BOE/CO
Friday Packet
October 14, 2022

Upcoming Meeting Dates

10-14-2022 Summer Boost Expenditure Memo

10-11-2022 ECC and Sped Program Enrollment Memo

Curriculum: AP Italian

Curriculum: American Sign Language II

10-19-2022 Facilities Committee Agenda/Enclosures

FAIRFIELD
PUBLIC SCHOOLS

16 39

INTEROFFICE MEMORANDUM

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

From: Dr. Zakia Parrish, Deputy Superintendent

Date: October 14, 2022

Re: Request for Summer BOOST Expenditures

Board of Education member, Crissy Kelly, requested a breakdown of the ESSER II funds expended to support the Summer BOOST program. Below is the requested expenditure breakdown for each year of the program:

Category	Total Allocated	Spent in 2021	Spent in 2022	Total Spent	Total Remaining
Program Principals	$29,991.00	$13,527.00	$11,775.92	$25,302.92	$4,688.08
Social Workers	$8,350.00	$4,175.00	$3,975.00	$8,150.00	$200.00
Classroom Teachers	$192,100.00	$94,825.00	$77,788.00	$172,613.00	$19,487.00
Secretaries	$7,684.00	$3,767.00	$5,592.00	$9,359.00	$(1,675.00)
Para Educators	$4,843.00	$2,103.00	$2,799.00	$4,902.00	$(59.00)
Lead Teachers	$10,800.00	$5,400.00	$7,950.00	$13,350.00	$(2,550.00)
Professional Development	$11,573.00	$5,786.47	$11,323.12	$17,109.59	$(5,536.59)
Remote Tutors	$60,590.00	$41,050.00	2021 only	$41,050.00	$19,540.00
Curriculum Writing	$16,932.00	$8,466.00	$1,755.00	$10,221.00	$6,711.00
Nurses	$9,574.00	$4,787.00	$5,297.00	$10,084.00	$(510.00)
Bus Transportation	$64,660.00	$32,329.80	$31,312.00	$63,641.80	$1,018.20
Program Supply & Materials	$57,190.00	$34,746.88	$10,758.24	$45,505.12	$11,684.88
Totals	$474,287.00	$250,963.15	$170,325.88	$421,288.43	$53,998.57

FAIRFIELD PUBLIC SCHOOLS

Robert Mancusi, Executive Director of Special Education & Special Programs
501 Kings Highway East, Suite 210
Fairfield, CT 06825
Phone (203)255-8379   Fax (203) 255-8247

To: Board of Education Members

From: Robert Mancusi, Executive Director of Special Education & Special Programs

Cc: Dr. Stephen Tracy, Interim Superintendent of Schools

Re: ECC and Special Education updated information

Date: October 11, 2022

MEMO

1. Below are current ECC classroom enrollments as of October 10, 2022. Included in this information is a breakdown of the percentage of nondisabled peers and special education students in each class.

Early Childhood Center Enrollment as of 10/10/2022

ECC Stratfield

Class AM/PM	Peers	SPED	Total Students	% of Peers to SPED Students
Bardinelli AM	5	6	11	45% / 55%
Bardinelli PM	0	5	5	0% / 100%
Vigeant AM	5	7	12	42% / 58%
Vigeant PM	2	7	9	22% / 78%
Patterson AM	5	7	12	42% / 58%
Patterson PM	1	6	7	14% / 86%

ECC Fairfield Warde

Class	Peers	SPED	Total Students	% of Peers to SPED Students
Cohen AM	5	2	7	71% / 29%
Cohen PM	2	9	11	18% / 82%
Lecomte AM	5	7	12	42% / 58%
Lecomte PM	2	7	9	22% / 78%
Carter AM	4	7	11	36% / 64%
Carter PM	2	6	8	25% / 75%
Jenkins AM	5	7	12	42% / 58%
Jenkins PM	2	7	9	22% / 78%
Della Monica AM	4	7	11	36% / 64%
Della Monica PM	2	9	11	18% / 82%

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2. The difference in enrollment numbers between the ECC-Warde site and the ECC-Stratfield site is because there are five classrooms/preschool teachers and one CLC at the ECC-Warde site and only three classrooms/preschool teachers and one CLC at ECC-Stratfield site. The additional two classrooms/preschool teachers at ECC-Warde accounts for two additional morning classes and two additional afternoon classes than exists at ECC-Stratfield.

