

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East.

THE PUBLIC IS REQUESTED TO TURN OFF CELL PHONES OR PLACE THEM ON VIBRATE PRIOR TO THE START OF THE MEETING

PLEASE NOTE START TIME
8:00 PM

Board of Education
Fairfield Public Schools
Fairfield, CT

Tuesday, February 8, 2011

REGULAR MEETING

8:00 P.M.

501 Kings Highway East
2nd Floor Board Conference Room

AGENDA

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of Minutes

Recommended Motion: "that the Board of Education approve the Minutes of the Regular Meeting of January 11, 2011"

(Enclosure No. 1)

IV. Student/Committee/Liaison Reports

Allison Reich	Fairfield Ludlowe High School Student Liaison
Dan Callahan/ Stephanie Teixeira	Fairfield Warde High School Student Liaison
Albin, Catherine	Finance, Budget & Community Relations Subcommittee Cooperative Education Services (CES) Representative Council Member
Brand, Sue	Curriculum, Policy and Special Programs Subcommittee Board of Health Member**** Cooperative Education Services (CES) Representative Council Member Six to Six Magnet School Liaison

Dow, Sue	Finance, Budget and Community Relations Subcommittee* CT Association of Boards of Education (CABE)** SEPTA
Fattibene, Paul	Curriculum, Policy and Special Programs Subcommittee Transportation Advisory Committee
Iacono, Pamela	Finance, Budget & Community Relations Subcommittee Special Projects Standing Building Committee Member*** Representative Town Meeting (RTM) Liaison** Board of Finance Liaison
Kery, Tim	Facilities, Technology and Long Term Planning Subcommittee* PTA Council Liaison
Liu, Perry	Facilities, Technology and Long Term Planning Subcommittee Fairfield Woods Building Committee Liaison***
Mitola, John	Facilities, Technology & Long Term Planning Subcommittee Stratfield School Building Committee Liaison*** Parks and Recreation Commission Member**** Fairfield Education Association (FEA) Liaison
Zahn, Stacey	Curriculum, Policy & Special Programs Subcommittee* High School Scholarship Foundation

* Committee Chairman
** Liaison Position Indicated per By-Laws
*** Ad Hoc – Established by the First Selectman/Town
**** Per Town Charter and Serving as a Voting Member

V. Superintendent's Report

- District Improvement Strategy for the Fairfield Public Schools

(Enclosure No. 2)

VI. New Business

A. Presentation of High School Media Technology Curriculum

B. Approval of Student Participation in the RYASAP 2011 Profile of Student Life Survey

Recommended Motion: "that the Board of Education approve student participation in the RYASAP 2011 Profile of Student Life Survey"

(Enclosure No. 3)

C. Discussion of Roof Warranty Extension Project – Roger Sherman Elementary School, North Stratfield Elementary School, Osborn Hill Elementary School, Riverfield Elementary School and Holland Hill Elementary School

(Enclosure No. 4)

- D. Discussion of Draft Long Range Facilities Plan and Elementary Schools–Space Deficiencies Report (Pre-Conceptual Plan Cost Estimate)

(Enclosures No. 5 & 6)

- E. Approval of Amendment to the Racial Imbalance Plan

Recommended Motion: “that the Board of Education approve the amendment to the Racial Imbalance Plan as outlined in the Superintendent’s letter to the Acting Commissioner of Education dated January 13, 2011”

(Enclosure No. 7)

VII. Public Comments and Petitions

During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.

VIII. Open Board Comment

IX. Adjournment

Recommended Motion: “that this regular meeting of the Board of Education adjourn”

CALENDAR OF EVENTS

March 8, 2011	Board of Education Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room
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Pupil & Special Education Services
501 Kings Highway East
Fairfield, CT 06825
Telephone: (203) 255-8379

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
Tuesday, January 11, 2011

ENCLOSURE NO. 1

FEB 08 2011

Minutes of the Executive Session and the Regular Meeting of the Board of Education held Tuesday, January 11, 2011, at 501 Kings Highway East, 2nd Floor Board Conference Room.

1. Chairman Mr. John Mitola called the Executive Session to order at 7:05 p.m. Other Board members present were: Mrs. Sue Brand, Mrs. Sue Dow, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu and Mrs. Catherine Albin (arrived 7:15 p.m.). Ms. Stacey Zahn was absent. Also in attendance were Superintendent Dr. David Title, First Selectman Ken Flatto and Attorney Dick Saxl.

2. Mrs. Brand moved, seconded by Mrs. Dow that the Board of Education convene to Executive Session to discuss the acquisition of real estate leases and Fairfield Woods Middle School Litigation.

Motion carried: 7:0:0.

3. Mrs. Brand moved, seconded by Mrs. Dow to adjourn the Executive Session at 7:17 p.m.

Motion carried: 8:0:0.

4. Vice Chairman Mrs. Pamela Iacono called the Regular Meeting to order at 7:35 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mrs. Sue Dow, Mr. Paul Fattibene, Mr. Tim Kery, Mr. Perry Liu (arrived 7:40 p.m.), and Mr. John Mitola (arrived 8:09 p.m.). Ms. Stacey Zahn was absent. Also in attendance were Superintendent Dr. David Title and members of the administrative staff. Approximately 50 people comprised the remainder of the audience.

5. Mrs. Iacono led the Board and audience in the Pledge of Allegiance.

6. Presentations

A. Update on K-8 Gifted Program-

Mrs. Anna Cutaia-Leonard and Dr. Gary Rosato presented a proposal with recommendations for enhancements to the Gifted and Talented Program which include identification criteria, curriculum and instructional approaches. The recommendations would be phased in over the next few years.

Mrs. Cutaia-Leonard and Dr. Rosato provided historical background on the elementary and middle school program. Mrs. Cutaia-Leonard stated that a key component of the proposal is the definition of gifted. The gifted student is a child who shows high performance capability in intellectual areas and needs differentiated instruction or services not ordinarily provided by the regular education program. A program with guiding principles and goals has been developed which supports their academic and socio-emotional needs. Dr. Rosato stated that this proposal is being presented to the Board for implementation in September. This is a framework to build on; work still needs to be done on some of the individual components that are listed in the framework. Mrs. Cutaia-Leonard highlighted the proposed identification procedures and timeline. The assessment for gifted education starts in October with all 2nd and 4th grade students given the Naglieri by their classroom teacher. In January the CogAT is administered to 2nd, 4th and 7th grade students. In March students are identified who made a particular cutoff in either one of those assessments. Teachers and parents may request a review for any student not identified at this stage. This process is referred to as a Request for Review. Requests for Review are based on a standard process and benchmarks. At this time a student profile folder is opened and additional data is gathered. In May a district team reviews all student folders to determine eligibility for inclusion in the Gifted Program. The identification process for K-2 is

