

**FAIRFIELD
PUBLIC SCHOOLS**
9-29-2022, 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): **234 607 47347**
(*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
THURSDAY, September 29, 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. Introduction to Director of Communications: Rachael Chappa, Dr. Tracy
 - B. First Reading of Course: Yoga/Mindfulness II, Dr. Zavodjancik
(Enclosure No. 1)
 - C. First Reading of Course: Advanced Pottery, Dr. Zavodjancik
(Enclosure No. 2)
 - D. First Reading of Course: Advanced Sculpture, Dr. Zavodjancik
(Enclosure No. 3)
5. Old Business
 - A. Adoption of Policy 6148, Instruction: FAFSA Completion Rates
Recommended Motion: "that the Board of Education adopt Policy 6148, Instruction: FAFSA Completion Rates"

6. New Business

A. Discussion and Possible Action on Successor Collective Bargaining Agreement with Secretaries’ Union

The Board may discuss a portion of this matter in executive session. It shall take action on such Agreement in public session.

Recommended Motion to Approve Contract

“the Board of Education hereby moves to provide funding for and to otherwise accept and approve the Tentative Agreement for a successor collective bargaining agreement with the Secretaries’ Union for the period of July 1, 2020 to June 30, 2023”

B. DIP Update, Dr. Tracy

C. First Reading of Policy 3542.43, Business/Non-Instructional Operations: Food Service Charging
(Enclosure No. 4)

D. First Reading of Riverfield, Osborn and Fairfield Woods Ed Specs, Mr. Papageorge
(Enclosure Nos. 5A, 5B, 5C)

E. First Reading of Capital Projects, Mr. Papageorge

7. Approval of Minutes

Recommended Motion: “that the Board of Education approve the 8-24-2022 BoE Special meeting minutes and the 8-30-2022 Regular meeting minutes”

(Enclosure Nos. 6, 7)

8. Superintendent’s Report

A. K-5 Enrollment Update, Dr. Parrish
(Enclosure No. 8)

B. International Field Trips, Dr. Parrish
(Enclosure No. 9)

C. Staffing Update, Ms. Ingram

D. Budget Transfer Report, Ms. LeBorinous
(Enclosure No. 10)

9. Committee/Liaison Reports

10. Open Board Comment

11. Public Comment

12. Adjournment

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

CALENDAR OF EVENTS

October 11, 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.

**FAIRFIELD BOARD OF EDUCATION
AGENDA ITEM**

Enclosure No. 1
September 29, 2022

For Consideration by the Board of Education at the Meeting of: September 29, 2022

Prepared By: Dr. James Zavodjancik, Chief Academic Officer

Presented By: Mrs. Janice Mayeran, Physical Education Coordinator

Attachments: (a) Yoga, Mindfulness, and Personal Fitness II BoE Presentation; (b) Yoga, Mindfulness, and Personal Fitness II Proposed Curriculum Document

Subject: Proposed Physical Education Course Proposal for 23-24 (Yoga, Mindfulness, and Personal Fitness II)

Relation to District Improvement Plan: N/A

Background:

During the 2021-2022 school year, the Physical Education Department, in collaboration with the instructional department and high school leadership, designed a new high school Physical Education elective course.

High school students in grades 11 and 12 are currently able to enroll in Yoga, Mindfulness, and Personal Fitness I. We propose the addition of a second course in the sequence for students who would like to continue their participation in the program.

RECOMMENDATION:

Yoga, Mindfulness, and Personal Fitness II for First Reading of the Fairfield Board of Education

Recommended by the Superintendent: Steve Tracy

Agenda Item # 4B



Fairfield Public Schools

Course Proposal - Yoga, Mindfulness, and Personal Fitness II

September 29, 2022



Course's Purpose and Vision

Fairfield Public Schools' 12th grade students, through the completion of “Yoga, Mindfulness and Personal Fitness II,” will value physical activity and its contribution to a healthy lifestyle. **Students will acquire knowledge and physical skills to fully participate safely in “Yoga, Mindfulness, and Personal Fitness II” while also gaining positive mental health habits. Yoga is a Mind, Body, and Spirit practice.**

Students will develop physical skills to gain strength, balance, and flexibility as well as an increased range of motion at key joints throughout the body attaining greater mobility. Students will discover how being active in nature and surrounding oneself in nature changes the brain. Students will continue to explore the various breathwork techniques to positively impact their mental health.



Course Overview

The “Yoga, Mindfulness and Personal Fitness II” course (semester) is for students who wish to continue their yoga practice, exploring a more individual approach to their health and wellness. The practice of the physical skills is intended to help students relieve and control stress, improve concentration, heighten self-awareness, increase self-esteem and enhance positive feelings. The discipline of the practice leads to self-discipline.



Student Learning Expectations

Students in “Yoga, Mindfulness and Personal Fitness II” will:

- learn yoga poses, breathing techniques, as well as mindfulness practices to help have a positive impact on their wellness and improve their physical health.
- explore how music, setting, voice/tone, pacing and technique improve enjoyment of a yoga practice/video as well as a mindfulness video.
- create their own Mindfulness Toolkit filled with samples of classroom activities they wish to practice outside of class (i.e. affirmations, motivational quotes, mindfulness coloring pages, nature pictures, alphabet gratitude lists and other gratitude activities, a library of favorite yoga and mindfulness videos).
- lead classmates in favored yoga flows/poses (i.e. flow for stress reduction, flow for happiness) and create playlists for their classmates of mindfulness videos (i.e. The Honest Guys, Meditative Mind).
- share their experiences with students in “Yoga I” and their peers in the building using the themes of Mindfulness via community support (shared experiences that cause stress and potential stress reducing behaviors).

Yoga Poses (examples)

Yoga poses *introduced* in a Yoga, Mindfulness and Personal Fitness II class *may* include from the following possibilities:

Sideways Crow (Parsva Bakasana)

Flying crow (Eka Pada Galavasana)

Elbow balances (Pincha Mayurasana)

Royal Pigeon posture (Eka Pada Rajakapotasana)

Single leg balances (Single leg swan, One legged Garland Pose, Half Lotus Toe balance)

These poses will be introduced once prerequisite skills have been mastered and a full discussion of safety has been completed. Variations are always introduced as we go along.

High School Enrollment

Yoga, Mindfulness and Personal Fitness I

2021-2022 school year: FLHS Requested 210/Rostered 184

FWHS Requested 187/ Rostered 144

2022-2023 school year: FLHS requested 237/Currently enrolled 210

FWHS requested 269/Currently enrolled 193



Resource Allocation

- Personnel - No new teacher hires are expected. Student requests dictate the number of sections.
- No textbook is required for this course
- Supplies - Mats, blocks, straps are ordered once and used for many years and across subjects. (Mats are *used* by regular PE classes as well as teams after school).



Yoga, Mindfulness and Personal Fitness II

Questions and Comments

Course Information

Grade(s):	12
Discipline/Course:	Physical Education
Course Title:	Yoga, Mindfulness and Personal Fitness II
Prerequisite(s):	Yoga, Mindfulness and Personal Fitness I
Course Description: <i>Program of Studies</i>	This wellness course is for students who wish to continue their practice of a more individual approach to their health and wellness. Areas of focus will be yoga, mindfulness, and other personal fitness topics like fitness walking with a goal of increased flexibility, increased balance, muscular strength, and endurance.
Course Essential Questions:	<ul style="list-style-type: none"> ● Motor Skill Performance- What different ways can the body move given a specific purpose? ● Applying Concepts and Strategies- How can I move effectively and efficiently? ● Physical Activity and Fitness- What can I do to be physically active, and why is this important? ● Responsible Behavior- How do I interact with others during physical activity? ● Benefits of Physical Activity- How will physical activity help me now and in the future?
Course Enduring Understandings:	<p><i>Motor Skill Performance-</i> Repetition of proper technique leads to improvement.</p> <p><i>Applying Concepts and Strategies-</i> Cognitive ability can direct one's motor skill acquisition and performance.</p> <p><i>Physical Activity and Fitness-</i> Physically fit people engage in physical activity on a regular basis.</p> <p><i>Responsible Behavior-</i> Appropriate on-task behavior will enhance learning.</p> <p><i>Benefits of Physical Activity-</i> Acknowledging the value of physical activity promotes lifelong wellness.</p>
Duration:	1 semester; .25 credit

Course Materials/Resources:	Regular Physical Education equipment needed (i.e., mats, music)
FPS Course Academic Expectation(s):	<p><i>Creating and Constructing</i> - Students transfer or extend constructed knowledge to develop ideas, claims, products, or solutions to authentic problems.</p> <p><i>Collaborating Strategically</i> - The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p>
Year at a Glance (Units)	<p>This course will have two units which include:</p> <p>Unit 1: Introduction to Yoga, Mindfulness, and Fitness II</p> <p>Unit 2: Advanced Yoga Practices and Wellness Plan</p>

Unit Template

Unit Number and Title:	Unit 1: Introduction to Yoga, Mindfulness, and Fitness II
Duration:	6-8 Weeks
Resource(s):	None
Unit Overview:	The Introductory unit to Yoga, Mindfulness and Personal Fitness II will include personal safety, mat care, appropriate attire and general PE policies related to this course. Principles of yoga as well as the personal benefits students may gain from this unit will be discussed. Students will review foundational skills learned in Yoga, Mindfulness, and Personal Fitness I, as well as new breathing and mindfulness techniques.
Learning Goals	
Standard(s):	<p><u>SHAPE America Standards:</u></p> <p>Standard 1: Motor Skill Performance - The physically literate individual demonstrates competence in a variety of skills and movement patterns.</p> <p>Standard 2: Applying Concepts and Strategies - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement of performance.</p> <p>Standard 3: Physical Activity and Fitness - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: Responsible Behavior - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>

	Standard 5: Benefits of Physical Activity - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Essential Question(s):	How can participating in yoga and mindfulness activities have a positive impact on my physical and mental health?
Enduring Understanding(s):	Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis. Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> ● Review of Foundations of Yoga (e.g., safety, attire, practices)* ● Yoga Breathing Techniques (e.g., Even breathing, Four square breathing) ● Mindfulness Techniques (e.g., gratitude journaling) <p><i>*These poses will be introduced once prerequisite skills have been mastered and a full discussion of safety has been completed. Variations are always introduced as we progress</i></p>

Unit Template

Unit Number and Title:	Unit 2: Advanced Yoga Practices and Wellness Plan
Duration:	8-10 Weeks
Resource(s):	None
Unit Overview:	In the second unit of Yoga, Mindfulness, and Personal Fitness II, students will engage with advanced Yoga techniques and poses, build muscular strength and endurance, and learn and create new mindfulness activities for themselves and the school community.
Learning Goals	
Standard(s):	<p><u>SHAPE America Standards:</u></p> <p>Standard 1: Motor Skill Performance - The physically literate individual demonstrates competence in a variety of skills and movement patterns.</p> <p>Standard 2: Applying Concepts and Strategies - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement of performance.</p> <p>Standard 3: Physical Activity and Fitness - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: Responsible Behavior - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: Benefits of Physical Activity - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
Essential Question(s):	How can participating in yoga and mindfulness activities have a positive impact on my physical and

	<p>mental health?</p> <p>How can the use of advanced yoga practices increase my physical health and positively impact my wellness?</p> <p>How can I make a plan to reduce my anxiety through yoga, mindfulness and personal activity?</p>
<p>Enduring Understanding(s):</p>	<p>Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.</p> <p>Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.</p>
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<ul style="list-style-type: none"> ● Advanced Yoga Poses (e.g., Flying Crow Pose, Sideways Crow, Half Lotus Toe Balance) ** ● Muscular Strength and Endurance (e.g., fitness walking, fitness boxing, and strength building) ● Mindfulness Activities for the Community (e.g., community bulletin boards) ● Personal Mindfulness Action Plan (e.g., Mindfulness Toolkit) <p><i>**These poses will be introduced once prerequisite skills have been mastered and a full discussion of safety has been completed. Variations are always introduced as we progress.</i></p>

**FAIRFIELD BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: September 29, 2022

Prepared By: Dr. James Zavodjancik, Chief Academic Officer

Presented By: Mrs. Michele Hermsen, Art Department Coordinator

Attachments: (a) Advanced Pottery Curriculum; (b) Advanced Sculpture Curriculum; (c) Advanced Pottery Course Proposal Presentation; (d) Advanced Sculpture Course Proposal Presentation

Subject: Proposed Course and Curriculum Changes to Advanced Pottery and Sculpture (72250)

Relation to District Improvement Plan: N/A

Background:

During the 2021-2022 school year, the Art Department presented to the instructional department and high school leadership a desire to separate the current *Advanced Pottery and Sculpture* course into unique course offerings. Currently, *Advanced Pottery and Sculpture* is an approved art course offering.

