-out timelines and expectations for roles and responsibilities. The superintendent and other district leaders regularly communicate about the importance of SEL both formally and informally.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
1-D: Establish a foundation for continuous improvement	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Planning SEL continuous improvement process</li> <li>Identifying formative and summative data sources</li> </ul>	<ul style="list-style-type: none"> <li>Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data</li> <li>Identified formative and summative data sources</li> <li>Developing supports and tools for school teams</li> </ul>	<ul style="list-style-type: none"> <li>Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data</li> <li>Identified formative and summative data sources</li> <li>Developed supports and tools for school teams</li> </ul>
1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>The SEL team shares ideas and practices with other central office departments</li> </ul>	<ul style="list-style-type: none"> <li>The SEL team has established partnerships with key departments</li> <li>SEL introduced in cabinet meetings</li> <li>SEL housed in a department focused on all students</li> </ul>	<ul style="list-style-type: none"> <li>Cross-department collaboration structures established</li> <li>SEL embedded in equity, academic, and school improvement frameworks</li> <li>SEL incorporated into cabinet meetings</li> <li>SEL housed in a department focused on all students</li> </ul>
1-F: Communicate about SEL as a district priority	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Providing initial communication about SEL timelines and roles</li> </ul>	<ul style="list-style-type: none"> <li>Developed plan</li> <li>Providing communication about SEL timelines and roles</li> </ul>	<ul style="list-style-type: none"> <li>Implementing plan</li> <li>Regularly sharing how SEL efforts support district priorities and goals</li> <li>Providing communication about SEL timelines and roles</li> <li>The superintendent and district leaders communicate importance of SEL</li> </ul>



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## FOCUS AREA 1 RUBRIC

### Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<b>1-G: Align financial resources to support SEL</b>  A strong long-term budget and plan for equitable SEL funding meets the needs of all schools. Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Identifying funding sources</li> <li>Developing plan</li> </ul>	<ul style="list-style-type: none"> <li>Short-term funding secured</li> <li>Planning long-term sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Long-term funding secured to sustain ongoing SEL implementation</li> <li>Funding secured from diversified sources</li> </ul>
<b>1-H: Implement human resource practices and policies that support SEL</b>  District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for candidates. Attention is paid to diversity in candidates and hires.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to establish practices and policies</li> </ul>	<ul style="list-style-type: none"> <li>Established practices and policies at district level</li> <li>Social and emotional competence is expectation for SEL-related positions</li> </ul>	<ul style="list-style-type: none"> <li>Established practices and policies at district and school levels</li> <li>Social and emotional competence is expectation for all job candidates</li> </ul>



## FOCUS AREA 2 RUBRIC

### Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 2-A: Strengthen central office SEL expertise

The district provides professional learning about SEL research and practice to central office leaders and staff from all departments, including foundational professional learning for all new staff. These events enable central office staff to understand their role in integrating SEL into their area of work and to speak clearly about the value of SEL. Expertise is further strengthened by convening SEL learning communities among central office staff.

#### 2-B: Design and implement an effective SEL professional learning program for school staff

A scaffolded and comprehensive district SEL professional learning program supports school staff in developing skills aligned with district goals. Ongoing sessions are included in the district's professional learning calendar. Dedicated district staff members plan, facilitate, and coordinate the sessions, and facilitators represent the diverse backgrounds in the district. SEL practices and content are embedded throughout other professional learning programs in the district (e.g., core content). School leaders and teams have regular opportunities to learn from each other and share best practices around SEL implementation. Data on the quality of SEL sessions are regularly collected and used for continuous improvement.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
2-A: Strengthen central office SEL expertise	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to provide information and professional learning</li> <li>Planning to incorporate foundational learning for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for some central office staff</li> <li>Foundational learning provided to new staff</li> <li>Planning to convene central office staff as SEL professional learning community</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet</li> <li>Foundational learning provided to new staff</li> <li>Central office staff convened as SEL professional learning community</li> </ul>
2-B: Design and implement an effective SEL professional learning program for school staff	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Some staffing for SEL professional learning</li> <li>Offering some professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing a comprehensive menu of professional learning</li> <li>Schools have a few opportunities to learn from each other</li> <li>Collecting data on quality</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing ongoing, scaffolded, and comprehensive professional learning</li> <li>SEL embedded throughout other professional learning programs</li> <li>Schools have regular opportunities to learn from each other</li> <li>Data on quality collected and used for continuous improvement</li> </ul>



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## FOCUS AREA 2 RUBRIC

### Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 2-C: Strengthen staff social, emotional, and cultural competence

The district supports staff in reflecting on their own social and emotional competencies, identities, and biases; and engaging in practices that affirm, explore and cultivate students' cultures, values, and identities. There are frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences. Practices that support these competencies are also embedded into district- and school-level staff meetings. These competencies are woven through all resources and tools that guide staff in interactions with students, families, and community members.

#### 2-D: Develop structures that promote trust, community, and collective efficacy among staff

The district provides frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision-making and efficacy. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive district culture. District and school staff have dedicated time to engage in collaborative reflection and problem solving, sharing ideas and responsibility, and community building. Data on staff perceptions of their work climate are regularly collected and used for continuous improvement.

#### 2-E: Track progress on adult-focused SEL goals and continuously improve practice

The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time changes to implementation of adult-focused SEL strategies. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around adult-focused SEL goals.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
2-C: Strengthen staff social, emotional, and cultural competence	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to provide information and professional learning</li> <li>Planning to incorporate foundational learning for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for some central office staff</li> <li>Foundational learning provided to new staff</li> <li>Planning to convene central office staff as SEL professional learning community</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet</li> <li>Foundational learning provided to new staff</li> <li>Central office staff convened as SEL professional learning community</li> </ul>
2-D: Develop structures that promote trust, community, and collective efficacy among staff	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Some staffing for SEL professional learning</li> <li>Offering some professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing a comprehensive menu of professional learning</li> <li>Schools have a few opportunities to learn from each other</li> <li>Collecting data on quality</li> </ul>	<ul style="list-style-type: none"> <li>Established staff norms or shared agreements</li> <li>Regular, dedicated time and space provided for district and school staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility</li> <li>Staff perceptions of work climate reviewed to ensure inclusive district culture</li> </ul>
2-E: Track progress on adult-focused SEL goals and continuously improve practice	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Starting to collect formative data related to goals</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least each semester, using data reflection to make real-time improvements to adult SEL implementation</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least quarterly, using data reflection to make real-time improvements</li> <li>Providing support and tools for school teams</li> </ul>



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## FOCUS AREA 3 RUBRIC

### Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 3-A: Adopt and implement PreK-12 SEL standards or guidelines

Strong SEL standards or guidelines are comprehensive, developmentally appropriate, and culturally responsive, and include benchmarks for what all students should know and be able to do from PreK-grade 12. These SEL standards are aligned and integrated with the district's academic standards and informed by staff, families, and community partners. Ongoing communication and professional learning build district and staff capacity for integrating SEL standards with instruction.

#### 3-B: Adopt and implement evidence-based programs and practices

The district has adopted evidence-based SEL programs and practices that are implemented in all schools and grade levels [See CASEL Program Guide evidence-based programs]. These programs and practices explicitly address students' SEL competencies and align with the priorities valued by stakeholders and with adopted standards or guidelines. The district provides professional learning to all staff who will implement and support the programs and practices. The district supports schools in engaging families and community partners around programs and practices, and in collecting and using data to monitor implementation and outcomes.

#### 3-C: Integrate SEL with academics

The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content. The district is implementing a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
3-A: Adopt and implement PreK-12 SEL standards or guidelines	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to draft standards</li> </ul>	<ul style="list-style-type: none"> <li>Drafted standards, received feedback</li> <li>Aligning SEL standards or guidelines to academic standards</li> <li>Developing communication and professional learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Adopted SEL standards</li> <li>SEL and academic standards aligned and integrated</li> <li>Shared standards publicly and providing ongoing professional learning</li> </ul>
3-B: Adopt and implement evidence-based programs and practices	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing programs and practices</li> </ul>	<ul style="list-style-type: none"> <li>Adopted program(s) and implementing in some schools and/or grade levels</li> <li>Providing professional learning</li> <li>Developing strategies for engaging families and community partners</li> <li>Developing strategies for monitoring implementation and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Implementing in all schools and grade levels</li> <li>Providing professional learning</li> <li>Supporting schools in engaging families and community partners</li> <li>Supporting schools in monitoring implementation and outcomes</li> </ul>
3-C: Integrate SEL with academics	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to collaborate with academic departments</li> <li>Developing professional learning plan</li> </ul>	<ul style="list-style-type: none"> <li>Starting to integrate SEL into academic priorities and strategies</li> <li>Some professional learning provided</li> </ul>	<ul style="list-style-type: none"> <li>SEL fully integrated with academic priorities and strategies</li> <li>Implementing coordinated and scaffolded professional learning plan</li> </ul>



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## FOCUS AREA 3 RUBRIC

### Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<b>3-D: Develop and strengthen family partnerships</b>  The district prioritizes positive staff-family relationships and two-way communication with families at the district and school levels. The district offers meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff. The district gathers input from families about their preferences and needs. These data are used to improve family partnership strategies.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Gathering input from families about best strategies for engagement and partnership</li> </ul>	<ul style="list-style-type: none"> <li>Input from families has been collected, synthesized, and is being used to inform a plan for family partnerships</li> <li>Developing a plan for family partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Implementing strategies for two-way communication and engaging families in SEL activities</li> <li>Feedback from families is regularly collected and used to inform improvement</li> </ul>
<b>3-E: Develop and strengthen SEL-related community partnerships</b>  The district and their SEL-related community partners intentionally align the language and practices they use to describe and promote SEL. These partnerships ensure that SEL is a priority during the school day and during out-of-school time, and that students and families have access to a broad range of SEL-related community services.	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Collecting and reviewing information about SEL practices used by community partners</li> <li>Identifying additional community groups and service providers with whom the district may want to partner</li> </ul>	<ul style="list-style-type: none"> <li>Starting to align language and SEL practices</li> <li>Starting to collaborate with out-of-school time providers to ensure SEL is prioritized across settings</li> <li>Engaging community groups and community based service providers to ensure student and family access</li> </ul>	<ul style="list-style-type: none"> <li>Aligned language and SEL practices</li> <li>SEL is prioritized during school day and out-of-school time</li> <li>Students and families have access to a broad range of SEL-related community services</li> <li>Leveraging community partners to expand professional learning opportunities and/or research support</li> </ul>



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## FOCUS AREA 3 RUBRIC

### Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 3-F: Align discipline policies and practices with SEL

The district's discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior. The district supports school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building. To promote an equitable approach to discipline, the district uses disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and to intervene on systemic root causes when student groups are disproportionately represented.

#### 3-G: Integrate SEL with a continuum of student supports

When SEL is fully integrated with a multi-tiered system of supports (MTSS), evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.

#### 3-H: Track progress on student-focused SEL goals and continuously improve practice

The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time change to implementation of strategies for promoting student SEL. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around student-focused SEL goals.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
3-F: Align discipline policies and practices with SEL	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing policies and practices</li> <li>Building district teams' data capacity</li> </ul>	<ul style="list-style-type: none"> <li>Policies and practices are aligned with SEL</li> <li>Developing approach for supporting school</li> <li>District teams reviews disaggregated discipline data, and building school teams' data capacity</li> </ul>	<ul style="list-style-type: none"> <li>Policies and practices are aligned with SEL</li> <li>Implementing approach for supporting school staff</li> <li>Systems and structures are in place that allow district and school teams to review disaggregated discipline data regularly and use to address systemic root causes</li> </ul>
3-G: Integrate SEL with a continuum of student supports	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Identified SEL instruction and practices that support academics and behavior</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction and practices that support academics and behavior are integrated into some but not all tiers</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction and practices that support academics and behavior are integrated into all tiers</li> </ul>
3-H: Track progress on student-focused SEL goals and continuously improve practice	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Starting to collect formative data related to goals</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least each semester, using data reflection to make real-time improvements</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least quarterly, using data reflection to make real-time improvements</li> <li>Providing support and tools for school teams</li> </ul>



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## FOCUS AREA 4 RUBRIC

### Reflect on Data for Continuous Improvement

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

#### 4-A: Reflect on progress toward annual SEL goals

The district compiles summative implementation and outcome data to assess yearly progress toward districtwide SEL goals. Data are disaggregated by prioritized student groups to examine and address systemic root causes of disparities. The district engages district and school teams, students, families, staff, and community partners to reflect on these data. Data reflection is guided by established norms that promote a supportive environment for reflecting on data and a structured protocol. The district also provides ongoing support that empowers school teams to reflect on summative school-level SEL data for continuous improvement, and structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).

#### 4-B: Make Improvements to the Action Plan

At the end of each school year, the district partners with students, families, staff, and community partners to determine how to use learnings to revise SEL goals and action plan in preparation for another cycle of SEL strategic planning (beginning again with Focus Area 1). The district summarizes learnings on SEL implementation successes and challenges and shares findings in public report(s). The district supports school teams in summarizing learnings in preparation for data-informed action planning with their own students, families, staff, and community partners.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
4-A: Reflect on progress toward annual SEL goals	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually, disaggregated by subgroups</li> <li>District team(s) reflects on data using norms and protocols</li> <li>Data shared with students, families, staff, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually, disaggregated by subgroups</li> <li>District team(s) engage students, families, staff, and community partners in data reflection using norms and protocols</li> <li>Providing support to school teams and opportunities for schools to share learnings</li> </ul>
4-B: Make Improvements to the Action Plan	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing summary of SEL implementation successes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>SEL implementation successes and challenges summarized annually</li> <li>District seeks input from staff, students, families, and community partners on next steps</li> </ul>	<ul style="list-style-type: none"> <li>Summary of SEL implementation successes and challenges shared annually in public report</li> <li>Staff, students, families, and community partners are active members of planning/decision-making teams that revise SEL goals and action plans for the next year</li> <li>Providing support to school teams</li> </ul>

## APPENDIX C

### ECC/ELEMENTARY SEL RESOURCES (MAY 2022)

SCHOOL	SECOND STEP	ZONES OF REGULATION	DBT	MIND UP	RESPONSIVE CLASSROOM	KIDS FIRST FROM DAY ONE	PBIS
ECC							
BURR							
DWIGHT							
H HILL							
JENN							
McK							
M HILL							
N STRAT							
O HILL							
RIV							
SHERM							
STRAT							

KEY		Used Regularly
		Used Sporadically
		Used only with select students
		Resource Discontinued

## MIDDLE SCHOOL SEL RESOURCES (MAY 2022)

	FWMS	RLMS	TMS
DBT			
Digital Code of Conduct			
Restorative Practices			
SAT Program Implementation Guide			
Stop, Breathe, Think App			
Mindfulness			
Clubs and various after-school events			
Nurture, Empower, Support Together (NEST)			

<b>KEY</b>		Used Regularly
		Used Sporadically
		Used only with select students
		Resource Discontinued

## HIGH SCHOOL SEL RESOURCES (MAY 2022)

	FLHS	FWHS	WFC
<b>DBT</b>			
<b>Advisory</b>			
<b>No Place for Hate</b>			
<b>Facing History and Ourselves</b>			
<b>Impact</b>			
<b>Meditation Resources</b>			
<b>Restorative Practices</b>			
<b>Learning for Justice</b>			
<b>Healthy Living/Group</b>			
<b>PBIS</b>			

<b>KEY</b>		Used Regularly
		Used Sporadically
		Used only with select students
		Resource Discontinued

DIP SEL Goal: Demonstrate developmentally appropriate self awareness, self management, responsible decision making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework						
		July - September	October - December	January - March	April - June	Resources
2022 - 2023 SCHOOL YEAR						
SEL District Steering Committee reviews progress on the SEL Multi-Year Plan	An SEL District Steering Committee is formed to include teachers, administrators, parents and community members  SEL Teacher Leaders are identified for each building	SEL District Steering Committee meets in November to review progress of the plan  SEL Teacher Leaders in each building are represented on the committee and information is shared with them regarding any decisions made or actions to take	SEL District Steering Committee meets in February to review progress of the plan	SEL District Steering Committee meets in May to review progress of the plan		
Identify SEL resources being used PK-12 and make recommendations for several schools across levels with the goal for small-scale implementation to pilot recommended resources in the 2023-2024 school year	Resource Sub-Committee formed of representatives of each level (teachers, parents and administrators)	Resource Sub-Committee makes recommendations for resource (s) to be used by level	Current resources leveraged if recommended for future use. Opportunities for cross-training and observation.		Funding for resources is requested in proposed budget for the following year - Request submitted in November	
	Resource Sub-Committee reviews survey completed in June 2022 by schools regarding SEL resources being used	Schools that will pilot the resource (s) will be identified; resources purchased and training needs identified	Identified schools pilot the resources in their buildings and report to the District Steering Committee		<a href="#">CASEL Program Guide.</a>	
	Resource Sub-Committee reviews CASEL recommended programs	Resource(s) and training needs included in the budget request for the 23-24 SY		Specific training needs are identified and presenters are identified and retained		
Administer a Social-Emotional Universal Screening tool with a progress monitoring component in grades K-12 in order to identify students in need of intervention -		DESSA-mini, full DESSA and HS Student Self Assessment (if available) are completed in early October, 2022 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment (if available) are completed by the end of February, 2023 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment (if available) are completed by the end of May, 2023 for all students in grades K-12	<a href="#">Aperture Login</a>	
	School SEL Teams/MTSS teams review DESSA data from the 2021 -2022 school year in September 2022 in order to identify any students needing intervention at the beginning of the 22-23 school year	School SEL and SRBI/MTSS teams review DESSA data from the October assessment	School SEL and SRBI/MTSS teams review DESSA data from the February assessment	School SEL and SRBI/MTSS teams review DESSA data from the May assessment	<a href="#">Aperture Login</a>	
Establish a professional learning plan to support adult SEL in the eight competency areas of the DESSA	Professional Learning Sub-Committee formed and develops resources for school teams of activities to be implemented to support Adult SEL (to include examples of strategies from the "Growth Strategies" of the Aperture website)	Professional learning activities provided throughout the school year to support Adult SEL				
Establish a professional learning plan to increase staff capacity to implement high quality Tier 1 SEL instruction to all students	District Leadership Team "Advance" in August 2022 includes time dedicated to reviewing plans for SEL work for the 23-24 school year					
	Professional Learning Sub-Committee develops resources for school teams to use regarding	School teams access resources as appropriate that are provided in the plan from the Professional Learning Sub-		<a href="#">CASEL Resources</a>		
Embed SEL strategies into any new curriculum documents	Program Directors and the Director of Elementary Education PK-12 Literacy collaborate with members of the District SEL Steering committee on embedding SEL strategies into new curriculum documents					<a href="#">CASEL SDE SEL Habits (Grades K-3)</a>
SEL information is communicated to staff and families	Link is created on the district website regarding SEL information and resources. District SEL committee populates this area with appropriate materials	Committee updates information in the link				
		Parent forum conducted by November 1, 2022 to update parents of committee work		Parent forum conducted by June 1, 2023 to update parents of committee work		
Establish a consistent Social-Emotional MTSS structure and process to ensure consistency of intervention services throughout the District	SEL District Steering Committee reviews data from the Winter and Spring 2022, and Fall 2022 implementation of the DESSA-mini to establish guidelines for Tier 2/3 instruction according to t-scores	School MTSS teams implement the recommended intervention structure for Tier 2 and Tier 3 and provide feedback to the SEL District Steering Committee				
	Quarterly meetings for school SRBI/MTSS leadership to support consistency of best practices and PK-12 SRBI/MTSS Sub-					
	Committee of the District SEL Steering Committee is formed	SRBI/MTSS Sub-Committee members collaborate with the District SRBI/MTSS Committee to incorporate SEL in the new framework for MTSS				
Establish consistent data points to assist in determining effectiveness of SEL Tier 2 and Tier 3 interventions and Tier 1 supports - This data will inform next steps for students who may require more intensive support.	SEL District Steering Committee meets to review current data regarding SEL (e.g. School Climate Survey, attendance data, participation in extracurricular activities, DESSA-mini and High School Student Self Report [if available]) and establish progress benchmarks throughout the plan			SEL District Steering Committee collects data from school SRBI/MTSS teams regarding effectiveness of Tier 1 supports and Tier 2 and Tier 3 interventions, utilizing the benchmarks established earlier in the year		



FPS SEL Multi-Year Plan

DIP SEL Goal: Demonstrate developmentally appropriate self awareness, self management, responsible decision making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework						
		July - September	October - December	January - March	April - June	Resources
2023 - 2024 SCHOOL YEAR						
SEL District Steering Committee reviews progress on the SEL Multi-Year Plan	SEL District Steering Committee meets in September to review progress of the plan SEL Teacher Leaders in each building are represented on the committee and information is shared with them			SEL District Steering Committee meets in January to review progress of the plan	SEL District Steering Committee meets in June to review progress of the plan	
Implement research-based, peer-reviewed SEL program in all schools PK-12	Professional Learning for all staff on the resources chosen to be used at each level	SEL lessons implemented according to recommended implementation guide for each program PK-12				
Monitor and evaluate use of the plan for effectiveness and continued growth over time	SEL District Steering Committee works with the District Leadership Team to identify time to implement explicit instruction in SEL across all levels PK - 12.				SEL District Steering committee creates and disseminates a survey to all staff regarding the effectiveness of the resource being implemented in the building	
Administer a Social-Emotional Universal Screening with a progress monitoring component in grades K-12 in order to identify students in need of intervention		DESSA-mini, full DESSA and HS Student Self Assessment are completed in early October, 2023 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment are completed by the end of February, 2024 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment are completed by the end of May, 2024 for all students in grades K-12		<a href="#">Aperture Login</a>
	School SEL Teams/MTSS teams review DESSA data from 22-23 in September 2023 in order to identify any students needing intervention at the beginning of the 23-24 school year	School SEL/SRBI/MTSS teams review DESSA data from the October assessment	School SE and SRBI/MTSS teams review DESSA data from the February assessment	School SEL/SRBI/MTSS teams review DESSA data from the May assessment		<a href="#">Aperture Login</a>
Establish a professional learning plan to increase staff capacity to implement high quality Tier 1 SEL instruction to all students	School teams access resources as appropriate that are provided in the plan from the Professional Learning Sub-Committee. Implement professional learning related to chosen resources to implement strategies directly into classrooms.					<a href="#">CASEL Resources</a>
	Professional Learning presentations are provided to all educators K-12 regarding Connecticut Department of Education SEL standards (grade levels when developed by the Department) for Tier 1 implementation. Standards are compared to School and District Improvement Plans.					<a href="#">CT SDE SEL Habits (Grades K-3)</a>
Embed SEL strategies into any new curriculum documents	Program Directors and the Director of Elementary Education PK-12 Literacy collaborate with members of the District SEL Steering committee on embedding SEL strategies into new curriculum documents					<a href="#">CASEL SDE SEL Habits (Grades K-3)</a>
Establish consistent data points to assist in determining effectiveness of SEL Tier 2 and Tier 3 interventions and Tier 1 supports - This data will inform next steps for students who may require more intensive support.	District SEL Steering Committee reviews SRBI/MTSS data from Spring 2023 and establishes clear data points regarding intervention at Tier 2 and Tier 3	School SRBI/MTSS teams implement Tier 2 and Tier 3 interventions according to the data points established by the SEL District Steering Committee				
	Quarterly meetings for school SRBI/MTSS leadership to support consistency of best practices and PK-12					
SEL information is communicated to staff and families	Committee updates information in the link on the district website to provide resources for parents and families to implement SEL practices in the home.					
		Parent forum conducted by November 1, 2023 to update parents of committee work		Parent forum conducted by June 1, 2024 to update parents of committee work		
					SEL District Steering committee creates and disseminates a survey to all parents regarding their knowledge of and the effectiveness of the resource being implemented in the building. Survey will include feedback regarding SEL information on the district website for families.	