solely a Request for Review process. The K-2 identification committee at the school level will determine eligibility based on district-wide criteria. A plan will be developed for students to include differentiated instruction in the regular elementary program or any possible enrichment options. Programming for grades 3-5 is changing. It is going from a Language Arts or Math based program to a multi-disciplinary based program two hours once a week facilitated by a gifted teacher. This change does not result in additional FTEs but does result in a re-shifting. Rather than a school being allocated a .3 Language Arts and a .2 Math, they will be allocated a .5 gifted teacher who will serve all students. Another change is providing direct service of gifted education for grades 3-5 as opposed to grades 4 and 5. Dr. Rosato commented on the middle school portion of the proposal. For the last 7 to 8 years there has not been a dedicated program focused on the gifted and talented students at the middle level. The proposed program includes components to appeal to students at the middle level. Students will have an opportunity to work collaboratively with the gifted teacher and their peers on an enriched unit of study; there will be opportunities to participate in independent, interest driven research studies facilitated by the gifted teacher; and in 8th grade identified students will have the opportunity to participate in a Spring Seminar research project with their peers. In addition, the gifted teacher will serve as a resource to the classroom teachers, working on such things as curriculum, professional development, identifying students, etc. Dr. Rosato stated that during the unified arts period students would be allowed the choice to opt in to a dedicated gifted program one day a week or they could opt out. Four days a week students would participate in unified arts classes, and on the fifth day they would be scheduled to work with the gifted resource teacher on topics they would design with their teacher. Students who do not want this option could simply opt out. Dr. Rosato reviewed the 2011-12 budget for the gifted program and stated that the cost to bring about these changes would be an increase of \$25,871 to the gifted program.

Board questions and comments followed.

B. Medical Reserve Fund – Aon Hewitt

Representatives from Aon Hewitt reviewed the renewal process and how they arrive at their recommendations for funding our medical costs. Board members received four sheets with a break down for the Fairfield Public Schools. The first page outlined the historical claim experience for medical, prescription drug and dental coverage for the latest 17 months of paid claims along with headcounts. The sheet showed the latest 12 months of paid claims which is the figure used as a basis to project forward, whether it is 2010-11 or 2011-12. In January 2010 using the latest 12 months of paid claims known at the time, the budget is projected forward for 2010-11. Now 12 months later there is actual claim experience for those 12 months, and the budget will be updated in terms of the actual numbers compared to the budget that was set last January. The updated projection for fiscal year 2010-11 is \$23,454,694. The number set in January 2010 was \$23,744,868, a change of \$290,174 or 1.2% lower than projected. Anthem provides the claims to Aon and they report them to the Fairfield Public Schools. They include claims that are in excess of an individual stop loss claim. Stop loss is purchased to protect the Fairfield Public Schools against large claims. The individual stop loss limit is set at \$150,000, which means that Fairfield's plan is responsible for the first \$150,000 of a claimant's claims. Anything above \$150,000 is paid by the medical vendor. Taking out the \$172,836 claims in excess of the stop loss limit, brings the net claims to \$14,719,373. Now that we have claims for the latest 12 months, we need to project what those claims are going to be for July 2011 to July 2012. An annual trend is developed by the actuaries and bumped up for inflation. A cost of \$131,378 has been estimated to comply with the Health Care Reform and that component is added in along with administrative charges, network access fees and the stop loss charge, for a total estimated cost of \$19,778,310. The 2010 budget for medical was set at \$18,077,179, which is a \$1,071,131 increase or 9.4%. Working through the prescription drug and dental components brings a total required change of \$2.2 million or 9.4%.

Mrs. McWain reviewed the Medical Insurance Profit & Loss Summary since 2008-2009. This shows the balance on hand as of July 1, what is added from the operating budget, and what is added in the wage/benefit reserve for new staff. Also added to that total is other revenue that is received from employee contributions, retiree payments, Cobra, FMLA/LOA payments, grants, rebates and Food Services. That provides a total income picture for a given year. ITT Hartford Medicare Supplement is a retirement plan that our retired teachers and some retired non-certified employees are in. They contribute to the plan either in full or almost in full, and we collect the money and send it to ITT Hartford. The expenses are the numbers that we receive from Aon. The balance as of June 30 is what we have in the bank at year end. We are required to hold in reserve what is known as IBNR, incurred but not reported claims. In 2008-09 we had a balance of \$2,379,178 after taking out the amount in reserve. Last year we were at \$3.3 million, and this year we are estimated to be somewhere around \$1.9. This is just a snapshot showing how we move from year to year in the funding of our medical retention fund. Mrs. McWain stated that in the 2011-12 budget we have proposed to cover all of our anticipated expenses, to cover our IBNR and to have the amount of money required in reserve at year end.

Board questions and comments followed.

7. Mrs. Albin moved, seconded by Mrs. Brand that the Board of Education approve the Minutes of the Education/Business Meeting of December 14, 2010.

Motion carried: 8:0:0.

8. Student/Committee/Liaison Reports-

- ◆ Mrs. Albin – No report
- ◆ Mrs. Brand reported that George Coleman has been named Acting Commissioner of Education. The State Department of Education is in limbo for a while because 8 members of the 11 member State Board of Ed are up and need to be appointed by the Governor. (The Board appoints the Commissioner.) CES now does enrollment projections and facilities planning. CES held a ground-breaking for a new addition that will address students with developmental disabilities, emotional disabilities and autism spectrum disorder. The RESCS met with Representative Andy Fleischmann, Co-Chair of the Education Committee, to go over the legislative agenda. Board of Health-Currently the district is working with the nursing and health departments on protocol regulations and recommendations for a shift in policy about administration of medication.
- ◆ Mrs. Dow reported that CAFE sent out an email asking all Board members to become informed with what will be going on at the State Legislature; it will be a very important year for school districts. On February 16 our new Governor will be presenting his budget, and on February 17 he will present a webinar on his budget. March 9th is CAFE's Day on the Hill.
- ◆ Mr. Fattibene – No report.
- ◆ Mrs. Iacono reported that the Special Projects Standing Building Committee has been putting together a funding request for the Sherman project. Even with the full funding request, we would probably only be able to afford the kitchen work, the enhanced special ed areas, the administration security enhancements in the front of the building and possibly the HVAC system. The Committee is charged with not spending more than 50 percent of the assessed value, which would be about \$1.9 million to potentially work with, and that is if the town bodies approve the full dollar amount. There probably will not be money to take the stage out of the APR and move it to the gymnasium and certainly none of the work outside such as the bus loop. Lockers would be an add alternate. Mrs. Iacono reported that central office is working diligently to get the RTM members copies of the Operational Audit Report, the MGT Enrollment Projections and a DVD of the presentation to the Board of Ed. She reported that she attended the Board of Finance meeting last week along with Mr. Kery and heard the town-side audit presentation. The report basically stated that there are no areas to cut on the town-side. This will be another difficult budget process.