Beginning in the 2023-2024 school year, the administration proposes Advanced Pottery and Advanced Sculpture as separate and unique semester courses. The attached and proposed curriculum to the Board of Education for each course is different from the current combined course. Both proposed curricula allow for deeper understanding of concepts and skills.

Currently, students enroll in *Foundations in Art 3D* and either (or both) *Introduction to Pottery* and/or *Introduction to Sculpture*. Once these prerequisites are complete, students may take *Advanced Pottery and Sculpture*. In creating unique experiences for Advanced Pottery and Advanced Sculpture, students will be able to take a desired path after the completion of the prerequisite courses.

RECOMMENDATION: Advanced Pottery for First Reading of the Fairfield BoE
Advanced Sculpture for First Reading of the Fairfield BoE

Recommended by the Superintendent: Steve Tracy

Agenda Item # 4C and 4D



Fairfield Public Schools

New Course Proposal - Advanced Pottery

September 29, 2022



Course's Purpose and Vision

- Current Sculpture and Pottery Programming
- Separation of Pottery and Sculpture
- 3-D Arts Pathway
- Current student opportunities
- Intermediate Levels



Course Overview

There are an infinite number of ideas that can be pursued in creating meaningful and expressive pottery. This course is all about furthering discovery, while stretching your knowledge and ability. Students will be asked to build upon their knowledge of materials and the techniques learned from the Intro to Pottery course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP-3D Design Portfolio course.

Student Learning Expectations



- Deepen Understanding and Demonstrate Knowledge: Investigate the artistic process and deepen understanding in pursuit of creative art making
- Identify and Summarize the important features and various concepts and processes of 3-D Art.
- Apply and Analyze: Use and experiment with forms, structures, materials, 3-D concepts and art making approaches.
- Evaluate and Create: Practice, monitor and develop excellence through practice, reflecting, critiquing and revising.



Essential Questions and Enduring Understandings

ESSENTIAL QUESTIONS

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take risks?
- How does collaboration expand the creative process?
- How do artists work?
- How do artists and designers learn from trial and error?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world?
- How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society

ENDURING UNDERSTANDINGS

- Artists and Designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.
- Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time



TRAJECTORY

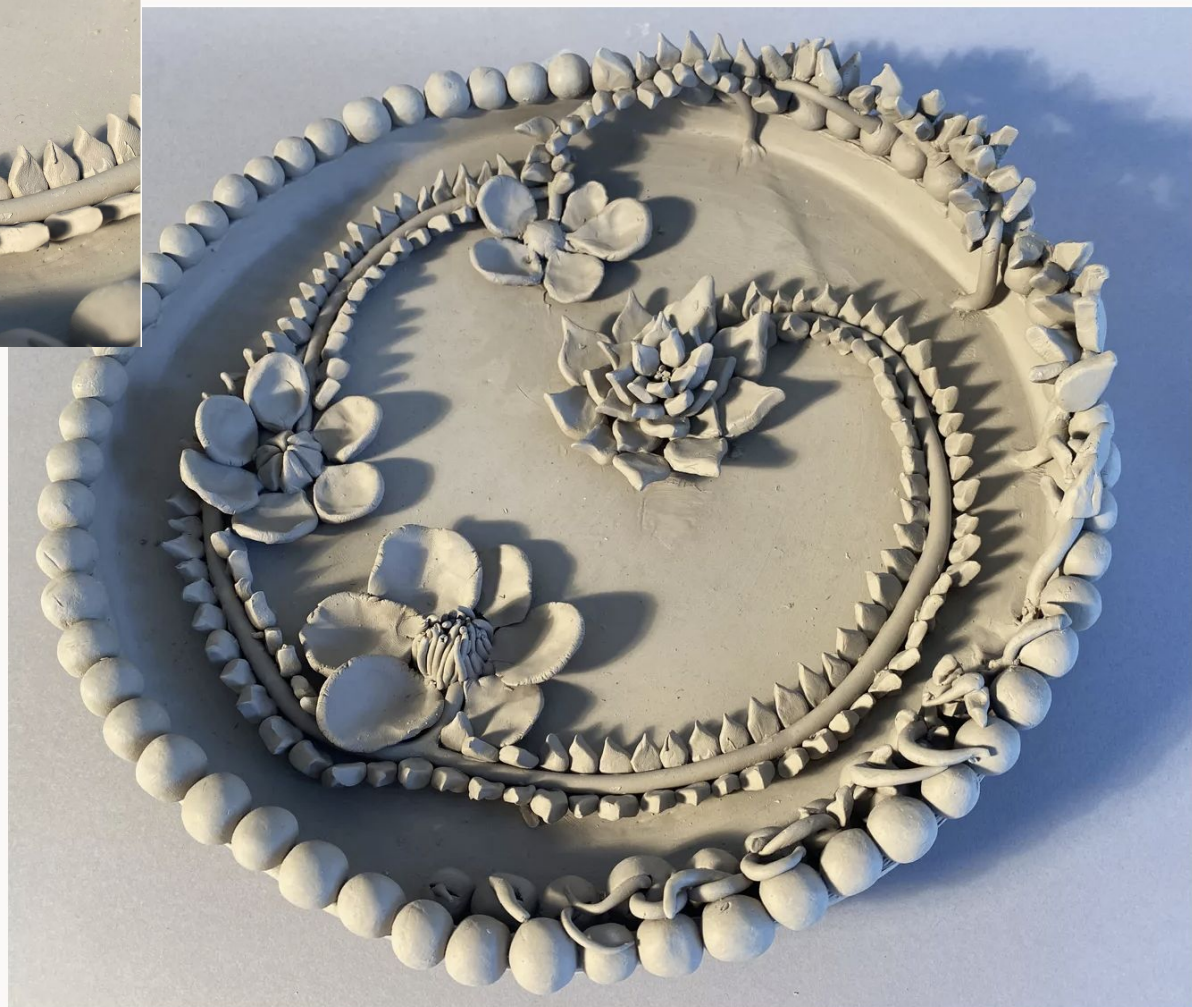
Art Course Selections and Pathways

Foundations in Art 2D	Introduction to Digital Photo	Intermediate Photo	Introduction to Digital Design	Advanced Photo <i>OR</i> Art Elective of choice	AP 2-D Art & Design
Foundations in Art 2D	Introduction to Darkroom Photo	Intermediate Photo	Introduction to Digital Design	<i>OR</i> AP 2-D Art & Design	
Foundations in Art 2D	Introduction to Drawing & Painting (Highly recommended for any student interested in Digital Design)	Introduction to Digital Design	Intermediate Digital Design	Introduction to Digital Photo	Advanced Photo <i>OR</i> Art Elective of choice <i>OR</i> AP 2-D Art & Design
Foundations in Art 2D	Introduction to Drawing & Painting	Intermediate Drawing & Painting	Advanced Drawing & Painting	*Art Elective of Choice	AP Studio Drawing or
Foundations in Art 3D	Intro to Sculpture	Advanced Sculpture	(Recommended) Intro to Pottery	*Art Elective of Choice	AP - 2D Art and Design
Foundations in Art 3D	Intro to Pottery	Advanced Pottery	(Recommended) Intro to Sculpture	*Art Elective of Choice	or AP - 3D Art and Design



Resource Allocation

There are no personnel or material supply expenditures beyond current expectations with the addition of this course.





Advanced Pottery

Questions and Comments

Course Information

Grade(s):	10-12
Discipline/Course:	Art - Humanities
Course Title:	Advanced Pottery
Prerequisite(s):	Foundations 3D; Intro to Pottery
Course Description: <i>Program of Studies</i>	There are an infinite number of ideas that can be pursued in creating meaningful and expressive pottery. This course is all about furthering your discovery, while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Pottery course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.
Course Essential Questions:	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? ● How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

	<ul style="list-style-type: none"> • Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork. • Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time
Duration:	1 semester
Course Materials/Resources:	Ceramic clay - low and high fire, assorted glazes plus high fire glaze, assorted molds, texture tools, handbuilding tools, brushes, sponges, paddles, wheels, pug mill, extruder, bats, kilns, and drying racks. An assortment of reference technique books and Contemporary Ceramic artists books.
FPS Course Academic Expectation(s):	<p><i>Creating and Constructing</i> - The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p><i>Exploring and Understanding</i>- The student will generate questions, gather relevant, credible sources, and review text in order to acquire knowledge, infer meaning and develop deep understanding.</p>
Year at a Glance (Units)	<p>Lidded Functional Wear, Pieced Ware, Altered Shapes, Designing the pottery surface with subtraction techniques, Ceramics as a sculptural material</p> <p>Unit 1: Lidded Functional Ware - wheel work and or hand-built Unit 2: Pieced Ware - wheel and or handbuilt Unit 3: Altered Shapes - Wheel work and/or Extruder Unit 4: Series/set Wheel and or Handbuilt, Extruder combo</p>

Unit Template

Unit Number and Title:	Unit 1 - Lidded Functional Ware - Wheel Work and/or Hand-Built
Duration:	5 Weeks
Material Resource(s):	Master Artist reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
Unit Overview:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify work of contemporary ceramic Artists ● Use hand building and /or wheel techniques to construct lidded containers using flanges and galleries ● Throw/construct fitted lids with knobs ● Use an assortment of tools to create a set of aesthetically matched functional ware ● Apply an interesting surface decoration which enhances the finished object
Learning Goals	
Standard(s):	<p>Creating Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Creating Standard 2: Organize and develop artistic ideas and work</p> <p>Responding Standard 7: Perceive and analyze artistic work</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers learn from trial and error? ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art

Enduring Understanding(s):	<p>Artists and designers shape artistic investigations, following or breaking with traditions pursuit of creative art,aking goals</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments</p>
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> ● Use social media to collect sources ● Plan and pull more complex form on the wheel ● Use advanced techniques on the wheel, collaring, flange and gallery, knobs, pierced edges, altered shapes and lids ● Use advanced hand building techniques and tools - texture, keyed lids, sculpted knobs ● Use the pug mill to reprocess clay ● Photograph. Color correct, crop images of finished ware ● Add images to digital 3-D portfolio

Unit Template

Unit Number and Title:	Unit 2 - Pieced Ware - Wheel and/or Handbuilt
Duration:	5 Weeks
Material Resource(s):	Master Artist Reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
Unit Overview:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify work and trends of contemporary ceramic artists ● Research possible containers (functional or sculptural) which incorporate pierced sides or edges ● Use advanced wheel throwing/handbuilding techniques to construct and finish each piece ● Develop pierced pattern to fit form and function ● Apply an interesting surface decoration which enhances the ceramic ware ● Recognize and use the glaze which best fits the desired outcome
Learning Goals	
Standard(s):	<p>Creating Standard 2 - Organize and develop artistic ideas and work</p> <p>Presenting Standard 4 - Select, Analyze and interpret artistic work for presentation</p> <p>Connecting Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do artists and designers care for and maintain materials, tools and equipment? ● How are artworks cared for and by whom? What criteria, methods and processes are used to select work for presentation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? ● How does making art attune people to their surroundings?