3. Additional ECC Student information:
   - Currently there are twenty-three itinerant ECC students who receive speech services, social skills support, occupational therapy, physical therapy, or a combination of related services.
   - Currently seven students have been evaluated by the ECC staff, determined eligible for special education services, and offered an IEP, but parents have chosen not to enroll these students in public school.
   - Currently six students that have been evaluated by the ECC staff, determined eligible for special education services, and offered an IEP, but parents denied written consent for placement in special education and did not enroll these students in public school.

4. The following schools have CLC (complex learner cohort) programs with the number of CLC classes in each location:
   - ECC-Warde: one
   - ECC – Stratfield: one
   - Burr: two
   - Jennings: one
   - Mill Hill: two
   - Osborn Hill: two
   - FWMS: one
   - RLMS: one
   - TMS: one
   - FLHS: two
   - FWHS: two

5. The following schools have specialized social & emotional programs with the number of classes in each school:
   - Elementary: Riverfield (TLC): one
   - Middle: Tomlinson (TRS): one

6. Information regarding ECC space utilization in each location will be provided to Board members by the next Board of Education Meeting along with a five-year historical breakdown of out placements and settlement agreements. The special education department is will also provide information on the number of students returned to district from out placements / settlement agreements over the past few years.

OUT OF DISTRICT STUDENT TUITION
2022-2023
as of 10/11/2022

OUT OF DISTRICT PLACMENTS		BUDGETED		ENCUMBERED (as of 10/6/22)		YEAR END PROJECTED	
		Budgeted number of students	Budgeted Tuition	Budgeted number of students	Budgeted Tuition	Budgeted number of students	Budgeted Tuition
DCF / DDS (STATE PLACED)		0	$ -	1	$ 80,062.07	1	$ 80,062.07
PUBLIC - CES / ACES (PPT PLACED)		12	$ 1,003,233.00	9	$ 543,315.06	9	$ 543,315.06
PRIVATE OUTPLACEMENTS (PPT PLACED)		72	$ 7,875,507.00	74	$ 8,357,201.74	74	$ 8,357,201.74
	Total	84	$ 8,878,740.00	84	$ 8,980,578.87	84	$ 8,980,578.87
Settlements - Unilateral Placements		62	$ 3,511,752.00	46	$ 2,252,920.91	59	$ 2,935,713.64
Gross Projected Tuition		146	$ 12,390,492.00	130	$ 11,233,499.78	143	$ 11,916,292.51
Out of Town Tuition (Revenue)			$ (167,300.00)		$ (162,366.00)		$ (162,366.00)
Excess Cost Projected (Revenue) now at 70%			$ (3,844,752.00)		$ (3,434,848.94)		$ (3,434,848.94)
Net Projected Costs			**$ 8,378,440.00**		**$ 7,636,284.84**		**$8,319,077.57**

DCF = Department of Children & Families
DDS = Department of Developmental Services
This account provides tuition for students who, by nature of their disability, are in out of district

Grade(s):	11,12
Discipline/Course:	World Language
Course Title:	Advanced Placement Italian
Prerequisite(s):	Italian IV
Course Description: *Program of Studies*	The learner in AP Italian will: ● participate with ease and confidence in conversations using more specialized and precise vocabulary on topics of personal, community and global interest in a variety of time frames. ● handle social interactions with a complication such as a lost item or a travel problem. ● understand and be understood by native speakers unaccustomed to interacting with language learners. ● comprehend main ideas and significant details when reading text and listening to authentic media sources on concrete and abstract topics including unfamiliar vocabulary and grammar structures. ● identify the intent and perspective of an author or writer. ● write well developed paragraphs that are organized and cohesive for a variety of audiences.
Course Essential Questions:	● How do different societies define quality of life? ● How do developments in science and technology affect our lives? ● What are the social, political, and/or environmental challenges that confront the societies of the world? What are some possible solutions to these challenges? ● How do language and culture influence the identity of a person? How does one´s identity develop over time?
Course Enduring Understandings:	● Social values and customs impact how societies define quality of life. ● Developments in science and technology impact our lives and thus impact quality of life. ● Societies confront similar and different social, political and environmental challenges.