FPS SEL Multi-Year Plan

DIP SEL Goal: Demonstrate developmentally appropriate self awareness, self management, responsible decision making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework						
		July - September	October - December	January - March	April - June	Resources
2024 - 2025 SCHOOL YEAR						
SEL District Steering Committee reviews progress on the SEL Multi-Year Plan	SEL District Steering Committee meets in September to review progress of the plan		SEL District Steering Committee meets in January to review progress of the plan	SEL District Steering Committee meets in May to review progress of the plan, review data related to plan components, and make recommendations for on-going work		
Implement research-based, peer-reviewed SEL program in all schools PK-12	SEL lessons implemented according to recommended implementation guide for each program PK-12					
Monitor and evaluate use of the plan for effectiveness and continued growth over time				SEL District Steering committee disseminates a survey to all staff regarding the effectiveness of the resource being implemented in the building		
Administer a Social-Emotional Universal Screening tool with a progress monitoring component in grades K-12 in order to identify students in need of intervention		DESSA-mini, full DESSA and HS Student Self Assessment are completed in early October, 2024 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment are completed by the end of February, 2025 for all students in grades K-12	DESSA-mini, full DESSA and HS Student Self Assessment are completed by the end of May, 2025 for all students in grades K-12	<a href="#">Aperture Login</a>	
	School SEL and SRBI/MTSS teams review DESSA data from the October assessment	School SEL and SRBI/MTSS teams review DESSA data from the October assessment	School SEL and SRBI/MTSS teams review DESSA data from the February assessment	School SEL and SRBI/MTSS teams review DESSA data from the May assessment	<a href="#">Aperture Login</a>	
Establish a professional learning plan to increase staff capacity to implement high quality Tier 1 SEL instruction to all students	Professional Learning Sub-Committee conducts a survey early in the 24-25 school year to identify areas of support needed for educators to implement Tier 1 SEL instruction	Professional learning activities provided throughout the school year to support Adult SEL				<a href="#">CASEL Resources</a>
	Professional Learning presentations are provided to all educators K-12 regarding Connecticut Department of Education SEL standards (grade levels when developed by the Department) for Tier 1 implementation. Standards are compared to School and District Improvement Plans.					<a href="#">CT SDE SEL Habits (Grades K-3)</a>
Embed SEL strategies into any new curriculum documents	Program Directors and the Director of Elementary Education PK-12 Literacy collaborate with members of the District SEL Steering committee on embedding SEL strategies into new curriculum documents					<a href="#">CASEL SDE SEL Habits (Grades K-3)</a>
SEL information is communicated to staff and families	SEL District Steering Committee updates information in the link on the district website					
		Parent forum conducted by November 1, 2024 to update parents of committee work		Parent forum conducted by June 1, 2025 to update parents of committee work		
				SEL District Steering committee disseminates a survey to all parents regarding their knowledge of and the effectiveness of the resource being implemented in the building. Survey will include feedback regarding SEL information on the district website for families.		
IMPLEMENTATION OF SEL PLAN WILL CONTINUE FOR SUCCEEDING SCHOOL YEARS; CHANGES FOR SUBSEQUENT YEARS TO BE MADE ACCORDING TO DATA AND FEEDBACK FROM STAFF AND FAMILIES						

Fairfield Public Schools  
Board of Education  
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**Instruction**

**ADVANCED COURSE OR PROGRAM AND  
CHALLENGING CURRICULUM**

**6141(a)**

**I. Purpose**

The Board of Education believes in the principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework, such as, but not limited to, honors classes, dual enrollment, dual credit, and advanced placement classes.

The District, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs and eligibility criteria to students and parents, offer counseling to students about the benefits of advanced level courses and programs, and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

In order to access advanced courses or programs students need to complete sufficiently challenging coursework at the elementary and middle school levels. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

**II. Definitions**

For purposes of this policy:

An **"advanced course or program"** is defined as an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education.

**"Advanced placement"** program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

**"Dual credit/Dual enrollment"** courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school

## **Instruction**

### **ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM**

**6141(b)**

graduation as well as college course credit that appears on a student transcript issued by a college or university.

**“Prior academic performance”** means the course or courses that a student has taken, the grades received for each course, and a student’s grade point average.

## **III. Guiding Principles**

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitability addressed across all populations.

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. The Board also recognizes the importance of reducing barriers to opportunities for advanced programs, providing a wide range of advanced courses that appeal to students with various interests, and that achievement and engagement in middle school are strong precursors to high school success.

High school students willing to accept the challenge of an advanced course or program shall be admitted. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge **may** enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

An emphasis on equity must include a focus on increasing students’ access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-based principles will contribute to fostering greater equity in student participation in advanced programs or courses:

- A. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;

**Instruction**

**ADVANCED COURSE OR PROGRAM AND  
CHALLENGING CURRICULUM**

**6141(c)**

- B. Create multiple access points to and awareness of advanced courses and programs, allowing students to access these programs at various points of their high school experience;
- C. Use only enrollment access criteria that are educationally necessary;
- D. Use multiple methods by which a student may satisfy eligibility criteria for enrollment;
- E. Offer a set of student supports, access to technology, and support from teachers and school counselors, that help all students succeed in advanced courses or programs;
- F. Publish and disseminate materials that encourage all students to participate in advanced courses or programs.

**IV. Eligibility and Identification**

Students who are capable of and willing to do advanced coursework or take an accelerated course of program, as detailed in this policy, should be permitted to do so. The District will identify students in grades eight and nine, through the academic plan, in compliance with Section 5 of P.A. 21-199, who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advance courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. Multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program include, but not limited to:

- A. Recommendations from teachers, administrators, school counselors, or other school personnel;
- B. A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program;
- C. Grade Point Average (GPA);

**Instruction**

**ADVANCED COURSE OR PROGRAM AND  
CHALLENGING CURRICULUM**

**6141(d)**

- D. GPA improvement over time;
- E. Scoring near benchmark on local assessments;
- F. Student interest and persistence.

Students who experience success in advanced courses or programs typically exhibit characteristics including, but not limited to: reading at or above grade level, strong study skills and self-motivation, proficient oral and written communication skills, self-discipline to plan, organize, and carry out tasks to completion, and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group, within any nationality, within genders, and within populations of students with disabilities. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The identification process shall include the following:

- A. Performance on standardized assessments;
- B. Specific academic performance in one or more content areas (e.g. consistently received grades of “B” or higher in the core content areas);
- C. Giftedness;
- D. Teacher recommendations/referrals;
- E. Referrals from parents and/or students.

**V. Academic Plan and Challenging Curriculum**

An academic plan enables a student to take a deeper look into high school and beyond. Each student needs to consider his/her interests, likes, dislikes, as well as who he/she aspires to be as an individual.

## **Instruction**

### **ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM**

**6141(e)**

The District will create an academic plan for each student beginning in grade eight for each student who is identified as eligible for enrollment in an advanced course or program. It will be reviewed annually with school personnel. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The academic plan will be aligned with:

- A. The courses or programs currently offered by the Board of Education;
- B. The student's student success plan, created pursuant to Conn. Gen. Stat. 10-221a;
- C. The high school graduation requirements; and
- D. Any other Board adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student, or the student's parent or guardian, has the right to decline the implementation of the provisions of the academic plan.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. 10-221a if the student success plan's academic component intentionally focuses on advanced course and program participation.

## **VI. Evaluation and Review**

The Board will annually review data on student participation in advanced courses or programs as part of the student achievement review. The data shall be disaggregated by gender, race/ethnicity, and high needs participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6141.4 – Independent Study)  
(cf. 6141.5 – Advanced College Placement)  
(cf. 6172.1 – Gifted and Talented Students)  
(6141.52 – Challenging Curriculum Policy)

**Instruction**

**ADVANCED COURSE OR PROGRAM AND  
CHALLENGING CURRICULUM**

**6141(f)**

(cf. 6141.7 – Honors Programs)  
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Adopted X/X/2022



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## **Instruction**

### **GIFTED AND TALENTED STUDENTS PROGRAM**

**6172.1(a)**

The Fairfield Public Schools are committed to recognizing and servicing the individual strengths, gifts, and talents of all children.

The Fairfield Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary learning ability or talent in the creative arts. Such students will be identified as gifted and/or talented.

#### **I. Definitions**

For purposes of this policy:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and/or talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative, or specific academic potential. The term includes children with extraordinary learning ability (“gifted”) and children with outstanding talent in the creative arts (“talented”).

“Planning and placement team (“PPT”),” for purposes of the evaluation, identification, or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision-making process.

#### **II. Identification and Evaluation**

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process includes multiple measures in order to identify students’ strengths in intellectual ability, creativity, or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language

## **Instruction**

### **GIFTED AND TALENTED STUDENTS PROGRAM**

**6172.1(b)**

learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative, and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum, and gifted programming.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

- A. An explanation of how such student was identified as gifted and talented;
- B. The contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
- C. The employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
- D. Any associations in the state that provide support to gifted and talented students;
- E. Options of services available.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

**Instruction**

**GIFTED AND TALENTED STUDENTS PROGRAM**

**6172.1(c)**

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Adopted X/X/2022

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## **Students**

### **RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118(a)**

#### **I. Resident Students**

Children who are residents of Fairfield shall be entitled to school accommodations provided by the Fairfield Board of Education without payment of tuition. Children shall be deemed residents of Fairfield if they permanently reside with their parents or a parent (and/or legal guardian(s)) in Fairfield.

Requirements for student registration can be found by clicking on the link below:

<https://fpsct.net/registration>

#### **II. Non-Resident Students**

##### **A. Definition**

A non-resident student is a student who:

1. Resides outside the school district; or
2. Resides within the school district on a temporary basis; or
3. Resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. Resides within the school district for the sole purpose of obtaining school accommodations; or is
5. Placed by the Commissioner of Children and Youth Services or by other agencies in a private residential facility. However, under the circumstance, children may attend local schools with tuition paid by the home district unless special education considerations make attendance in local schools and programs inappropriate. Children not requiring special education who live in town as a result of placement by a public agency (other than another Board of Education and except as provided otherwise in this paragraph) are resident students; those requiring special education may attend local schools (with special education cost reimbursements in accordance with statutes) unless special education considerations make attendance in local schools and programs inappropriate.

The Superintendent may approve for admission students who are not residents of Fairfield, either on a tuition basis or without tuition, as described below.

## **Students**

### **RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118(b)**

#### **B. Superintendent Approval: Non-residents without tuition**

At the discretion of the Superintendent or designee, students who are not residents of Fairfield but qualify under one of the following categories may be permitted to attend Fairfield Public Schools without paying tuition provided that space exists in established classes, sections, programs, or services; students are in good academic, attendance, and behavioral standing; and parents agree to provide transportation to and from school:

1. Members of the senior class if parents move from Fairfield during the student's senior year;
2. Students whose parents or guardian plan to move to Fairfield before the completion of the current semester and who meet the requirements of registration;
3. Regularly enrolled children of families who have moved out of the school district and who move after January 1 of the current school year, may complete the school year without tuition.

#### **C. Children of Non-Resident Parents (Non-tuition)**

Children who are living in the Fairfield school district with relatives and/or non-relatives and whose parents are not Fairfield residents may be entitled to school accommodations provided by the Fairfield Public Schools without payment of tuition. However, pursuant to Conn. Gen. Stat. 10-253(d), the child's residence in Fairfield must meet the following conditions:

1. The child's residence in Fairfield must be permanent;
2. The child's residence in Fairfield must be provided by the Fairfield resident without payment or compensation; and
3. The child's residence in Fairfield must not be for the sole purpose of receiving an education in the Fairfield Public Schools.

## **Students**

### **RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118(c)**

In order to determine whether the residence is being provided “without payment or compensation,” the Board may consider the following factors, in addition to any other relevant facts:

1. Payment does not include the maintenance by a parent of his or her child on a health insurance policy;
2. Payment does not include claiming the child as a dependent for income tax purposes by his or her parent;
3. Payment does not include child support payments pursuant to a court order; and
4. Payment shall include any monetary remuneration from a parent or legal guardian for the support of a child either to the relative or non-relative or to the child. It shall not include gifts to the child for purposes other than support.

The Board of Education may require documentation from the parent\* that the residence is to be permanent, provided without payment or compensation and not for the sole purpose of obtaining school accommodations provided by the Fairfield Public Schools. Such documentation may include affidavits as provided by law, provided that prior to any request for documentation of a child’s residency from the child’s parent\* the Board of Education shall provide the parent\* with a written statement specifying the basis upon which the Board has reason to believe that such child, emancipated minor or pupil 18 years of age or older is not entitled to school accommodations.

- \* For the purpose of the above paragraph, “parent” includes guardian, relative or non-relative, emancipated minor or pupil 18 years of age or older, as applicable.

The determination of whether a student qualifies for accommodations provided by the Fairfield Public Schools shall be determined based on the factual circumstances of each case.

#### **D. Children of Non-Resident Employees (Tuition)**

The Board authorizes the Superintendent to accept non-resident students of employees in Grades 6 - 12 in the District and to develop administrative regulations to implement this policy.

## **Students**

### **RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118(d)**

For purposes of this policy and its associated administrative regulations, tuition means the cost as set forth in the administrative regulations for this policy.

Tuition will be determined annually by the District each January 1 for the upcoming school year. The basis for the tuition is thirty percent of the total per pupil expenditure. The parent will be charged any excess costs for programs and services provided beyond the general education curriculum and extracurricular offerings in addition to the base tuition rate. When a student is accepted into, or already has, a PPT determined special education program, the additional tuition cost shall be the total of any excess costs for programs and services provided beyond the general education curriculum. The tuition will be billed on a quarterly basis with the first installment due on or before September 1.

Students must remain in good academic, discipline and attendance standing. Continued enrollment in the Fairfield Public Schools is subject to annual review. The decision to approve the enrollment of said student in any school year shall not be binding in any subsequent school years.

The Superintendent will provide an annual report of tuition students, including grade and school placements to the Board of Education each October as part of the annual enrollment update.

Any change to the administrative regulations will first be brought to the Policy Committee.

### **III. Denial of Accommodations**

If the Administration determines that any student is not a resident of Fairfield or that the student is otherwise not entitled to accommodations provided by the Fairfield Public Schools, it shall so notify that student and/or the student's parent(s) and/or legal guardian.

Any child, parent, or guardian may request a hearing before a hearing officer as appointed by the Board of Education in accordance with Conn. Gen. Stat. 10-186 if they believe they have been denied accommodations by the Fairfield Public Schools.

## **Students**

### **RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118(e)**

In the event it is determined that a child is not legally entitled to be provided school accommodations by the Fairfield Board of Education without payment of tuition, the Fairfield Board of Education may, pursuant to Connecticut General Statute 10-186, assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend Fairfield Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal References:      Conn. Gen. Stat. § 10-186  
                             Conn. Gen. Stat. § 10-253(d)  
                             Connecticut State Department of Education Guidelines for Residency  
                             Requirements

Adopted: 7/19/2005

Revised and Adopted: 9/14/2010

Revised and Adopted: X/X/2022



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## **Students**

### **ADMINISTRATIVE REGULATIONS ON RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118 AR(a)**

#### **I. Application and Placement Procedure for Staff Members**

Parents must submit an application form no later than January 15 for the following school year of admission to the Superintendent or designee. Such form shall include a place for providing verification of employment and indicate school placement preference for either middle or high school.

Siblings will receive priority if there are more applicants than seats available in a particular grade in a particular school.

Staff members will be notified of the placement of their child by May 15 of the school year prior to admission.

Placement for desired schools and grades for attendance will be determined at the discretion of the Superintendent.

Application for enrollment shall be made in writing annually on a form supplied by the Superintendent or his/her designee. Enrollment, if approved, will be conditioned upon annual execution of a formal contract between the Board and the parent or legal guardian.

Application will be subject to annual review.

Placement decisions for middle and high school are based on the enrollment of the receiving school. There is no guarantee that a middle school tuition student will remain with the middle school cohort into high school.

Given the changes in school enrollment patterns that may occur, the Superintendent shall review this procedure annually to determine if it needs to be modified in light of identifiable enrollment trends that may impact particular schools at both the middle and high school level.

No grade or course placement shall be finalized until the school officials have received formal transcript documents from schools the student previously attended.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118 AR(b)**

#### **II. Additional Regulations**

Children of non-resident employees may attend the Fairfield Public Schools under the following terms:

- A. Employees must meet the following criteria to be considered eligible:
  - i. Certified staff                      FTE of .5 or above receiving full benefits
  - ii. Non-certified                      FTE of 1.0 receiving full benefits
- B. The nonresident employees will be permitted to enroll their children only during their time of employment in Fairfield Public Schools;
- C. Payment of tuition. Tuition rates will be determined annually by the Fairfield Board of Education;
- D. District staff will determine eligibility and placement based on enrollment and class size factors;
- E. Placement will be considered only for grades 6-12;
- F. Once placed, students must remain in good academic, discipline and attendance standing. Continued enrollment in the Fairfield Public Schools is subject to annual review. The decision to approve the enrollment of said student in any school year shall not be binding in any subsequent school years;
- G. Nonresident teachers will not be allowed to enroll any of their children who are currently excluded by expulsion from another public or private school;
- H. The family must assume responsibility for transportation to and from school;
- I. The Superintendent or his/her designee shall not hire additional staff to permit enrollment of nonresident students under this policy, unless funded via tuition payments or special education payments as outlined by this policy;

## Students

### **ADMINISTRATIVE REGULATIONS ON RESIDENT/NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS**

**5118 AR(c)**

- J. The nonresident teachers will pay, in entirety, any extra costs beyond the regular school program that are directly attributable to their children, including any special education costs attributable to them. The annual employee tuition charge covers only the regular education program;

For purposes of this policy the regular education program will be defined as the core instructional program including secondary elective courses, clubs, sports, and activities if:

- i. A non-resident student is enrolled, or continues in enrollment, in the District and requires specialized programming, the cost of which exceeds per pupil expenditures (i.e. the base tuition rate), a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services, provided such costs are justified by a substantial increase in cost to the District, and in accordance with applicable law;
  - ii. The Fairfield Pupil Services Department (PSD) believes that a child should be evaluated for special education services, the school district in the employee's town of residence must be involved. The evaluation(s) will be performed either by that school district, or by Fairfield. If Fairfield does the evaluation, there will be a charge to cover the cost of the evaluation. If the non-resident child already has an IEP or if, after evaluation the Fairfield PSD determines that the child needs special education or other additional service, an added tuition charge, covering the cost to the Board of Education of such services, will be required. In addition, if the child is determined eligible for gifted education services, families are responsible for the cost of those services;
  - iii. The child already has or is shown to need a 504 accommodation, it will be provided at no charge if doing so does not result in a cost to the Fairfield Public Schools; otherwise, there will be an additional fee.
- K. Prior to the first day of school, the non-resident child must present evidence of adequate immunization, as required by the State of Connecticut and a report of a physical examination performed within the timeline denoted in Board Policy #5141.3;
- L. There will be two tuition payments of equal amounts, due in August and January. Payments will be automatically processed through salary deduction. Failure to pay tuition will result in the loss of the placement privilege.

<b>Per Pupil Expenditures by Function (District), 2019-20</b>						
Fairfield School District						
Notes:						
Expenditures exclude food services not funded by local funds, debt, capital (other than equipment), adult education, community						
All amounts include regular and special education.						
This report is based upon data reported by school districts; questions concerning report data should be addressed to the school district						
Pupil Basis: 1 = Enrollment plus outplaced pupils, 2 = Enrollment in district schools, 3 = Total pupils transported						
District	District Code	Function	Expenditures	Pupils	Pupil Basis	PPE
Fairfield School District	0510011	Instruction	\$118,020,770	9744	1	\$12,112
Fairfield School District	0510011	Support services - students	\$14,548,046	9624	2	\$1,512
Fairfield School District	0510011	Support services - instruction	\$9,456,676	9624	2	\$983
Fairfield School District	0510011	Support services - general administration	\$513,330	9624	2	\$53
Fairfield School District	0510011	Support services - school based admin	\$12,488,810	9624	2	\$1,298
Fairfield School District	0510011	Central and other support services	\$7,210,487	9624	2	\$749
Fairfield School District	0510011	Operation and maintenance of plant	\$17,311,051	9624	2	\$1,799
Fairfield School District	0510011	Student transportation services	\$8,990,734	6897	3	\$1,304
Fairfield School District	0510011	Food services	\$9,472	9624	2	\$1
Fairfield School District	0510011	Enterprise operations	\$2,393,446	9624	2	\$249
Fairfield School District	0510011	Minor school construction	N/A	N/A	N/A	N/A
Fairfield School District	0510011	Total	\$190,942,822	9744	1	\$19,596
Tuition Set at 30% of Per Pupil Expenditures						<b>\$5,878.80</b>
Source: EdSight <a href="https://edsight.ct.gov/SASPortal/main.do">https://edsight.ct.gov/SASPortal/main.do</a>						

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**Personnel-Certified/Non-Certified**

**PROHIBITION OF SEX DISCRIMINATION AND  
SEXUAL HARASSMENT IN THE WORKPLACE**

**4118.112(a)**

It is the policy of the Fairfield Board of Education (the “Board”) for the Fairfield Public Schools (the “District”) that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”), Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the “Administrative Regulations”).

**Sex discrimination** occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex. Sex discrimination also occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Personnel-Certified/Non-Certified**

**PROHIBITION OF SEX DISCRIMINATION AND  
SEXUAL HARASSMENT IN THE WORKPLACE**

**4118.112(b)**

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo*);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Sexual harassment under Title VII and Connecticut law** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

**Reporting Sex Discrimination or Sexual Harassment**

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner.

**Personnel-Certified/Non-Certified**

**PROHIBITION OF SEX DISCRIMINATION AND  
SEXUAL HARASSMENT IN THE WORKPLACE**

**4118.112(c)**

Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Fairfield Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board’s website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator is **Dr. Zakia Parrish, Executive Director of Operations and Processes**. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**501 Kings Highway East, Fairfield CT 06825**  
**zparrish@fairfieldschools.org**  
**203-255-8372**

**Personnel-Certified/Non-Certified**

**PROHIBITION OF SEX DISCRIMINATION AND  
SEXUAL HARASSMENT IN THE WORKPLACE**

**4118.112(d)**

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

**Legal References:**

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination:  
Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

Adopted: 9/28/2020

Revised and Adopted: X/X/2022



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**ADMINISTRATIVE REGULATIONS ON THE  
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**4118.112 AR(a)**

It is the policy of the Fairfield Board of Education (the “Board”) for the Fairfield Public Schools (the “District”) that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to remedial measures, which may include exclusion from school property.