<p>Enduring Understanding(s):</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks, for preservation and presentation.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<ul style="list-style-type: none"> ● Use social media to collect sources and inspiration ● Use coil, slab, drape and slump mold techniques to build a functional and/or sculptural container with piercings ● Throw a wide low bowl for piercing ● Modify and /or reconstitute glazes ● Choose the appropriate glaze for the desired outcome ● Use the pug mill to reprocess clay ● Photograph. Color correct, crop images of finished ware ● Add images to digital 3-D portfolio

Unit Template

Unit Number and Title:	Unit 3 - Altered Shapes - Wheel work and/or Extruder
Duration:	5 Weeks
Material Resource(s):	Master Artist reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
Unit Overview:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify work of contemporary ceramic artists ● Pull consistent well balanced forms ● Understand the dynamics of altered forms - round to rectangular ● Alter the form by piercing/fluting/texturizing all or part of the form ● Alter the exterior texture of a piece by switching the throwing from outside to inside ● Twist, shorten and expand (fill the container with air) hand built clay forms ● Recognize and use the glaze which best fits the desired outcome
Learning Goals	
Standard(s):	<ul style="list-style-type: none"> ● Creating Standard 3 - Refine and Complete Artistic Work ● Presenting Standard 5 - Develop and refine artistic techniques and work for presentation
Essential Question(s):	<ul style="list-style-type: none"> ● What role does persistence play in revising, refining and developing work? ● What criteria are considered when selecting work for presentation, a portfolio or a collection?
Enduring Understanding(s):	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.</p>

Learning Goal(s):

Students will be able to use their learning to:
(Content/ Skills)

- Use social media to collect sources
- Use the wheel to throw a blank form, then slice, slip and score into another altered more complex form
- Use hand building techniques to create a free standing ceramic sculpture
- Apply texture and stretch the form from the inside
- Use engobes and sgraffito to alter surface texture
- Use wax resist
- Use the pug mill to reprocess clay
- Photograph. Color correct, crop images of finished ware
- Add images to digital 3-D portfolio

Unit Template

Unit Number and Title:	Unit 4: Series/set Wheel and/or Handbuilt, Extruder combo
Duration:	5 weeks
Resource(s):	Master Artist Reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
Unit Overview:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify work of historical and contemporary master ceramic artists ● Create a moodboard of possible references and ideas ● Use handbuilding or wheel technique to construct a set of related objects - a set of mugs, a tea set, or a dinner set ● Throw or hand build the needed lids, knobs, and handles ● Use an assortment of ceramic tools ● Apply an interesting surface decoration which enhances the finished object
Learning Goals	
Standard(s):	<p>Creating Standard 2: Organize and develop artistic ideas and work.</p> <p>Connecting Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? ● How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understanding(s):	<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> ● Use social media and /or current Ceramic magazine articles to expand knowledge of possibilities ● Plan and sketch possible series ● Use advanced hand building and or wheel throwing techniques to achieve idea ● Use the pug mill to reprocess clay ● Photograph. Color correct, crop images of finished ware ● Add images to digital 3-D portfolio

**FAIRFIELD BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: September 29, 2022

Prepared By: Dr. James Zavodjancik, Chief Academic Officer

Presented By: Mrs. Michele Hermsen, Art Department Coordinator

Attachments: (a) Advanced Pottery Curriculum; (b) Advanced Sculpture Curriculum; (c) Advanced Pottery Course Proposal Presentation; (d) Advanced Sculpture Course Proposal Presentation

Subject: Proposed Course and Curriculum Changes to Advanced Pottery and Sculpture (72250)

Relation to District Improvement Plan: N/A

Background:

During the 2021-2022 school year, the Art Department presented to the instructional department and high school leadership a desire to separate the current *Advanced Pottery and Sculpture* course into unique course offerings. Currently, *Advanced Pottery and Sculpture* is an approved art course offering.

Beginning in the 2023-2024 school year, the administration proposes Advanced Pottery and Advanced Sculpture as separate and unique semester courses. The attached and proposed curriculum to the Board of Education for each course is different from the current combined course. Both proposed curricula allow for deeper understanding of concepts and skills.

Currently, students enroll in *Foundations in Art 3D* and either (or both) *Introduction to Pottery* and/or *Introduction to Sculpture*. Once these prerequisites are complete, students may take *Advanced Pottery and Sculpture*. In creating unique experiences for Advanced Pottery and Advanced Sculpture, students will be able to take a desired path after the completion of the prerequisite courses.

RECOMMENDATION: Advanced Pottery for First Reading of the Fairfield BoE
Advanced Sculpture for First Reading of the Fairfield BoE

Recommended by the Superintendent: Steve Tracy

Agenda Item # 4C and 4D



Fairfield Public Schools

New Course Proposal - Advanced Sculpture

September 29, 2022



Course's Purpose and Vision

- Current Sculpture and Pottery Programming
- Separation of Pottery and Sculpture
- 3-D Arts Pathway
- Current student opportunities
- Intermediate Levels

Student Learning Expectations



- Deepen Understanding and Demonstrate Knowledge: Investigate the artistic process and deepen understanding in pursuit of creative art making.
- Identify and Summarize the important features and various concepts and processes of 3-D Art.
- Apply and Analyze: Use and experiment with forms, structures, materials, 3-D concepts and art making approaches.
- Evaluating and Create: Practice, monitor and develop excellence through practice, reflecting, critiquing and revising.

Essential Questions and Enduring Understandings



ESSENTIAL QUESTIONS

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take risks?
- How does collaboration expand the creative process?
- How do artists work?
- How do artists and designers learn from trial and error?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world?
- How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society

ENDURING UNDERSTANDINGS

- Artists and Designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.
- Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time



Resource Allocation

There are no personnel or material supply expenditures beyond current expectations with the addition of this course.



For reference, this sculpture took more than a quarter of a semester to build. This is an example of what can be done if the course is separated into two specific courses.





Advanced Sculpture

Questions and Comments

Course Information

Grade(s):	10-12
Discipline/Course:	Art - Humanities
Course Title:	Advanced Sculpture
Prerequisite(s):	Foundations 3D; Intro to Sculpture
Course Description: <i>Program of Studies</i>	There are an infinite number of ideas that can be pursued in creating meaningful and expressive sculpture. This course is all about furthering your discovery, while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Sculpture course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.
Course Essential Questions:	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? ● How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Artists and Designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

	<ul style="list-style-type: none"> • Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork. • Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time
Duration:	1 semester
Course Materials/Resources:	Wire, wire tools, various lighting components and fixtures, plaster, plaster gauze, soapstone, balsa foam, wood, carving tools and files, sandpaper, N95 masks, Dremel drills, paper, art paste, paint, An assortment of reference technique books and Contemporary Sculpture Artists books. Following contemporary sculpture artists on social media.
FPS Course Academic Expectation(s):	<p><i>Creating and Constructing</i> - The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p><i>Exploring and Understanding</i>- The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p>
Year at a Glance (Units)	<p>Transforming space through installation, transforming form, maquettes, interactive sculpture, carving, mold making, Ceramics as a sculptural material.</p> <p>Unit 1: Altered Form Sculpture Unit 2: Carving: Subtractive Sculpture Unit 3: Kinetic Sculpture Unit 4: Installation</p>

Unit Template

Unit Number and Title:	Unit 1: Altered Form Sculpture
Duration:	5 weeks
Material Resource(s):	Cardboard, balsa wood, foam core, fabric, glue, Skilsaw, wire, pliers, Exacto knife, found objects, paint.
Unit Overview:	This unit is an exploration of abstract forms.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Responding: Anchor Standard 7: Perceive and analyze artistic work.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How does learning about art impact how we perceive the world? ● What materials lend themselves to different types of 3-dimensional form. ● How does an artist turn a sketch into a free-standing, 3-dimensional form?
Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

*Students will be able to use
their learning to:*
(Content/ Skills)

- Investigate and collect possible resources.
- Explore through their sketchbooks and collaborative grouping to investigate possible ideas.
- Build a maquette, or prototype to further problem solve construction techniques.
- Build an armature
- Design and fabricate an appropriate base
- Explore different fasteners.
- Photograph, crop, color correct final work.
- Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 2: Carving: Subtractive Sculpture
Duration:	5 weeks
Material Resource(s):	Stone, wood, florist foam, plaster, carving tools, rasps, sandpaper, Dremmels
Unit Overview:	Students will be exposed to the various ways that artisans and cultures have used carving techniques to create 3-dimensional forms. Students will explore best practices for carving away material to create a sculptural form.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is an art museum? ● How does the presentation and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding. ● How can the viewer “read” a work of art as text? ● How does art help us understand the lives of people of different times, places, and cultures?
Enduring Understanding(s):	<p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

Students will be able to use their learning to:
(Content/ Skills)

- Investigate and collect possible resources.
- Explore through sketchbook, possible ideas, and multiple views of what they are creating.
- Build a maquette/prototype to further problem solve construction techniques.
- Use light and shadow to add drama to the surface and a sense of depth.
- Design and fabricate an appropriate base.
- Photograph, crop, color correct final work.
- Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 3: Kinetic Sculpture
Duration:	5 weeks
Material Resource(s):	Light fixtures, small motors, batteries, wire, wire cutters, cardboard, wood, woodworking tools, textiles, found objects, glue.
Unit Overview:	<p>Students will explore sculptures that have motion. Students will explore how artists use simple machines to create kinetic sculptures.</p> <p>They will apply design thinking to design and fabricate their own sculptural piece that provides at least one aspect of viewer engagement.</p>
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is an art museum? ● How do the presentation and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● How can the viewer “read” a work of art as text? ● How does art help us understand the lives of people of different times, places, and cultures?

Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> ● Investigate and collect possible resources. ● Explore simple machines and how they may be applied to creating a work of art. ● Explore through the sketchbook, possible ideas, and multiple views of what they are creating. ● Create a prototype or maquette for the finished sculpture. ● Apply design thinking to craft a sculpture that a viewer can interact with. ● Photograph, crop, color correct final work. ● Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 4: Installation
Duration:	5 weeks
Material Resource(s):	Light fixtures, wire, wire cutters, cardboard, foam core, wood, woodworking tools, textiles, found objects, glue.
Unit Overview:	Students will explore site-specific works of art that transform an environment or space. Students will collaborate to create an experience for the viewer that transforms an existing space.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do objects, places, and designs shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate?
Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

*Students will be able to use
their learning to:*
(Content/ Skills)

- Students will investigate installations created by various artists throughout history.
- Students will collaboratively use design thinking to develop a proposal for an installation of space that transforms the perception and experience of a particular place.

Fairfield Public Schools
Board of Education
Policy Guide

Business/Non-Instructional Operations

FOOD SERVICE CHARGING POLICY

3542.43 (a)

The Fairfield Public School District recognizes the important link between proper nutrition and academic success. The purpose of this policy is to establish a consistent district procedure for charging meals when students do not have money to pay, preventing meal charges, and ensuring eligible children are certified for free and reduced-price school meals.

Charging Meals

Because hunger is an impediment to learning, no child shall be denied a school meal because of an inability to pay. Children will be served a meal that meets the U.S. Department of Agriculture nutrition standards for school meals.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items. The school district will allow students to charge meals up to a certain number of meals or dollar amount.