	Organizations and governments strive to find solutions to these challenges. ● Language and culture influence who we are, how we live and what we believe.
Duration:	1 year / 2 semesters
Level:	AP Level Credit
Course Materials/Resources:	Authentic resources including articles from newspapers, magazines, YouTube videos and other online resources.
FPS Course Academic Expectation(s):	**Synthesizing and Evaluating:** The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information. **Conveying Ideas:** The student expresses ideas clearly and effectively for the intended purpose and specific Audience.
Year at a glance (Units):	**Unit 1:** Contemporary Life - Social Values and Customs **Unit 2:** Science and Technology - Innovations in Science and Technology **Unit 3:** Global Challenges - 7 Billion and Counting: The Effects of an Ever Growing Population **Unit 4:** Personal and Public Identities - What defines us?

Unit Number and Title:	Unit 1 - Contemporary Life - Social Values and Customs
Unit Overview:	Learners will define what elements constitute quality of life in the U.S. and compare it to how it is perceived in cultures of the target language. They will explore how cultural perspectives influence certain rites of passage for young adults and how they impact what is considered to be a "quality lifestyle" for a young adult.
Duration	9 weeks
Resource(s):	A variety of contemporary resources
-2 Learning Goals	

| Standard(s): | World Readiness Standards 2015

Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures - Interact with cultural competence and understanding.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. |
|---|---|

	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. **Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.** ***Making Connections:*** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ***Acquiring Information and Diverse Perspectives:*** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. **Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.** ***Language Comparisons*:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ***Cultural Comparisons:*** Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own. **Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** ***School and Global Communities*:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. ***Lifelong Learning:*** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Essential Question(s):	How do different societies define quality of life?

Enduring Understanding(s):	Social values and customs impact how societies define quality of life.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● define what constitutes quality of life in our culture. ● investigate how cultures of the target language view quality of life and compare it to their own culture. ● explore why different cultures have different values. ● examine the importance of relationships in the target culture and compare it with their own culture. ● define rites of passage and how they are reflected in different cultures. ● discuss what rites of passage lead to independence in the target culture and compare it to their own culture. ● examine how and when young people gain independence. ● research the role that education plays in their quest for independence. ● investigate how economic factors influence how and when a young adult leaves home. ● determine the connection between economic factors and social values.

Unit Number and Title:	Unit 2 - Science and Technology - Innovations in Science and Technology
Unit Overview:	Learners will compare how technology (or lack of technology) affects the lives of people in the target culture with the U.S.. They will explore how societies are attempting to provide technology for more inhabitants.

Learning Goals	
Standard(s):	[World Readiness Standards 2015](#) **Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes** *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **Cultures - Interact with cultural competence and understanding.** *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. **Connections - Connect with other disciplines and acquire information and diverse**

	perspectives in order to use the language to function in academic and career-related situations.
	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
	Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.
	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
	Cultural Comparisons: Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own.
	Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Essential Question(s):	How do developments in science and technology affect our lives?
Enduring Understanding(s):	Developments in science and technology impact our lives and thus impact quality of life.

Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● identify how innovations in science and technology affect their lives and the community. ● examine initiatives being taken to provide technology to those in less affluent areas. ● investigate how technological and scientific innovations affect/could affect the quality of life of people in the target cultures. ● explore international initiatives related to science and technology. ● discuss the impact of these initiatives.

Unit Number and Title:	Unit 3 - Global Challenges - 7 Billion and Counting: The Effects of an Ever Growing Population
Unit Overview:	Learners will explore the effects of an ever growing world population and the social, political and/or environmental challenges that it creates. They will research how governments and private agencies are responding to these challenges and will consider solutions.
Duration	10 weeks
Resource(s):	A variety of contemporary resources
**Learning Goals**
Standard(s):	World Readiness Standards 2015 **Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes** *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **Cultures - Interact with cultural competence and understanding.** *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain, and reflect on the

relationship between the products and perspectives of the cultures studied.

Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.

*Language Comparisons***:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

*School and Global Communities***:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Essential Question(s):	What are the social, political, and/or environmental challenges that confront the societies of the world? What are some possible solutions to these challenges?