**Sex discrimination** occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

**Personnel-Certified/Non-Certified**

**ADMINISTRATIVE REGULATIONS ON THE  
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**4118.112 AR(b)**

**Sexual harassment under Title VII and Connecticut law** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel):

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

**Personnel-Certified/Non-Certified**

**ADMINISTRATIVE REGULATIONS ON THE  
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**4118.112 AR(c)**

**NOTICE OF THE TITLE IX COORDINATOR**

The District's Title IX Coordinator is **Dr. Zakia Parrish, Executive Director of Operations and Processes**. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**501 Kings Highway East, Fairfield CT 06825**  
**zparrish@fairfieldschools.org**  
**203-255-8372**

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX, Title VII and Connecticut law with respect to sexual harassment and/or sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX, Title VII and Connecticut law grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

**EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE**

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

**Personnel-Certified/Non-Certified**

**ADMINISTRATIVE REGULATIONS ON THE  
PROHIBITION OF SEX DISCRIMINATION AND  
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**4118.112 AR(d)**

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

**SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL  
HARASSMENT UNDER TITLE IX**

**A. Definitions**

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

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**4118.112 AR(e)**

1. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity;
  2. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity;
  3. It is the responsibility of each person engaging in sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity;
  4. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
    - a. Because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or
    - b. If the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
  5. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
  - **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse,

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**4118.112 AR(f)**

physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A “document filed by a complainant” means a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **School days** means the days that school is in session as designated on the calendar posted on the Board’s website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as “school days” if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

**B. Reporting Sexual Harassment**

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the

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person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a person in the District's education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.

2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in these Administrative Regulations shall preclude the District from placing an employee respondent on administrative leave during the pendency of the grievance process. Further, nothing in these Administrative Regulations shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

**C. Formal Complaint and Grievance Process**

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

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2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.
3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:
  - a. The identities of the parties involved in the incident, if known;
  - b. The conduct allegedly constituting sexual harassment as defined above;
  - c. The date and the location of the alleged incident, if known;
  - d. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
  - e. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and



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- f. A statement of any provision in the District's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

- 5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
- 6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.
- 7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness) written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

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8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

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11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.
12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Section.

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**D. Informal Resolution**

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

**E. Appeal Process**

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal,

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the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s) or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

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**F. Dismissal of a Formal Complaint**

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX, 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Title VII or Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

**G. Miscellaneous**

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is

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2. Altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
3. If a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
4. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
5. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
6. The District will maintain for a period of seven (7) years records of:
  - a. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;

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- b. Any appeal and the result therefrom;
- c. Any informal resolution and the result therefrom; and
- d. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

**SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION  
(OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)**

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a person in the District's education



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program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Title VII or Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

**C. Grievance Procedures**

1. As soon as an employee feels that the employee has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Title VII or Connecticut law), the employee should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The employee will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the employee's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
  - a. Name of the complainant;
  - b. Date of the complaint;
  - c. Date(s) of the alleged discrimination;
  - d. Name(s) of the discriminator(s);
  - e. Location where such discrimination occurred;
  - f. Names of any witness(es) to the discrimination;
  - g. Detailed statement of the circumstances constituting the alleged discrimination;  
and
  - h. Remedy requested.
3. Any employee who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure.

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4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against an employee, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any employee who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the employee requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the employee insists that this information not be shared with the alleged discriminator(s), the employee will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
  - a. Offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;

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- b. Provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;
  - c. Consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
  - d. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
  - e. Consider whether alleged sex discrimination has created a hostile work environment, including consideration of the effects of off-campus conduct on the school;
  - f. Communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and
  - g. When sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals

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who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

**D. Miscellaneous**

1. If a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and

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these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

**Section III. Further Reporting**

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Copies of these Administrative Regulations will be distributed to all employees.

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**Appendix A**

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

**Personnel-Certified/Non-Certified**

**ADMINISTRATIVE REGULATIONS ON THE  
PROHIBITION OF SEX DISCRIMINATION AND  
SEXUAL HARASSMENT IN THE WORKPLACE**

**4118.112 AR(w)**

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

**COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX  
(PERSONNEL)**

*This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sexual harassment \_\_\_\_\_

Name or names of the sexual harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sexual harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sexual harassment \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sexual harassment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature of Complainant or Title IX Coordinator: \_\_\_\_\_



**COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX) (PERSONNEL)**

*This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sex discrimination \_\_\_\_\_

Name or names of the sex discriminator(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sex discrimination occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sex discrimination \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sex discrimination

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature: \_\_\_\_\_

Fairfield Public Schools  
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Policy Guide

**Students**

**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – 5145.4(a)  
PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

It is the policy of the Fairfield Board of Education (the “Board”) for the Fairfield Public Schools (the “District”) that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates, and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX and Connecticut law (the “Administrative Regulations”).

**Sex discrimination** occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

## **Students**

### **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – 5145.4(b) PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**Sexual harassment under Connecticut law** means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

#### Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Fairfield Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include but need not be limited to, the definitions of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

## Students

### **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – 5145.4(c) PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

The Board's Title IX Coordinator is **Dr. Zakia Parrish, Executive Director of Operations and Processes**. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**501 Kings Highway East, Fairfield CT 06825**  
**zparrish@fairfieldschools.org**  
**203-255-8372**

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Students may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.  
Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.  
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)  
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)  
Conn. Gen. Stat. § 10-15c - Discrimination in public schools prohibited.

Adopted: 8/27/2004

Revised and Adopted: 4/21/2020

Revised and Adopted: X/X/2022

Fairfield Public Schools  
Board of Education  
Policy Guide

**Students**

**ADMINISTRATIVE REGULATIONS ON** **5145.4 AR(a)**  
**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 –**  
**PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

It is the policy of the Fairfield Board of Education (the “Board”) for the Fairfield Public Schools (“the District”) that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. Any student or employee who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to remedial measures, which may include exclusion from school property.

**Sex discrimination** occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

**Sexual harassment under Connecticut law** means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(b)**

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students):

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress;
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching;
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures;
4. Touching of a sexual nature or telling sexual or dirty jokes;
5. Transmitting or displaying emails or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

### **NOTICE OF THE TITLE IX COORDINATOR**

The District's Title IX Coordinator is **Dr. Zakia Parrish, Executive Director of Operations and Processes**. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**501 Kings Highway East, Fairfield CT 06825**  
**zparrish@fairfieldschools.org**  
**203-255-8372**

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(c)**

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX and Connecticut law regarding sexual harassment and sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

### **EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE**

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment under Title IX, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment under Title IX pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

## Students

### ADMINISTRATIVE REGULATIONS ON 5145.4 AR(d) TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

#### **SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX**

##### A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

1. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity;
2. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity;
3. It is the responsibility of each person engaging in a sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity;



## Students

### ADMINISTRATIVE REGULATIONS ON 5145.4 AR(e) TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

4. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
    - a. Because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented; or
    - b. If the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
  5. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
  - **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
  - **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that

## Students

### ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

**5145.4 AR(f)**

contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **School days** means the days that school is in session as designated on the calendar posted on the Board's website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as "school days" if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

#### B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a student in the District's education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.

## Students

**ADMINISTRATIVE REGULATIONS ON** **5145.4 AR(g)**  
**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 –**  
**PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

### C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(h)**

3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:
  - a. The identities of the parties involved in the incident, if known;
  - b. The conduct allegedly constituting sexual harassment as defined above;
  - c. The date and the location of the alleged incident, if known;
  - d. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
  - e. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
  - f. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(i)**

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.
7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness), written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(j)**

9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.
11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(k)**

12. access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.
13. Student respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
14. After receiving notification of the decision-maker's decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Subsection E of this Section.

#### **D. Informal Resolution**

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment

## Students

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(I)**

allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

#### E. Appeal Process

After receiving notification of the decision-makers decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or



## Students

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(m)**

respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

#### **F. Dismissal of a Formal Complaint**

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(n)**

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

#### **G. Miscellaneous**

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(o)**

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
5. The District will maintain for a period of seven (7) years records of:
  - a. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
  - b. Any appeal and the result therefrom;
  - c. Any informal resolution and the result therefrom; and
  - d. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its

## Students

### ADMINISTRATIVE REGULATIONS ON 5145.4 AR(p) TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

#### **SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)**

##### A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

##### B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

## Students

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(q)**

#### C. Grievance Procedures

1. As soon as a student feels that the student has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Connecticut law), the student or the student's parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The student will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the student's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
  - a. Name of the complainant;
  - b. Date of the complaint;
  - c. Date(s) of the alleged discrimination;
  - d. Name(s) of the discriminator(s);
  - e. Location where such discrimination occurred;
  - f. Names of any witness(es) to the discrimination;
  - g. Detailed statement of the circumstances constituting the alleged discrimination;  
and
  - h. Remedy requested.
3. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(r)**

filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against a student, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that the student's personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
  - a. Offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
  - b. Provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(s)**

- c. Consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
  - d. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
  - e. Consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
  - f. Communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and
  - g. When sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(t)**

9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

#### **D. Miscellaneous**

1. If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.



## **Students**

### **ADMINISTRATIVE REGULATIONS ON TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 – PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**5145.4 AR(u)**

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

### **Section III. Further Reporting**

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Copies of these Administrative Regulations will be distributed to all students.

## Students

**ADMINISTRATIVE REGULATIONS ON** **5145.4 AR(v)**  
**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 –**  
**PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

### Appendix A

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

**Students**

**ADMINISTRATIVE REGULATIONS ON 5145.4 AR(w)  
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 –  
PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Adopted: 9/28/2020

Revised and Adopted: X/X/2022

**COMPLAINT FORM REGARDING SEXUAL HARASSMENT  
UNDER TITLE IX (STUDENTS)**

*This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's  
Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex  
Discrimination and Sexual Harassment (Students)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sexual harassment \_\_\_\_\_

Name or names of the sexual harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sexual harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sexual harassment

\_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sexual harassment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature of Complainant or Title IX Coordinator: \_\_\_\_\_

**COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX) (STUDENTS)**

*This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sex discrimination \_\_\_\_\_

Name or names of the sex discriminator(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sex discrimination occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sex discrimination \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sex discrimination

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature: \_\_\_\_\_

<i>A</i> <b>Category</b>		<i>B</i> <b>Project</b>	<i>D</i> <b>\$</b>	<i>E</i> <b>Description</b>
1	Maintenance / Security	Intercom Upgrade - McKinley Elementary	\$16,876	Intercom upgrade analog to digital system with battery back-up
2		Intercom Upgrade - Riverfield Elementary	\$16,876	Intercom upgrade analog to digital system with battery back-up
3		Intercom Upgrade - Sherman Elementary	\$16,876	Intercom upgrade analog to digital system with battery back-up
4		Intercom Upgrade - Stratfield Elementary	\$16,876	Intercom upgrade analog to digital system with battery back-up
5		Building Hardening - Security	\$169,491	Additional description to be provided upon request / executive session
6		Window Coverings - North Stratfield Elementary	\$139,724	Replace window coverings to clutch roller shades for lockdown
7	Subtotal Security Projects		\$376,719	
8	Athletic	Ludlowe Uniforms	\$19,770	Boys Soccer 60 X \$79 = \$4,740 Field Hockey 60 X \$98 = \$5,880 Girls Track 50 X \$75= \$3,750 Boys Track 50 X \$75= \$3,750 Boys Volleyball 30 X \$55 = \$1,650
9		Warde Uniforms	\$19,860	Girls Soccer Varsity: 60 uniforms (30 home and 30 away) @\$79 per uniform = \$4,740 Boys Soccer Varsity: 60 uniforms (30 home and 30 away) @\$79 per uniform = \$4,740 Girls' Lacrosse Varsity: 60 uniforms (30 home and 30 away) @\$98 per uniform = \$5,880 Girls' Volleyball Varsity: 60 uniforms (30 home and 30 away) @\$75 per uniform = \$4,500
10	Subtotal Athletics		\$39,630	
11	Math Textbooks	Middle School	\$213,844	EdGems - MS Math Textbooks
12		High School PD	\$28,800	McGraw Hill PD to accompany Math digital books for HS
13		High School	\$267,268	McGraw Hill digital texbooks for HS
14			\$12,834	Illustrative Math
15	Subtotal Textbooks		\$522,746	
16	Technology	<del>Transportation software</del>	<del>\$10,626</del>	<del>Purchase special 3rd party software to assist transporation in managing data from Verstran</del>
17		Server	\$24,000	Replacement server for Tableau Server to max resources (current unit unable to meet expanded demand)
18		MS Suite for para	\$14,371	Purchase full licences of MS suite for paraeducators
19		Projectors	\$94,208	Projector installs for RLMS and TMS- Woods has one. Space desperately needs these

## Fairfield Public Schools - Year End Expenditure Options

	<i>A</i> <b>Category</b>	<i>B</i> <b>Project</b>	<i>D</i> <b>\$</b>	<i>E</i> <b>Description</b>
20	Technology (cont'd)	Interactive Displays	\$33,126	Replacement interactive displays
21			\$11,813	Interactive display for RLMS library - unique situation due to architectural design of space
22			\$43,500	Interactive Displays cut (exclude those funded by grant); \$5314 each classroom for 8 classrooms
23		Monitors	\$70,140	Balance of monitors cut from budget
24		Dock Stations	\$67,200	Balance of dock stations cut from budget
25		Chromebooks	\$62,800	Additional Chromebooks (end of life for first wave) price increase
26		WiFi	\$7,590	Wifi project shortfall (109, 221 vs 116811)
27		Laptops	\$67,900	100 laptops- 450 G8
28		HDMI	\$20,650	Replace extron power boxes with new hdmi pulls rlms due to repeated failures
29		<del>Antivirus software</del>	<del>\$6,275</del>	<del>Sephos budget shortfall</del>
30		Security camera display	\$6,350	Additional Mini computers for security camera displays
31		Monitors	\$4,280	Additional monitors
32		Software	\$7,700	Cover shortfalls for 2023 for Brain Pop and Ed Puzzle
33	Subtotal Technology		\$535,628	



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To: Michael Cummings, Superintendent and Board of Education Members

From: Courtney LeBorious, Executive Director of Finance & Business Services

Date: June 6, 2022

Re: School Lunch Prices

We recommend an increase in school lunch prices per the attached document. Lunch prices have not increased in five years and the recommended prices are comparable to other districts. The Whitson's management team agrees with the recommended increases for the 2022-2023 school year.



# Fairfield Public Schools Lunch Price Comparison

School District	Contracted Service	Meal Service in Fall 2021	Lunch Prices 2020 - 2021				Lunch Prices 2021 - 2022				Lunch Prices 2022-2023^			
			Elem.	M.S.	H.S.	Deluxe	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	\$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	\$2.50	\$3.00	\$3.25	\$3.75
CHESHIRE			\$3.00	\$3.25	\$3.60	\$4.60					\$3.50	\$3.75	\$4.00	\$5.00
FARMINGTON	*		\$2.80	\$3.05	\$3.05	\$3.55								
GLASTONBURY		SSO	\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50	
GRANBY	*	SSO	\$2.95	\$3.10	\$3.10		\$2.95	\$3.10	\$3.10		\$2.95	\$3.10	\$3.10	
GREENWICH		NSLP	\$3.85	\$4.00	\$4.10		\$4.00	\$4.15	\$4.25		\$4.15	\$4.30	\$4.40	
GUILFORD			\$2.75	\$3.00	\$3.50	\$5.50	\$2.75	\$3.00	\$3.50	\$5.50	\$2.75	\$3.00	\$3.50	\$5.50
MADISON	*		\$3.25	\$3.50	\$3.50	\$4.25	\$3.25	\$3.50	\$3.50	\$4.25	\$3.25	\$3.50	\$3.50	\$4.25
MONROE	*	SSO	\$2.95	\$3.75	\$3.90	\$5.25	\$2.95	\$3.75	\$3.90	\$5.25	\$2.95	\$3.75	\$3.90	\$5.25
NEW FAIRFIELD	*		\$2.90	\$3.25	\$3.25	\$4.30								
NEWTOWN	*		\$3.10	\$3.35	\$3.60		\$3.10	\$3.35	\$3.60		\$3.10	\$3.35	\$3.60	
ORANGE			\$3.05				\$3.05				\$3.05			
SIMSBURY			\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50		\$3.00	\$3.50	\$3.50	
SOUTH WINDSOR	*		\$2.85	\$3.00	\$3.25	\$3.75	\$2.85	\$3.00	\$3.25	\$3.75	\$2.85	\$3.00	\$3.25	\$3.75
TRUMBULL		SSO	\$2.90	\$3.10	\$3.25	\$4.25	\$2.90	\$3.10	\$3.25	\$4.25	\$3.15	\$3.35	\$3.50	\$4.50
WEST HARTFORD		SSO	\$3.00	\$3.25	\$3.25		\$3.00	\$3.25	\$3.25		\$3.25	\$3.50	\$3.50	
WOODBIDGE		SSO	\$3.00	\$3.00	\$3.00	\$4.00	\$3.00	\$3.00	\$3.00	\$4.00	\$3.00			
REGION 5	*			\$3.30	\$3.30	\$4.25		\$3.30	\$3.30	\$4.25		\$3.30	\$3.30	\$4.25
REGION 15		SSO	\$2.75	\$2.90	\$2.90	\$3.40	\$2.90	\$3.05	\$3.05	\$3.55	\$3.15	\$3.30	\$3.30	\$3.80
<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>\$3.11</b>	<b>\$3.42</b>	<b>\$3.54</b>	<b>\$4.41</b>
<b>Southern Fairfield County Towns</b>														
NORWALK	*	SSO	\$2.40	\$3.25	\$3.85		\$2.40	\$3.25	\$3.85		\$2.40	\$3.25	\$3.85	
STRATFORD	*	SSO	\$2.75	\$3.00	\$3.15		\$2.75	\$3.00	\$3.15		\$2.75	\$3.00	\$3.15	
WESTPORT	*		\$2.45	\$2.70	\$2.80						\$2.45	\$2.70		
<b>Southern Fairfield County Average Price</b>			<b>\$2.91</b>	<b>\$3.31</b>	<b>\$3.52</b>	<b>\$4.75</b>	<b>\$3.02</b>	<b>\$3.43</b>	<b>\$3.67</b>	<b>\$4.75</b>	<b>\$2.99</b>	<b>\$3.39</b>	<b>\$3.73</b>	<b>\$4.88</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>	<b>\$3.10</b>	<b>\$3.35</b>	<b>\$3.40</b>	<b>\$4.25</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>(\$0.01)</b>	<b>(\$0.07)</b>	<b>(\$0.14)</b>	<b>(\$0.15)</b>
<b>Fairfield Compared to Southern Fairfield County Avg Price</b>			<b>(\$0.06)</b>	<b>(\$0.21)</b>	<b>(\$0.37)</b>	<b>(\$0.70)</b>	<b>(\$0.17)</b>	<b>(\$0.33)</b>	<b>(\$0.52)</b>	<b>(\$0.70)</b>	<b>\$0.11</b>	<b>(\$0.04)</b>	<b>(\$0.33)</b>	<b>(\$0.63)</b>

^Assumes same rate of growth from FY2021-21 to 2021-22 for change from FY2021-22 to 2022-23; likely actual is higher. Many have not proposed changes to boards yet for upcoming FY.

**Special Meeting Minutes  
Fairfield BoE, May 25, 2022, 7:00 PM**

**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 7:02PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Carol Guernsey, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly and Crissy Kelly. Mr. Peterson was not present. Others present were Superintendent Mike Cummings and members of the central office leadership team.

### Old Business

#### *Approval of the Administrative Proposal for 2022-2023 Budget Adjustments*

Mrs. Gerber moved/Mrs. Guernsey seconded the recommended motion “that the Board of Education approve the Administrative Proposal for 2022-2023 Budget Adjustments”

Motion passed 7-1 (Mrs. Rotelli, Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly in favor; Mrs. Kelly against).

### Approval of Minutes

Mrs. Gerber moved/Mrs. Guernsey seconded the recommended motion “that the Board of Education approve the May 10, 2022 regular meeting minutes”

Mrs. Jacobsen moved/Mrs. Vitale seconded to amend the minutes by deleting the sentence in the 4<sup>th</sup> paragraph on page 6 under “Superintendent’s Report” that reads:

***“Mrs. Jacobsen said the Fairfield BoE will review and approve the amended plan before it moves forward to the State Board”***

and replace it with the sentence:

***“Ms. Jacobsen said if the Fairfield BoE were to make an amendment to the plan the Board would need to approve it and then it would be subject to the State Board of Education approval.”***

Motion passed 7-0-1 (Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mrs. Kelly in favor; Mrs. Rotelli abstained).

Main motion as amended passed 7-0-1 (Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mrs. Kelly in favor; Mrs. Rotelli abstained).

### Adjournment

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

Motion passed 8-0.

*Meeting adjourned at 10:47PM*

## Detailed Minutes

Mrs. Vitale held a moment of silence after the Pledge of Allegiance for former FLHS student Charlie Capalbo, the recent tragedies in the Prep community and Darien and the victims of the school shooting in Texas.

### Old Business

#### *Approval of Administrative Proposal for the 2022-2023 Budget Adjustments*

Mrs. Gerber moved, Ms. Guernsey seconded to approve the administrative proposal for the 2022-2023 budget adjustments.

Ms. LeBoriosis reviewed the revised budget adjustment sheet and said the number of retirees is much higher and almost double than the original projection of 19. The estimate of CO restructuring has also been further refined and reflects an offset of \$108K. Medical health insurance premiums increased and the dental portion came in lower than expected. The SPED excess cost adjustment is due to recent legislations that is a fixed amount, but below what was projected. Ms. LeBoriosis reviewed the offsets for the added costs including pension, transportation, retirees, scoreboard, CO IT reorganization, and an adjustment for FSAA contracts.

Ms. LeBoriosis responded to Board questions:

- The legal services amount is an approximated cost based on previous year averages as well as taking into account legal services that were provided in part by the former Executive Director. The HR Executive Director salary was broken out to show the legal stipend.
- The cost of fuel is not a hard number and will continue to be monitored. Mr. Aysseh said he is concerned that the BoE is not budgeting enough for fuel.
- Excess Cost legislation will go into effect for the next fiscal year. While the amount has increased, there is a need for more clarity surrounding distribution.
- The paraeducator PD was costed out and subtracted from what was available in the grant. Mr. Cummings said the initial grant application had funds set aside for paraeducator education. Mrs. Jacobsen said she wanted to avoid a future cliff.
- Health Insurance open enrollment ended last week. Assumptions are based on active staff, retirees and vacancies. It is assumed that all new hires will take insurance.
- Mr. Cummings said the school year begins with the district fully staffed for the most part. There may be a few long-term subs in place through the end of September.
- The savings from retirees is due to the assumption that replacement hires are coming in at lower rates.
- The state has recently appropriated funds for the FLHS scoreboard; the \$75K amount is a placeholder until more details are known. Mr. Aysseh asked if the new scoreboard could be used for advertising. Mrs. Vitale said the state budget references the scoreboard as 'Ludlowe Park' which is confusing. Representative Leeper has asked for that to be corrected. Ms. Kelly stated she was uncomfortable with this item being used as an offset; a fully funded scoreboard is already in the budget and she suggested the additional funds should be returned to the town. Ms. LeBoriosis added that the budget is a living document and adjusts and balances with unanticipated items; it is under the Board's jurisdiction to transfer funds by line item after the budget is appropriated.