Hand stamps, stickers, or any other means of overt identification of children with unpaid meal debt in the cafeteria or the classroom are prohibited. Additionally, children with unpaid meal debt shall not be required to work off their debt, including, but not limited to, wiping down tables or cleaning the cafeteria. The Board directs schools to avoid the public identification or shaming of a student for any unpaid meal charges. Therefore, the student shall not be denied the right to purchasing a meal nor should a specific meal option be offered.

Preventing Meal Charges

To ensure that all eligible families are certified for free and reduced-price school meals, the school nutrition department shall:

- Provide all households with school meal applications prior to the start of the school year and/or include instructions for completing online school meal applications;
- Provide school meal applications in the primary language of the parent or guardian and provide assistance with completing an application for any household that requests assistance;
- Promptly utilize data provided by the state or other school district officials to certify eligible children without an application; and
- Assure that any child for which the school district is not able to obtain a completed school meal application, but becomes aware of their eligibility for free or reduced-price school meals shall be certified based on an application submitted by the appropriate school official, as permitted by USDA guidance.

Business/Non-Instructional Operations

FOOD SERVICE CHARGING POLICY

3542.43 (b)

Preventing Meal Charges (continued)

To ensure that households are aware of negative account balances and the potential to accrue meal debt, the school nutrition department will:

- Send out low balance notices prior to students needing to charge meals;
- Notify and/or work with principals, school counselors, and/or teachers to understand the student and parent’s situation and if a school meal application is needed; and
- Use automated email alerts to notify parents of negative balances.

Such notifications will include an application for free or reduced-price meals, the supplemental nutrition assistance program administered by the Department of Social Services, and a link to the District’s website that lists any available community services.

Collecting Unpaid Meal Debt

All communication regarding unpaid meal debt shall be directed at parents or guardians. Schools may send children home with a letter in an unmarked envelope. Such communication must include the information described above.

Prior to contacting households regarding unpaid meal debt, the school district shall ensure that the student is not participating in the Supplemental Nutrition Assistance Program (SNAP), the Temporary Assistance for Needy Families (TANF) program, or other federal programs, which would confer categorical eligibility for free school meals, or is not homeless, migrant, or in foster care, and would allow them to be certified without an application.

In order to sustain the District’s food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

All meal accounts must be paid in full by the last day of the school year or the date designated by the individual schools, whichever date comes earlier.

Business/Non-Instructional Operations

FOOD SERVICE CHARGING POLICY

3542.43 (c)

Collecting Unpaid Meal Debt (continued)

For households that cannot afford to pay their school meal charges, the school district will work with them to establish a payment plan. Households that are subsequently certified for free or reduced-price school meals at a point later in the school year shall not immediately be required to repay school meal debt accrued in that school year

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid meal charges of students.

Business/Non-Instructional Operations

FOOD SERVICE CHARGING POLICY

3542.43 (d)

- Legal Reference:
- Connecticut General Statutes
 - 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
 - 10-215a Nonpublic school and nonprofit agency participation in feeding programs.
 - 10-215b Duties of State Board of Education re feeding programs. (as amended by PA 21-46)
 - State Board of Education Regulations
 - State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, “Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments,” Nov. 2, 2016
 - Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education “Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students”
 - National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772
 - USDA Guidance:
 - SP 46-2016, “Unpaid Meal Charges: Local Meal Charge Policies”
 - SP 47-2016, “Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment”
 - SP 57-2016 “Unpaid Meal Charges: Guidance and Q and A”
 - SP 58-2016 “2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation’s Schools”

Adopted: X/X/2022

EDUCATIONAL SPECIFICATIONS

North Stratfield Elementary School

Fairfield Public Schools

Fairfield, CT 06824

Steve Tracy, Ed.D.

Interim Superintendent of Schools

Approved by BOE XX/XX/XXXX

RATIONALE FOR THE PROJECT

BACKGROUND:

On September 28, 2021 the Fairfield Board of Education adopted the “Capital Waterfall Schedule.” The primary purpose of this schedule was to produce a spending outline for meeting the facilities needs of the school district over the next ten years. The installation of HVAC fresh air and air-conditioning systems in buildings that lacked those systems was a priority of the schedule.

LONG RANGE EDUCATIONAL PLAN:

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

MISSION

Policy Number 0100

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

LONG-TERM GOAL

Policy Number 0110

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

On June 28, 2022, the Board of Education approved a District Improvement Plan that details the specific actions to be implemented over the next five years to achieve the Mission.

THE PROJECT

In conjunction with the Capital Waterfall Schedule, the Board proposes a construction project at North Stratfield Elementary School to improve thermal & air quality, facility security and energy efficiency. The essential elements of this proposed construction project at North Stratfield Elementary School are to include the following elements:

- HVAC fresh air and air conditioning systems throughout the facility
- A secure entry vestibule and increased security measures
- Upgrade, modification and extension of the existing fire sprinkler system throughout the facility
- Upgrade of the building’s electrical service and equipment as necessary to support added equipment
- Upgrade of the building’s water service and equipment as necessary to support added equipment
- Upgrade of the building’s building management system as necessary to support added equipment
- Installation of LED lights within all ceiling replaced due to the above work
- Building additions as necessary to support upgraded services

ENROLLMENT DATA

NORTH STRATFIELD ELEMENTARY SCHOOL	YEAR								
	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Enrollment	411*	437	458	457	460	446	453	455	457

*August 29 actual enrollment

BUILDING SYSTEMS:

Envelope

- Roofing systems shall be multi-ply systems (no single membrane systems) 20 year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

Security/Safety

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) integrated into the existing IP security camera system..
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Exterior doors used by staff and students for exterior functions shall have Prox card access integrated into the existing card access system.
- Tactile signage (new spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting

Code

- Abate any hazardous material – encapsulation is not acceptable (exception: PCB impacted substrates)
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see OSCG&R Filing Requirements)

INTERIOR BUILDING ENVIRONMENT:

Mechanical Systems

- Separate independent commissioning of Mechanical/Electrical/Plumbing (MEP) systems to include an air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee and the Fairfield Public Schools Central Office
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access

Interior Spaces - General

- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16”, no strange patterns, consistent choices
- Flooring –VCT or other easily mopped finish in classrooms, corridors, etc.

CDAS OSCG&R FILING REQUIREMENTS (for Reimbursement):

This project shall be designed so that it can be filed with the Connecticut Department of Administrative Services – Office of School Construction Grants and Review.

COMMUNITY USES:

North Stratfield Elementary School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as a elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

EDUCATIONAL SPECIFICATIONS

Osborn Hill Elementary School

Fairfield Public Schools

Fairfield, CT 06824

Steve Tracy, Ed.D.

Interim Superintendent of Schools

Approved by BOE XX/XX/XXXX

RATIONALE FOR THE PROJECT

BACKGROUND:

On September 28, 2021 the Fairfield Board of Education adopted the “Capital Waterfall Schedule.” The primary purpose of this schedule was to produce a spending outline for meeting the facilities needs of the school district over the next ten years. The installation of HVAC fresh air and air-conditioning systems in buildings that lacked those systems was a priority of the schedule.

LONG RANGE EDUCATIONAL PLAN:

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

MISSION

Policy Number 0100

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

LONG-TERM GOAL

Policy Number 0110

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

On June 28, 2022, the Board of Education approved a District Improvement Plan that details the specific actions to be implemented over the next five years to achieve the Mission.

THE PROJECT

In conjunction with the Capital Waterfall Schedule, the Board proposes a construction project at Osborn Hill Elementary School to improve thermal & air quality, facility security and energy efficiency. The essential elements of this proposed construction project at Osborn Hill Elementary School are to include the following elements:

- HVAC fresh air and air conditioning systems throughout the facility
- A secure entry vestibule and increased security measures
- Upgrade, modification and extension of the existing fire sprinkler system throughout the facility
- Upgrade of the building’s electrical service and equipment as necessary to support added equipment
- Upgrade of the building’s water service and equipment as necessary to support added equipment
- Upgrade of the building’s building management system as necessary to support added equipment
- Installation of LED lights within all ceiling replaced due to the above work
- Building additions as necessary to support upgraded services

ENROLLMENT DATA

OSBORN HILL ELEMENTARY SCHOOL	YEAR								
	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Enrollment	441*	423	437	439	457	446	442	446	450

*August 29 actual enrollment

BUILDING SYSTEMS:

Envelope

- Roofing systems shall be multi-ply systems (no single membrane systems) 20 year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

Security/Safety

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) integrated into the existing IP security camera system..
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Exterior doors used by staff and students for exterior functions shall have Prox card access integrated into the existing card access system.
- Tactile signage (new spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting

Code

- Abate any hazardous material – encapsulation is not acceptable (exception: PCB impacted substrates)
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see OSCG&R Filing Requirements)

INTERIOR BUILDING ENVIRONMENT:

Mechanical Systems

- Separate independent commissioning of Mechanical/Electrical/Plumbing (MEP) systems to include an air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee and the Fairfield Public Schools Central Office
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access

Interior Spaces - General

- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16”, no strange patterns, consistent choices
- Flooring –VCT or other easily mopped finish in classrooms, corridors, etc.

CDAS OSCG&R FILING REQUIREMENTS (for Reimbursement):

This project shall be designed so that it can be filed with the Connecticut Department of Administrative Services – Office of School Construction Grants and Review.

COMMUNITY USES:

Osborn Hill Elementary School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as a elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

EDUCATIONAL SPECIFICATIONS

Fairfield Woods Middle School

Fairfield Public Schools

Fairfield, CT 06824

Steve Tracy, Ed.D.

Interim Superintendent of Schools

Approved by BOE XX/XX/XXXX

RATIONALE FOR THE PROJECT

BACKGROUND:

On September 28, 2021 the Fairfield Board of Education adopted the “Capital Waterfall Schedule.” The primary purpose of this schedule was to produce a spending outline for meeting the facilities needs of the school district over the next ten years. The installation of HVAC fresh air and air-conditioning systems in buildings that lacked those systems was a priority of the schedule.

LONG RANGE EDUCATIONAL PLAN:

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

MISSION

Policy Number 0100

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

LONG-TERM GOAL

Policy Number 0110

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

On June 28, 2022, the Board of Education approved a District Improvement Plan that details the specific actions to be implemented over the next five years to achieve the Mission.

THE PROJECT

In conjunction with the Capital Waterfall Schedule, the Board proposes a construction project at Fairfield Woods Middle School to improve thermal & air quality, facility security and energy efficiency. The essential elements of this proposed construction project at Fairfield Woods Middle School are to include the following elements:

- HVAC fresh air and air conditioning systems throughout the facility
- A secure entry vestibule and increased security measures
- Upgrade, modification and extension of the existing fire sprinkler system throughout the facility
- Upgrade of the building’s electrical service and equipment as necessary to support added equipment
- Upgrade of the building’s water service and equipment as necessary to support added equipment
- Upgrade of the building’s building management system as necessary to support added equipment
- Installation of LED lights within all ceiling replaced due to the above work
- Building additions as necessary to support upgraded services

ENROLLMENT DATA

FAIRFIELD WOODS MIDDLE SCHOOL	YEAR								
	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Enrollment	744*	750	734	748	767	843	833	848	809

*August 29 actual enrollment

BUILDING SYSTEMS:

Envelope

- Roofing systems shall be multi-ply systems (no single membrane systems) 20 year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

Security/Safety

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) integrated into the existing IP security camera system..
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Exterior doors used by staff and students for exterior functions shall have Prox card access integrated into the existing card access system.
- Tactile signage (new spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting

Code

- Abate any hazardous material – encapsulation is not acceptable (exception: PCB impacted substrates)
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see OSCG&R Filing Requirements)

INTERIOR BUILDING ENVIRONMENT:

Mechanical Systems

- Separate independent commissioning of Mechanical/Electrical/Plumbing (MEP) systems to include an air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee and the Fairfield Public Schools Central Office
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access

Interior Spaces - General

- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16”, no strange patterns, consistent choices
- Flooring –VCT or other easily mopped finish in classrooms, corridors, etc.