Mr. Mitola stated that at the January 24 RTM meeting MGT will give the same presentation to the RTM, and they will be able to ask questions. Traditionally, the Board of Selectmen and members of the Board of Finance attend those meetings.

- ◆ Mr. Kery reported that the Facilities, Technology and Long-Term Planning Committee met last night and discussed questions members had about the enrollment projections and some of the larger issues as they relate to the report received from MGT. The Committee is hoping to bring the Long Range Facilities Plan to the full Board in February as well as thoughts from the Committee that the full Board would need to weigh in on in terms of the challenges as a result of the information received and the best way to move forward. PTA Council met and gifted and talented was the pulse of the meeting.
- ◆ Mr. Liu reported that the Fairfield Woods Middle School Building Committee is doing an amazing job.

Mr. Bill Sapone, Fairfield Woods Building Committee Chairman, stated that at this point the project is on time in terms of the construction schedule as well as on budget with the funding. The project is going out to bid for construction within the next few weeks. The demolition work was done over Christmas break so ground or bricks have already been broken. The area is cleared and prepared for the footings once the contractor has been selected. He stated that there is a pending litigation that may come up but he is hopeful it will not be a problem. The schedule is to have the classrooms, the cafeteria, the media center, all internal work, and all ADA compliance work done by the first week in September. The PE addition and gym will be follow-ons the will be worked on through January/February of next year. This time next year the construction work should be just about done with clean up and final landscaping being done.

- ◆ Mr. Mitola – No report

9. Superintendent's Report-

Dr. Title reported that the Board was to receive his budget tomorrow, but due to the weather it looks like everything will be closed tomorrow, so the Board can expect the budget on Friday. The budget will look very different in form than it has, and Mrs. McWain and her staff are doing a remarkable job.

10. New Business

- A. Mrs. Albin moved, seconded by Mrs. Iacono that the Board of Education approve the plans and specifications for the Fairfield Woods Middle School Project #051-0122EA, Phase 2 (FFE) as presented.

Jeannette O'Connell from Tai Soo Kim gave a brief presentation of the FF&E plans. Prior to this meeting, she noted that representatives from Tai Soo Kim met with Jan Byrnes, Sal Morabito, and Greg Hatzis to review the plans and get their approval and also the go ahead from the Building Committee. She briefly reviewed the plans, the type of furniture that will be required and what was selected for the spaces.

Motion carried: 8:0:0.

- B. Mr. Kery moved, seconded by Mrs. Dow that the Board of Education amend the Educational Specifications for the Roger Sherman Elementary School Annex Project to eliminate Smart Boards.

Mr. Mitola stated that Roger Sherman did not get the Smart Boards which were part of the ed specs so this is to complete the loop by amending the ed specs.

Mrs. Iacono offered a friendly amendment to add the words "the request" after to eliminate: "that the Board of Education amend the educational specifications for the Roger Sherman Elementary

School Annex Project to eliminate the request for Smart Boards.” This was acceptable to the mover and second.

Mrs. Iacono commented that the project ran out of funds to buy the Smart Boards at Roger Sherman. The Osborn Hill PTA purchased Smart Boards at that building so their ed spec has been met, but the ed spec that is currently written for Sherman with the inclusion of the Smart Boards cannot be met.

Motion carried: 8:0:0.

- C. Mrs. Iacono moved, seconded by Mr. Liu that the Board of Education accept the Osborn Hill Elementary School Annex Project #051-0119E as complete.

Mrs. Iacono stated that the project is complete, and the Board needs to accept it as complete in order to get reimbursement.

Board questions followed.

Motion carried: 8:0:0.

- D. Mrs. Iacono moved, seconded by Mrs. Dow that the Board of Education accept the Roger Sherman Elementary School Annex Project #051-0120RE as complete.

Motion carried: 8:0:0.

- E. First Read of Policies-

- #1430 – Public Performances by Students
- #5330 – Bullying

Policy #1430 – Public Performance by Students

Dr. Title stated that this policy revision came about because students have been asked to perform at such events as the Bridgeport Sound Tigers, the Bluefish, or something of that nature, and by the way the policy is written it would be prohibited since they sell alcohol in the arena. This policy incorporates some language to carve out exceptions.

Board comments and questions took place. A suggestion was made to change the word isolated to chaperoned. This policy will be on the January 25 Board of Ed agenda for approval.

Policy #5330 – Bullying

Dr. Title stated that this policy revision is based on changes in the state law and to strengthen the definition of bullying. This has been reviewed by CAFE and the Policy Committee.

Mrs. Brand stated that this was reviewed by the Policy Committee, and there was also a member of the community at the meeting who had some questions as to whether or not this was as comprehensive as it should be. The Committee wanted to bring this revision forward because it is much more explicit than it has been, and it can be amended further at a future date. Mr. Fattibene commented that it is his understanding this language updates the policy to conform to the current statute. The thought was to move this forward to comply with state statute and if we want to look at it later the Policy Committee can do that.

- F. Report of Textbook-

Dr. Rosato presented one textbook entitled Trigonometry. It is designed for kids who want to take a fourth year of mathematics but are not on the track to take pre-calculus or calculus. This course currently does not have a text. The curriculum has been reworked and the teachers have been using a variety of other materials that they have created over time.

G. Preliminary Operational Audit Discussion-

Dr. Title stated that on December 14 everyone received the audit report for the first time. At that time he told the Board that he would read the document, analyze it and get back to Board in time for the first March meeting at which time he would have a recommendation on each of the recommendations in the audit. He stated that he needs to determine if what is in the report is accurate and if the recommendations that involve savings are accurate. The report may identify areas of savings, but upon further review we may find that those savings are not nearly what they portray them to be. It could be that the suggestions are accurate, may yield results but are not viable. Finally, is it educationally wise to do these things, would the savings incurred cause damage to the school system? Some of the ideas in the audit are not new. We have identified some areas from the audit that do not have a major impact on the instructional program but are good practices that can be put in place. In the budget document there will be a crosswalk of these 6-7 areas identified by the audit and what actions we are taking that are consistent with recommendations from the audit to address an issue that will result in savings or some other change. We are thoroughly examining this document, if we can put a recommendation into play, we will but will need to take our time on it. It was never the expectation that every recommendation be done immediately; they need to be phased in.

Board questions and comments followed.

11. Public Comments and Petitions-

Laura Amicucci, Sturges Road, thanked the Board for their ongoing support of the music program and those on the Board who were able to attend the Candlelight Concert and the Carillon Concert this year.