- An application for a \$300K FEMA grant is underway for PPE and other COVID-related items. Grant funding may be applied to items already in the budget.

Mr. Aysseh said he agreed with Ms. Kelly and would fully expect the district to return the earmarked surplus funds to the town. Mr. Aysseh said the scoreboard situation is unique and different from traditional grant avenues.

Mrs. Maxon-Kennelly said she is grateful for the added scoreboard funds; she would support returning surplus funds to the town and maintaining the trust of town bodies.

Mrs. Jacobsen added that there are still things to pay for; a textbook purchase and HVAC technician hire were delayed and there is a new paraeducator PD requirement.

Ms. Kelly noted the current list of \$811K in savings did touch any of the doomsday scenarios originally presented, which may erode some trust. Mrs. Vitale responded that the previous adjustment list of options totaled a much higher reduction amount of \$4M, and less was known regarding the number of retirees.

Mr. Aysseh thanked Ms. Byrnes for the structural change in IT that led to savings.

Mr. Cummings handed out a 1-page sheet with information on budgeted vs. actual retirees from 2017 to present. The Board discussed the process of budgeting for retirees using averages, especially if the number continues to rise. Ms. Leffert said exit interviews have not revealed anything unusual. She is pleased with caliber of candidates in math, and is concerned about the shortage areas of WL and SPED. The FPS mentorship structure offers excellent support for new hires.

Mr. Mancusi said the \$85K transportation offset is for an unusual long distance van route for one student, which is no longer needed.

**Motion Passed: 7-1**

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

Oppose: Ms. Kelly

*First Reading of District Improvement Plan (DIP)*

Mr. Cummings reviewed the key elements of the plan, represented by tabs in a google sheet: Introduction, Mission Vision and Values, Whole Student Goals, Key Performance Indicators, Dashboard, and Strategic Initiatives: Academics, SEL and Equity, Professional Development, Growth, Student Support, Community, and Operations. The intent of the plan is to capture new work of the district going forward.

Mr. Cummings, Mr. Mancusi, Ms. Marte, Dr. Parrish and Dr. Zavodjancik responded to Board comments and questions:

- Mr. Cummings stated that the committee agreed that the mission statement is highly relevant to the plan.
- The key performance indicators identify critical targets which can be further disaggregated.
- Mrs. Maxon-Kennelly said she would like to monitor student achievement scores of high needs students enrolled in advanced courses to show evidence of success. Dr. Zavodjancik said not every student will take the college board test but internal assessments could be used instead.
- Mr. Cummings said the School Improvement Plans (SIPs) are required to have a goal related to addressing absenteeism. The community outreach position will be connected to outside resources, assisting families in multiple ways, including improving chronic absenteeism.

- Mrs. Rotelli said the statement ‘*reducing special education prevalence rates*’ makes her cringe; she wants to make sure students receive needed interventions through early identification. Mr. Mancusi said strengthening multi-tiered supports will prevent the need to be identified in some cases. Literacy How is one example.
- Ms. Marte said there is a need to look at cultural bias in teaching; research suggested that in some cases multi-lingual students were inappropriately referred to special education.
- Dr. Zavodjancik said he will add language to standardize curriculum updates.
- Ms. Maxon-Kennelly said she noticed redundancy and overlap with SEL goals and academic goals. Mr. Mancusi said more detail will be provided. Mr. Cummings said it is important to maintain the visual of interlocking goals.
- Mrs. Jacobsen requested that student engagement be added, perhaps under the SEL tab.
- Efficient use of Professional Development time will be studied; one solution could be online learning. Teachers will have a chance to review the DIP after tonight’s presentation to the Board. Mr. Smoler has been part of the DIP Steering Committee.
- Mrs. Maxon-Kennelly questioned the role of the ‘Community’ tab. Dr. Parrish said the ‘community bucket’ rose to the top during the DIP planning process.
- Mr. Cummings said the Operations tab contains safety and security, transportation and other items related to operations and facilities. Mrs. Vitale said she asked for the addition of this page to provide consistency. Ms. Guernsey said she supported having all goals in one place. Mrs. Maxon-Kennelly said she thought that piece was tied more to BoE accountability, rather than staff.

#### *First Reading of Riverfield Partial Roof Project Educational Specifications*

Mr. Papageorge said the Riverfield project was moved ahead of McKinley due to need. Riverfield has water leaking into the building from a roof area that was not part of the renovation and has 30 days remaining under warranty. It is not possible to get materials to quickly replace the roof. It will be fixed with a single membrane overlay, similar to what was done at Osborn Hill. The repair falls under the 2022 budget for emergency repairs.

McKinley does not have an active water issue and will continue to be maintained; it will be placed on the waterfall as a future project.

The Mill Hill hot-apply roof project took less time, but had a heavy odor and fire permits were required.

#### *First Reading of Sherman Partial Roof Project Educational Specifications*

Mr. Papageorge said the Sherman Project was initially on the waterfall for summer 2023. Mrs. Vitale reported that Phase IV of the Sherman Renovation Project included the expansion of the gym, but has been taken off the waterfall entirely.

#### **Approval of Minutes**

Mrs. Gerber moved, Ms. Guernsey seconded to approve the May 10, 2022 BoE regular meeting minutes.

Mrs. Jacobsen moved, Mrs. Vitale seconded to amend the minutes by deleting the sentence in the 4<sup>th</sup> paragraph on page 6 under “Superintendent’s Report” that reads:

*“Mrs. Jacobsen said the Fairfield BoE will review and approve the amended plan before it moves forward to the State Board” and replace it with the sentence: “Mrs. Jacobsen said if the Fairfield BoE were to make an amendment to the plan the Board would need to approve it and then it would be subject to the State Board of Education approval.”*

Mrs. Gerber said the amendment is accurate per the recording.

**Motion Passed: 7-0-1**

Favor: Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mrs. Kelly

Abstain: Mrs. Rotelli

**Main Motion as Amended Passed: 7-0-1**

Favor: Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mrs. Kelly

Abstain: Mrs. Rotelli

**Superintendent Report**

*Facilities Update*

Mr. Papageorge reported that he received the first draft, very large, hard copy of the retro-commissioning project for one building. He said he considers this the biggest facility challenge. The engineering company is working with the balancing company and looking at A/C, heating, exhaust fans, bathrooms, etc.

*Summer Work Projects*

Mr. Papageorge reported:

- All town bodies have approved Phase I of the HVAC project.
- Five responses have been received for the Burr boiler RFP.
- The FLHS elevator project has been approved by all town bodies and will go out as a RFP.
- The FWMS elevator project is moving forward after receiving bid documents from the engineer of record.
- The Fitts House rooftop units are approved and moving forward. There may be a supply issue with companies not accepting orders until January 2023.
- The TMS rooftop unit is moving forward with design work.
- The OHS bathrooms project is awaiting architect proposals.
- The Burr flooring will go out to bid at the start of the 22-23 school budget year.
- The scoreboard is in stock and the project is expected to meet the September deadline.
- Feminine Hygiene receptacles are on order for Mill Hill and should be in place before next year. The state will install free feminine hygiene dispensers in middle schools and high schools.

Mr. Papageorge said elementary school feminine hygiene receptacles will be in place in girls' bathrooms before the next school year. Due to recent legislation, free feminine product dispensers have been installed in female bathrooms in all middle schools and high schools.

**Committee/Liaison Reports**

*Mr. Aysseh* reported for the Facilities Committee: Mr. Zuba from SLAM Collaborative gave a presentation on enrollment with interesting trends and numbers. A special meeting will be scheduled to review the presentation with the full Board.

*Mrs. Vitale* reported for the Supt. Search Committee: CES was hired as the search firm and surveys have gone out this week. Focus groups are being planned with the community-wide focus group scheduled to take place June 13.

*Mrs. Vitale* reported for PTA Council: Volunteers are needed; PTAC gives a district-wide view to promote programming and provides a forum to connect.

*Draft*

#### [Open Board Comment](#)

Mrs. Gerber reported that FLHS Girls' Softball won its 2<sup>nd</sup> straight FCIAC championship.

Mrs. Jacobsen wished all the seniors a great final day of classes and a successful internship experience.

Mrs. Maxon-Kennelly appreciated the Superintendent and CABA student awards event and said it was a very positive experience.

#### [Adjournment](#)

Mr. Aysseh moved, Mrs. Rotelli seconded, to adjourn the meeting.

**Motion Passed: 8-0**

*Meeting adjourned at 10:47PM*

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

To: Members of the Fairfield Board of Education

From: Mike Cummings  
Superintendent of Schools

Date: June 7, 2022

Re: Planning for Advanced Grade 4 Math Students

Since its inception we have used the following criteria to identify advanced math students at the end of their grade 3 year –

The ranges below are used to identify students with high performing scores on the individual tests. CogAT and NNAT3 stanine 9 begins with a SAS/NAI score of 127. The ranges are expanded beyond stanine 9 to be more inclusive. Each test is weighted based on range cut-scores. Point values are assigned to each range of each test and student points are earned are based on their scores. Example: Basic facts for all four operations has a maximum point value of 4 and the CogAT Quantitative maximum point value is 24. The point value for identification for Math Academy is 47-96.

CogAT Q	120-160
CogAT V	118 - 160
CogAT N	118-160
NNAT3	118-160
MP	17-20
Es	3-6
Basic Facts (4)	13-60
Math Practices	16-20
STAR Math    Scale Score	740-1129

Under the existing criteria for Math Academy students the district has identified 8 current grade 3 students as advanced in math. The 8 includes 6 male and 2 female students.

For the 22-23 school year we could provide these students with a placement in a grade 5 classroom in their home schools. To make this happen we would need to do the following:

- Currently the Math Academy completes grades 4, 5 and 6 curricula over the course of two years. Directly placing grade 4 students in grade 5 math means they will miss skill/contents from the grade 4 curriculum. To address this gap, we would prepare a



summer curriculum packet which students would need to complete to be ready for the work required of a student entering 5th grade.

- Support students' summer work with online interactions with an existing elementary Math/Science teacher. These interactions would be scheduled weekly at a designated time.
- Align grade 4 and 5 math class schedules so that the identified students are not missing any other grade 4 content while they are in grade 5 math classes.

Planning for these students in the 23-24 school year becomes more difficult.

Students will not have access to grade 6 content from a current classroom teacher in their home schools.

Under consideration would be allotting time for either the MST or the Gifted teachers to provide these students with their math instruction. This would require 5 hours of the staff time to be assigned to these students. The 8 students are at 6 schools. Two schools have 2 students, and four schools have one student. Our concern with this approach would be drawing resources from the prior commitments either MSTs have to provide intervention to students and support teachers with instructional coaching, or the impact on supporting the gifted students.

The net effect will likely be the need to increase staffing at the elementary level.

Looking ahead, we do not know what specific enrollment may look like for identified students in grade 3 (22-23) and if this model will be sustainable the following year.

## Instruction

## 6146.1AR

### Grading/Assessment Regulations

For the 2022-23 school year, the District will maintain the following practices for middle and high school:

#### **Grading Communication:**

- Specific grading expectations and practices will be communicated to all students and families at the start of the school year via a consistent format
- If students or parents have questions about grading practices they should follow the district's established chain of command structure with the first contact being to the teacher and then to the school administration
- Staff will reach out to the family of any student:
  - whose grade(after September) drops into the D or F range
  - Whose grade has dropped to a degree that is markedly inconsistent with the student's prior performance

#### **Timing for entry into Infinite Campus**

- For a processed piece or "chunked" assignments that are part of a larger task, feedback and the grade shall be shared before the next step in the process, so long as students have submitted their work at those checkpoints, on time
- Grades for summative assessments shall be entered within 10 school days from the date of submission or the date it was due, whichever is later
- Grades for formative assessments shall be entered within 5 school days from the date of submission or the date it was due, whichever is later

#### **Grading/Assessment practices:**

- Assigned work shall be due at the scheduled class time and is never to be extended to a weekend due date.
- All courses will have a minimum number of summative assessments
  - Core courses
    - 8 per full year course, not including midterms and finals, with no fewer than 2 per quarter
    - 4 per one semester course, not including final
  - Non-core courses

- Department-based decision on common approach

### **Guidelines for Reassessments:**

Teachers will provide students the opportunity for reassessment for the purpose of demonstrating increased mastery of content standards and critical skills, with the following guidelines:

- Applies to summative assessments (formatives at teacher's discretion)
  - Does not apply to midterm exams and final exams
- A minimum of one opportunity per quarter in all classes across all levels
- Reassessments may be requested regardless of the original grade
- The highest overall assessment score, not an average between the scores, will be recorded as the grade
- Teachers will use their discretion to decide whether the whole assessment or a portion of the assessment is necessary, or allowed, in this process. There may be some assessment experiences that are not able to be recreated (debates, class discussions, etc.)
- Students must complete and submit Request Form within four schools days after the grade is returned to students to be eligible for a reassessment. This form will outline the purpose and timeline of the process.

### **Guidelines for late work:**

- Teachers will accept late work for both summative and formative tasks within a defined timeline agreed upon between the student and the teacher and communicated in the course overview. Teachers and students may also agree upon a different timeline depending on individual circumstances.
- Teachers may reduce the total points students can achieve as a penalty for late work

## FAIRFIELD BOARD OF EDUCATION AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** June 14, 2022

**Prepared By:** Dr. Zakia Parrish, Executive Director of Operations & Processes

**Presented By:** Dr. Zakia Parrish

**Attachments:** 2022-2023 Elementary Enrollment Report (as of June 6, 2022)

**Subject:** 2022-2023 Elementary Enrollment Report (as of June 6, 2022)

**Relation to District Improvement Plan:** This is the enrollment report for grades K-5, as of June 6, 2022, for the 2022-2023 school year.

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### **Background:**

The current enrollment, as of June 6, 2022, in grades K-5 reflects 127 fewer students enrolled than the projection. During the 2020-2021 school year, kindergarten enrollment was 588 students as of June 1st, in comparison to 544 enrolled for the 2022-2023 school year.

There are two classes currently at the class size threshold:

- One grade two class at Dwight
- One grade one class at Jennings

There is one elementary school who currently needs fewer sections than what was budgeted:

- McKinley: one section in kindergarten

There is one elementary school who currently needs more sections than what was budgeted:

- Osborn Hill: one section in in kindergarten

**Status:** The enrollment will be monitored throughout the summer in order to assess impact on the number of sections needed beyond what was budgeted.

**RECOMMENDATION:** For review only.

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**Recommended by the Superintendent:** *Mike Cummings*  
**Agenda Item#** 8C

**Class size: K-2 cap 23. McKinley cap 21  
3-5 cap 25. McKinley cap 23  
June 6, 2022**

1

**Elementary Enrollment**  
**2022 - 2023 Projected and Actual Enrollment**

Class size: K-2 cap 23. McKinley cap 21  
 3-5 cap 25. McKinley cap 23  
 June 6, 2022

																				# Sections Changes Budget to Actual	
Holland Hill	K	1	2	3	4	5	Total	Avg.	Total # Sections											Total # Sections	
						17									18						
	19	19	18	17	23	17					21	20	19	18	18						
	19	19	19	17	24	20			Math Academy		22	20	20	18	18	20			Math Academy		
	19	19	19	18	24	18					22	20	20	18	19	18					
	57	57	56	52	71	72	365	19.2	19											19	0
Jennings	K	1	2	3	4	5	Total	Avg.	Total # Sections											Total # Sections	# Sections Changes Budget to Actual
						17									17						
	21	21	19	17	21	20					15	23	19	17	21	20					
	21	22	19	18	21	20					16	23	19	17	21	20					
	42	43	38	52	42	40	257	19.8	13		31	46	38	51	42	40	248	19.1	13	0	
											At class size threshold						1				
											1 student above class size threshold						17.7	14			

**Elementary Enrollment**  
**2022 - 2023 Projected and Actual Enrollment**

Class size: K-2 cap 23. McKinley cap 21  
3-5 cap 25. McKinley cap 23  
June 6, 2022

																				# Sections Changes Budget to Actual
McKinley	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections		
	17	18	20	18	21						17	18	17	22						
	17	18	20	18	21	20				15	17	18	17	23	18					
	17	19	20	19	21	20				15	17	18	18	23	18					
	18	19	19	19	21	21				15	17	18	18	23	19					
	69	74	79	74	84	61	441	19.2	23	45	68	72	70	91	55	401	18.2	22		-1
													1 student below class size threshold							
													1 student above class size threshold							
Mill Hill	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections		
	19									18										
	19	19	20	18	21	20				19	18	20	18	21	20					
	19	19	20	18	22	20				19	18	20	18	22	21					
	20	20	21	19	22	21				20	18	20	18	22	21					
	58	77	61	55	65	61	377	19.8	19	58	72	60	54	65	62	371	19.5	19		0

**Elementary Enrollment**  
**2022 - 2023 Projected and Actual Enrollment**

Class size: K-2 cap 23. McKinley cap 21  
3-5 cap 25. McKinley cap 23  
June 6, 2022

North Stratfield								Total #									Total #		# Sections Changes Budget to Actual
	K	1	2	3	4	5	Total	Avg.	Sections	K	1	2	3	4	5	Total	Avg.	Sections	
		21	19								20	17							
	22	21	19	25	21	24				17	20	18	23	20	23				
	22	21	19	25	21	25				18	21	18	24	21	24				
	22	21	20	25	22	25				18	21	18	24	21	24				
	66	84	77	75	64	74	440	22.0	20	53	82	71	71	62	71	410	20.5	20	0
	At class size threshold								1										
								21.0	21										
Osborn Hill								Total #									Total #		# Sections Changes Budget to Actual
	K	1	2	3	4	5	Total	Avg.	Sections	K	1	2	3	4	5	Total	Avg.	Sections	
		19									18								
		20								17	18								
	21	20	19	23	20	21				17	19	20	24	22	20				
	22	20	20	23	20	21				18	19	20	24	22	21				
	22	20	20	24	20	22				18	19	20	24	23	21				
	65	99	59	70	60	64	417	20.9	20	70	93	60	72	67	62	424	20.2	21	1
										1 student above class size threshold									



**Elementary Enrollment**  
**2022 - 2023 Projected and Actual Enrollment**

Class size: K-2 cap 23. McKinley cap 21  
3-5 cap 25. McKinley cap 23  
June 6, 2022

																				# Sections Changes Budget to Actual
Riverfield	K	1	2	3	4	5	Total	Avg.	Total # Sections											Total # Sections
										K	1	2	3	4	5	Total	Avg.			
		20									19									
	20	20	17	19	20	23				16	20	16	19	21	23					
	21	21	17	19	21	24				16	20	16	19	21	23					
	21	21	18	20	21	24				16	20	17	19	21	23					
	62	82	52	58	62	71	387	20.4	19	48	79	49	57	63	69	365	19.2	19	0	
Sherman	K	1	2	3	4	5	Total	Avg.	Total # Sections											Total # Sections
										K	1	2	3	4	5	Total	Avg.			
			18									19								
	20	21	18	22	18	21				18	20	19	22	19	20					
	21	21	19	23	19	21				18	20	19	23	19	20					
	21	21	19	23	19	22				19	20	20	23	20	20					
	62	63	74	68	56	64	387	20.4	19	55	60	77	68	58	60	378	19.9	19	0	

**Elementary Enrollment**  
**2022 - 2023 Projected and Actual Enrollment**

Class size: K-2 cap 23. McKinley cap 21  
 3-5 cap 25. McKinley cap 23  
 June 6, 2022

Stratfield								Total #									Total #		# Sections Changes Budget to Actual
	K	1	2	3	4	5	Total	Avg.	Sections	K	1	2	3	4	5	Total	Avg.	Sections	
	19	19	17	20	18	17				15	18	18	20	19	17				
	19	19	18	21	18	17				16	19	19	21	20	17				
	19	19	18	21	18	18				16	19	19	21	20	18				
	57	57	53	62	54	52	335	18.6	18	47	56	56	62	59	52	332	18.4	18	0
	1 student above class size threshold																		
	632	733	644	678	657	655	3,999			544	710	640	669	664	645	3,872		(127)	Students

Sections	2022-2023 Budget							2022-2023 Actual								
	K	1	2	3	4	5	Total	K	1	2	3	4	5	Total		
	32	37	34	33	32	31	199	31	37	34	33	32	32	199	0	Net Sections
	0	0	0	2		0	2	0	1	1	0	0	0	2		
	32	37	34	35	32	31	201	31	38	35	33	32	32	201	2	Net Sections
	Potential Changes to Budget Sections							Potential Changes to Budget Sections								
	At class size threshold							At class size threshold								



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To: Michael Cummings, Superintendent and Board of Education Members

From: Courtney LeBoriosis, Executive Director of Finance & Business Services

Date: June 9, 2022

Re: Fundraising Activity Report

*CL*

Please see attached student activity general ledger. Please note that this is the preliminary and unaudited report, showing the activity as of June 9, 2022. The student account activity is subject to annual audit.