CDAS OSCG&R FILING REQUIREMENTS (for Reimbursement):

This project shall be designed so that it can be filed with the Connecticut Department of Administrative Services – Office of School Construction Grants and Review.

COMMUNITY USES:

Fairfield Woods Middle School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as a elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

**Special Meeting Minutes
Fairfield BoE, August 24, 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.

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

Chairman Christine Vitale called the Special meeting to order at 7:00PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Carol Guernsey, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Crissy Kelly. Also present was Acting Superintendent Steve Tracy and members of the central office leadership team.

After the Pledge of Allegiance, the Board held a moment of silence in honor of former Warde student Gilberto Rodriguez.

Discussion and Action on the Election of Superintendent of Schools for Fairfield Public Schools

Mr. Aysseh moved/Mrs. Rotelli seconded the recommended motion “the Board of Education hereby moves, pursuant to Connecticut General Statutes Section 10-157 and all other applicable authority, to elect Michael Testani as the Superintendent of Schools for the term of November 1, 2022, to October 31, 2025, with the terms of the employment of the Superintendent to be set forth in a written contract to be executed by Mr. Testani and the Board.

The Board further delegates to the Chair the authority to execute the final Contract document on behalf of the Board.

Further, the motion and election of the Superintendent is contingent upon Mr. Testani executing the contract document for the said term.”

Mr. Aysseh said he is energized by what Mr. Testani will bring to Fairfield Public Schools. Mr. Testani believes in meeting the needs of every student, knows how to manage a large district and make the most of every dollar to ensure the best value for district investments. Mrs. Rotelli added that Mr. Testani demonstrated a real passion and has a vested interest in Fairfield.

Motion Passed 8-1

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

Mr. Testani thanked the Board and said he is excited and honored and was impressed with the process and the professionalism of the search. Fairfield leadership is strong and he looks forward to working with the Board and district.

The Board agreed by unanimous consent to take a brief recess at 7:10PM, and resumed their meeting at 7:18PM.

Draft

Business Items

Racial Balance Plan

Dr. Tracy said the Racial Balance plan is due to the state on September 8, 2022. Changes to the amendment include a greatly reduced section on the magnet program. It is not possible to implement a magnet program at the onset of redistricting, due in part to logistical challenges and new leadership. Dr. Tracy welcomed additional suggestions.

Mrs. Gerber said the plan should also reflect the redistricting impact to Grades 6-12 and she asked about the timeline for a new waterfall presentation that includes any plans for Dwight. Dr. Tracy said FPS is working with the Town and will present an updated waterfall at the 1st September Board meeting.

Mrs. Vitale said the plan will be submitted as required to the state and excludes intricate details.

Mr. Aysseh said any plans surrounding Dwight will be brought before the full Board. A Dwight renovation could cost \$50M and awareness of all the implications will be essential.

Mrs. Gerber said that if Dwight were to close, capacities at other schools would increase and directly impact redistricting.

Dr. Tracy said he will issue a new invitation to the state board to visit McKinley.

Mrs. Gerber mentioned the importance keeping town officials and state representatives in the loop, given the confirmation from the town attorney on the need to move forward with racial balance. In addition, an outstanding concern is the ambitious timeline combined with a new superintendent.

Mr. Aysseh added that the racial balance plan amendment is in response to the state board. The amendment does not need to be filled in further; the state board is looking for movement and action steps.

Dr. Tracy said the opt-in to McKinley program is not a new commitment and has not resulted in solving the problem. There is no intention of altering or removing this option.

Mrs. Jacobsen asked that the document be consistent with the plural 'plans' and agreed that the impact to Grades 6-12 should also be included in the process.

The Board agreed that consistency of messaging is essential and the public will be kept informed of the details. Mrs. Vitale said redistricting principles will be discussed sometime during the fall.

Mrs. Maxon-Kennelly asked for an analysis on whether the opt-in to McKinley program has impacted the numbers. In addition, she asked for an analysis on the financial impact of redistricting including any potential loss of funding. Mrs. Vitale said she didn't want to go too far down the road for financial impact, as there may also be some cost savings. Dr. Tracy added that the intention is to signal to the state that this Board is serious about complying with the law in a short period of time.

Draft

Superintendent Report

Dr. Tracy reported that Convocation was very positive and upbeat; people were happy to be back and there were lots of positive comments.

Ms. Ingram reported that there are currently 11 full-time classroom openings but hopes to have all classrooms filled in time for the first day of school. If a classroom teaching position is not filled by the first day, a substitute will fill in or a current teacher may take on an additional section. There is a challenge with hiring paraeducators; there are 40 current vacancies. Exit interviews revealed that paras are moving to other districts with better pay, and some want a change in part-time or full-time status. Mrs. Maxon-Kennelly requested a summary of paraeducator exit interviews.

Dr. Tracy reported on the COVID guidance for 2022-2023 and expected the year will be a time of recovery and progress after 2 years of concern and complications. Covid will be treated like other respiratory illnesses. Dr. Tracy thanked Mrs. Mitchell and Mr. Cleary from the Fairfield Health Department for assisting him with the guidance.

Dr. Tracy reported that most 4th graders in the advanced math summer program passed the math test to participate in 5th grade math. Ms. Kelly requested an update on whether the advanced math program resulted in new 5th grade sections.

Mr. Papageorge said a full report on summer projects will be given at the next meeting. Mr. Papageorge reported that there have been a few A/C challenges. The FLHS controls project is stalled due to supply chain issues. The Riverfield roof has been addressed. McKinley units are running fresh air but not cooling; electricians will be dispatched to investigate the problem.

Adjournment

Mr. Aysseh moved/Mr. Peterson seconded that this Special Meeting of the Board of Education adjourn.

Motion Passed: 9-0

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

**Regular Meeting Minutes
Fairfield BoE; August 30, 2022**

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 7:38PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Carol Guernsey, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Crissy Kelly. Others present were Acting Superintendent Steve Tracy, members of the central office leadership team and four members of the public.

Voting Summary

Old Business

Approval of Racial Balance Plan Amendment

Mr. Aysseh moved/Mr. Peterson seconded the recommended motion “that the Board of Education approve the Racial Balance Plan Amendment dated August 30, 2022.”

Motion passed 9-0.

New Business

Approval of the CSDE Authorized Signature Change Form for the Bureau of Health/Nutrition, Family Services and Adult Education

Mr. Aysseh moved/Mrs. Jacobsen seconded the recommended motion “that the Board of Education approve the Signature Change Form for the Bureau of Health/Nutrition, Family Services and Adult Education per the enclosure.”

Motion passed 9-0.

Adoption of Policies

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

Policy 4111.1-4211.1 Personnel – Certified/Non-Certified, Non-Discrimination/Affirmative Action: Equal Employment Opportunity

Policy 4118.14 Personnel – Certified/Non-Certified, Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Policy 4121 Personnel-Certified, Substitute Teachers.”

Motion passed 9-0.

Approval of Minutes

Mr. Peterson moved/Mrs. Guernsey seconded the recommended motion “that the Board of Education approve the following minutes:

June 14, 2022 special meeting minutes

June 28, 2022 special and regular meeting minutes

July 26, 2022 special meeting minutes.”

Motion passed 8-0-1 (Mrs. Jacobsen, Mrs. Guernsey, Mrs. Gerber, Mrs. Vitale, Mr. Aysseh, Mrs. Maxon-Kennelly, Mr. Peterson, Mrs. Kelly in favor; Mrs. Rotelli abstained).

Draft

Adjournment

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

Motion passed 9-0.

Meeting adjourned at 8:58PM.

Detailed Minutes

Mrs. Vitale said the contract for incoming Superintendent Mike Testani has been executed with an expected start date of November 1. Mr. Testani will begin to meet with staff and meet with the community as part of the onboarding process.

Old Business

Approval of Racial Balance Plan Amendment

Mr. Aysseh moved, Mr. Peterson seconded that the Board of Education approve the Racial Balance Plan Amendment dated August 30, 2022.

Dr. Tracy said a second paragraph was added to address the Board’s concerns regarding secondary level implications.

Mr. Jacobsen asked whether it may be possible to include recent achievement data. Dr. Tracy said he will look into that possibility.

Motion Passed: 9-0

New Business

Approval of the CSDE Authorized Signature Change Form for the Bureau of Health/Nutrition, Family Services and Adult Education

Mr. Aysseh moved, Mrs. Jacobsen seconded that the Board of Education approve the Signature Change Form for the Bureau of Health/Nutrition, Family Services and Adult Education per the enclosure.

Motion Passed: 9-0

Update: Summer Maintenance Projects

Dr. Tracy thanked Mr. Papageorge and his crew for all the summer work that allowed schools to open yesterday. Mr. Papageorge provided a list of summer projects to the Board and highlighted project updates and completions and responded to Board questions:

- Burr’s gym floor project experienced delays with materials and cannot be completed while school is in session. This should not conflict with the 2nd floor boiler install; engineers have determined that the boiler can be removed in sections and a wall will not have to be removed.
- There are no issues with expenditures as long as there are no delays in the spring. Projects must begin before the July 1st deadline.
- ‘In Design’ means the project is with the architect and design is not yet approved. Equipment such as roof top units are ‘in design’ for better layouts.
- All projects are anticipated to be completed.

Draft

- Preventative maintenance will be performed on the FLHS scoreboard to ensure it remains operational through the year. The new scoreboard bids came in very high and will be re-bid with a change in scope. The new scoreboard is expected to be fully digital next fall with the ability to show ads. The bid package asked for recommendations for an ad company in the event the district wants to use that option. The project could take place during school hours.
- The HVAC retro-commissioning is in progress with three schools remaining.
- The FLHS handicap press lift box that was completed last year does not meet code due to a phone issue which will be addressed by a new company.

Mr. Papageorge reported that there have been some challenges with warm schools including the Riverfield main office and 3rd grade units, which are both expected to be resolved shortly. The Holland Hill unit should be up and running within the week; the building feed to the McKinley chillers is being investigated by UI for causing outages.

Adoption of Policies

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

- Policy 4111.1-4211.1 Personnel – Certified/Non-Certified, Non-Discrimination/Affirmative Action: Equal Employment Opportunity
- Policy 4118.14 Personnel – Certified/Non-Certified, Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
- Policy 4121 Personnel-Certified, Substitute Teachers.

Mrs. Maxon-Kennelly clarified that the policies are being updated with a current staff member's title and are all considered technical changes.

Motion Passed: 9-0

Approval of Minutes

Mr. Peterson moved, Mrs. Guernsey seconded that the Board of Education approve the following minutes:

- June 14, 2022 special meeting minutes
- June 28, 2022 special and regular meeting minutes
- July 26, 2022 special meeting minutes.

Motion Passed: 8-0-1

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

Abstain: Mrs. Rotelli

Superintendent Report

Introduction, Director of Elementary Education and PK-12 Literacy

Dr. Tracy introduced the Director of Elementary Education and PK-12 Literacy, Janine Goss. Ms. Goss comes to Fairfield from Norwalk Public Schools and has impressed FPS staff with her knowledge of school leadership and improvement.

Ms. Goss said she feels humbled and blessed to be part of the Fairfield school community. She has visited all eleven elementary schools; the buildings are vibrant places to learn and she will do all that she can to ensure each student has what s/he needs.

Mrs. Vitale said she is excited to welcome Ms. Goss to a vital position.