Enduring Understanding(s):	Societies confront similar and different social, political and environmental challenges. Organizations and governments strive to find solutions to these challenges.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● identify social, political, and/or environmental challenges that impact young adults. ● analyze population increases and how they affect social, political and environmental challenges. ● investigate birth rates and life expectancies in the target culture. ● research social, political and environmental challenges that confront societies of the world due to an increasing population. ● research how governments and private agencies are responding to these challenges. ● hypothesize possible solutions to these challenges.

Unit Number and Title:	Unit 4 - Personal and Public Identities - What defines us?
Unit Overview:	Learners will explore how language and culture influence our identity and how the arts are a reflection of our identity.
Duration	10 weeks
Resource(s):	A variety of contemporary resources

Learning Goals

Standard(s):	World Readiness Standards 2015 **Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes** *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **Cultures - Interact with cultural competence and understanding.** *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.

*Language Comparisons***:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

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Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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<td>**Essential Question(s):**</td>
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How do language and culture influence the identity of a person?
How does one´s identity develop over time?

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Enduring Understanding(s):	Language and culture influence who we are, how we live and what we believe. Identity changes and develops over time based on experience.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● define what constitutes identity. ● identify elements that shape one's identity. ● examine how living in a multicultural community impacts identity. ● discuss how language and culture influence our public and personal identity. ● analyze the connection between global citizenship and cultural identity. ● reflect on how the arts are used to reflect one's identity. ● investigate the role of tolerance and acceptance in fostering global citizenship.

Grade(s):	10, 11, 12
Discipline/Course:	World Language
Course Title:	American Sign Language II
Prerequisite(s):	American Sign Language I
Course Description: *Program of Studies*	In Level II, learners will continue to develop basic language skills and to increase their awareness of the target culture. The learner in level II will: ● communicate and exchange information on familiar topics using phrases and simple sentences. ● handle short interactions by asking and answering simple questions. ● understand words, phrases and formulaic language that has been memorized in order to get meaning of the main idea and a few supporting details from simple, highly predictable texts. ● understand the main idea and some specific information when watching short, routine conversations and simple announcements and reports. ● make basic inferences based on background and prior knowledge. ● sign lists and short messages producing a series of sentences.
Course Essential Questions:	● What makes city life unique? ● What do we really need? ● What does it mean to maintain a balanced lifestyle? ● What makes a person a hero?
Course Enduring Understandings:	● Cities create opportunities and also challenges for those living in a city as well as those visiting. ● The media impacts our perception of what we really need. ● Consumerism influences and affects our environment. ● Achieving and maintaining a balanced lifestyle is determined by a variety of factors. ● There are traits common to all heroes and some traits that are influenced by culture.

Duration:	1 Year / 2 semesters
Level:	Elective
Course Materials/Resources:	Due to the visual nature of the course, there is no textbook associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM
FPS Course Academic Expectation(s):	**Synthesizing and Evaluating:** The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information. **Conveying Ideas**:The student expresses ideas clearly and effectively for the intended purpose and specific Audience.
Year at a Glance (Units):	**Unit 1:** Life in the City **Unit 2:** Responsible Consumerism **Unit 3:** Health and Wellness **Unit 4:** Heroes

Unit Number and Title:	Unit 1 - Life in the City
Unit Overview:	Learners will navigate their way through a city to determine what makes a city special and discuss issues that cities face.
Duration	10 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	World Readiness Standards 2015

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<td>**Essential Question(s):**</td>
<td>What makes city life unique?</td>
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Enduring Understanding(s):	Cities create opportunities and also challenges for those living in a city as well as those visiting.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● identify businesses, services, parks, etc within a city. ● describe the purpose(s) of various businesses, etc. ● locate businesses, parks, etc on a map. ● ask for and give basic directions from one point to another within a city. ● examine what makes a city special. ● compare cities around the world to identify common and different elements. ● investigate specific issues certain cities face (e.g. pollution, preservation, etc.) ● suggest ways for cities to address issues facing them.