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
<b>0-BURR ELEMENTARY</b>							
1-STAFF HOSPITALITY	\$6.04	\$0.00	\$0.00	\$0.00	\$6.04	\$0.00	\$6.04
6-STUDENT COUNCIL	\$86.36	\$0.00	\$0.00	\$0.00	\$86.36	\$0.00	\$86.36
7-FIELD TRIP FUND	\$11.65	\$0.00	\$0.00	\$0.00	\$11.65	\$0.00	\$11.65
8-GRADE 1	\$220.00	\$300.00	\$0.00	(\$40.00)	\$480.00	\$0.00	\$480.00
9-GRADE 2	\$200.00	\$858.00	\$0.00	(\$369.00)	\$689.00	\$0.00	\$689.00
10-GRADE 3	\$274.50	\$0.00	\$0.00	\$0.00	\$274.50	\$0.00	\$274.50
11-GRADE 4	\$501.00	\$0.00	(\$711.96)	\$213.15	\$2.19	\$0.00	\$2.19
12-GRADE 5	\$0.54	\$2,960.00	(\$3,329.54)	\$369.00	\$0.00	\$0.00	\$0.00
13-KINDERGARTEN	\$173.15	\$0.00	\$0.00	(\$173.15)	\$0.00	\$0.00	\$0.00
14-LIBRARY	\$89.21	\$1,471.21	(\$1,308.26)	\$0.00	\$252.16	\$0.00	\$252.16
16-PRINCIPAL'S	\$94.84	\$4,955.66	(\$4,108.44)	\$0.00	\$942.06	\$0.00	\$942.06
17-ROOTS AND SHOOTS	\$239.00	\$0.00	\$0.00	\$0.00	\$239.00	\$0.00	\$239.00
19-Pre-K	\$0.24	\$0.00	\$0.00	\$0.00	\$0.24	\$0.00	\$0.24
<b>Total:</b>	<b>\$1,896.53</b>	<b>\$10,544.87</b>	<b>(\$9,458.20)</b>	<b>\$0.00</b>	<b>\$2,983.20</b>	<b>\$0.00</b>	<b>\$2,983.20</b>
<b>0-DWIGHT ELEMENTARY</b>							
1-1st GRADE	\$1,243.75	\$1,100.00	(\$1,490.00)	\$0.00	\$853.75	\$0.00	\$853.75
2-2nd GRADE	\$4,107.40	\$624.00	(\$1,376.00)	\$0.00	\$3,355.40	\$0.00	\$3,355.40
3-3rd GRADE	\$3,272.71	\$702.00	(\$1,435.19)	\$0.00	\$2,539.52	\$0.00	\$2,539.52
5-5th GRADE	\$3,762.99	\$1,360.00	(\$4,958.34)	\$0.00	\$164.65	\$0.00	\$164.65
6-CHARITY COLLECTION	\$133.49	\$0.00	\$0.00	\$0.00	\$133.49	\$0.00	\$133.49
7-Water	\$3.61	\$0.00	\$0.00	\$0.00	\$3.61	\$0.00	\$3.61
8-KINDERGARTEN	\$1,211.62	\$0.00	(\$1,087.00)	\$0.00	\$124.62	\$0.00	\$124.62
9-LIBRARY	\$757.59	\$34.00	(\$96.70)	\$0.00	\$694.89	\$0.00	\$694.89
10-PRINCIPAL'S ACCOUNT	\$177.38	\$705.12	(\$490.00)	\$0.00	\$392.50	\$0.00	\$392.50
12-4th Grade	\$3,067.17	\$0.00	(\$1,030.00)	\$0.00	\$2,037.17	\$0.00	\$2,037.17
13-Garden Grant	\$104.64	\$0.00	\$0.00	\$0.00	\$104.64	\$0.00	\$104.64
<b>Total:</b>	<b>\$17,842.35</b>	<b>\$4,525.12</b>	<b>(\$11,963.23)</b>	<b>\$0.00</b>	<b>\$10,404.24</b>	<b>\$0.00</b>	<b>\$10,404.24</b>
<b>0-FAIRFIELD LUDLOWE HIGH SCHOOL</b>							
4-INVESTMENT INT. FLHS	\$3,266.79	\$18,886.25	(\$20,892.41)	(\$30.00)	\$1,230.63	\$0.00	\$1,230.63
5-LOST BOOKS- FLHS	\$6,932.95	\$1,701.50	(\$8,394.86)	\$0.00	\$239.59	\$0.00	\$239.59
6-LIBRARY LOST BOOKS FEES	\$1,939.71	\$20.00	(\$9.00)	\$0.00	\$1,950.71	\$0.00	\$1,950.71
7-LMC-LOST ITEMS & DAMAGES	\$496.40	\$0.00	\$0.00	\$0.00	\$496.40	\$0.00	\$496.40
8-HEADMASTERS ACCCOUNT	\$2,235.75	\$6,168.46	(\$4,688.49)	(\$240.00)	\$3,475.72	\$0.00	\$3,475.72
9-SECURITY/STUDENT ID'S	\$184.93	\$0.00	(\$382.39)	\$400.00	\$202.54	\$0.00	\$202.54
10-STUDENT ACTIVITIES	\$1,235.95	\$0.00	\$0.00	\$0.00	\$1,235.95	\$0.00	\$1,235.95
11-ATHL. LOST UNIFORMS/EQUIP	\$802.39	\$40.00	\$0.00	\$0.00	\$842.39	\$0.00	\$842.39
12-PUPIL SERVICES/TESTING	\$22,655.11	\$84,300.28	(\$12,374.68)	(\$361.00)	\$94,219.71	\$0.00	\$94,219.71
13-"PROSPECT"NEWSPAPER	\$5,886.86	\$0.00	\$0.00	\$0.00	\$5,886.86	\$0.00	\$5,886.86
14-YEARBOOK	\$15,724.59	\$4,211.65	(\$9,798.69)	\$0.00	\$10,137.55	\$0.00	\$10,137.55
15-CLASS OF 2022	\$8,768.22	\$41,951.05	(\$29,806.00)	\$0.00	\$20,913.27	\$0.00	\$20,913.27
16-CLASS OF 2023	\$9,210.66	\$29,341.76	(\$19,981.63)	\$0.00	\$18,570.79	\$0.00	\$18,570.79
17- CLASS OF 2024	\$4,364.37	\$540.00	(\$2,091.21)	\$0.00	\$2,813.16	\$0.00	\$2,813.16
18- CLASS OF 20225	\$10,350.65	\$2,710.00	(\$430.70)	(\$6,919.95)	\$5,710.00	\$0.00	\$5,710.00
20-ACS on Campus	\$808.05	\$0.00	\$0.00	\$0.00	\$808.05	\$0.00	\$808.05
21-National Art Honor Societ	\$512.82	\$0.00	(\$87.75)	\$0.00	\$425.07	\$0.00	\$425.07
22-RED CROSS CLUB	\$99.76	\$0.00	\$0.00	\$0.00	\$99.76	\$0.00	\$99.76
23-DEBATE CLUB-FLHS	\$0.84	\$0.00	\$0.00	\$0.00	\$0.84	\$0.00	\$0.84
24-MODEL UNITED NATIONS	\$355.00	\$0.00	\$0.00	\$0.00	\$355.00	\$0.00	\$355.00
25-FRENCH CLUB	\$168.90	\$160.00	(\$291.25)	\$0.00	\$37.65	\$0.00	\$37.65

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
26-ECO/GREEN CLUB	\$3,209.58	\$0.00	(\$1,550.63)	\$0.00	\$1,658.95	\$0.00	\$1,658.95
27-FBLA	\$125.34	\$323.62	(\$75.00)	\$0.00	\$373.96	\$0.00	\$373.96
28-MU ALPHA THETA	\$570.74	\$1,050.00	(\$950.00)	\$0.00	\$670.74	\$0.00	\$670.74
29-National Business HS	\$555.93	\$0.00	(\$81.00)	\$0.00	\$474.93	\$0.00	\$474.93
30-Endangered Species Club	\$192.87	\$0.00	\$0.00	\$0.00	\$192.87	\$0.00	\$192.87
31-COFFEE CLUB	\$45.72	\$1,756.86	(\$1,876.34)	\$0.00	(\$73.76)	\$0.00	(\$73.76)
32-INTERACT- FLHS	\$1,884.54	\$0.00	\$0.00	\$0.00	\$1,884.54	\$0.00	\$1,884.54
33-KEY CLUB-FLHS	\$2,995.32	\$3,948.25	(\$4,839.95)	(\$476.00)	\$1,627.62	\$0.00	\$1,627.62
34-MATH CLUB-FLHS	\$46.03	\$0.00	\$0.00	\$0.00	\$46.03	\$0.00	\$46.03
35-National English Honor So	\$65.36	\$655.00	(\$534.50)	\$30.00	\$215.86	\$0.00	\$215.86
36-SPANISH CLUB-FLSH	\$1,844.12	\$870.10	(\$955.00)	\$0.00	\$1,759.22	\$0.00	\$1,759.22
37-ITALIAN HONOR SOCIETY	\$219.60	\$0.00	(\$93.00)	\$0.00	\$126.60	\$0.00	\$126.60
38-NATIONAL HONOR SOCIETY	\$1,709.69	\$580.00	(\$515.21)	\$0.00	\$1,774.48	\$0.00	\$1,774.48
39-SPANISH HONOR SOCI	\$1,944.08	\$240.00	(\$87.75)	\$0.00	\$2,096.33	\$0.00	\$2,096.33
40-FRENCH HONOR SOCI	\$1,112.62	\$260.00	(\$170.25)	\$0.00	\$1,202.37	\$0.00	\$1,202.37
41-WARNER HOUSE	\$204.07	\$694.33	(\$1,092.66)	\$0.00	(\$194.26)	\$0.00	(\$194.26)
42-WEBSTER HOUSE	\$2,574.50	\$893.00	(\$780.00)	\$0.00	\$2,687.50	\$0.00	\$2,687.50
43-WRIGHT HOUSE	\$195.47	\$420.00	(\$945.39)	\$0.00	(\$329.92)	\$0.00	(\$329.92)
44-NATIONAL HISTORY HONOR SO	\$455.73	\$370.00	(\$473.94)	\$0.00	\$351.79	\$0.00	\$351.79
45-WORLD LANGUAGE	\$242.00	\$186.00	(\$225.00)	\$0.00	\$203.00	\$0.00	\$203.00
46-CHINESE HONOR SOCIETY	\$207.91	\$180.00	(\$197.41)	\$0.00	\$190.50	\$0.00	\$190.50
47-SAVE THE CHILDREN	\$591.34	\$16,402.15	(\$17,156.42)	\$345.00	\$182.07	\$0.00	\$182.07
48-AFS-EXCHANGE STUDENTS	\$823.07	\$265.00	(\$338.81)	\$0.00	\$749.26	\$0.00	\$749.26
49-FALCON COUNCIL/PERCH	\$9,299.10	\$3,429.48	(\$4,351.89)	(\$145.00)	\$8,231.69	\$0.00	\$8,231.69
50-BAND- FLHS	\$115.03	\$500.00	\$0.00	\$0.00	\$615.03	\$0.00	\$615.03
51-CHOIR-FLHS	\$954.10	\$16,078.34	(\$11,147.37)	(\$86.00)	\$5,799.07	\$0.00	\$5,799.07
52-TRI-M - FLHS	\$117.17	\$396.00	(\$302.50)	\$86.00	\$296.67	\$0.00	\$296.67
53-ORCHESTRA	\$843.26	\$0.00	(\$300.00)	\$0.00	\$543.26	\$0.00	\$543.26
54-DRAMA	\$8,205.84	\$14,551.94	(\$9,944.43)	\$0.00	\$12,813.35	\$0.00	\$12,813.35
56-MARINE SCIENCE	\$380.40	\$0.00	\$0.00	\$0.00	\$380.40	\$0.00	\$380.40
57-FALCONS NEST	\$1,128.27	\$3,220.19	(\$1,805.54)	\$1,112.00	\$3,654.92	\$0.00	\$3,654.92
58- ROCKETRY TEAM	\$658.82	\$0.00	\$0.00	\$0.00	\$658.82	\$0.00	\$658.82
59-BELLA BOUTIQUE	\$3,602.51	\$1,485.80	(\$1,398.12)	\$0.00	\$3,690.19	\$0.00	\$3,690.19
60-PRESCHOOL-	\$3,930.71	\$5,454.88	(\$3,489.64)	\$0.00	\$5,895.95	(\$158.22)	\$5,737.73
61-FIELD TRIPS	\$405.32	\$138,917.92	(\$76,799.64)	\$0.00	\$62,523.60	\$0.00	\$62,523.60
62-CAP AND GOWNS	\$2,803.09	\$15,334.94	(\$4,278.25)	\$0.00	\$13,859.78	\$0.00	\$13,859.78
63-SUNSHINE	\$907.91	\$436.34	(\$559.84)	(\$235.00)	\$549.41	\$0.00	\$549.41
65- GYM LOCKS	\$2,757.51	\$0.00	\$0.00	\$0.00	\$2,757.51	\$0.00	\$2,757.51
66-VARSITY ATHL. ACCT-FLHS	\$7,117.51	\$2,902.12	(\$1,190.37)	\$0.00	\$8,829.26	\$0.00	\$8,829.26
67-CHEERLEADING-FLHS	\$555.64	\$8,643.80	(\$9,015.64)	\$0.00	\$183.80	\$0.00	\$183.80
68-CROSS COUNTRY-FLHS	\$1,210.65	\$3,085.00	(\$2,592.85)	\$0.00	\$1,702.80	\$0.00	\$1,702.80
69-FIELD HOCKEY-FLHS	\$3,350.97	\$0.00	(\$2,407.93)	\$0.00	\$943.04	\$0.00	\$943.04
70-FOOTBALL-FLHS	\$4,877.55	\$6,325.00	(\$8,031.26)	\$0.00	\$3,171.29	\$0.00	\$3,171.29
71-BOYS SOCCER-FLHS	\$5,350.81	\$1,225.00	(\$1,308.00)	\$0.00	\$5,267.81	\$0.00	\$5,267.81
72-GIRLS SOCCER-FLHS	(\$17.49)	\$141.31	\$0.00	\$0.00	\$123.82	\$0.00	\$123.82
73-GIRLS SWIMMING-FLHS	\$1,810.21	\$2,704.00	(\$2,571.97)	\$0.00	\$1,942.24	\$0.00	\$1,942.24
74-GIRLS VOLLEYBALL-FLHS	\$7,195.11	\$5,076.49	(\$2,226.36)	\$0.00	\$10,045.24	\$0.00	\$10,045.24
76-BOYS BASKETBALL-FLHS	\$5,988.39	\$3,750.00	(\$6,013.76)	\$0.00	\$3,724.63	\$0.00	\$3,724.63
77-GIRLS BASKETBALL-FLHS	\$708.40	\$0.00	\$0.00	\$0.00	\$708.40	\$0.00	\$708.40
80-GYMNASTICS-FLHS	\$401.64	\$0.00	\$0.00	\$0.00	\$401.64	\$0.00	\$401.64
81-GIRLS ICE HOCHEY-FLHS	\$2,254.91	\$3,757.71	(\$854.74)	\$0.00	\$5,157.88	\$0.00	\$5,157.88

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
84-BOYS SWIMMING-FLHS	\$406.92	\$0.00	\$0.00	\$0.00	\$406.92	\$0.00	\$406.92
85-BOYS INDOOR TRACK-FLHS	\$542.77	\$0.00	\$0.00	\$0.00	\$542.77	\$0.00	\$542.77
86-GIRLS INDOOR TRACK-FLH	\$340.88	\$370.00	\$0.00	\$0.00	\$710.88	\$0.00	\$710.88
87-WRESTLING-FLHS	\$3,714.14	\$6,243.00	(\$4,562.70)	\$0.00	\$5,394.44	\$0.00	\$5,394.44
88-BASEBALL-FLHS	\$17,107.71	\$130.00	(\$14,433.65)	\$0.00	\$2,804.06	\$0.00	\$2,804.06
91-BOYS LACROSSE-FLHS	\$0.09	\$0.00	\$0.00	\$0.00	\$0.09	\$0.00	\$0.09
92-GIRLS LACROSSE-FLHS	\$22.77	\$0.00	\$0.00	\$0.00	\$22.77	\$0.00	\$22.77
93-SAILING-FLHS	\$11.79	\$0.00	\$0.00	\$0.00	\$11.79	\$0.00	\$11.79
94-SOFTBALL-FLHS	\$2,433.09	\$17,365.60	(\$13,941.49)	\$0.00	\$5,857.20	\$0.00	\$5,857.20
95-BOYS TENNIS-FLHS	\$864.44	\$0.00	\$0.00	\$0.00	\$864.44	\$0.00	\$864.44
97-BOYS OUTDOOR TRACK-FLH	\$1,128.70	\$0.00	\$0.00	\$0.00	\$1,128.70	\$0.00	\$1,128.70
98-GIRLS OUTDOOR TRACK-FLH	\$1,398.14	\$0.00	\$0.00	\$0.00	\$1,398.14	\$0.00	\$1,398.14
100-HALLWAY STUDENT LOCKS	\$259.62	\$0.00	\$0.00	\$0.00	\$259.62	\$0.00	\$259.62
101-FLHS LITERARY MAGAZINE	\$268.77	\$0.00	\$0.00	\$0.00	\$268.77	\$0.00	\$268.77
102-DANCE TEAM- FLHS	\$43.95	\$165.00	\$0.00	\$0.00	\$208.95	\$0.00	\$208.95
103- RAINY DAY FUNDS	\$849.00	\$0.00	\$0.00	\$0.00	\$849.00	\$0.00	\$849.00
104-SPORTS BROADCASTING CLUB	\$126.23	\$0.00	\$0.00	\$0.00	\$126.23	\$0.00	\$126.23
105-LATIN HONOR SOCIETY	\$42.25	\$225.00	(\$83.75)	\$0.00	\$183.50	\$0.00	\$183.50
106-EDUCATION GRANTS	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
107-AUTO AND HOME CLUB	\$274.30	\$0.00	\$0.00	\$0.00	\$274.30	\$0.00	\$274.30
108-CREATIVE PHOTOGRAPHY	\$4,986.85	\$1,700.00	\$0.00	\$0.00	\$6,686.85	\$0.00	\$6,686.85
109-MAKE-A-WISH FOUNDATION	\$10,168.61	\$0.00	\$0.00	\$0.00	\$10,168.61	\$0.00	\$10,168.61
110-GSA	\$60.40	\$0.00	\$0.00	\$0.00	\$60.40	\$0.00	\$60.40
111-BUILD ON/SCHOOL THE WORLD	\$180.00	\$89.42	\$0.00	\$0.00	\$269.42	\$0.00	\$269.42
112-STUDENT DEVICES	\$5,659.90	\$0.00	(\$360.00)	\$0.00	\$5,299.90	\$0.00	\$5,299.90
113-TREAT YO'SELF CLUB	\$511.10	\$0.00	(\$72.93)	\$0.00	\$438.17	\$0.00	\$438.17
114-International Day	\$35.58	\$0.00	\$0.00	\$0.00	\$35.58	\$0.00	\$35.58
115-SPECIAL EVENTS	\$0.11	\$0.00	\$0.00	\$0.00	\$0.11	\$0.00	\$0.11
116-ULTIMATE FRISBEE CLUB	\$2,831.21	\$1,645.00	(\$1,149.87)	\$0.00	\$3,326.34	\$0.00	\$3,326.34
117-GRAPHIC COMMUNICATIONS	\$1,271.13	\$2,750.00	\$0.00	\$0.00	\$4,021.13	\$0.00	\$4,021.13
118-SENEGAL AMERICA PROJ	\$629.00	\$0.00	\$0.00	\$0.00	\$629.00	\$0.00	\$629.00
119-TEENS FOR TOLERANCE	\$304.74	\$0.00	\$0.00	\$0.00	\$304.74	\$0.00	\$304.74
120-SADD/RAAFT	\$2,067.15	\$0.00	(\$714.55)	\$0.00	\$1,352.60	\$0.00	\$1,352.60
121-FELLOWSHIP CLUB	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
122-APES	\$93.10	\$0.00	\$0.00	\$0.00	\$93.10	\$0.00	\$93.10
123-AMNESTY INTERNATIONAL CLU	\$556.57	\$0.00	\$0.00	\$0.00	\$556.57	\$0.00	\$556.57
124-SOS-Supporting our selves	\$371.76	\$0.00	\$0.00	\$0.00	\$371.76	\$0.00	\$371.76
125-PING PONG CLUB	\$32.01	\$0.00	\$0.00	\$0.00	\$32.01	\$0.00	\$32.01
126-THE CAROLINE HOUSE CLUB	\$13.60	\$426.29	(\$426.00)	\$0.00	\$13.89	\$0.00	\$13.89
127-P Small/L Yniguez Scholar	\$2,600.00	\$0.00	\$0.00	\$0.00	\$2,600.00	\$0.00	\$2,600.00
128-UNIFIED SPORTS	\$166.52	\$0.00	\$0.00	\$0.00	\$166.52	\$0.00	\$166.52
129-FCCLA-Family Consumer Com	\$76.29	\$0.00	\$0.00	\$0.00	\$76.29	\$0.00	\$76.29
130-Recycle to Revive Club	\$399.37	\$0.00	\$0.00	\$0.00	\$399.37	\$0.00	\$399.37
131-THE NEST	\$3,724.52	\$0.00	\$0.00	\$0.00	\$3,724.52	\$0.00	\$3,724.52
132-OPERATION HOPE	\$666.07	\$0.00	(\$659.84)	\$0.00	\$6.23	\$0.00	\$6.23
133-SCHOLARSHIPS	\$1.05	\$0.00	\$0.00	\$0.00	\$1.05	\$0.00	\$1.05
134-SCIENCE HONOR SOCIETY	\$3,976.39	\$0.00	(\$447.71)	\$0.00	\$3,528.68	\$0.00	\$3,528.68
135-ANIMAL ADVOCACY CLUB	\$86.51	\$0.00	\$0.00	\$0.00	\$86.51	\$0.00	\$86.51
139-CALL OF THE WILD	\$246.27	\$885.00	(\$106.46)	\$0.00	\$1,024.81	\$0.00	\$1,024.81
140-BEST BUDDIES	\$266.25	\$0.00	\$0.00	\$0.00	\$266.25	\$0.00	\$266.25
141-FOOD AND FASHION CLUB	\$1,378.74	\$0.00	\$0.00	\$0.00	\$1,378.74	\$0.00	\$1,378.74

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
142-UNICEF CLUB	\$232.41	\$0.00	\$0.00	\$0.00	\$232.41	\$0.00	\$232.41
143-ATHLETE HARDSHIP SCHOLARS	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00
144-STUDENT PARKING	\$2,316.96	\$44,260.00	(\$46,026.96)	(\$400.00)	\$150.00	\$0.00	\$150.00
145-STUDENT TRANSCRIPTS	\$2,625.50	\$0.00	\$0.00	\$0.00	\$2,625.50	\$0.00	\$2,625.50
147-BRING CHANGE 2 MIND	\$150.00	\$0.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00
199-RL CLASS OF 1970	\$897.67	\$0.00	\$0.00	\$0.00	\$897.67	\$0.00	\$897.67
200-RL CLASS OF 1974	\$916.89	\$0.00	\$0.00	\$0.00	\$916.89	\$0.00	\$916.89
204- RL CLASS OF 1976	\$811.09	\$0.00	\$0.00	\$0.00	\$811.09	\$0.00	\$811.09
206-RL CLASS OF 1979	\$1,776.04	\$0.00	(\$114.75)	\$0.00	\$1,661.29	\$0.00	\$1,661.29
207-RL CLASS OF 1981	\$563.00	\$0.00	\$0.00	\$0.00	\$563.00	\$0.00	\$563.00
208-RL CLASS OF 1984	\$2,441.09	\$0.00	\$0.00	\$0.00	\$2,441.09	\$0.00	\$2,441.09
209-RL CLASS OF 1985	\$2,351.12	\$0.00	\$0.00	\$0.00	\$2,351.12	\$0.00	\$2,351.12
210-RL CLASS OF 1986	\$2,026.73	\$0.00	\$0.00	\$0.00	\$2,026.73	\$0.00	\$2,026.73
211-CLASS OF 2006	\$188.73	\$0.00	\$0.00	\$0.00	\$188.73	\$0.00	\$188.73
212-CLASS OF 2007	\$1,118.91	\$0.00	\$0.00	\$0.00	\$1,118.91	\$0.00	\$1,118.91
213-CLASS OF 2008	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
214-CLASS OF 2009	\$1,230.00	\$0.00	\$0.00	\$0.00	\$1,230.00	\$0.00	\$1,230.00
215-CLASS OF 2010	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
216-CLASS OF 2011	\$3,095.49	\$0.00	(\$3,095.49)	\$0.00	\$0.00	\$0.00	\$0.00
217-CLASS OF 2012	\$28.42	\$0.00	\$0.00	\$0.00	\$28.42	\$0.00	\$28.42
218-CLASS OF 2013	\$1,479.61	\$0.00	\$0.00	\$0.00	\$1,479.61	\$0.00	\$1,479.61
219-CLASS OF 2014	\$1,588.50	\$0.00	\$0.00	\$0.00	\$1,588.50	\$0.00	\$1,588.50
220-CLASS OF 2015	\$2,618.96	\$0.00	\$0.00	\$0.00	\$2,618.96	\$0.00	\$2,618.96
221-CLASS OF 2016	\$5,050.78	\$0.00	\$0.00	\$0.00	\$5,050.78	\$0.00	\$5,050.78
222-CLASS OF 2017	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
223-CLASS OF 2018	\$7,827.90	\$0.00	\$0.00	\$0.00	\$7,827.90	\$0.00	\$7,827.90
224-CLASS OF 2019	\$8,135.02	\$0.00	(\$5,372.16)	\$0.00	\$2,762.86	\$0.00	\$2,762.86
225-CLASS OF 2020	\$7,448.92	\$0.00	(\$3,861.13)	\$0.00	\$3,587.79	\$0.00	\$3,587.79
226-CLASS OF 2021	\$0.00	\$0.00	(\$1,803.62)	\$6,919.95	\$5,116.33	\$0.00	\$5,116.33
<b>Total:</b>	<b>\$330,345.77</b>	<b>\$532,795.83</b>	<b>(\$389,990.48)</b>	<b>\$0.00</b>	<b>\$473,151.12</b>	<b>(\$158.22)</b>	<b>\$472,992.90</b>