Draft

Legislation Summary

Dr. Tracy summarized a few of the recent legislative actions that may impact FPS in the coming year including:

1. Public bodies can continue to hold remote meetings;
2. Teachers can request behavior intervention meeting for disruptive students;
3. Age limit for SPED services moved up from 21 to 22;
4. Beginning October, approvals may be granted for reasonable employee leaves to address issues related to domestic violence;
5. Para educators require at least 18 hours of PD;
6. Nurses may administer opioid antagonists without prior written authorization;
7. Policy must be implemented to identify students in grades 8 and 9 that are eligible to enroll in advanced courses; and
8. Policy must be implemented for the equitable identification of Gifted students.

School Opening Update

Dr. Tracy reported that the first day of school ran smoothly overall, and he enjoyed riding the school bus to Fairfield Warde, Fairfield Woods and Stratfield.

K-5 School Enrollment Update

Dr. Parrish reported 31 additional elementary students are enrolled than projected. Past elementary practice for exceeding the class size threshold within the first two weeks is to add a section. After the first two weeks, additional support is added to the classroom when the threshold is exceeded.

Mr. Aysseh said it may be worth reviewing the approach to registration to ensure families are enrolled as soon as possible. Dr. Tracy said it is hard to control families' timing of registrations and enrollment is monitored carefully.

Dr. Parrish said some of the new registrants are returning from private schools and many are new to Fairfield.

Vacancy Report

Ms. Ingram reported that there are currently one full-time teacher vacancy, seven part-time vacancies and 26 paraeducator vacancies. Dr. Tracy commended Ms. Ingram and her staff for filling dozens of positions over the summer. Ms. Ingram reported that 52% of the paraeducators that left are working in another district. Thanks in part to an executive order from the Governor, retired teachers have been helping to fill long-term sub positions. The pool for daily subs has been challenging but interns are helping.

Mr. Mancusi said that most of the paraeducator vacancies are at the high school level.

Grade 5 Accelerated Math Update

Mr. Wakeman reported that 37 additional 4th grade students successfully completed the summer accelerated math program and tested into advanced math. Mr. Wakeman thanked teachers Ms. Macoy and Ms. Ioanna for planning, preparing and teaching the summer program. Mr. Wakeman said the program resulted in one 5th grade math class at Stratfield exceeding class size guidelines with 26 students. The principal and teachers supported the approach to place both 4th graders in the same class.

Ms. Guernsey expressed her concern over setting a precedent with exceeding class size guidelines. Ms. Kelly agreed and said it was unfair to all the other students in the class. Mrs. Rotelli said it was nice to know the teacher was fine with the extra students, but the Board has been inundated with emails from parents who are not happy; it would be helpful to get extra support for that class. Dr. Tracy said he also agreed with the approach and will regroup to find out what can be done better.

Mrs. Maxon-Kennelly requested ample time to review program plans for next year.

Draft

Committee/Liaison Reports

Mrs. Rotelli reported for SEPTA: The first meeting will take place September 28 at McKinley School.

Mr. Aysseh reported for Transportation: Thanks and appreciation to First Student for the first two days of school. Bus routes may be a little longer for the first few weeks as drivers and students adjust to routes. Space available requests are not processed until after October. Safety concerns should be reported to the principal and to the bus service email. Patience is requested regarding transportation concerns; a driver shortage remains and is impacting most area districts. First Student plans to roll out the 'First View' app which will allow parents to view the bus location and improve bus-stop timing and accuracy. Dr. Tracy thanked Mr. Papageorge for ensuring that crossing guards are all at their stations.

Mrs. Maxon-Kennelly reported for the Policy Committee: A medication administration policy will be a one-and-done adoption at the next Board meeting.

Mrs. Gerber reported for the Mill Hill BC: Punch list items are nearing completion and the project is expected to close out before the end of the calendar year.

Open Board Comment

Mrs. Maxon-Kennelly thanked Katie Flynn, PTAC President for advertising Odyssey of the Mind.

Mr. Aysseh thanked Dr. Tracy and staff for a great start to the school year.

Mrs. Vitale said it was wonderful to feel the energy during Convocation and she is looking forward to all the great work that will be done together.

Public Comment

Katie Flynn, PTAC President: Thanked the Board and staff and advocated for the alignment of enrollment practices and creating a final date for section changes.

Gladys Walker Jones, Education Chair for Bridgeport NAACP: Wants to be on record that NAACP endorse the FPS Plan for Racial Balance.

Adjournment

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

Motion Passed 9-0

Meeting adjourned at 8:58PM.

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

**FAIRFIELD BOARD OF EDUCATION
AGENDA ITEM**

**Enclosure No. 8
September 29, 2022**

For Consideration by the Board of Education at the Meeting of: September 29, 2022

Prepared By: Dr. Zakia Parrish, Deputy Superintendent

Presented By: Dr. Zakia Parrish, Deputy Superintendent

Attachments: 2022-2023 Elementary Enrollment Report (as of September 23, 2022)

Subject: 2022-2023 Elementary Enrollment Report (as of September 23, 2022)

Relation to District Improvement Plan: This is the enrollment report for grades K-5, as of September 23, 2022, for the 2022-2023 school year.

Background:

The current enrollment in grades K-5 reflect 42 more students than the projection.

There are five schools with one grade level at the class size threshold:

- Burr: grade one
- Holland Hill: kindergarten
- Jennings: grade one
- North Stratfield: grade two
- Osborn Hill: grade three

There are two elementary schools who needed fewer sections than what was budgeted:

- North Stratfield: one section in grade two
- Stratfield: one section in grade five

There are two elementary schools who needed more sections than what was budgeted:

- Burr: one section in grade five
- Osborn Hill: one section in kindergarten

There are 199 sections needed based on the current enrollment, which matches the number of sections included in the budget. There was an additional registration for McKinley on September 13th in grade three, which resulted in the need to add a section.

Status: The October 1, 2022 enrollment will be officially submitted to CSDE as of the yearly PSIS reporting.

RECOMMENDATION: For review only.

Recommended by the Superintendent: Steve Tracy

Agenda Item # 8A

Elementary Enrollment
2022 - 2023 Projected and Actual Enrollment

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

	2022-2023 Projection									2022-2023 Actual									# Sections Changes Budget to Actual	
	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections		
Burr	19	21	17	20	19					17	23	17	21	20	18					
	19	21	17	21	19	24				17	23	18	21	20	18					
	20	21	17	21	20	25				18	23	18	21	21	18					
	58	63	51	62	58	49	341	20.1	17	52	69	53	63	61	54	352	19.6	18	1	
	At class size threshold									At class size threshold										
																				19
Dwight	18	17	22	25	20	23				15	18	21	23	20	24					
	18	17	22	25	21	24				15	19	22	24	20	24					
	36	34	44	50	41	47	252	21.0	12	30	37	43	47	40	48	245	20.4	12	0	
	At class size threshold									At 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
 September 23, 2022

School	2022									2023									# Sections Changes Budget to Actual
	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections	
Holland Hill						17									17				
	19	19	18	17	23	17				23	20	18	19	19	17				
	19	19	19	17	24	20			Math Academy	23	20	19	19	19	20			Math Academy	
	19	19	19	18	24	18				23	20	19	19	19	18				
	57	57	56	52	71	72	365	19.2	19	69	60	56	57	57	72	371	19.5	19	0
										At class size threshold							1		
																		20	
Jennings					17									17					
	21	21	19	17	21	20				19	23	21	17	22	20				
	21	22	19	18	21	20				20	23	21	17	22	20				
	42	43	38	52	42	40	257	19.8	13	39	46	42	51	44	40	262	20.2	13	0
										At class size threshold							1		
										1 student above class size threshold							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
 September 23, 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	17	20	17	22				
17	18	20	18	21	20					17	17	20	17	22	18					
17	19	20	19	21	20					17	18	20	18	22	19					
18	19	19	19	21	21					18	18	20	18	22	19					
69	74	79	74	84	61		441	19.2	23	69	70	80	70	88	56	433	18.8	23	0	
										1 student above class size threshold										
																				# Sections Changes Budget to Actual
Mill Hill	K	1	2	3	4	5	Total	Avg.	Total # Sections	K	1	2	3	4	5	Total	Avg.	Total # Sections		
	19										20									
19	19	20	18	21	20					20	20	22	19	24	21					
19	19	20	18	22	20					20	20	22	20	25	21					
20	20	21	19	22	21					20	20	23	20	25	22					
58	77	61	55	65	61		377	19.8	19	60	80	67	59	74	64	404	21.3	19	0	
										1 student below 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
 September 23, 2022

Stratfield	2022-2023 Budget								Total # Sections	2022-2023 Actual								Total # Sections	# Sections Changes Budget to Actual	
	K	1	2	3	4	5	Total	Avg.		K	1	2	3	4	5	Total	Avg.			
	19	19	17	20	18	17			18	18	19	21	19							
	19	19	18	21	18	17			18	19	20	21	20	24						
	19	19	18	21	18	18			18	19	20	22	20	24						
	57	57	53	62	54	52	335	18.6	54	56	59	64	59	48	340	20.0	17	-1		
	632	733	644	678	657	655	3,999		634	733	664	686	680	644	4,041		42	Students		

Sections	2022-2023 Budget							Total	2022-2023 Actual							Total	Net Sections
	K	1	2	3	4	5	Total		K	1	2	3	4	5	Total		
	32	37	34	33	32	31	199	33	37	33	33	32	31	199	0	Net Sections	
	0	0	0	2		0	2	1	2	1	1	0	0	5			
	32	37	34	35	32	31	201	34	39	34	34	32	31	204	5	Net Sections	
	Potential Changes to Budget Sections								Potential Changes to Budget Sections								
	At class size threshold								At class size threshold								

**FAIRFIELD BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: September 29, 2022

Prepared By: Dr. Zakia Parrish, Deputy Superintendent

Presented By: Dr. Zakia Parrish, Deputy Superintendent

Attachments: International Field Trips Memo and International Travel Waiver (vMay242022)

Subject: International field trip requests

Relation to District Improvement Plan: Supports academic strategic initiative

Background: International field trip preliminary applications are due by September 15th of the school year in which the trip is being planned. The International Travel Waiver, which was revised as of May 2022 in consultation with representatives from Pullman & Comley, LLC, is due no later than November 15, 2022. The final stage of the application process is the submission of the CIRMA International Travel Insurance Application (revised as of September 2022), a detailed itinerary and final chaperone/student rosters, all of which must be submitted by January 15, 2023 for trips being planned for April 2023.

Status: The following trips have been submitted by staff for approval

Lead Teacher Name	School	Destination	Dates of Trip	Number of Students	Travel Agency
DeGroat, Lori	FWHS	Italy	4/7/23 - 4/15/23	14	Prometour Educational Tours
Huber, Donna	FLHS	France	4/6/23 - 4/13/23	13-20	EF Educational Tours
Mairech, Rabia	FWHS	France	4/6/23 - 4/16/23	20	Prometour Educational Tours
Kroqi, Gjorgj	RLMS	Spain	4/4/23 - 4/13/23	40	TravelEnglish

RECOMMENDATION: For review.

Recommended by the Superintendent: Steve Tracy

Agenda Item # 8B



MEMORANDUM

To: Dr. Stephen Tracy, Interim Superintendent
Board of Education Members

From: Dr. Zakia Parrish, Deputy Superintendent

Date: September 29, 2022

Re: International Field Trips

At the October 26, 2004, meeting, the Board of Education lifted the ban on international travel and delegated the approval for such trips to the Superintendent of Schools. The following student international travel trips for our secondary schools have been approved by the administration.