Unit Number and Title:	Unit 2 - Responsible Consumerism
Unit Overview:	Learners will define the meaning of responsible consumerism in order to understand what is required to maintain a healthy environment. They will also investigate how the media influences our perspective and how our habits have impacted the environment. In addition, learners will consider ways to address the issues related to consumerism.
Duration	9 weeks
Resource(s):	See general course materials
Learning Goals	
Standard(s):	World Readiness Standards 2015 **Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes** *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **Cultures - Interact with cultural competence and understanding.** *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. **Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.** ***Making Connections:*** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. ***Acquiring Information and Diverse Perspectives:*** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. **Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.** ***Language Comparisons***: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ***Cultural Comparisons:*** Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own. **Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** ***School and Global Communities***: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. ***Lifelong Learning:*** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Essential Question(s):	What do we really need?

Enduring Understanding(s):	The media impacts our perception of what we really need. Consumerism influences and affects our environment.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● define responsible consumerism. ● list items that are needed to maintain a healthy environment. ● name products that we buy but that do not support maintaining a healthy environment. ● describe how the media influences what we want and what we buy. ● compare and contrast the use of media. ● discuss how consumerism affects our environment. ● explore how past habits have compromised our world. ● compare how different people address consumerism. ● determine what we can do to practice responsible consumerism.

Unit Number and Title:	Unit 3 - Health and Wellness
Unit Overview:	Learners will examine their own lifestyles and those of their peers to determine what constitutes a balanced lifestyle.
Duration	10 weeks
Resource(s):	See general course materials

Learning Goals

Standard(s):	World Readiness Standards 2015
	Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	Cultures - Interact with cultural competence and understanding.
	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.

*Language Comparisons***:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

*School and Global Communities***:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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<td>**Essential Question(s):**</td>
<td>What does it mean to maintain a balanced lifestyle?</td>
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Enduring Understanding(s):	Achieving and maintaining a balanced lifestyle is determined by a variety of factors.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● identify what elements are considered part of a balanced lifestyle. ● explore health and wellness websites to determine what constitutes a balanced lifestyle. ● discuss how personal and cultural values influence the meaning of "balanced lifestyle." ● explore habits that lead to a healthy lifestyle. ● compare and contrast the concept of a healthy diet. ● analyze the impact of the media on lifestyle and diet. ● compare the lifestyles of young adults regarding a balanced lifestyle. ● research what is being done to encourage a balanced lifestyle. ● offer suggestions on how and why to maintain a healthy lifestyle.

Unit Number and Title:	Unit 4 - Heroes
Unit Overview:	Learners will identify heroes and will discuss the traits of heroes and will explore how these figures are represented and the role they play and have played in our community.
Duration	9 weeks
Resource(s):	See general course materials

Learning Goals	
Standard(s): Communication Cultures Connections	World Readiness Standards 2015 **Communication - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes** *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **Cultures - Interact with cultural competence and understanding.** *Relating Cultural Practices to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

	Connections - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. *Making Connections:* Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. *Acquiring Information and Diverse Perspectives:* Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. **Comparisons - Develop insight into the nature of language and culture in order to interact with cultural competence.** *Language Comparisons***:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. *Cultural Comparisons:* Learners use the language to investigate, explain, adn reflect on the concept of culture through comparisons of the cultures studied and their own. **Communities - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.** *School and Global Communities***:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. *Lifelong Learning:* Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Essential Question(s):	What makes a person a hero?

Enduring Understanding(s):	There are traits common to all heroes and some traits that are influenced by culture.
Learning Goal(s): *Learners will be able to use their learning to:* (Content/ Skills)	Students will know and be able to: ● identify local and national heroes as well as personal heroes. ● discuss common characteristics of our heroes. ● investigate heroes in the deaf community. ● examine how one's past influences who they become. ● explore heroes in cartoons and other media. ● explore how comic strips are used and how the values of a society are reflected in them. ● examine what characteristics heroic cartoon characters possess. ● examine what characteristics are important for our future global leaders and for each individual. ● create a comic containing a person, national,, or international hero or heroine.

FAIRFIELD
PUBLIC SCHOOLS

Board of Education Facilities Committee
Regular Meeting Agenda
501 Kings Highway East, Suite 210 -- Superintendent's Conference Room* and Call-in
October 19, 2022
2:30 PM
Space in Superintendent's Conference Room is Limited

To listen via your phone, call 408-418-9388, and use Meeting Number (access code): 234 290 50427
Please Note:
✓ If you call in, you will not be heard by the board members.
✓ Public Comment is in-person or via email to publiccomment@fairfieldschools.org; there is no live call-in option for public comment.
✓ The meeting recording will also be available (audio only) on the FPS YouTube Channel.