## 0-FAIRFIELD WARDE HIGH SCHOOL

1-Lost Technology Account	\$785.00	\$1,763.00	\$0.00	\$0.00	\$2,548.00	\$0.00	\$2,548.00
2-Latin Club	\$39.68	\$2,459.00	(\$1,657.81)	\$0.00	\$840.87	\$0.00	\$840.87
3-GRIDIRON	\$2,866.51	\$1,240.00	(\$1,923.94)	\$0.00	\$2,182.57	\$0.00	\$2,182.57
4-INVESTMENT INTEREST	\$3,085.50	\$358.81	(\$304.89)	\$0.00	\$3,139.42	\$0.00	\$3,139.42
5-LOST TEXTBOOKS	\$3,976.50	\$1,500.00	(\$1,069.15)	\$0.00	\$4,407.35	\$0.00	\$4,407.35
7-TESTING	\$69,658.61	\$63,366.84	(\$9,414.57)	\$0.00	\$123,610.88	\$0.00	\$123,610.88
8-STUDENT Parking	\$375.00	\$40,125.00	(\$38,325.00)	\$0.00	\$2,175.00	\$0.00	\$2,175.00
9-LOST LIBRARY BOOKS	\$535.67	\$502.00	\$0.00	\$0.00	\$1,037.67	\$0.00	\$1,037.67
10-JACK STRAUSS MEMORIAL	\$234.55	\$0.00	\$0.00	\$0.00	\$234.55	\$0.00	\$234.55
11-ATH.DEPT.UNIFORM REP	\$948.24	\$0.00	\$0.00	\$0.00	\$948.24	\$0.00	\$948.24
12-FWHS-Scholarship	\$500.00	\$15,000.00	\$0.00	\$0.00	\$15,500.00	\$0.00	\$15,500.00
13-SOFTBALL TEAM	\$8,429.98	\$2,468.00	(\$2,743.14)	\$0.00	\$8,154.84	\$0.00	\$8,154.84
14-DANCETEAM	\$13,040.03	\$4,247.00	(\$11,734.00)	\$0.00	\$5,553.03	\$0.00	\$5,553.03
15-CLASS OF 2024	\$0.00	\$4,633.00	(\$200.00)	\$0.00	\$4,433.00	\$0.00	\$4,433.00
16-CLASS OF 2025	\$6,060.86	\$4,343.00	(\$3,007.34)	(\$3,678.52)	\$3,718.00	\$0.00	\$3,718.00
17-CLASS OF 2022	\$2,177.00	\$18,106.04	(\$24,682.30)	\$2,000.00	(\$2,399.26)	\$0.00	(\$2,399.26)
18-CLASS OF 2023	\$106.75	\$28,157.08	(\$23,264.00)	\$1,200.00	\$6,199.83	\$0.00	\$6,199.83
19-MULTICULTURAL GROUP	\$1,508.83	\$0.00	\$0.00	\$0.00	\$1,508.83	\$0.00	\$1,508.83
20-YACS	\$1,598.21	\$0.00	\$0.00	\$0.00	\$1,598.21	\$0.00	\$1,598.21

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
21-ART CLUB	\$1,619.64	\$200.00	(\$368.31)	\$0.00	\$1,451.33	\$0.00	\$1,451.33
22-Backpacking Club	\$292.11	\$0.00	\$0.00	\$0.00	\$292.11	\$0.00	\$292.11
23-DEBATE CLUB	\$700.88	\$0.00	\$0.00	\$0.00	\$700.88	\$0.00	\$700.88
25-FRENCH HOSPITALITY	\$0.04	\$30.00	(\$8.31)	\$0.00	\$21.73	\$0.00	\$21.73
26-CHESS CLUB	\$37.08	\$0.00	\$0.00	\$0.00	\$37.08	\$0.00	\$37.08
27-Warde Business Support	\$4.00	\$5,116.84	(\$5,116.84)	\$0.00	\$4.00	\$0.00	\$4.00
28-SAVE THE CHILDREN	\$0.00	\$1,055.00	\$0.00	\$0.00	\$1,055.00	\$0.00	\$1,055.00
29-ITALIAN CLUB	\$200.65	\$635.00	(\$545.03)	\$0.00	\$290.62	\$0.00	\$290.62
30-Science Honor Society	\$1,131.67	\$395.00	(\$402.63)	\$0.00	\$1,124.04	\$0.00	\$1,124.04
31-Chinese Honor Society	\$114.33	\$160.00	(\$77.53)	\$0.00	\$196.80	\$0.00	\$196.80
32-INTERACT STD.ROTARY	\$1,883.33	\$0.00	\$0.00	\$0.00	\$1,883.33	\$0.00	\$1,883.33
33-KEY CLUB	\$45.77	\$2,434.00	(\$2,504.50)	\$0.00	(\$24.73)	\$0.00	(\$24.73)
34-Digital Photography	\$2,308.91	\$3,400.00	(\$1,839.20)	\$0.00	\$3,869.71	\$0.00	\$3,869.71
35-American Red Cross	\$133.00	\$0.00	\$0.00	\$0.00	\$133.00	\$0.00	\$133.00
36-MU ALPHA THETA	\$1,463.21	\$826.00	(\$830.11)	\$0.00	\$1,459.10	\$0.00	\$1,459.10
37-ODYSSEY OF THE MIND	\$763.93	\$0.00	\$0.00	\$0.00	\$763.93	\$0.00	\$763.93
38-NAT'L. HONOR SOCIETY	\$1,442.14	\$1,440.00	(\$2,061.04)	\$0.00	\$821.10	\$0.00	\$821.10
39-Balkan Club	\$61.00	\$0.00	\$0.00	\$0.00	\$61.00	\$0.00	\$61.00
40-Robotics/Engi	\$810.32	\$0.00	\$0.00	\$0.00	\$810.32	\$0.00	\$810.32
41-W A R	\$881.56	\$0.00	\$0.00	\$0.00	\$881.56	\$0.00	\$881.56
42-H 2 Africa	\$2,560.52	\$30.00	\$0.00	\$0.00	\$2,590.52	\$0.00	\$2,590.52
43-Trends	\$1,396.31	\$397.96	(\$250.00)	\$0.00	\$1,544.27	\$0.00	\$1,544.27
44-Stampede	\$166.00	\$137.00	(\$18.75)	\$0.00	\$284.25	\$0.00	\$284.25
45-Track & Field	\$3,129.23	\$60.00	(\$1,364.99)	\$0.00	\$1,824.24	\$0.00	\$1,824.24
46-SPANISH HONOR SOCIETY	\$2,017.75	\$200.00	(\$495.49)	\$0.00	\$1,722.26	\$0.00	\$1,722.26
47-LAXMEN	\$8,604.67	\$0.00	(\$6,552.31)	\$0.00	\$2,052.36	\$0.00	\$2,052.36
48-SKI TEAM	\$11,129.88	\$2,850.00	(\$3,923.58)	\$0.00	\$10,056.30	\$0.00	\$10,056.30
49-GYMNASTICS	\$49.38	\$250.00	\$0.00	\$0.00	\$299.38	\$0.00	\$299.38
50-BAND	\$26,611.39	\$7,820.00	(\$8,339.48)	\$0.00	\$26,091.91	\$0.00	\$26,091.91
51-CHOIR	\$29,952.29	\$8,545.00	(\$5,330.43)	\$0.00	\$33,166.86	\$0.00	\$33,166.86
52-TRI M	\$690.94	\$405.00	(\$233.29)	\$0.00	\$862.65	\$0.00	\$862.65
53-ORCHESTRA	\$3,759.62	\$15.00	(\$500.00)	\$0.00	\$3,274.62	\$0.00	\$3,274.62
54-Anime/Manga Club	\$34.50	\$0.00	\$0.00	\$0.00	\$34.50	\$0.00	\$34.50
55-WARDE DAY	\$40.71	\$0.00	\$0.00	\$0.00	\$40.71	\$0.00	\$40.71
56-DRAMATICS	\$3,483.88	\$9,918.29	(\$7,024.64)	\$0.00	\$6,377.53	\$0.00	\$6,377.53
57-CHEERLEADERS	\$12,362.35	\$15,824.00	(\$17,766.40)	\$0.00	\$10,419.95	\$0.00	\$10,419.95
58-STUDENT LOCKS	\$129.02	\$0.00	\$0.00	\$0.00	\$129.02	\$0.00	\$129.02
59-GIRLS BASKETBALL	\$305.78	\$0.00	\$0.00	\$0.00	\$305.78	\$0.00	\$305.78
60-BASEBALL	\$7,775.48	\$19,605.05	(\$23,352.66)	\$0.00	\$4,027.87	\$0.00	\$4,027.87
61-FIELD HOCKEY	\$1,511.23	\$5,963.00	(\$3,275.00)	\$0.00	\$4,199.23	\$0.00	\$4,199.23
62-GIRL'S VOLLEYBALL	\$402.63	\$0.00	\$0.00	\$0.00	\$402.63	\$0.00	\$402.63
63-BASKETBALL SCHOLARSHIP	\$2.00	\$0.00	\$0.00	\$0.00	\$2.00	\$0.00	\$2.00
64-Best Buddies	\$932.96	\$0.00	(\$407.00)	\$0.00	\$525.96	\$0.00	\$525.96
65-AUTISM SPEAKS	\$2,003.99	\$0.00	\$0.00	\$0.00	\$2,003.99	\$0.00	\$2,003.99
66-VARSITY ATHLETIC CLU	\$1,182.38	\$0.00	(\$360.00)	\$0.00	\$822.38	\$0.00	\$822.38
67-FENCING TEAM	\$213.99	\$0.00	\$0.00	\$0.00	\$213.99	\$0.00	\$213.99
68-BOYS TRACK	\$6.97	\$0.00	\$0.00	\$0.00	\$6.97	\$0.00	\$6.97
69-Call of the Wild	\$86.16	\$0.00	\$0.00	\$0.00	\$86.16	\$0.00	\$86.16
70-FOCUS NEWSPAPER	\$2,674.48	\$360.00	(\$810.00)	\$0.00	\$2,224.48	\$0.00	\$2,224.48
71-ODYSSEY MAGAZINE	\$1,555.90	\$166.99	(\$649.00)	\$0.00	\$1,073.89	\$0.00	\$1,073.89
72-Yearbook	\$32,380.77	\$995.00	(\$10,241.00)	\$0.00	\$23,134.77	\$0.00	\$23,134.77



## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
73-Cinderella Project	\$99.10	\$0.00	\$0.00	\$0.00	\$99.10	\$0.00	\$99.10
76-GIRLS LACROSSE	\$4,730.40	\$851.82	(\$673.50)	\$0.00	\$4,908.72	\$0.00	\$4,908.72
77-GIRL'S SOCCER	\$1,757.99	\$5,703.00	(\$4,944.70)	\$0.00	\$2,516.29	\$0.00	\$2,516.29
78-LEWIS & CLARK EXPERIENCE	\$0.09	\$0.00	\$0.00	\$0.00	\$0.09	\$0.00	\$0.09
79-CROSS COUNTRY	\$3,356.99	\$3,882.22	(\$4,681.47)	\$0.00	\$2,557.74	\$0.00	\$2,557.74
80-Student Forum	\$925.58	\$0.00	\$0.00	\$0.00	\$925.58	\$0.00	\$925.58
81-Broadway Club	\$2.24	\$150.00	\$0.00	\$0.00	\$152.24	\$0.00	\$152.24
82-FITTS HOUSE COUNCIL	\$1,198.18	\$0.00	(\$338.78)	\$0.00	\$859.40	\$0.00	\$859.40
83-Rho Kappa (SSHS)	\$564.20	\$0.00	\$0.00	\$0.00	\$564.20	\$0.00	\$564.20
84-PEQUOT HOUSE COUNCIL	\$550.03	\$0.00	\$0.00	\$0.00	\$550.03	\$0.00	\$550.03
85-Humanity Now	\$801.54	\$41.00	\$0.00	\$0.00	\$842.54	\$0.00	\$842.54
86-TOWNSEND HOUSE COUNCIL	\$316.71	\$0.00	\$0.00	\$0.00	\$316.71	\$0.00	\$316.71
87-GIRLS SWIMMING	\$4.10	\$0.00	\$0.00	\$0.00	\$4.10	\$0.00	\$4.10
88-KO CANCER	\$127.88	\$0.00	\$0.00	\$0.00	\$127.88	\$0.00	\$127.88
89-ESPORTS	\$460.00	\$0.00	\$0.00	\$0.00	\$460.00	\$0.00	\$460.00
90-AFS	\$97.87	\$0.00	\$0.00	\$0.00	\$97.87	\$0.00	\$97.87
91-SCIENCE WORKBOOKS	\$627.63	\$0.00	\$0.00	\$0.00	\$627.63	\$0.00	\$627.63
92-FIELD TRIPS	\$5,088.77	\$17,212.00	(\$15,609.03)	\$0.00	\$6,691.74	\$0.00	\$6,691.74
93-ENGLISH WORKBOOKS	\$18.47	\$0.00	\$0.00	\$0.00	\$18.47	\$0.00	\$18.47
94-S.T.A.N.D.	\$740.36	\$0.00	\$0.00	\$0.00	\$740.36	\$0.00	\$740.36
95-FOREIGN LANG WORKBKS	\$2,074.90	\$0.00	\$0.00	\$0.00	\$2,074.90	\$0.00	\$2,074.90
96-FOREIGN EXCHG.PROG.	\$213.26	\$0.00	\$0.00	\$0.00	\$213.26	\$0.00	\$213.26
97-MUSTANG SOCCER	\$38.29	\$0.00	\$0.00	\$0.00	\$38.29	\$0.00	\$38.29
98-Botany Club	\$662.96	\$0.00	\$0.00	\$0.00	\$662.96	\$0.00	\$662.96
99-STUDENT ID	\$2,171.89	\$0.00	\$0.00	\$0.00	\$2,171.89	\$0.00	\$2,171.89
100-BARLOW'S RESTAURANT	\$1,981.21	\$10,360.25	(\$9,174.29)	\$28.00	\$3,195.17	\$0.00	\$3,195.17
101-BOY'S SOCCER	\$6,932.59	\$6,857.05	(\$8,634.35)	\$0.00	\$5,155.29	\$0.00	\$5,155.29
102-Walk a Mile in her Shoes	\$350.00	\$350.00	(\$190.00)	(\$510.00)	\$0.00	\$0.00	\$0.00
103-Geography Club	\$905.06	\$0.00	(\$700.00)	\$0.00	\$205.06	\$0.00	\$205.06
104-BOYS SWIMMING	\$168.87	\$0.00	(\$60.00)	\$0.00	\$108.87	\$0.00	\$108.87
105-GRAPHIC ARTS	\$5,029.26	\$5,319.95	(\$3,722.70)	\$510.00	\$7,136.51	\$0.00	\$7,136.51
106-RAK	\$145.84	\$0.00	\$0.00	\$0.00	\$145.84	\$0.00	\$145.84
107-WOODWORKING	\$357.30	\$429.00	(\$504.95)	\$0.00	\$281.35	\$0.00	\$281.35
108-TRANSCRIPT FEES	\$2,739.00	\$6.00	\$0.00	\$0.00	\$2,745.00	\$0.00	\$2,745.00
110-ENGLISH HONOR SOCIETY	\$145.65	\$1,323.44	(\$865.16)	\$0.00	\$603.93	\$0.00	\$603.93
112-HEAD PRINCIPAL	\$3,537.30	\$9,730.67	(\$9,193.64)	\$4,238.50	\$8,312.83	\$0.00	\$8,312.83
114-MATH TEAM	\$502.81	\$0.00	(\$48.12)	\$0.00	\$454.69	\$0.00	\$454.69
115-MOCK TRIAL	\$187.50	\$0.00	\$0.00	\$0.00	\$187.50	\$0.00	\$187.50
116-OVERSEAS TRIP	\$2,977.11	\$0.00	\$0.00	\$0.00	\$2,977.11	\$0.00	\$2,977.11
117-PLAY SCHOOL	\$9,722.57	\$3,000.00	(\$615.18)	\$0.00	\$12,107.39	\$0.00	\$12,107.39
118-FRENCH NATL HONOR	\$521.41	\$0.00	(\$54.27)	\$0.00	\$467.14	\$0.00	\$467.14
119-UNIFIED SPORTS	\$1,110.00	\$0.00	\$0.00	\$0.00	\$1,110.00	\$0.00	\$1,110.00
120-CAP & GOWN	\$10,568.25	\$8,895.81	(\$10,088.18)	\$0.00	\$9,375.88	\$0.00	\$9,375.88
121-BOYS VOLLEYBALL	\$165.20	\$0.00	\$0.00	\$0.00	\$165.20	\$0.00	\$165.20
122-WRESTLING	\$4,920.94	\$12,749.88	(\$10,789.74)	\$0.00	\$6,881.08	\$0.00	\$6,881.08
123-GIRLS TENNIS	\$85.00	\$0.00	\$0.00	\$0.00	\$85.00	\$0.00	\$85.00
124-Physics Olympics	\$685.07	\$0.00	\$0.00	\$0.00	\$685.07	\$0.00	\$685.07
125-Bowling Team	\$1,296.00	\$0.00	\$0.00	\$0.00	\$1,296.00	\$0.00	\$1,296.00
126-Habitat for Humanity	\$1,703.67	\$0.00	\$0.00	\$0.00	\$1,703.67	\$0.00	\$1,703.67
127-FBHS	\$2,099.84	\$470.00	(\$271.34)	\$0.00	\$2,298.50	\$0.00	\$2,298.50
128-BOYS BASKETBALL	\$10,551.26	\$12,777.60	(\$13,717.38)	\$0.00	\$9,611.48	\$0.00	\$9,611.48

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
129-STUDENT ASSISTANCE	\$1,253.35	\$0.00	(\$597.00)	\$0.00	\$656.35	\$0.00	\$656.35
130-Free Tibet	\$192.50	\$0.00	\$0.00	\$0.00	\$192.50	\$0.00	\$192.50
132-Brick Fund	\$412.19	\$0.00	\$0.00	\$0.00	\$412.19	\$0.00	\$412.19
133-Boy's Gym Locks	\$626.00	\$0.00	\$0.00	\$0.00	\$626.00	\$0.00	\$626.00
134-VOICES FOR EQUITY-AGTF	\$5,442.86	\$0.00	\$0.00	\$0.00	\$5,442.86	\$0.00	\$5,442.86
135-BOY'S GOLF	\$89.50	\$0.00	\$0.00	\$0.00	\$89.50	\$0.00	\$89.50
136-BOYS ICE HOCKEY	\$70.09	\$0.00	\$0.00	\$0.00	\$70.09	\$0.00	\$70.09
137-FCCLA	\$1,520.00	\$430.00	(\$480.54)	\$0.00	\$1,469.46	\$0.00	\$1,469.46
138-Swist Grant	\$162.32	\$0.00	\$0.00	\$0.00	\$162.32	\$0.00	\$162.32
139-RAAFT	\$1,343.61	\$0.00	\$0.00	\$0.00	\$1,343.61	\$0.00	\$1,343.61
140-ARABIC CLUB	\$30.00	\$0.00	\$0.00	\$0.00	\$30.00	\$0.00	\$30.00
141-Shannon Lowney Memorial	\$85.00	\$0.00	\$0.00	\$0.00	\$85.00	\$0.00	\$85.00
142-Latin Honor Society	\$1.96	\$156.00	(\$61.96)	\$0.00	\$96.00	\$0.00	\$96.00
143-sHANNON gE STAR	\$141.00	\$0.00	\$0.00	\$0.00	\$141.00	\$0.00	\$141.00
144-Model UN	\$407.50	\$0.00	\$0.00	\$0.00	\$407.50	\$0.00	\$407.50
145-KIVA	\$549.50	\$0.00	\$0.00	\$0.00	\$549.50	\$0.00	\$549.50
146-MUSIC Management Account	\$222.07	\$0.00	\$0.00	\$0.00	\$222.07	\$0.00	\$222.07
147-Tech Stu Assoc. Chapter	\$380.00	\$0.00	\$0.00	\$0.00	\$380.00	\$0.00	\$380.00
148-Senior Parent Donation	\$0.00	\$3,180.00	(\$2,070.80)	\$0.00	\$1,109.20	\$0.00	\$1,109.20
149-Junior Parent Donations	\$0.00	\$1,700.00	(\$806.04)	\$0.00	\$893.96	\$0.00	\$893.96
153-MUSIC TRIP	\$6,673.38	\$0.00	\$0.00	\$0.00	\$6,673.38	\$0.00	\$6,673.38
204-AW CLASS OF 1978	\$223.11	\$0.00	\$0.00	\$0.00	\$223.11	\$0.00	\$223.11
206-AW CLASS OF 1980	\$4,125.63	\$0.00	\$0.00	\$0.00	\$4,125.63	\$0.00	\$4,125.63
211-AW CLASS OF 1984	\$2,438.51	\$0.00	\$0.00	\$0.00	\$2,438.51	\$0.00	\$2,438.51
215-AW CLASS OF 1986	\$1,395.91	\$0.00	\$0.00	\$0.00	\$1,395.91	\$0.00	\$1,395.91
217-AW CLASS OF 1987	\$764.56	\$0.00	\$0.00	\$0.00	\$764.56	\$0.00	\$764.56
219-FH CLASS OF 1988	\$12.31	\$0.00	\$0.00	\$0.00	\$12.31	\$0.00	\$12.31
220-CLASS OF 1989	\$1,327.33	\$0.00	\$0.00	\$0.00	\$1,327.33	\$0.00	\$1,327.33
221-CLASS OF 1990	\$251.70	\$0.00	\$0.00	\$0.00	\$251.70	\$0.00	\$251.70
223-CLASS OF 1992	\$249.27	\$0.00	\$0.00	\$0.00	\$249.27	\$0.00	\$249.27
224-CLASS OF 1993	\$999.95	\$0.00	\$0.00	\$0.00	\$999.95	\$0.00	\$999.95
225-FH 1994	\$3,752.89	\$0.00	\$0.00	\$0.00	\$3,752.89	\$0.00	\$3,752.89
226-FH 1995	\$2,486.54	\$0.00	\$0.00	\$0.00	\$2,486.54	\$0.00	\$2,486.54
227-FH 1996	\$183.83	\$0.00	\$0.00	\$0.00	\$183.83	\$0.00	\$183.83
228-FH 1997	\$3,215.72	\$0.00	\$0.00	\$0.00	\$3,215.72	\$0.00	\$3,215.72
229-FH 1998	\$2,505.76	\$0.00	\$0.00	\$0.00	\$2,505.76	\$0.00	\$2,505.76
230-FH Class of 1999	\$6,961.79	\$0.00	\$0.00	\$0.00	\$6,961.79	\$0.00	\$6,961.79
231-FH 2000	\$268.20	\$0.00	\$0.00	\$0.00	\$268.20	\$0.00	\$268.20
232-FH 2001	\$3,926.39	\$0.00	\$0.00	\$0.00	\$3,926.39	\$0.00	\$3,926.39
233-FH 2002	\$111.27	\$0.00	\$0.00	\$0.00	\$111.27	\$0.00	\$111.27
234-FH 2003	\$0.57	\$0.00	\$0.00	\$0.00	\$0.57	\$0.00	\$0.57
235-FH 2004	\$126.20	\$0.00	\$0.00	\$0.00	\$126.20	\$0.00	\$126.20
236-FWHS 2005	\$5,164.14	\$0.00	\$0.00	\$0.00	\$5,164.14	\$0.00	\$5,164.14
237-Class of 2006	\$4,880.28	\$0.00	\$0.00	\$0.00	\$4,880.28	\$0.00	\$4,880.28
238-Class of 2007	\$166.94	\$0.00	\$0.00	\$0.00	\$166.94	\$0.00	\$166.94
239-CLASS OF 2008	\$79.92	\$0.00	\$0.00	\$0.00	\$79.92	\$0.00	\$79.92
240-Class of 2009	\$15.00	\$0.00	\$0.00	\$0.00	\$15.00	\$0.00	\$15.00
242-Class of 2011	\$5,768.36	\$0.00	\$0.00	(\$2,266.50)	\$3,501.86	\$0.00	\$3,501.86
243-Class of 2012	\$9,501.26	\$0.00	\$0.00	\$0.00	\$9,501.26	\$0.00	\$9,501.26
244-CLASS OF 2013	\$4,605.89	\$0.00	\$0.00	(\$1,000.00)	\$3,605.89	\$0.00	\$3,605.89
245-CLASS OF 2014	\$1,968.80	\$0.00	\$0.00	\$0.00	\$1,968.80	\$0.00	\$1,968.80