International field trip preliminary applications are due by September 15th of the school year in which the trip is being planned. The International Travel Waiver, which was revised as of May 2022 in consultation with representatives from Pullman & Comley, LLC, is due no later than November 15, 2022. The final stage of the application process is the submission of the CIRMA International Travel Insurance Application (revised as of September 2022), a detailed itinerary and final chaperone/student rosters, all of which must be submitted by January 15, 2023, for trips being planned for April 2023.

In an effort to maintain consistent instructional practices, no staff or students will miss more than two (2) full days of school for any field trip. Good Friday will occur on April 7, 2023. Spring recess for staff and students begins on April 10, 2023 and ends on April 14, 2023.

Fairfield Warde High School

Destination: Milan/Venice/Florence, Italy

Date of Trip: April 7–15, 2023

Teachers Responsible: Lori DeGroat (lead) and Carrie Weber

Estimated Cost of Trip: \$3,700.00 (per person)

Number of Students Attending: 14

Number of Chaperones: 2

Students will observe professional sewing and garment construction, as well as production of fashion sketches and the fashion design process. They will explore design careers, including the use of technology, retail marketing and branding, and production.

Fairfield Warde High School

Destination: Nimes/Paris, France

Date of Trip: April 6–16, 2023

Teachers Responsible: Rabia Mairech (lead) and Laura Baumeister

Estimated Cost of Trip: \$3,500.00 (per person)

Number of Students Attending: 14

Number of Chaperones: 2

This exchange has existed with our sister high school, Albert Camus, in Nimes, France for over 40 years. The goal of our trip is to continue this tradition with linguistic educational and cultural exchange between our students and French students.

Fairfield Ludlowe High School

Destination: Paris, France

Date of Trip: April 7–14, 2023

Teachers Responsible: Donna Huber (lead) and Vicki Hastings

Estimated Cost of Trip: \$3,980.00 (per person)

Number of Students Attending: 13-20

Number of Chaperones: 2

This trip will focus on food, fashion and culture. Students in Fashion & Design and Fashion Merchandising courses will evaluate textile use in designs, various construction techniques and the role of theory in the fashion movement. Culinary Arts students will immerse themselves in culinary techniques used abroad, evaluate and prepare recipes, participate in culinary institute classes, and observe food supply and distribution through walking tours and open-air markets.

Roger Ludlowe Middle School

Destination: Malaga/Cordoba/Granada/Gibraltar/Sevilla, Spain

Date of Trip: April 4–13, 2023 (leaving after dismissal on April 4th)

Teachers Responsible: Gjorgi Kroqi

Estimated Cost of Trip: \$2,800.00 (per person)

Number of Students Attending: 25

Number of Chaperones: 26 (parent/guardian for each student)

This concert tour combines performing concerts in Southern Spain with significant learning experiences for students.

Fairfield Public Schools
International Travel Agreement/Waiver

School: _____
Destination: _____
Dates: _____

Personal Information:

Name of Student: _____ Date of Birth: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____
Cell Phone: _____

Parent/Guardian Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____
Cell Phone: _____
Work Phone: _____

Emergency Contact Information:

Emergency Contact: _____
Relationship to Student: _____
Contact Phone #1 _____
Contact Phone #2 _____
Contact Phone #3 _____

We, the undersigned Parent(s)/Guardian(s) of the Student named above (the "Student"), hereby give our permission for the Student to participate in the _____ Trip, in _____ 202__.

We understand that the Student will travel to _____ during the _____ Break, with a departure date of _____ and a return date of _____ and acknowledge that we have been given a complete itinerary (the "Itinerary") for the Tour.

We understand and acknowledge that participation in the Tour is a completely voluntary and is a privilege, and that the Student must comply with all rules and regulations of the Fairfield Public Schools, before and during the Tour. We further acknowledge receipt of a Code of Conduct, with which the Student must comply at all times during the Tour. **We understand that the failure to comply with such rules and/or Code may result in the student being unable to attend the Trip or being sent home at the parents' expense. If such occurs, the family shall be unable to recover the fees paid for this trip.**

We understand that we are allowing the Student to travel with Chaperones, whose names have been disclosed to us, and that such Chaperones will temporarily act in loco parentis, or as custodian of the Student for the duration of the Tour.

We also understand and acknowledge that international travel may involve certain risks beyond the control of _____ School, Fairfield Public Schools, the Fairfield Board of Education, or their officers, directors, elected representatives, employees, volunteers, agents, representatives and/or Chaperones ("Released Parties"), including but not limited to accidents, injuries, emergencies, exposure to reckless conduct of other persons, natural disaster, world events, terrorism, **potential exposure to COVID-19** and/or negligence of security and/or medical personnel, and that the RELEASED PARTIES, **as defined below**, disclaim any and all responsibility for any such risks.

The RELEASED PARTIES shall include the Board of Education (the "Board"), its individual members, the Board's employees, the chaperones and all individuals acting on behalf of the Board.

In consideration of the educational value of travel to _____, the opportunities to be offered to the Student during the Tour, and other privileges and advantages to be gained by the student's participation in the Tour, we agree to the following terms and conditions of participation:

1. The Tour is subject to cancellation, and the Itinerary is subject to change, at any time prior to, and during, the Tour at the discretion of, or due to circumstances beyond the control of, the Released Parties, acting individually or collectively. All changes will be communicated to the student and his/her Parent(s)/Guardian(s) as quickly as possible under the circumstances. In the event a change or cancellation becomes necessary, and non-refundable expenses have already been paid or additional expenses are incurred, the student and his/her Parent(s)/Guardian(s) shall be solely responsible for all such costs. In no event shall the Released Parties fund, in whole or in part, or provide financial support of any kind to the student before, during or after, the Tour. **In addition to these possibilities, the student and his/her parent are specifically aware that cancellations and changes to the itinerary may occur due to local, state or national travel restrictions caused by COVID-19 or other health-related reasons or other reasons. The student and his/her Parents, by signing this Agreement, are specifically assuming the risk of loss of the deposit and/or payment due to such conditions.**

2. The Student must comply with all rules and regulations of the Fairfield Public Schools, and the Code of Conduct, at all times before and during the Tour. In the event of non-compliance during the Tour, or misconduct at any time, including failure to comply with the Chaperones' instructions, the student may be required to depart from the Tour and return to his/her home, at the Chaperone's sole discretion. Should the Student be denied the right to participate, before or during the Tour, and non-refundable expenses have already been paid or additional expenses are incurred for the student to return to his/her home early, the Student and his/her Parent(s)/Guardian(s) shall be solely responsible for all such costs.

3. The Student and his/her Parent(s)/Guardian(s) understand and acknowledge that the student may become ill or suffer an injury during the Tour. In that event, they authorize First Aid to be administered to the student. If it should become necessary to seek professional medical or dental treatment, regardless of the condition, the student and his/her Parent(s) Guardian(s) authorize the Chaperones, individually or collectively, to give permission for a health care professional to administer any medical, dental and/or surgical treatment deemed necessary, including hospitalization. The Parent(s)/Guardian(s) understand and acknowledge that, in the event of an emergency, they may not receive notification prior to such treatment. The student and his/her Parent(s)/Guardian(s) shall be solely responsible for all costs and expenses incurred in connection with such emergency, medical and/or dental treatment. Should it be necessary for the student to depart from the Tour and return to his/her home due to medical reasons, and non-refundable expenses have already been paid or additional expenses are incurred for the student to return to his/her home early, the Student and his/her Parent(s)/Guardian(s) shall be solely responsible for all such costs.

4. The Student and the Parents understand that if the student is unable to travel due to having tested positive for COVID-19 or other health condition, they shall be solely responsible for all non-refundable fees paid to date. In addition, if the student tests positive during the trip for COVID-19 or other health condition that subjects him/her to travel restrictions, the parents shall be solely responsible for all fees and costs associated with such travel restrictions. This shall include but not be limited to, any travel changes, medical treatment, hotel and other accommodations and any other accommodations necessary to comply with any and all travel restrictions.

5. We, _____, Parent/Guardian of _____, grant the student permission to participate in a field trip (and tour) to _____, scheduled to begin on _____. We hereby acknowledge that we have been properly advised, cautioned, and warned that by participating this activity, the student may be exposing her/himself to the risk of injury which could result in a temporary or permanent, partial, or complete impairment. We recognize that the Board, its agents, employees, or members shall bear no responsibility for any accident, injury or health condition (including death) sustained by the student while participating in the aforementioned trip to _____ and all related travel to and from _____ and during the tour and visit.

6. We, the Student and his/her Parent(s)/Guardian(s), do hereby forever release, acquit, discharge and covenant to hold harmless the Released Parties, from all actions, causes of action, claims, demands, damages, loss of service, expenses and compensation on account of, or in any way growing out of or any and all personal injuries and property damages, whether based on tort, negligence, statute, contract or otherwise, suffered by the student or caused by the student, which may result at any time during the trip, and which the Parent(s)/Guardian(s) may hereafter have, as well as claims or rights of action for damages which the Student may hereafter have either before or after he/she has reached majority. We, the Student, and his/her Parent(s)/Guardian(s) further promise to bind ourselves, jointly and severally, to reimburse to the Released Parties any sum of money which they have been compelled to pay, because of any injury or damage or for any reason, on behalf of the student while on the Tour.

We, the Student and his/her Parent(s)/Guardian(s), fully understand the risks associated with participation in the Tour, and the consequences of signing this International Travel Agreement/Waiver, knowingly, freely and willingly.