1. Call to Order and Roll Call

2. Approval of Minutes

3. Public Comment

4. Update on FLHS Scoreboard

5. Prepare revised updated draft of the facilities planning principles document to bring to the full board for discussion

6. Discussion on committee charge and work moving forward

7. Open Committee Comment

8. Adjourn

Board of Education
Facilities Committee Meeting Minutes
September 21, 2022   2:30 pm
Superintendent's Conference Room
501 Kings Highway East, Fairfield, CT

1. **Call to Order:** Meeting was called to order – 2:34PM Present: Nick Aysseh (Chair), Christine Vitale, Bonnie Rotelli, Dr. Steve Tracy, Superintendent, Angelus Papageorge, Executive Director of Operations,

2. **Approval of July minutes 3-0**
   - One Correction made to spell Mrs. Vitale's name versus just initials

3. **Public Comment:**
   1. David Krasnoff – Concerns expressed on accuracy of SLAM data, concerns on housing market and potential affect on enrollment numbers, concerns on potentially closing a school.
   2. Katie Flynn – Asks Board and Committee to re evaluate meetings, times, agendas. Concerns about level of accessibility and transparency. Please record and post meetings, update the website.

4. **Voted to go over Capital Projects and add to this agenda. (Passed 3-0)**
   Mr. Papageorge discussed the Town working group meeting will be on 9/28, the meeting with the State to go over A/C grant reimbursement and whether we qualify will be on 9/29. There is confusion whether our project would qualify for the State A/C reimbursement or whether the projects would need to be submitted for reimbursement under construction projects. Timing of moving forward with projects and reimbursement might lead to re shuffling around a smaller project that might qualify better under current grant guidelines. We are low on the State priority list for the grant funds. Committee discussed need to get projects approved sooner than later to get on schedules for work next summer. Need to reach out to First Selectwoman and Board of Finance.

5. **Review proposed priority list of maintenance/building projects for next year's operating budget:** Mr. Papageorge discussed the focus is on safety, security, and indoor air quality. Our list of priorities (the #1 priority list) includes a lot of items such as removing carpet from 4 different schools and installing vinyl tile. Waiting on up to date pricing to come in for the list of number 1 priorities. Mr. Papageorge would like to start a district wide tree pruning/cutting project, as currently we run around and take care of emergencies. We need to have a plan to schedule regular maintenance. Committee discussed priorities 2 and 3, found list to be outdated and in need of a refresh. Pricing is pre covid pricing and out of date. Committee requested an overhaul, please get back to us with new list of priorities and current pricing.

6. **Discussion on an update to building utilization and capacities for the budget book.** The original page was from Malone and McBroom, now SLAM. Mr. Papageorge is currently working with SLAM to update it now. School floor plans have been sent to staff to identify how space is used and committee discussed administration doing their best to project the space we may need which may include Pre School and any special programs which may expand in the future.
7. **Review proposal from SLAM regarding developing scenarios.** Mr. Papageorge discussed proposal from SLAM that would cost up to $15,000 for scenarios. Committee asked to look back and see what we paid in our 2020 scenarios. The town purchasing department may require the board to go out to bid for the services currently being provided by SLAM.
8. **Initial review of previous redistricting guiding principles and charge.** Committee discussed either the next meeting or scheduling a special meeting specifically dedicated to drafting edits to the Facilities Planning Principles document as some items are out of date and new ones may be needed. Once we do this work, the committee will bring the recommendations back to full Board to discuss at a full board special meeting.

Adjournment: Motion to adjourn 3-0 at 4:04pm.

Respectfully Submitted
Bonnie Rotelli

Fairfield Board of Education - Facilities Planning Principles

Adopted
on
June 22, 2010

1. **Core Facilities** - *Additional classrooms shall not be added without addressing the core facilities that they will impact.* With any new classroom additions at our schools, we must equally incorporate relative additional space to expand core facilities when necessary. More children may bring more space needs in the cafeteria, library, gymnasium, bathrooms, and hallways.