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
246-CLASS OF 2015	\$6,326.74	\$0.00	\$0.00	(\$2,000.00)	\$4,326.74	\$0.00	\$4,326.74
247-Class of 2016	\$2,272.54	\$0.00	\$0.00	\$0.00	\$2,272.54	\$0.00	\$2,272.54
248-Class of 2017	\$7,056.94	\$0.00	\$0.00	(\$1,000.00)	\$6,056.94	\$0.00	\$6,056.94
249-Class of 2018	\$13,822.12	\$0.00	\$0.00	(\$1,200.00)	\$12,622.12	\$0.00	\$12,622.12
250-Class of 2019	\$9,276.03	\$0.00	\$0.00	\$0.00	\$9,276.03	\$0.00	\$9,276.03
251-Class of 2020	\$10,152.92	\$0.00	\$0.00	\$0.00	\$10,152.92	\$0.00	\$10,152.92
252-Class of 2021	\$0.00	\$0.00	\$0.00	\$3,678.52	\$3,678.52	\$0.00	\$3,678.52
<b>Total:</b>	<b>\$518,979.94</b>	<b>\$383,078.59</b>	<b>(\$321,866.78)</b>	<b>\$0.00</b>	<b>\$580,191.75</b>	<b>\$0.00</b>	<b>\$580,191.75</b>

## 0-FAIRFIELD WOODS MIDDLE SCHOOL

1-Investments-Awards	\$23.45	\$0.00	\$0.00	(\$23.45)	\$0.00	\$0.00	\$0.00
2-Interest/Dividends	\$492.14	\$0.00	\$0.00	(\$492.14)	\$0.00	\$0.00	\$0.00
3-Coca-Cola	\$396.68	\$195.83	(\$303.00)	\$0.00	\$289.51	\$0.00	\$289.51
4-Author Visit Books	\$8.62	\$0.00	\$0.00	(\$8.62)	\$0.00	\$0.00	\$0.00
5-Library Books	\$308.81	\$0.00	\$0.00	\$0.00	\$308.81	\$0.00	\$308.81
6-Academic-Lost Books	\$2,337.51	\$21.00	(\$20.00)	\$0.00	\$2,338.51	\$0.00	\$2,338.51
7-Geology Club	\$58.40	\$3,036.00	(\$2,928.75)	\$185.00	\$350.65	\$0.00	\$350.65
8-Afterschool Programs	\$2,415.52	\$0.00	(\$78.00)	\$0.00	\$2,337.52	\$0.00	\$2,337.52
9-Unified Club/Dan Callahan	\$5,958.50	\$2,660.00	(\$2,166.22)	\$0.00	\$6,452.28	\$0.00	\$6,452.28
14-Spanish	\$1,091.88	\$0.00	\$0.00	(\$1,091.88)	\$0.00	\$0.00	\$0.00
16-XC Running	\$254.91	\$320.00	(\$225.00)	\$0.00	\$349.91	\$0.00	\$349.91
17-Spring Track	\$118.32	\$654.00	(\$675.00)	\$0.00	\$97.32	\$0.00	\$97.32
20-Music	\$6,607.97	\$10,928.00	(\$11,733.68)	\$0.00	\$5,802.29	\$0.00	\$5,802.29
25-Drama	\$0.00	\$8,463.45	(\$6,961.01)	\$0.00	\$1,502.44	\$0.00	\$1,502.44
26-Arts Department	\$5,519.33	\$0.00	\$0.00	\$0.00	\$5,519.33	\$0.00	\$5,519.33
28-French	\$2,217.35	\$0.00	\$0.00	\$0.00	\$2,217.35	\$0.00	\$2,217.35
30-Family Consumer Science	\$101.42	\$0.00	\$0.00	(\$101.42)	\$0.00	\$0.00	\$0.00
31-Basketball	\$13.34	\$0.00	\$0.00	(\$13.34)	\$0.00	\$0.00	\$0.00
40-Yearbook	\$19,983.25	\$860.00	(\$9,042.51)	(\$2,000.00)	\$9,800.74	\$0.00	\$9,800.74
45-Charity	\$56.45	\$4,163.65	(\$4,163.65)	(\$56.45)	\$0.00	\$0.00	\$0.00
50-Student Council	\$35.36	\$0.00	\$0.00	\$0.00	\$35.36	\$0.00	\$35.36
51-Community Srvc/Sr. Pic	\$471.03	\$0.00	\$0.00	\$0.00	\$471.03	\$0.00	\$471.03
60-Grade 6 Scholarship	\$1,726.54	\$0.00	\$0.00	(\$185.00)	\$1,541.54	\$0.00	\$1,541.54
61-Grade 7 Scholarship	\$2,747.31	\$0.00	\$0.00	\$0.00	\$2,747.31	\$0.00	\$2,747.31
62-Grade 8 Scholarship	\$59.99	\$760.00	\$0.00	\$0.00	\$819.99	\$0.00	\$819.99
63-Miscellaneous Field Trips	\$60.00	\$450.00	(\$6.00)	(\$60.00)	\$444.00	\$0.00	\$444.00
64-Grade 8 Field Trips	\$504.12	\$19,678.00	(\$456.00)	\$0.00	\$19,726.12	\$0.00	\$19,726.12
65-Lost Technology	\$927.50	\$90.00	(\$252.00)	\$0.00	\$765.50	\$0.00	\$765.50
89-Postage - Supplies	\$21.95	\$0.00	\$0.00	(\$21.95)	\$0.00	\$0.00	\$0.00
90-Principal fund/PTSA	\$280.48	\$3,125.47	(\$2,089.84)	\$3,869.25	\$5,185.36	\$0.00	\$5,185.36
91-Superstar	\$123.12	\$0.00	\$0.00	\$0.00	\$123.12	\$0.00	\$123.12
92- Box Tops	\$41.34	\$43.30	\$0.00	\$0.00	\$84.64	\$0.00	\$84.64
95-General Fund	\$244.33	\$722.95	(\$405.58)	\$0.00	\$561.70	\$0.00	\$561.70
96-CLC Trips	\$275.20	\$0.00	\$0.00	\$0.00	\$275.20	\$0.00	\$275.20
97-PTSA Teacher Grants	\$580.63	\$0.00	\$0.00	\$0.00	\$580.63	\$0.00	\$580.63
100-Staff Events/Proj	\$690.41	\$0.00	\$0.00	\$0.00	\$690.41	\$0.00	\$690.41
<b>Total:</b>	<b>\$56,753.16</b>	<b>\$56,171.65</b>	<b>(\$41,506.24)</b>	<b>\$0.00</b>	<b>\$71,418.57</b>	<b>\$0.00</b>	<b>\$71,418.57</b>

## 0-HOLLAND HILL ELEMENTARY

1-PRINCIPAL'S ACCOUNT	\$97.47	\$724.16	(\$175.00)	\$0.00	\$646.63	\$0.00	\$646.63
2-Tom Quin Donation	\$0.00	\$340.00	(\$340.00)	\$0.00	\$0.00	\$0.00	\$0.00
3-LIBRARY	\$191.00	\$1,046.89	(\$987.24)	\$0.00	\$250.65	\$0.00	\$250.65

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
4-STUDENT SUPPORT FUND	\$0.00	\$20.00	\$0.00	\$0.00	\$20.00	\$0.00	\$20.00
6-KINDERGARTEN	\$94.37	\$400.00	\$0.00	\$0.00	\$494.37	\$0.00	\$494.37
7-GRADE 1	\$0.00	\$1,485.99	(\$1,225.90)	\$0.00	\$260.09	\$0.00	\$260.09
8-GRADE 2	\$0.49	\$0.00	\$0.00	\$0.00	\$0.49	\$0.00	\$0.49
9-GRADE 3	\$3.82	\$1,631.00	(\$1,140.00)	\$0.00	\$494.82	\$0.00	\$494.82
10-GRADE 4	\$4.14	\$70.00	(\$90.00)	\$0.00	(\$15.86)	\$0.00	(\$15.86)
11-GRADE 5	\$45.22	\$0.00	\$0.00	\$0.00	\$45.22	\$0.00	\$45.22
12-MISCELLANEOUS	\$251.89	\$0.00	\$0.00	\$0.00	\$251.89	\$0.00	\$251.89
14-GIFTED	\$46.06	\$0.00	\$0.00	\$0.00	\$46.06	\$0.00	\$46.06
17-Liebler Special Donation	\$670.00	\$0.00	\$0.00	\$0.00	\$670.00	\$0.00	\$670.00
<b>Total:</b>	<b>\$1,404.46</b>	<b>\$5,718.04</b>	<b>(\$3,958.14)</b>	<b>\$0.00</b>	<b>\$3,164.36</b>	<b>\$0.00</b>	<b>\$3,164.36</b>
<b>0-JENNINGS ELEMENTARY</b>							
1-KINDERGARTEN	\$758.86	\$0.00	\$0.00	\$0.00	\$758.86	\$0.00	\$758.86
2-1st GRADE	\$2,088.74	\$0.00	\$0.00	\$0.00	\$2,088.74	\$0.00	\$2,088.74
3-2nd GRADE	\$582.85	\$0.00	\$0.00	\$0.00	\$582.85	\$0.00	\$582.85
4-3rd GRADE	\$2,506.98	\$0.00	\$0.00	\$0.00	\$2,506.98	\$0.00	\$2,506.98
5-4th GRADE	\$1,759.32	\$1,080.00	(\$2,377.18)	\$0.00	\$462.14	\$0.00	\$462.14
6-5th GRADE	\$1,342.75	\$300.00	\$0.00	\$0.00	\$1,642.75	\$0.00	\$1,642.75
7-GENERAL FUND	\$133.80	\$0.00	\$0.00	\$0.00	\$133.80	\$0.00	\$133.80
8-INTEREST	\$40.73	\$51.34	\$0.00	\$0.00	\$92.07	\$0.00	\$92.07
9-LIBRARY	\$42.68	\$1,000.00	(\$996.16)	\$0.00	\$46.52	\$0.00	\$46.52
10-PRINCIPAL'S FUND	\$419.16	\$142.67	\$0.00	\$0.00	\$561.83	\$0.00	\$561.83
11-STUDENT COUNCIL	\$10.07	\$0.00	\$0.00	\$0.00	\$10.07	\$0.00	\$10.07
<b>Total:</b>	<b>\$9,685.94</b>	<b>\$2,574.01</b>	<b>(\$3,373.34)</b>	<b>\$0.00</b>	<b>\$8,886.61</b>	<b>\$0.00</b>	<b>\$8,886.61</b>
<b>0-MCKINLEY ELEMENTARY</b>							
1-ART	\$5.61	\$0.00	\$0.00	\$0.00	\$5.61	\$0.00	\$5.61
3-LIBRARY	\$269.74	\$1,000.00	\$79.96	\$0.00	\$1,349.70	\$0.00	\$1,349.70
4-P.E.	\$0.38	\$0.00	\$0.00	\$0.00	\$0.38	\$0.00	\$0.38
5-MUSIC	\$531.40	\$0.00	\$0.00	\$0.00	\$531.40	\$0.00	\$531.40
7-PRINCIPAL	\$1,658.83	\$108.47	(\$3.64)	\$0.00	\$1,763.66	\$0.00	\$1,763.66
8-PTA GRANT	\$114.66	\$0.00	\$235.00	\$0.00	\$349.66	\$0.00	\$349.66
9-FIELD TRIP GR K	\$1,031.81	\$0.00	\$381.98	\$0.00	\$1,413.79	\$0.00	\$1,413.79
10-FIELD TRIP GR 1	\$1,516.20	\$0.00	\$0.00	\$0.00	\$1,516.20	\$0.00	\$1,516.20
11-FIELD TRIP GR 2	\$1,111.96	\$0.00	\$0.00	\$0.00	\$1,111.96	\$0.00	\$1,111.96
12-FIELD TRIP GR 3	\$10.25	\$0.00	\$0.00	\$0.00	\$10.25	\$0.00	\$10.25
13-FIELD TRIP GR 4	\$443.62	\$0.00	\$0.00	\$0.00	\$443.62	\$0.00	\$443.62
14-FIELD TRIP GR 5	\$25.04	\$0.00	\$0.00	\$0.00	\$25.04	\$0.00	\$25.04
15-FIELD TRIP - ALL SCHOOL	\$4.15	\$0.00	\$0.00	\$0.00	\$4.15	\$0.00	\$4.15
21-SOCIAL WORKER	\$95.34	\$0.00	\$0.00	\$0.00	\$95.34	\$0.00	\$95.34
22-STUDENT COUNCIL	\$12.50	\$0.00	\$225.14	\$0.00	\$237.64	\$0.00	\$237.64
23-GARDENING CLUB	\$0.53	\$0.00	\$0.00	\$0.00	\$0.53	\$0.00	\$0.53
24-Delma Carter-Nicholas	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00
<b>Total:</b>	<b>\$7,032.02</b>	<b>\$1,108.47</b>	<b>\$918.44</b>	<b>\$0.00</b>	<b>\$9,058.93</b>	<b>\$0.00</b>	<b>\$9,058.93</b>
<b>0-MILL HILL ELEMENTARY</b>							
140-GR. 4 FIELD TRIPS	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
150-GR. 5 FIELD TRIPS	\$175.00	\$0.00	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00
160-GR. K FIELD TRIPS	\$38.25	\$0.00	\$0.00	\$0.00	\$38.25	\$0.00	\$38.25
200-GENERAL	\$150.29	\$0.00	\$0.00	\$0.00	\$150.29	\$0.00	\$150.29
300-LIBRARY	\$950.47	\$0.00	\$0.00	\$0.00	\$950.47	\$0.00	\$950.47

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
400-STUDENT COUNCIL	\$4,579.42	\$0.00	\$0.00	\$0.00	\$4,579.42	\$0.00	\$4,579.42
<b>Total:</b>	<b>\$5,943.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,943.43</b>	<b>\$0.00</b>	<b>\$5,943.43</b>
<b>0-NORTH STRATFIELD ELEMENTARY</b>							
1-FIELD TRIP 1	\$1,361.20	\$830.73	(\$305.00)	\$0.00	\$1,886.93	\$0.00	\$1,886.93
2-FIELD TRIP 2	\$1,040.33	\$842.60	(\$793.40)	\$0.00	\$1,089.53	\$0.00	\$1,089.53
3-FIELD TRIP 3	\$877.28	\$712.03	\$0.00	\$0.00	\$1,589.31	\$0.00	\$1,589.31
4-FIELD TRIP 4	\$665.22	\$3,924.60	(\$4,503.00)	\$0.00	\$86.82	\$0.00	\$86.82
5-FIELD TRIP 5	\$563.00	\$4,010.04	(\$4,380.00)	\$0.00	\$193.04	\$0.00	\$193.04
6-FIELD TRIP K	\$0.00	\$1,060.00	(\$810.00)	\$0.00	\$250.00	\$0.00	\$250.00
9-LIBRARY FUND	\$433.94	\$0.00	\$0.00	\$0.00	\$433.94	\$0.00	\$433.94
10-GENERAL ACTIVITIES	\$639.09	\$490.77	\$0.00	\$0.00	\$1,129.86	\$0.00	\$1,129.86
11-STUDENT COUNCIL	\$132.68	\$0.00	\$0.00	\$0.00	\$132.68	\$0.00	\$132.68
14-Coffee	\$0.09	\$0.00	\$0.00	\$0.00	\$0.09	\$0.00	\$0.09
<b>Total:</b>	<b>\$5,712.83</b>	<b>\$11,870.77</b>	<b>(\$10,791.40)</b>	<b>\$0.00</b>	<b>\$6,792.20</b>	<b>\$0.00</b>	<b>\$6,792.20</b>
<b>0-OSBORN HILL ELEMENTARY</b>							
1-LIBRARY	\$556.74	\$0.00	\$0.00	\$0.00	\$556.74	\$0.00	\$556.74
2-PRINCIPALS	\$43.61	\$0.00	\$0.00	\$0.00	\$43.61	\$0.00	\$43.61
3-DONATIONS	\$3,835.73	\$500.53	\$0.00	\$0.00	\$4,336.26	\$0.00	\$4,336.26
4-GENERAL FUND	\$184.34	\$0.00	\$0.00	\$0.00	\$184.34	\$0.00	\$184.34
5-FIELD TRIP - KDG	\$2,855.64	\$3,470.00	(\$2,272.00)	\$0.00	\$4,053.64	\$0.00	\$4,053.64
6-FIELD TRIP - 1ST	\$2,007.95	\$770.00	(\$1,315.72)	\$0.00	\$1,462.23	\$0.00	\$1,462.23
7-FIELD TRIP - 2ND	\$2,045.25	\$770.00	(\$840.52)	\$0.00	\$1,974.73	\$0.00	\$1,974.73
8-FIELD TRIP - 3RD	\$1,443.83	\$770.00	\$0.00	\$0.00	\$2,213.83	\$0.00	\$2,213.83
9-FIELD TRIP - 4TH	\$581.49	\$4,105.00	(\$4,023.50)	\$0.00	\$662.99	\$0.00	\$662.99
10-FIELD TRIP - 5TH	\$3,793.88	\$2,320.00	(\$2,570.00)	\$0.00	\$3,543.88	\$0.00	\$3,543.88
11-STUDENT COUNCIL	\$93.70	\$0.00	\$0.00	\$0.00	\$93.70	\$0.00	\$93.70
<b>Total:</b>	<b>\$17,442.16</b>	<b>\$12,705.53</b>	<b>(\$11,021.74)</b>	<b>\$0.00</b>	<b>\$19,125.95</b>	<b>\$0.00</b>	<b>\$19,125.95</b>
<b>0-RIVERFIELD ELEMENTARY</b>							
1-PRINCIPAL'S ACCOUNT	\$649.52	\$171.67	(\$2,267.50)	\$4,448.74	\$3,002.43	\$0.00	\$3,002.43
4-LOST BOOKS	\$0.00	\$1,000.00	(\$993.36)	\$0.00	\$6.64	\$0.00	\$6.64
6-FIRST GRADE FIELD TRIP	\$296.00	\$1,528.00	(\$845.00)	(\$979.00)	\$0.00	\$0.00	\$0.00
7-SECOND GRADE FIELD TRIP	\$525.00	\$0.00	\$0.00	(\$525.00)	\$0.00	\$0.00	\$0.00
8-THIRD GRADE FIELD TRIP	\$514.74	\$0.00	\$0.00	(\$514.74)	\$0.00	\$0.00	\$0.00
9-FOURTH GRADE FIELD TRIP	\$2,430.00	\$0.00	\$0.00	(\$2,430.00)	\$0.00	\$0.00	\$0.00
10-FIFTH GRADE FIELD TRIP	\$2,110.88	\$5,560.00	(\$7,030.00)	\$0.00	\$640.88	\$0.00	\$640.88
15-MUSIC FUND FOR RECORDERS	\$5.00	\$10.00	\$0.00	\$0.00	\$15.00	\$0.00	\$15.00
16-Memorial Bench-Tom Quinn	\$1,190.00	\$0.00	(\$1,190.00)	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total:</b>	<b>\$7,721.14</b>	<b>\$8,269.67</b>	<b>(\$12,325.86)</b>	<b>\$0.00</b>	<b>\$3,664.95</b>	<b>\$0.00</b>	<b>\$3,664.95</b>
<b>0-ROGER LUDLOWE MIDDLE SCHOOL</b>							
2-LOST BOOKS - LIBRARY	\$2,621.46	\$0.00	(\$79.00)	\$0.00	\$2,542.46	\$0.00	\$2,542.46
3-LOST BOOKS - ACADEMIC	\$15,944.28	\$0.00	\$0.00	\$0.00	\$15,944.28	\$0.00	\$15,944.28
8-High Note Festival	(\$54.00)	\$14,411.00	(\$8,993.31)	\$0.00	\$5,363.69	\$0.00	\$5,363.69
11-RLMS PLAYERS	\$8,276.31	\$10,468.00	(\$12,200.02)	\$0.00	\$6,544.29	\$0.00	\$6,544.29
16-MUSIC FIELD TRIPS	\$592.00	\$9,000.00	(\$9,095.00)	\$0.00	\$497.00	\$0.00	\$497.00
18-8th Grade Field Trip	\$69.52	\$0.00	\$0.00	\$0.00	\$69.52	\$0.00	\$69.52
19-Ecuador Trip	\$412.88	\$0.00	\$0.00	\$0.00	\$412.88	\$0.00	\$412.88
20-MUSIC	(\$68.00)	\$0.00	\$0.00	\$0.00	(\$68.00)	\$0.00	(\$68.00)
21-8th grade End-of-Year	(\$500.00)	\$18,980.00	\$0.00	\$0.00	\$18,480.00	\$0.00	\$18,480.00
22-7th Grade End-of-Year	\$0.00	\$2,239.75	\$0.00	\$0.00	\$2,239.75	\$0.00	\$2,239.75