Student's Signature

Date

Parent's/Guardian's Signature

Date

Parent's/Guardian's Signature

Date

**Statement of Account - Summary by
Major Classification and Summary Object
Fairfield Public Schools**

**Enclosure No. 10
September 29, 2022**

8/31/2022
4:51:41PM

Fiscal Year

Sum Obj	Description	Appropriation As Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
PERSONNEL SERVICES									
101	TEACHING STAFF	\$80,314,889	\$0	\$80,314,889	\$38,996.08	\$276,091.16	0.00	\$79,999,801.76	0.39%
103	CERTIFIED SUPPORT STAFF	\$9,718,053	\$0	\$9,718,053	\$33,437.06	\$0.00	0.00	\$9,684,615.94	0.34%
105	SCHOOL ADMIN STAFF	\$7,056,091	\$0	\$7,056,091	\$1,164,852.81	\$5,710,212.20	0.00	\$181,025.99	97.43%
107	CENTRAL ADMINISTRATION STAFF	\$788,750	\$0	\$788,750	\$118,320.78	\$473,755.92	0.00	\$196,673.30	75.07%
109	DIRECTOR/SUPERVISOR/MGR	\$990,657	\$0	\$990,657	\$170,013.04	\$850,109.44	0.00	(\$29,465.48)	102.97%
111	SECRETARIAL/CLERICAL STAFF	\$3,600,490	\$0	\$3,600,490	\$336,416.76	\$1,644,498.24	0.00	\$1,619,575.00	55.02%
113	PARA EDUCATOR	\$4,222,409	\$0	\$4,222,409	\$0.00	\$92,231.92	0.00	\$4,130,177.08	2.18%
115	CUSTODIAN STAFF	\$4,497,195	\$0	\$4,497,195	\$730,175.80	\$3,531,237.88	0.00	\$235,781.32	94.76%
117	MAINTENANCE STAFF	\$1,110,393	\$0	\$1,110,393	\$167,708.11	\$800,350.76	0.00	\$142,334.13	87.18%
121	SUPPORT STAFF	\$3,190,892	\$0	\$3,190,892	\$484,784.09	\$2,351,706.28	0.00	\$354,401.63	88.89%
125	SE TRAINER STAFF	\$1,142,026	\$0	\$1,142,026	\$165,113.49	\$772,130.39	0.00	\$204,782.12	82.07%
129	PART-TIME EMPLOYMENT	\$3,585,285	\$163,779	\$3,749,064	\$499,595.63	\$67,500.00	183,600.00	\$2,998,367.87	20.02%
131	WAGE/BENEFIT RESERVE	\$876,267	\$0	\$876,267	\$500.00	\$0.00	0.00	\$875,767.00	0.06%
133	STAFF REPLACEMENT	(\$1,130,000)	\$0	(\$1,130,000)	\$0.00	\$0.00	0.00	(\$1,130,000.00)	0.00%
135	DEGREE CHANGES	\$270,475	\$0	\$270,475	\$0.00	\$0.00	0.00	\$270,475.00	0.00%
307	OTHER SERVICES	\$1,574,431	\$0	\$1,574,431	\$3,252.69	\$0.00	0.00	\$1,571,178.31	0.21%
TOTAL PERSONNEL SERVICES		\$121,808,303	\$163,779	\$121,972,082	\$3,913,166.34	\$16,569,824.19	183,600.00	\$101,305,490.97	16.94%
FIXED CHARGES									
201	HEALTH INSURANCE	\$29,432,466	\$0	\$29,432,466	\$0.00	\$0.00	0.00	\$29,432,466.00	0.00%
203	LIFE/DISABILITY INSURANCE	\$308,660	\$0	\$308,660	\$26,096.35	\$0.00	0.00	\$282,563.65	8.45%
205	SOCIAL SECURITY	\$2,812,065	\$0	\$2,812,065	\$203,049.81	\$0.00	0.00	\$2,609,015.19	7.22%
207	PENSION/RETIREMENT	\$2,184,390	\$0	\$2,184,390	\$37,773.94	\$0.00	0.00	\$2,146,616.06	1.73%
TOTAL FIXED CHARGES		\$34,737,581	\$0	\$34,737,581	\$266,920.10	\$0.00	0.00	\$34,470,660.90	0.77%
PUPIL PERSONNEL									
301	INSTRUCTIONAL SERVICES	\$126,000	\$0	\$126,000	\$5,200.00	\$35,000.00	115,750.00	(\$29,950.00)	123.77%
303	PUPIL PERSONNEL SERVICES	\$6,050,539	\$0	\$6,050,539	\$470,644.63	\$5,118,864.90	473,083.30	(\$12,053.83)	100.20%
313	MAINTENANCE SERVICES	\$1,500	\$0	\$1,500	\$0.00	\$0.00	0.00	\$1,500.00	0.00%
315	RENTALS	\$17,000	\$0	\$17,000	\$17,000.00	\$0.00	0.00	\$0.00	100.00%
317	STUDENT TRANSPORTATION	\$4,743,271	\$0	\$4,743,271	\$3,238.71	\$32,341.50	0.00	\$4,707,690.79	0.75%
319	CONFERENCE & TRAVEL	\$160,796	\$0	\$160,796	\$1,323.36	\$83,200.00	2,997.69	\$73,274.95	54.43%
327	PRINTING/COPYING	\$7,589	\$0	\$7,589	\$593.60	\$5,142.33	0.00	\$1,853.07	75.58%
329	TUITION	\$8,378,440	\$0	\$8,378,440	\$2,384,528.45	\$7,693,883.81	650,825.77	(\$2,350,798.03)	128.06%
401	INSTRUCTIONAL SUPLS/MATLS	\$69,000	\$0	\$69,000	\$16,812.25	\$6,706.80	5,932.51	\$39,548.44	42.68%
404	SPLS, BKS, MATLS-DIST SUPPORT	\$25,000	\$0	\$25,000	\$6,496.12	\$0.00	849.15	\$17,654.73	29.38%
411	TEXTBOOKS	\$8,000	\$0	\$8,000	\$0.00	\$0.00	0.00	\$8,000.00	0.00%
415	OTHER SUPPLIES/MATERIALS	\$2,250	\$0	\$2,250	\$0.00	\$0.00	0.00	\$2,250.00	0.00%
601	DUES AND FEES	\$3,454	\$0	\$3,454	\$0.00	\$0.00	0.00	\$3,454.00	0.00%
TOTAL PUPIL PERSONNEL		\$19,592,839	\$0	\$19,592,839	\$2,905,837.12	\$12,975,139.34	1,249,438.42	\$2,462,424.12	87.43%
SCHOOL EXPENSE									
301	INSTRUCTIONAL SERVICES	\$33,700	\$0	\$33,700	\$0.00	\$160.00	499.82	\$33,040.18	1.96%
307	OTHER SERVICES	\$84,100	\$0	\$84,100	\$529.95	\$0.00	0.00	\$83,570.05	0.63%
315	RENTALS	\$146,822	\$0	\$146,822	\$390.00	\$44,420.00	0.00	\$102,012.00	30.52%
317	STUDENT TRANSPORTATION	\$36,090	\$0	\$36,090	\$0.00	\$0.00	0.00	\$36,090.00	0.00%
319	CONFERENCE & TRAVEL	\$45,506	\$1,595	\$47,101	\$6,531.62	\$3,013.15	1,475.00	\$36,081.23	23.40%
327	PRINTING/COPYING	\$232,628	\$0	\$232,628	\$18,980.47	\$209,861.29	0.00	\$3,786.24	98.37%
400	SUPPLIES, BOOKS & MATERIALS	\$1,335,823	(\$1,620)	\$1,334,203	\$62,177.63	\$189,292.39	37,187.11	\$1,045,545.37	21.64%
402	INSTRUCTIONAL SPLS-DIST SUPPRT	\$23,000	\$0	\$23,000	\$337.36	\$8,000.00	424.00	\$14,238.64	38.09%
409	STUDENT ACTIVITY EXPENSES	\$656,680	\$0	\$656,680	\$90,600.36	\$194,171.93	113,185.17	\$258,722.54	60.60%
415	OTHER SUPPLIES/MATERIALS	\$17,438	\$0	\$17,438	\$246.92	\$130.87	859.18	\$16,201.03	7.09%
601	DUES AND FEES	\$28,963	\$25	\$28,988	\$23,618.00	\$0.00	89.00	\$5,281.00	81.78%
TOTAL SCHOOL EXPENSE		\$2,640,750	\$0	\$2,640,750	\$203,412.31	\$649,049.63	153,719.28	\$1,634,568.28	38.10%
SUPPORT EXPENSE									

**Statement of Account - Summary by
Major Classification and Summary Object
Fairfield Public Schools**

8/31/2022
4:51:43PM

Fiscal Year

Sum Obj	Description	Appropriation As Adopted	Budget Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrances	Outstanding Requisitions	Unencumbered Balance	% Used
301	INSTRUCTIONAL SERVICES	\$278,831	\$0	\$278,831	\$108,093.27	\$0.00	16,050.00	\$154,687.73	44.52%
305	PROFESSIONAL/TECHNICAL SVCS	\$744,800	\$0	\$744,800	\$726.49	\$12,998.51	3,325.00	\$727,750.00	2.29%
307	OTHER SERVICES	\$86,000	\$0	\$86,000	\$50,892.00	\$0.00	0.00	\$35,108.00	59.18%
309	SECURITY SVCS/EXPENSES	\$520,555	(\$163,779)	\$356,776	\$6,631.41	\$303,061.08	30,308.00	\$16,775.51	95.30%
313	MAINTENANCE SERVICES	\$1,159,333	\$0	\$1,159,333	\$634,453.23	\$251,535.69	41,611.68	\$231,732.40	80.01%
319	CONFERENCE & TRAVEL	\$35,580	\$0	\$35,580	\$1,791.66	\$4,400.00	0.00	\$29,388.34	17.40%
321	PROFESSIONAL DEVELOPMENT	\$809,761	(\$1,000)	\$808,761	\$99,439.21	\$23,618.78	13,723.82	\$671,979.19	16.91%
323	POSTAGE	\$40,460	\$0	\$40,460	\$552.83	\$9,447.17	800.00	\$29,660.00	26.69%
325	PERSONNEL/RECRUITMENT EXP	\$33,750	\$0	\$33,750	\$0.00	\$500.00	0.00	\$33,250.00	1.48%
327	PRINTING/COPYING	\$60,019	\$0	\$60,019	\$5,791.97	\$45,114.85	0.00	\$9,112.18	84.82%
329	TUITION	\$347,122	\$0	\$347,122	\$0.00	\$0.00	0.00	\$347,122.00	0.00%
401	INSTRUCTIONAL SUPLS/MATLS	\$856,096	\$1,000	\$857,096	\$471,403.61	\$60,880.18	205.99	\$324,606.22	62.13%
403	OFFICE/GENERAL SUPPLIES	\$13,000	\$0	\$13,000	\$182.98	\$5,179.50	0.00	\$7,637.52	41.25%
411	TEXTBOOKS	\$7,857	\$0	\$7,857	\$0.00	\$0.00	0.00	\$7,857.00	0.00%
415	OTHER SUPPLIES/MATERIALS	\$133,660	\$0	\$133,660	\$7,620.16	\$3,483.34	6,865.00	\$115,691.50	13.44%
424	OTHER SUPPLIES	\$5,000	\$0	\$5,000	\$0.00	\$0.00	0.00	\$5,000.00	0.00%
601	DUES AND FEES	\$47,511	\$0	\$47,511	\$30,594.25	\$870.00	0.00	\$16,046.75	66.23%
TOTAL SUPPORT EXPENSE		\$5,179,335	(\$163,779)	\$5,015,556	\$1,418,173.07	\$721,089.10	112,889.49	\$2,763,404.34	44.90%
MAINT/OPER/TRANS									
305	PROFESSIONAL/TECHNICAL SVCS	\$200,000	\$0	\$200,000	\$0.00	\$38,974.00	69,235.00	\$91,791.00	54.10%
311	UTILITY SERVICES	\$5,072,528	\$0	\$5,072,528	\$304,402.47	\$282,527.78	0.00	\$4,485,597.75	11.57%
313	MAINTENANCE SERVICES	\$4,570,079	\$0	\$4,570,079	\$628,464.11	\$1,982,651.05	26,049.55	\$1,932,914.29	57.71%
317	STUDENT TRANSPORTATION	\$5,586,668	\$0	\$5,586,668	\$0.00	\$0.00	0.00	\$5,586,668.00	0.00%
319	CONFERENCE & TRAVEL	\$35,800	\$0	\$35,800	\$2,511.27	\$0.00	0.00	\$33,288.73	7.01%
321	PROFESSIONAL DEVELOPMENT	\$28,950	\$0	\$28,950	\$2,210.00	\$0.00	0.00	\$26,740.00	7.63%
424	OTHER SUPPLIES	\$300,000	\$0	\$300,000	\$34,560.73	\$73,402.49	0.00	\$192,036.78	35.99%
429	MAINTENANCE/REPAIR SUPPLIES	\$667,384	\$0	\$667,384	\$32,363.72	\$198,440.14	3,900.00	\$432,680.14	35.17%
TOTAL MAINT/OPER/TRANS		\$16,461,409	\$0	\$16,461,409	\$1,004,512.30	\$2,575,995.46	99,184.55	\$12,781,716.69	22.35%
CAPITAL									
501	CAPITAL OUTLAY	\$430,500	\$0	\$430,500	\$22,508.89	\$19,069.78	11,227.45	\$377,693.88	12.27%
503	TECHNOLOGY	\$1,640,838	\$0	\$1,640,838	\$380,337.00	\$819,226.96	109,416.75	\$331,857.29	79.78%
TOTAL CAPITAL		\$2,071,338	\$0	\$2,071,338	\$402,845.89	\$838,296.74	120,644.20	\$709,551.17	65.74%
GRAND TOTAL		\$202,491,554	\$0	\$202,491,554	\$10,114,867.13	\$34,329,394.46	1,919,475.94	\$156,127,816.47	22.90%