2. **Class Size** - *Facilities planning, whenever possible, shall have a goal of providing adequate space to enable educational guidelines to be met.* Class size should not be viewed as a variable designed to simplify facilities and budgetary problems. Class size should not be used as a means to fit students into the limited space we have, wherever it may be. Instead we should endeavor to provide appropriate facilities that meet educational specifications throughout the district.

3. **Specialized Curriculum** - *We must provide, whenever possible, appropriate and dedicated spaces for specialized curriculum needs such as special education, art, music, and technology.* We should endeavor to provide appropriate and dedicated spaces for specialized curriculum needs, as specified in the Educational Specifications that are generated for our elementary schools. In particular, space must be provided for art, music, technology and special education. These critical components of our curriculum cannot be effectively delivered "on a cart," in a closet, or in similar inappropriate spaces.

4. **Enrollment Projections** - *A long term plan should account for and accommodate peak enrollment projections.* When realistic and feasible we should not ignore the new dynamics that play a role in school population like in-migration, zoning density, regional economy, or being named "The Best Town in Connecticut" by CT Magazine. We should endeavor, whenever possible, to use projected enrollment figures that account for these factors, and that compensate for the fact that recent projections have <u>at times</u> underestimated actual enrollment, when determining space needs.

5. **Stability** - *We should strive to create district plans that provide stability for the district's students.* We should endeavor to plan for stability in our educational system. Whenever possible, redistricting should not be revisited every 3-5 years, especially without a major event such as a school opening or closing.

6. **Headroom** – *To ensure stability we should leave headroom in each school - the maximum number we should PLAN to is 90%/85% of capacity.* We should ensure that headroom is built into our calculations for school planning. Because enrollment projections are not an exact science district planning must account for the statistical variance between projected and actual enrollments. As such, whenever possible, schools should be operated at a utilization level that accommodates year-to-year fluctuations in enrollment without resorting to inappropriate measures such as redistricting, or buying and installing portable classrooms. For elementary schools, this utilization level is 90%. For middle and high schools, this utilization level is 85%.

7. **Commitment to Adding Space Where Students Are Located** – *At the elementary school level we must have a commitment of maintaining the concept of "neighborhood schools" and/or allowing students to attend the elementary school which is reasonably close to the students' homes whenever educationally feasible and possible.* We should not be busing students past or away from their neighborhood school or a school which is reasonably close to their home because there is an open seat in another school located in different part of town. Therefore, the planning process must evaluate where the population centers are and build or expand in those areas.

8. **Phase out Temporary Solutions (Portables)** - *Eliminate the Town's reliance on portable classrooms as a permanent substitute for brick and mortar classrooms.* Whenever possible phase out the temporary solutions by eliminating the Town's reliance on temporary portable classrooms – wood, steel, or otherwise – as a permanent substitute for brick and mortar classrooms.

<u>FACILITIES COMMITTEE</u>

After the annual Organization Meeting of the Board, the Chair shall appoint three (3) members to the Facilities Committee for a one-year term.

The members of the Facilities Committee shall elect a chair by majority vote of the committee to manage the committee's meetings in accordance with the Freedom of Information Act and Robert's Rules of Order.

A calendar of anticipated Facilities Committee Meetings will be approved at its first meeting and by January thereafter. The calendar will be posted, and meetings can be cancelled if there is no need to hold the meeting.

The Facilities Committee shall meet as scheduled to fulfill its respective purposes; however, the Facilities Committee must hold a meeting whenever requested by two (2) of its committee members.

The Facilities Committee's chair shall provide a summary of its work to the Board under "Committee/Liaison Reports," including recommendations for consideration by the Board. The committee will not have the authority to expend any funds without Board approval.

The purpose of the Facilities Committee shall be as follows:

1.   Monitor current enrollment projections and specialized program needs to ensure that school facilities are being utilized efficiently and effectively to promote student achievement, equity, health, diversity, and safety.

2.   Work with the Superintendent and Executive Director of Facilities and Maintenance to maintain and update the district's Capital Waterfall Schedule.

3. Engage appropriate members of other town boards, as needed, to further discussions on long-range facility planning.

4.   Provide a forum for the Superintendent, staff and the committee to explore, research and vet new facility-related ideas prior to presenting to the full Board in accordance with Board policy and By-Laws.

5.   Review district maintenance priorities and projects to ensure that facilities are properly maintained and that Board approved projects are completed as planned.