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
23-6th gr. End-of-year	\$0.00	\$2,260.00	\$0.00	\$0.00	\$2,260.00	\$0.00	\$2,260.00
25-Track/CC	\$2,036.45	\$1,135.00	(\$1,550.00)	\$0.00	\$1,621.45	\$0.00	\$1,621.45
26-BAND	\$0.00	\$6,164.00	(\$3,425.00)	\$0.00	\$2,739.00	\$0.00	\$2,739.00
28-CHAMBER CHOIR	\$58.96	\$0.00	\$0.00	\$0.00	\$58.96	\$0.00	\$58.96
30-PRINCIPALS FUND	\$25,569.06	\$8,318.20	(\$12,749.98)	\$0.00	\$21,137.28	\$0.00	\$21,137.28
38-Ludlowe Corp Fundraiser	\$452.41	\$0.00	\$0.00	\$0.00	\$452.41	\$0.00	\$452.41
40-YEARBOOK	\$6,367.80	\$0.00	(\$2,992.12)	\$0.00	\$3,375.68	\$0.00	\$3,375.68
74-Mountain Workshop	\$1,207.24	\$0.00	\$0.00	\$0.00	\$1,207.24	\$0.00	\$1,207.24
92-STUDENT LEADERSHIP	\$1.05	\$1,255.96	(\$1,257.01)	\$0.00	\$0.00	\$0.00	\$0.00
93-MUSIC-EUROPE FIELD TRIP	\$0.04	\$5,401.97	(\$5,400.00)	\$0.00	\$2.01	\$0.00	\$2.01
108- IOST CHROME BOOKS	\$2,298.00	\$190.00	(\$50.00)	\$0.00	\$2,438.00	\$0.00	\$2,438.00
109-TECH ED - GRANT	\$450.00	\$0.00	\$0.00	\$0.00	\$450.00	\$0.00	\$450.00
110-KCUMMINGS GRANT	\$0.00	\$650.00	\$0.00	\$0.00	\$650.00	\$0.00	\$650.00
<b>Total:</b>	<b>\$65,735.46</b>	<b>\$80,473.88</b>	<b>(\$57,791.44)</b>	<b>\$0.00</b>	<b>\$88,417.90</b>	<b>\$0.00</b>	<b>\$88,417.90</b>
<b>0-SHERMAN ELEMENTARY</b>							
1-LANGUAGE ARTS	\$217.99	\$0.00	\$0.00	\$0.00	\$217.99	\$0.00	\$217.99
2-LMC	\$450.06	\$1,000.00	(\$190.83)	\$0.00	\$1,259.23	\$0.00	\$1,259.23
3-PRINCIPAL'S FUND	\$41.53	\$0.00	\$0.00	\$0.00	\$41.53	\$0.00	\$41.53
10-GRADE 4 FIELD TRIPS	\$27.00	\$0.00	\$0.00	\$0.00	\$27.00	\$0.00	\$27.00
15-GRADE 4 ACTIVITY FUND	\$46.50	\$0.00	\$0.00	\$0.00	\$46.50	\$0.00	\$46.50
18-PTA Funds	\$71.60	\$0.00	\$0.00	\$0.00	\$71.60	\$0.00	\$71.60
20-Music Department	\$13.00	\$0.00	\$0.00	\$0.00	\$13.00	\$0.00	\$13.00
36-SCHOOL DONATIONS	\$315.99	\$0.00	\$0.00	\$0.00	\$315.99	\$0.00	\$315.99
<b>Total:</b>	<b>\$1,183.67</b>	<b>\$1,000.00</b>	<b>(\$190.83)</b>	<b>\$0.00</b>	<b>\$1,992.84</b>	<b>\$0.00</b>	<b>\$1,992.84</b>
<b>0-STRATFIELD ELEMENTARY</b>							
1-FIELD TRIP - K	\$625.76	\$715.00	(\$1,047.16)	\$0.00	\$293.60	\$0.00	\$293.60
2-FIELD TRIP - GR. 1	\$187.03	\$0.00	\$0.00	\$0.00	\$187.03	\$0.00	\$187.03
3-FIELD TRIP - GR. 2	\$154.54	\$0.00	\$0.00	\$0.00	\$154.54	\$0.00	\$154.54
4-FIELD TRIP - GR. 3	\$74.40	\$0.00	\$0.00	\$0.00	\$74.40	\$0.00	\$74.40
5-FIELD TRIP - GR. 4	\$572.21	\$0.00	\$0.00	\$0.00	\$572.21	\$0.00	\$572.21
6-FIELD TRIP - GR. 5	\$1,269.23	\$0.00	\$0.00	\$0.00	\$1,269.23	\$0.00	\$1,269.23
7-PRINCIPAL'S ACCOUNT	\$634.15	\$127.61	(\$247.50)	\$0.00	\$514.26	\$0.00	\$514.26
8-GENERAL ACCOUNT	\$0.00	\$1,150.00	\$0.00	\$0.00	\$1,150.00	\$0.00	\$1,150.00
9-LOST BOOKS	\$398.64	\$39.33	(\$74.96)	\$0.00	\$363.01	\$0.00	\$363.01
<b>Total:</b>	<b>\$3,915.96</b>	<b>\$2,031.94</b>	<b>(\$1,369.62)</b>	<b>\$0.00</b>	<b>\$4,578.28</b>	<b>\$0.00</b>	<b>\$4,578.28</b>
<b>0-TOMLINSON MIDDLE SCHOOL</b>							
2-Lost Technology	\$911.00	\$0.00	\$0.00	\$0.00	\$911.00	\$0.00	\$911.00
3-LOST BOOKS/MATERIALS	\$1,543.83	\$35.00	\$0.00	\$0.00	\$1,578.83	\$0.00	\$1,578.83
4-Dean	\$61.35	\$0.00	\$0.00	\$0.00	\$61.35	\$0.00	\$61.35
5-Xcountry/Track	\$728.52	\$0.00	\$0.00	\$0.00	\$728.52	\$0.00	\$728.52
7-Water Account	\$9.65	\$0.00	(\$215.53)	\$0.00	(\$205.88)	\$0.00	(\$205.88)
8-STUDENT LEADER COUNCIL	\$1.40	\$147.00	(\$147.00)	\$0.00	\$1.40	\$0.00	\$1.40
11-Drama Club	\$8,079.85	\$24,096.54	(\$11,719.62)	\$0.00	\$20,456.77	\$0.00	\$20,456.77
15-TMS Sports	\$72.06	\$0.00	\$0.00	\$0.00	\$72.06	\$0.00	\$72.06
20-Instrumental Music	\$1,987.40	\$0.00	\$0.00	\$0.00	\$1,987.40	\$0.00	\$1,987.40
21-Jazz Music	\$1,157.48	\$510.00	(\$541.59)	\$0.00	\$1,125.89	\$0.00	\$1,125.89
22-Choral Music	\$796.86	\$885.00	(\$1,185.97)	\$0.00	\$495.89	\$0.00	\$495.89
25-Grants	\$642.64	\$0.00	\$0.00	\$0.00	\$642.64	\$0.00	\$642.64
30-World Language	\$379.90	\$0.00	\$0.00	\$0.00	\$379.90	\$0.00	\$379.90

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Activity Accounts

School Acct	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
40-Yearbook	\$6,175.65	\$420.00	\$0.00	\$0.00	\$6,595.65	\$0.00	\$6,595.65
62-Community 6S	\$121.64	\$0.00	\$0.00	\$0.00	\$121.64	\$0.00	\$121.64
63-Community 6T	\$100.96	\$0.00	\$0.00	\$0.00	\$100.96	\$0.00	\$100.96
64-Community 7T	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
65-Community 7S	\$9,035.00	\$0.00	(\$4,000.00)	(\$4,935.00)	\$100.00	\$0.00	\$100.00
68-Community 8S	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
69-Community 8T	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
71-Unified Arts	\$1,359.15	\$0.00	\$0.00	\$0.00	\$1,359.15	\$0.00	\$1,359.15
73-Scholarship Fund	\$1,695.16	\$0.00	\$0.00	\$0.00	\$1,695.16	\$0.00	\$1,695.16
74-Grade 6 Field Trips	\$4,958.39	\$1,000.00	(\$1,800.00)	\$0.00	\$4,158.39	\$0.00	\$4,158.39
81-UNIFIED SPORTS	\$3,399.14	\$0.00	\$0.00	\$0.00	\$3,399.14	\$0.00	\$3,399.14
90-PRINCIPAL'S FUND	\$12,819.42	\$8,824.21	(\$6,643.30)	\$0.00	\$15,000.33	\$0.00	\$15,000.33
91-Payday Coffee	\$151.39	\$0.00	\$0.00	\$0.00	\$151.39	\$0.00	\$151.39
92-Grade 8 Field Trips	\$13,545.37	\$8,205.00	(\$11,335.00)	\$0.00	\$10,415.37	\$0.00	\$10,415.37
93-Hall of Tolerance	\$2,551.09	\$0.00	\$0.00	\$0.00	\$2,551.09	\$0.00	\$2,551.09
94-Grade 7 Field Trips	\$313.70	\$4,820.00	(\$6,856.09)	\$4,935.00	\$3,212.61	\$0.00	\$3,212.61
100-Memorial Fund	\$1,811.36	\$0.00	\$0.00	\$0.00	\$1,811.36	\$0.00	\$1,811.36
<b>Total:</b>	<b>\$74,709.36</b>	<b>\$48,942.75</b>	<b>(\$44,444.10)</b>	<b>\$0.00</b>	<b>\$79,208.01</b>	<b>\$0.00</b>	<b>\$79,208.01</b>

## Schools Activity Account Totals

School	Begin Bal	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
0 - BURR ELEMENTARY	\$1,896.53	\$10,544.87	(\$9,458.20)	\$0.00	\$2,983.20	\$0.00	\$2,983.20
0 - DWIGHT ELEMENTARY	\$17,842.35	\$4,525.12	(\$11,963.23)	\$0.00	\$10,404.24	\$0.00	\$10,404.24
0 - FAIRFIELD LUDLOWE HIGH SCHOOL	\$330,345.77	\$532,795.83	(\$389,990.48)	\$0.00	\$473,151.12	(\$158.22)	\$472,992.90
0 - FAIRFIELD WARDE HIGH SCHOOL	\$518,979.94	\$383,078.59	(\$321,866.78)	\$0.00	\$580,191.75	\$0.00	\$580,191.75
0 - FAIRFIELD WOODS MIDDLE SCHOOL	\$56,753.16	\$56,171.65	(\$41,506.24)	\$0.00	\$71,418.57	\$0.00	\$71,418.57
0 - HOLLAND HILL ELEMENTARY	\$1,404.46	\$5,718.04	(\$3,958.14)	\$0.00	\$3,164.36	\$0.00	\$3,164.36
0 - JENNINGS ELEMENTARY	\$9,685.94	\$2,574.01	(\$3,373.34)	\$0.00	\$8,886.61	\$0.00	\$8,886.61
0 - MCKINLEY ELEMENTARY	\$7,032.02	\$1,108.47	\$918.44	\$0.00	\$9,058.93	\$0.00	\$9,058.93
0 - MILL HILL ELEMENTARY	\$5,943.43	\$0.00	\$0.00	\$0.00	\$5,943.43	\$0.00	\$5,943.43
0 - NORTH STRATFIELD ELEMENTARY	\$5,712.83	\$11,870.77	(\$10,791.40)	\$0.00	\$6,792.20	\$0.00	\$6,792.20
0 - OSBORN HILL ELEMENTARY	\$17,442.16	\$12,705.53	(\$11,021.74)	\$0.00	\$19,125.95	\$0.00	\$19,125.95
0 - RIVERFIELD ELEMENTARY	\$7,721.14	\$8,269.67	(\$12,325.86)	\$0.00	\$3,664.95	\$0.00	\$3,664.95
0 - ROGER LUDLOWE MIDDLE SCHOOL	\$65,735.46	\$80,473.88	(\$57,791.44)	\$0.00	\$88,417.90	\$0.00	\$88,417.90
0 - SHERMAN ELEMENTARY	\$1,183.67	\$1,000.00	(\$190.83)	\$0.00	\$1,992.84	\$0.00	\$1,992.84
0 - STRATFIELD ELEMENTARY	\$3,915.96	\$2,031.94	(\$1,369.62)	\$0.00	\$4,578.28	\$0.00	\$4,578.28
0 - TOMLINSON MIDDLE SCHOOL	\$74,709.36	\$48,942.75	(\$44,444.10)	\$0.00	\$79,208.01	\$0.00	\$79,208.01
<b>Total:</b>	<b>\$1,126,304.18</b>	<b>\$1,161,811.12</b>	<b>(\$919,132.96)</b>	<b>\$0.00</b>	<b>\$1,368,982.34</b>	<b>(\$158.22)</b>	<b>\$1,368,824.12</b>

## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## GL Accounts

School	Begin Bal	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
<b>991: Cash On Hand</b>							
0 - BURR ELEMENTARY	(\$1,486.85)	\$10,544.87	\$0.00	(\$9,058.02)	\$0.00	\$0.00	\$0.00
0 - DWIGHT ELEMENTARY	\$0.00	\$4,525.12	\$0.00	(\$4,525.12)	\$0.00	\$0.00	\$0.00
0 - FAIRFIELD LUDLOWE HIGH SCHOOL	\$0.00	\$532,795.83	\$0.00	(\$532,795.83)	\$0.00	\$0.00	\$0.00
0 - FAIRFIELD WARDE HIGH SCHOOL	\$0.00	\$383,078.59	\$0.00	(\$383,078.59)	\$0.00	\$0.00	\$0.00
0 - HOLLAND HILL ELEMENTARY	\$0.00	\$5,718.04	\$0.00	(\$3,567.05)	\$2,150.99	\$0.00	\$2,150.99
0 - JENNINGS ELEMENTARY	\$0.00	\$2,574.01	\$0.00	(\$2,574.01)	\$0.00	\$0.00	\$0.00
0 - MCKINLEY ELEMENTARY	\$0.00	\$1,108.47	\$0.00	(\$1,108.47)	\$0.00	\$0.00	\$0.00
0 - NORTH STRATFIELD ELEMENTARY	\$0.00	\$11,870.77	\$0.00	(\$11,870.77)	\$0.00	\$0.00	\$0.00
0 - OSBORN HILL ELEMENTARY	\$0.00	\$12,705.53	\$0.00	(\$12,705.53)	\$0.00	\$0.00	\$0.00
0 - RIVERFIELD ELEMENTARY	\$0.00	\$8,269.67	\$0.00	(\$8,269.67)	\$0.00	\$0.00	\$0.00
0 - SHERMAN ELEMENTARY	\$0.00	\$1,000.00	\$0.00	(\$1,000.00)	\$0.00	\$0.00	\$0.00
0 - STRATFIELD ELEMENTARY	\$0.00	\$2,031.94	\$0.00	(\$2,099.91)	(\$67.97)	\$0.00	(\$67.97)
<b>Total:</b>	<b>(\$1,486.85)</b>	<b>\$976,222.84</b>	<b>\$0.00</b>	<b>(\$972,652.97)</b>	<b>\$2,083.02</b>	<b>\$0.00</b>	<b>\$2,083.02</b>
<b>992: Checking</b>							
0 - BURR ELEMENTARY	\$3,383.38	\$0.00	(\$9,458.20)	\$9,058.02	\$2,983.20	\$0.00	\$2,983.20
0 - DWIGHT ELEMENTARY	\$17,842.35	\$0.00	(\$11,963.23)	\$4,525.12	\$10,404.24	\$0.00	\$10,404.24
0 - FAIRFIELD LUDLOWE HIGH SCHOOL	\$330,345.77	\$0.00	(\$389,990.48)	\$532,795.83	\$473,151.12	(\$158.22)	\$472,992.90
0 - FAIRFIELD WARDE HIGH SCHOOL	\$458,979.94	\$0.00	(\$321,866.78)	\$383,078.59	\$520,191.75	\$0.00	\$520,191.75
0 - FAIRFIELD WOODS MIDDLE SCHOOL	\$56,753.16	\$56,171.65	(\$41,506.24)	\$0.00	\$71,418.57	\$0.00	\$71,418.57
0 - HOLLAND HILL ELEMENTARY	\$1,404.46	\$0.00	(\$3,958.14)	\$3,567.05	\$1,013.37	\$0.00	\$1,013.37
0 - JENNINGS ELEMENTARY	\$9,685.94	\$0.00	(\$3,373.34)	\$2,574.01	\$8,886.61	\$0.00	\$8,886.61
0 - MCKINLEY ELEMENTARY	\$7,032.02	\$0.00	\$918.44	\$1,108.47	\$9,058.93	\$0.00	\$9,058.93
0 - MILL HILL ELEMENTARY	\$5,943.43	\$0.00	\$0.00	\$0.00	\$5,943.43	\$0.00	\$5,943.43
0 - NORTH STRATFIELD ELEMENTARY	\$5,712.83	\$0.00	(\$10,791.40)	\$11,870.77	\$6,792.20	\$0.00	\$6,792.20
0 - OSBORN HILL ELEMENTARY	\$17,442.16	\$0.00	(\$11,021.74)	\$12,705.53	\$19,125.95	\$0.00	\$19,125.95
0 - RIVERFIELD ELEMENTARY	\$7,721.14	\$0.00	(\$12,325.86)	\$8,269.67	\$3,664.95	\$0.00	\$3,664.95
0 - ROGER LUDLOWE MIDDLE SCHOOL	\$65,735.46	\$80,473.88	(\$57,791.44)	\$0.00	\$88,417.90	\$0.00	\$88,417.90
0 - SHERMAN ELEMENTARY	\$1,183.67	\$0.00	(\$190.83)	\$1,000.00	\$1,992.84	\$0.00	\$1,992.84
0 - STRATFIELD ELEMENTARY	\$3,915.96	\$0.00	(\$1,369.62)	\$2,099.91	\$4,646.25	\$0.00	\$4,646.25
0 - TOMLINSON MIDDLE SCHOOL	\$74,709.36	\$48,942.75	(\$44,444.10)	\$0.00	\$79,208.01	\$0.00	\$79,208.01
<b>Total:</b>	<b>\$1,067,791.03</b>	<b>\$185,588.28</b>	<b>(\$919,132.96)</b>	<b>\$972,652.97</b>	<b>\$1,306,899.32</b>	<b>(\$158.22)</b>	<b>\$1,306,741.10</b>
<b>994: INVESTMENTS</b>							
0 - FAIRFIELD WARDE HIGH SCHOOL	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00
<b>Total:</b>	<b>\$60,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$60,000.00</b>	<b>\$0.00</b>	<b>\$60,000.00</b>



## General Ledger Report

## Financial Report

## Activity Ledger - All Schools

From Date: 07/01/2021  
To Date: 06/30/2022

From Acct: 1  
To Acct: 999999

## Schools GL Account Totals

School	Begin Bal	Recpt / JV	Disb / JV	Transfers	Ending Balance	YTD Payables	Working Balance
0 - BURR ELEMENTARY	\$1,896.53	\$10,544.87	(\$9,458.20)	\$0.00	\$2,983.20	\$0.00	\$2,983.20
0 - DWIGHT ELEMENTARY	\$17,842.35	\$4,525.12	(\$11,963.23)	\$0.00	\$10,404.24	\$0.00	\$10,404.24
0 - FAIRFIELD LUDLOWE HIGH SCHOOL	\$330,345.77	\$532,795.83	(\$389,990.48)	\$0.00	\$473,151.12	(\$158.22)	\$472,992.90
0 - FAIRFIELD WARDE HIGH SCHOOL	\$518,979.94	\$383,078.59	(\$321,866.78)	\$0.00	\$580,191.75	\$0.00	\$580,191.75
0 - FAIRFIELD WOODS MIDDLE SCHOOL	\$56,753.16	\$56,171.65	(\$41,506.24)	\$0.00	\$71,418.57	\$0.00	\$71,418.57
0 - HOLLAND HILL ELEMENTARY	\$1,404.46	\$5,718.04	(\$3,958.14)	\$0.00	\$3,164.36	\$0.00	\$3,164.36
0 - JENNINGS ELEMENTARY	\$9,685.94	\$2,574.01	(\$3,373.34)	\$0.00	\$8,886.61	\$0.00	\$8,886.61
0 - MCKINLEY ELEMENTARY	\$7,032.02	\$1,108.47	\$918.44	\$0.00	\$9,058.93	\$0.00	\$9,058.93
0 - MILL HILL ELEMENTARY	\$5,943.43	\$0.00	\$0.00	\$0.00	\$5,943.43	\$0.00	\$5,943.43
0 - NORTH STRATFIELD ELEMENTARY	\$5,712.83	\$11,870.77	(\$10,791.40)	\$0.00	\$6,792.20	\$0.00	\$6,792.20
0 - OSBORN HILL ELEMENTARY	\$17,442.16	\$12,705.53	(\$11,021.74)	\$0.00	\$19,125.95	\$0.00	\$19,125.95
0 - RIVERFIELD ELEMENTARY	\$7,721.14	\$8,269.67	(\$12,325.86)	\$0.00	\$3,664.95	\$0.00	\$3,664.95
0 - ROGER LUDLOWE MIDDLE SCHOOL	\$65,735.46	\$80,473.88	(\$57,791.44)	\$0.00	\$88,417.90	\$0.00	\$88,417.90
0 - SHERMAN ELEMENTARY	\$1,183.67	\$1,000.00	(\$190.83)	\$0.00	\$1,992.84	\$0.00	\$1,992.84
0 - STRATFIELD ELEMENTARY	\$3,915.96	\$2,031.94	(\$1,369.62)	\$0.00	\$4,578.28	\$0.00	\$4,578.28
0 - TOMLINSON MIDDLE SCHOOL	\$74,709.36	\$48,942.75	(\$44,444.10)	\$0.00	\$79,208.01	\$0.00	\$79,208.01
<b>Total:</b>	<b>\$1,126,304.18</b>	<b>\$1,161,811.12</b>	<b>(\$919,132.96)</b>	<b>\$0.00</b>	<b>\$1,368,982.34</b>	<b>(\$158.22)</b>	<b>\$1,368,824.12</b>