Akshay Gupta, 166 Bailey Road, commented on his experience with the pilot program that has been put in place for the gifted program. He commended the team that put this together, it is definitely an improvement. While he commends what is being done there are still improvements that could be made.

12. Open Board Comment-

Mrs. Iacono stated that she attended the FLHS Candlelight Concert and it was amazing. She encouraged anyone who has not gone to go to a concert.

Mrs. Brand thanked Barbara Pollock and the Fairfield Arts Council for the art that has been put up in the Board Room. These posters represent student work across the district. Mrs. Brand stated that she has been pursuing getting student work in the Board Room for the past year.

13. Mrs. Albin moved, seconded by Mrs. Iacono that this meeting of the Board of Education adjourn at 9:51 p.m.

Motion carried: 8:0:0.

FEB 08 2011

A District Improvement Strategy for the Fairfield Public Schools

David G. Title

For the past six months I have been learning as much as I can about the Fairfield Public Schools. As part of my "Entry Plan" I have conducted dozens of one-on-one and small group interviews, observed classroom instruction in every school, met with representatives from each PTA and read a wide range of documents to help me understand not only the current status of the Fairfield Public Schools, but also to understand the history, tradition and culture of this community and its school system.

In developing this document I have also drawn on my professional experience in education over the past 32 years and my 6 months of experience leading this school district and observing its operations first-hand. My learning about Fairfield and its public schools will continue. As that happens, undoubtedly strategies that, at this point, seem fruitful may not turn out to be so, and other strategies will be necessary. The ideas in this document, therefore, reflect my best thinking at this time but these ideas are subject to refinement in the future.

As I have said repeatedly at public appearances, our school system does not need a complete overhaul. It is a high-performing system on many common measures. We offer a comprehensive program in academics, arts and athletics. Our student performance measures are among the highest in the state. Hence, the urgency for change may be less immediate here than in other school systems.

However, in an ever-changing world, complacency sows the seeds for decline. Just a few examples – changes in the student population, changes in workforce requirements, changes in technology – illustrate that if we simply continue the status quo, our performance may not keep pace with the world.

If we have programs or systems that are working well, then continuing to support those programs or systems makes sense. Where we can grow and improve our programs or systems – that is where we can focus our change efforts. Given that we cannot focus on an unlimited number of initiatives, we need to focus our efforts on the change initiatives most likely to give us a good return on our investment of time, energy and resources.

One common thread through much of my entry plan discussions has been a sense of what I term "initiative fatigue." Often, this feeling comes about because the school system takes on many disconnected change initiatives that cannot be implemented well. As a result, many change efforts fail to achieve the promised results and the resulting cynicism makes future change increasingly difficult to achieve. What I hope to outline here is a strategy to focus our energy for future changes – a lens, if you will, through which proposed changes will be viewed before implementation begins.

THE GOAL

Before we can begin to talk about change, we need to understand the goal – the end – we have in mind. My simple version reads like this:

Our goal is to ensure that all students acquire the skills and knowledge outlined in our comprehensive, rigorous instructional program.

In other words, we are here to improve student achievement. Offering a comprehensive, rigorous program is a necessary, but not sufficient, condition to achieving this goal. We need to maintain a first-rate instructional program that ensures that students who master it are prepared for success in the 21st Century. The instructional program, as I see it, is not simply the academic courses, but encompasses, for example, displaying good character, problem-solving ability, collaboration skills and technological proficiency. It must be continually updated, which means weeding out obsolete elements that are no longer relevant to a 21st Century education. In other words, *what* we teach is critical – after all, doing a marvelous job of teaching the wrong content is not the outcome we want.

A truly premier school system ensures not only that the instructional program is first-rate, but also that all students achieve it. If we are to become a premier school system, our mission must be to “ensure” student success (not “hope” or “inspire” it). A truly premier school system targets success for all students.

MEASURING PROGRESS TOWARD THE GOAL

Given that our “end” is student learning, our progress toward that end needs to be measured in terms of student learning. Some examples of benchmarks that could be used to determine progress toward this goal are as follows (I invite discussion of additional measures or replacements of these suggestions):

- Percentage of student performance at Goal and at Advanced levels on CMT and CAPT
- Percentage of students performing at Basic or below on CMT and CAPT
- Number and percentage of students achieving 3 or higher on AP exams
- Number of students successfully completing a co-curricular program or activity (during school or after school)
- Percentage of students achieving their goals on Individualized Education Plans
- Percentage of students achieving the district standard on district-designed common assessments (meeting district standards on curriculum)
- Percentage of students achieving success in their first year of college
- Number of high school students needing credit recovery to graduate

These are neither precise targets nor an exhaustive list. For example, there is no measure of a student’s character development. They also represent data we may not be collecting currently. I bring them forward to lay out the general concept that we measure our success by examining data on student achievement. Determining the exact targets, timelines and measures is beyond the scope of this document. Improved student learning is the goal; everything else is a means to that end.

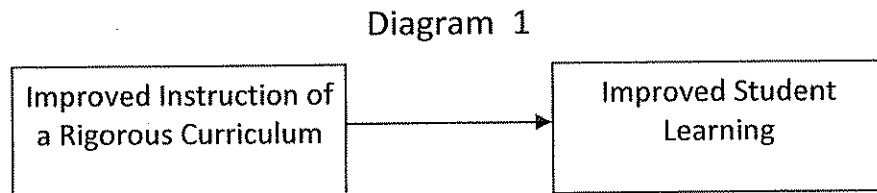
HOW TO ACHIEVE THE GOAL

Any strategy of improvement is, at its heart, based on a series of “if then” propositions that underlie the work. One may agree or disagree with these “if then” propositions; we may find that they seem correct now but are found to be inaccurate later. For example, we undertake professional development of teachers under the belief that if we improve the skills of teachers, then student learning will improve. Over time, that conditional statement has not always proven to work in practice. There may be a missing link in the chain – that is, something else that needs to occur to get the result one wants. In this case, it may be that the “if then” statement may be modified to state that if we improve the skill sets of teachers and if they change their instructional practices as a result, then student learning will improve. Hence, an improvement strategy is always subject to modification based on results.

The first underlying “if then” in this improvement strategy is this:

If we improve instruction, then student achievement will improve.

Diagram 1 shows this simple relationship.



Although this relationship sounds obvious, it is not clear that either educators or the general public actually fully believes it. Consider how often individuals will attribute student achievement results to factors other than instruction when asked to interpret results. Societal ills, video games, family background, the internet, home life and so forth are often listed as the primary factors influencing achievement.

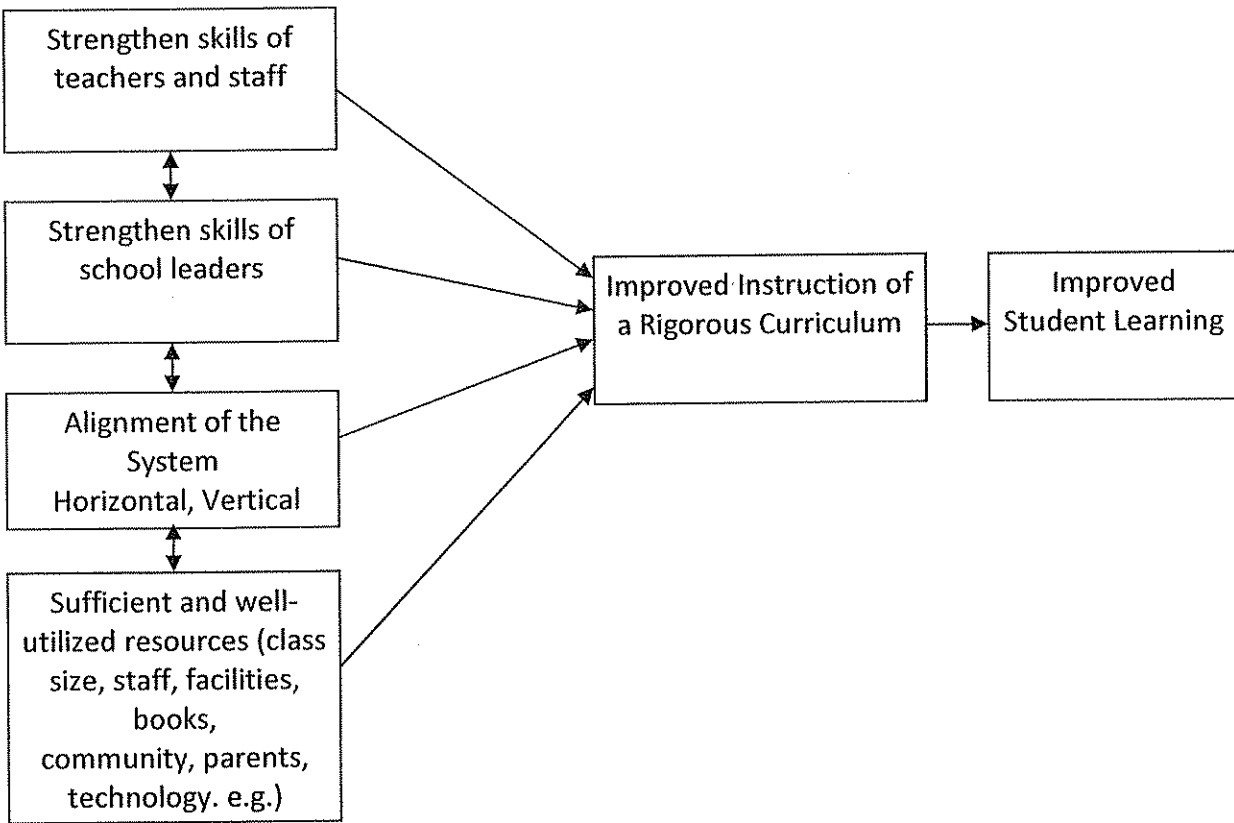
FOUR AREAS OF CONCENTRATION

The next step in building a district improvement strategy is to identify a limited number of focus areas that have the most promise for improving instruction. Every “good idea” can be linked somehow to improved instruction; the issue is which ideas have the greatest promise of showing gains in student learning for the resources we devote to implementing them. In the corporate world, terms such as “return on investment” or “cost-benefit analysis” would apply here. In our case, one of our scarcest resources is time. Money is another scarce resource but time is often more within our control.

Just because something takes little time or few resources does not mean that it is worth doing; similarly, just because something takes a large amount of time or resources does not mean it is not worth doing. It is the expected benefit (in terms of accomplishing our goal) in relationship to the time and resources spent that’s important. In other words, where is the best place to commit the time of our staff to get the greatest return in terms of student learning?

I see four broad strands that, were we to concentrate our resources and make significant progress in each of these areas, would pay significant dividends in improving classroom instruction and, therefore, improving student learning. They are Teacher Skills, School Leader Skills, System Alignment and Instructional Resources. Diagram 2 shows the connection.

Diagram 2



The verbal “if then” of this diagram reads like this:

If we strengthen the skills of teachers and staff, strengthen the skills of school leaders, ensure horizontal and vertical alignment of our system and have sufficient resources, then instruction will improve and student learning will increase.

One limitation of this graphic is that it does not display the interplay possible between each of the four boxes. Improved skills of school leaders, for instance, often will lead to improved skills of teachers and staff. Certain resources can lead to greater alignment of the system. Improved teacher skills can lead to greater alignment. Think of these four boxes as a connected set of change efforts rather than the discrete boxes that appear on this page.

For each of these areas, I will describe the specific area where there is room for growth; improvement efforts may overlap from one strand to another.

STRENGTHEN TEACHER SKILLS

The most direct route to improved learning is through the continuous development of teacher skills. We have many skilled teachers in Fairfield. Our student achievement results are very good. However, keeping teacher skills current is important because of the changes in the student population and expectations for student learning. Hiring the best and brightest is always a priority, but after hire, teachers need to continuously update their skills. For example, the demographics in Fairfield have changed over the past decade. The English Language Learner population is rising. Colleges and the workplace expect greater skill levels from our graduates than ten years ago. Technology continues to evolve, so teachers need to learn how to use instructional technology to improve student learning.

Another area for growth that relates not only to teacher skills but also to the other three focus areas is the analysis and use of student performance data, in particular by teams of teachers. We can make great strides in pinpointing where we need to improve student learning by looking at student performance data in a collaborative and systematic way. Our teachers need skills in collaboration and data analysis, timely access to meaningful data and the time to do this work well. Moreover, analysis of student performance data should be the driving force for the focus of professional development efforts.

STRENGTHEN SCHOOL LEADER SKILLS

Teachers need support in improving instruction. Principals, assistant principals, headmasters, housemasters and curriculum leaders/liaisons play a critical role in assuring that instruction in each classroom is of the highest possible quality. There are virtually no instances in the literature where a school has made sizeable gains in student achievement without a solid school principal. School leaders provide the balance of support and accountability required to improve instruction.

Principals need a skill set in analyzing and taking action based on student performance data. They need to be able to develop school improvement plans based on student data and work with teams of teachers to enable them to work collaboratively in developing new strategies for improved learning. They also need to be able to articulate a shared vision of what good instruction looks like in the classroom, and they need to be able to give feedback to teachers, collectively and individually, that will encourage teachers to continue effective practices and change ineffective ones. They also need to know how to support teams of teachers as they struggle through this new process; collaboration is a learned skill.

AN ALIGNED SYSTEM

This strand has many components; most of the issues that parents, teachers, principals, Board members and community members mentioned to me fall into this bucket. Words such as “equity,” “consistency” and “fairness” were frequently used to describe some elements of the school system. In fact, aligning a system of 17 schools may be the central challenge facing us.

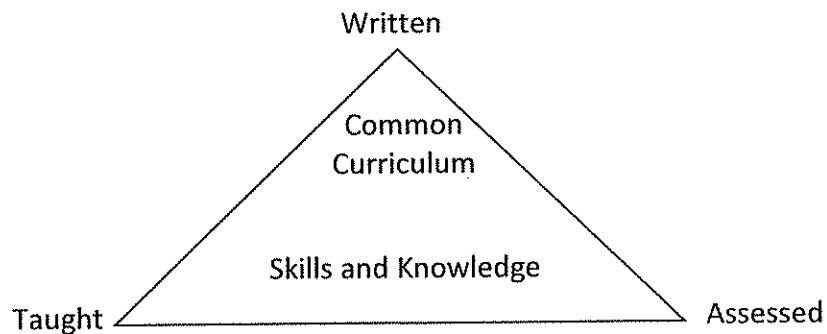
In the educational world, alignment can be thought of in two ways – so-called “horizontal” alignment and “vertical” alignment. Both are important to achieving our goal.

HORIZONTAL ALIGNMENT

This type of alignment means that there is a consistency in the educational program and resources across the same grade level and subject area. We have horizontal alignment when the curriculum being delivered in every second grade classroom across the district is consistent. We cannot expect students to master a rigorous instructional program (that is, our curriculum) if the written curriculum is not, in fact, the taught curriculum and the assessed curriculum. A teacher may be doing a great job of teaching and assessing a curriculum, but if it is not the one approved for that grade level or subject, we do not have alignment.

Alignment of assessment is a growth area for us. Common assessments are a good way to ensure consistent delivery of curriculum without constraining teacher flexibility in how they teach. Assessments must align to the written curriculum and the taught curriculum. Diagram 3 shows this relationship.

Diagram 3
Curriculum Alignment



Horizontal alignment does not require identical teaching techniques or identical resources. Teachers need some latitude in their instructional styles as long as the approved curriculum is being implemented as designed. There are limits to the degree of variability, but consistency does not necessarily mean identical. One downside to a push for horizontal alignment is that it encroaches on some staff members freedom and, as such, can generate a negative reaction those who have been able to “do their own thing” with little thought for how it impacts learning across the school district.

Horizontal alignment can also relate to the equitable distribution of resources. Technology – both hardware and software – would be “Exhibit A” of this issue in Fairfield.

Responsibility for horizontal alignment often falls to district leaders, as it is their job to ensure the implementation of the instructional program system-wide. Principals can assure such alignment within their buildings, but the roles of curriculum leaders and central office leaders fall into this arena. Well-functioning grade level or subject area data teams can also bring about greater horizontal alignment within a school.

VERTICAL ALIGNMENT

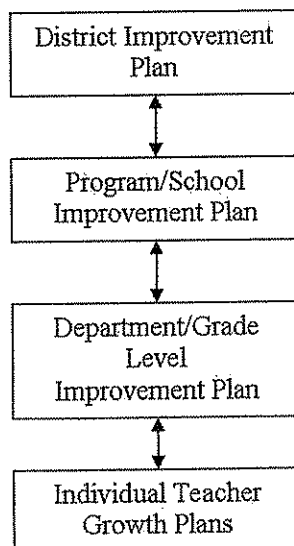
A system that is “vertically” aligned has a consistent program of instruction from grade to grade. There are no gaps in student knowledge from one grade to the next and there is no unnecessary duplication of curriculum. The growth area for Fairfield in this arena appears to be at two transition points – from fifth grade to sixth grade and from eighth grade to ninth grade. Some districts experience an issue from pre-kindergarten to kindergarten but at this point that seems to be less of a concern than the two mentioned above.

The real power of vertical alignment can be seen when improvement efforts at all levels of the system are consistent. For example, when the vision of what good classroom instruction looks like in the eyes of the superintendent, director of curriculum, curriculum leader, principal and teacher is aligned, there is a greater probability of full implementation. When teachers receive “mixed signals” about what effective instruction consists of, one will not get full implementation. For example, a teacher may get advice on instruction from her principal, reading consultant, curriculum leader or Director of Elementary Education. If all of these individuals are not “on the same page,” then the teacher is confused.

The same is true of improvement plans in general. In an aligned world, elements of the district’s improvement plan are evident in the improvement plans of the schools and in the individual improvement plans of grade levels, departments and teachers. Each of these improvement plans may differ because, if done well, they are based on student performance data specific to that teacher, grade level or school. Working toward a common process of analyzing data at the teacher, grade level, school and district level that leads to an alignment of improvement plans would concentrate our resources throughout the system on the most critical areas.

Diagram 4 shows the vertical alignment of improvement plans. The arrows indicate that information flows in both directions to inform our practice. For example, if “differentiating instruction” is a district-wide improvement strategy, evidence of this practice should be evident throughout the system. Conversely, evidence from the “ground up” – the individual teacher level – can and should inform department/grade level/school strategies.

Diagram 4



RESOURCES

Without a certain level of resources, all of the skills and alignment work may be limited in its effectiveness. Resources can include class size, additional staff to support struggling or advanced learners, books, materials, technology, software, adequate facilities as well as community and parent resources. The relationship between resources and student achievement does hinge on staff trained to use them effectively, hence the emphasis on teacher and school leader skills. Without adequate resources, however, the best-laid plans for improvement may fall flat.

In an era of limited financial resources, we need to assess the “return on investment” of our resources. Again, the “return” needs to be measured in terms of improved student learning as the outcome. With limited dollars, for example, are we better off investing in technology or people? The answer is not obvious nor is the answer always binary. Without the technological resources, for example, to provide teachers and principals with real-time data about student performance, we cannot implement a solid program of student performance data analysis.

A THEME

Concentrating our resources of time, energy and dollars into these four focus areas will yield the greatest impact on student learning. One theme across all four areas is the improved use of student performance data to drive our decision-making. For example:

- Implementing a district-and school-wide protocol in the use of student performance data to improve instruction and target services to children
- Implementing school improvement plans based on student performance data
- Implementing professional development for teachers based on student performance data
- The alignment of district, school, department, grade level and individual teacher objectives/goals based on student performance data

CONCLUSIONS

The school system provides outstanding learning opportunities for students. To ensure that all students master our rigorous curriculum, we need to concentrate our change efforts in the area that will provide the greatest leverage to improve instruction. I have identified four main “lenses” through which to view our current and any proposed change initiatives.

The district does suffer from a case of “initiative fatigue.” Sometimes this condition is caused by the district undertaking so many initiatives that none can be done well; sometimes it is caused by people not being able to understand how the many initiatives underway are tied to a bigger picture for change. I hope through this general framework for district improvement we may be able to tackle both parts of the problem. Change initiatives that do not directly and clearly address improvement in classroom instruction as outlined here can be phased out; at the same time, we can show how the remaining initiatives fit into the bigger structure by tying them directly to one of the four “lenses” outlined in this document.

Generally speaking, fewer change efforts done well are more effective than many change efforts done not as well. Concentrating the scarce resource of time in the areas where the “return” (in terms of student learning) on “investment” (in terms of time) is greatest is critical. Time is scarce because the day-to-day managing of a complex school system takes up a vast amount of teacher, school leader and district leader time. Carving out time to implement change initiatives is an important part of leading, but if the day-to-day managing of school begins to erode, then change efforts will be sidetracked. In addition, some change initiatives are required of the school district due to changes in state or federal law.

Despite these constraints, change is necessary. Before undertaking any new initiative, the decision-makers – whether they are the Board of Education, central office leaders, principals/headmasters, curriculum leaders, teachers – need to demand that the time invested in such an effort will likely have a significant and positive impact on improving instruction and therefore lead to our reaching our goal of ensuring that every student masters the skills and knowledge outlined in our rigorous instructional program.

FEB 08 2011

2011 Profile of Student Life Survey
Basic information

- RYASAP has been surveying 7th -12th graders in the Greater Bridgeport Region every three years since 1984.
- Currently we are using the Search Institutes Profile of Life Survey (see attached copy)
- The survey takes approximately 45minutes or less to complete.
- 20% of all 7-12th graders in the region are surveyed.
- RYASAP randomly selects the classes surveyed and we are hoping to have all surveys completed by end of March.
- It takes a week for RYASAP to prep the surveys for a district.
- Full classes will be surveyed, any student can opt-out and there is no “make-up” surveying if a student is out the day the survey is administered.
-

Decisions each district needs to make

1. What 2-3 week time span will your district administer the survey- we would like to have all surveys completed by the end of March.
2. If your district has multiple high schools do you want to administer the survey in all high schools? As an example in the past Stratford has always administered the survey in each high school and each middle school – but still only surveying 20% of the total student body.
3. What subject will be used to randomly select classes
In the past high schools have used English as the subject class, since all students 9-12 must take an English class. If you want to talk about the class choice please give me a call and I would be more than happy to talk with you about what works best for your district.

For 7th & 8th graders some district have used the health class or physical education because all students must take health or phys ed and students were randomly put in those classes.
4. Students must use a pencil – do you want RYASAP to supply those pencils?

What RYASAP needs as soon as possible

1. How many student does your district have per grade 7 through 12 and when do you want to implement?
2. A time to have a brief phone conversation regarding your specific district

Please complete the form below and send it back

District _____ Date _____

Contact Person _____

Phone _____ email _____

Good time to contact _____

Grade Level	Number of Students
7 th	
8 th	
9 th	
10 th	
11 th	
12 th	
TOTAL	

SEARCH INSTITUTE PROFILES OF STUDENT LIFE

Attitudes and Behaviors

Your answers on this questionnaire will be kept strictly confidential. DO NOT put your name on this form. It has no code numbers, so no one will be able to find out how you or anyone else answered. Your school will receive a report that combines many students' answers together. Therefore, no one will be able to connect your answers with your name.

This is not a test you take for school grades. You are just being asked to tell about yourself, your experiences, and your feelings. Please be as honest as you can.

IMPORTANT MARKING DIRECTIONS

- Use black lead pencil only (No. 2).
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Do not make any stray marks on the questionnaire.

EXAMPLES

Proper Mark



Improper Marks



1. How old are you?
- 11 or younger
 - 12
 - 13
 - 14
 - 15
 - 16
 - 17
 - 18
 - 19 or older

2. What is your grade in school?
- 5th
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th

3. What is your sex?
- Male
 - Female

4. How do you describe yourself? If more than one, mark each that applies to you.
- American Indian
 - Asian or Pacific Islander (for example, Cambodian, Hmong, Japanese, Korean, Laotian, Vietnamese)
 - Black or African American
 - Hispanic, Latino or Latina (for example, Cuban American, Mexican American, Puerto Rican, or other Latin American)
 - White

Some of the questions in this survey ask about your parents. In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you. They could be foster parents, step-parents, or relatives/guardians. If you live in a one-parent family, answer for that adult.

5. Which one of the following best describes your family?
- I live with two parents.
 - I live in a one-parent family with my mother.
 - I live in a one-parent family with my father.
 - Sometimes I live with my mother and sometimes with my father.

How important is each of the following to you in your life? Mark one answer for each.

- | | Not Important | Somewhat Important | Not Sure | Quite Important | Extremely Important |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Helping other people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Helping to reduce hunger and poverty in the world | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Helping to make the world a better place in which to live | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Not Important Somewhat Important Not Sure Quite Important Extremely Important

9. Being religious or spiritual
10. Helping to make sure that all people are treated fairly
11. Getting to know people who are of a different race than I am
12. Speaking up for equality (everyone should have the same rights and opportunities)
13. Giving time or money to make life better for other people
14. Doing what I believe is right even if my friends make fun of me
15. Standing up for what I believe, even when it's unpopular to do so
16. Telling the truth, even when it's not easy
17. Accepting responsibility for my actions when I make a mistake or get in trouble
18. Doing my best even when I have to do a job I don't like

ABOUT SCHOOL

19. On an average school day, about how much time do you spend doing homework outside of school?
- None
 - Half hour or less
 - Between half an hour and an hour
 - 1 hour
 - 2 hours
 - 3 hours or more

20. What grades do you earn in school?
- Mostly As
 - About half As and half Bs
 - Mostly Bs
 - About half Bs and half Cs
 - Mostly Cs
 - About half Cs and half Ds
 - Mostly Ds
 - Mostly below Ds

For each of the following, mark one response.
How often does one of your parents ... ?

- | | Very
Often | Often | Some-
times | Seldom | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21. Help you with your school work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Talk to you about what you are doing in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Ask you about homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Go to meetings or events at your school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How much do you agree or disagree with the following?
Mark one answer for each.

- | | Strongly
Agree | Agree | Not
Sure | Dis-
agree | Strongly
Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------------------|
| 25. At school I try as hard as I can to do my best work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. My teachers really care about me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. It bothers me when I don't do something well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. I get a lot of encouragement at my school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Teachers at school push me to be the best I can be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. My parents push me to be the best I can be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. During the <u>last four weeks</u> , how many days of school have you missed because you skipped or "ditched"? | | | | | |
| <input type="radio"/> None | | | | | <input type="radio"/> 4 - 5 days |
| <input type="radio"/> 1 day | | | | | <input type="radio"/> 6 - 10 days |
| <input type="radio"/> 2 days | | | | | <input type="radio"/> 11 or more days |
| <input type="radio"/> 3 days | | | | | |

For each of the following, mark one answer.
How often do you ... ?

- | | Usually | Sometimes | Never |
|---|-----------------------|-----------------------|-----------------------|
| 32. Feel bored at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Come to classes without bringing paper or something to write with | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Come to classes without your homework finished | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Come to classes without your books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Reminder: In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you.

ABOUT ME

How much do you agree or disagree with the following?
Choose one answer for each.

- | | Strongly
Agree | Agree | Not
Sure | Dis-
agree | Strongly
Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 36. On the whole, I like myself. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. It is against my values to drink alcohol while I am a teenager. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. I like to do exciting things even if they are dangerous. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. At times, I think I am no good at all. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. I get along well with my parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. All in all, I am glad I am me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. I feel I do not have much to be proud of. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. If I break one of my parents' rules, I usually get punished. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. My parents give me help and support when I need it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. It is against my values to have sex while I am a teenager. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. In my school there are clear rules about what students can and cannot do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. I care about the school I go to. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. My parents often tell me they love me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. In my family, I feel useful and important. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Students in my school care about me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. In my family, there are clear rules about what I can and cannot do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. In my neighborhood, there are a lot of people who care about me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the last 12 months, how many times have you ... ?

55. Been a leader in a group or organization
56. Stolen something from a store
57. Gotten into trouble with the police
58. Hit or beat up someone
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)

During an average week, how many hours do you spend ... ?

60. Playing on or helping with sports teams at school or in the community
61. In clubs or organizations (other than sports) at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)
62. In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)
63. Reading just for fun (not part of your school work)
64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place
65. Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live
66. Helping friends or neighbors
67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends

Think about the people who know you well. How do you think they would rate you on each of these?

People who know me would say that this is ...

68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous
69. Caring about other people's feelings
70. Thinking through the possible good and bad results of different choices before I make decisions
71. Saving my money for something special rather than spending it all right away
72. Respecting the values and beliefs of people who are of a different race or culture than I am
73. Giving up when things get hard for me
74. Staying away from people who might get me in trouble
75. Feeling really sad when one of my friends is unhappy
76. Being good at making and keeping friends
77. Knowing a lot about people of other races
78. Enjoying being with people who are of a different race than I am
79. Being good at planning ahead
80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)

In this section we ask you about alcohol and other drugs. Please answer honestly. Remember, you are not asked to put your name on this form, so no one will ever be able to tell how you answered.

How many times, if any, have you had alcohol to drink ... ?

	Number of Times							
	0	1	2	3-5	6-9	10-19	20-39	40+
81. In your <u>lifetime</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. During the <u>last 12 months</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. During the <u>last 30 days</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)

- | | |
|-----------------------------|--|
| <input type="radio"/> None | <input type="radio"/> 3 to 5 times |
| <input type="radio"/> Once | <input type="radio"/> 6 to 9 times |
| <input type="radio"/> Twice | <input type="radio"/> 10 or more times |

85. If you came home from a party and your parents found out that you had been drinking, how upset do you think they would be?

- | | |
|--|---------------------------------------|
| <input type="radio"/> Not at all upset | <input type="radio"/> Very upset |
| <input type="radio"/> A little upset | <input type="radio"/> Extremely upset |
| <input type="radio"/> Somewhat upset | |

How many times, if any, have you smoked cigarettes ... ?

	Number of Times							
	0	1	2	3-5	6-9	10-19	20-39	40+
86. In your <u>lifetime</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. During the <u>last 12 months</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. During the <u>last 30 days</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. During the last two weeks, about how many cigarettes have you smoked?

- | | |
|---|---|
| <input type="radio"/> None | <input type="radio"/> About 1 pack per day |
| <input type="radio"/> Less than 1 cigarette per day | <input type="radio"/> About 1-1/2 packs per day |
| <input type="radio"/> 1 to 5 cigarettes per day | <input type="radio"/> 2 or more packs per day |
| <input type="radio"/> About 1/2 pack per day | |

How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) ... ?

	Number of Times							
	0	1	2	3-5	6-9	10-19	20-39	40+
90. In your <u>lifetime</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. During the <u>last 12 months</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many times, if any, have you used cocaine (crack, coke, snow, rock) ... ?

	Number of Times							
	0	1	2	3-5	6-9	10-19	20-39	40+
92. In your <u>lifetime</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. During the <u>last 12 months</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the last 12 months, how many times have you ... ?

	Never	Once	Twice	3-4 Times	5 or More Times
94. Been to a party where other kids your age were drinking ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Driven a car after you had been drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Ridden in a car whose driver had been drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many times, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high ... ?

	Number of Times							
	0	1	2	3-5	6-9	10-19	20-39	40+
97. During the <u>last 12 months</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. During the <u>last 30 days</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. In an average week, how many times do all of the people in your family who live with you eat dinner together?

- | | |
|--|--------------------------------------|
| <input type="radio"/> None | <input type="radio"/> 4 times a week |
| <input type="radio"/> Once a week | <input type="radio"/> 5 times a week |
| <input type="radio"/> Twice a week | <input type="radio"/> 6 times a week |
| <input type="radio"/> Three times a week | <input type="radio"/> 7 times a week |

100. How often did you feel sad or depressed during the last month?

- All of the time
- Most of the time
- Some of the time
- Once in a while
- Not at all

101. Have you ever tried to kill yourself?

- No
- Yes, once
- Yes, twice
- Yes, more than two times

102. Have you ever had sexual intercourse ("gone all the way," "made love")?

- No - SKIP TO QUESTION 104
- Once
- Twice
- 3 times
- 4 or more times

103. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, a condom (rubber), foam, diaphragm, or IUD?

- Never
- Seldom
- Sometimes
- Often
- Always

How many times, if any, in the last 12 months have you used ... ?

Number of Times
0 1 2 3-5 6-9 10-19 20-39 40+

- 104. Chewing tobacco or snuff
- 105. Heroin (smack, horse, skag) or other narcotics like opium or morphine
- 106. Alawan
- 107. PCP or Angel Dust
- 108. LSD ("acid")
- 109. Amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor

How much do you agree or disagree with the following? Mark one answer for each.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

- 110. Sometimes I feel like my life has no purpose.
- 111. Adults in my town or city make me feel important.
- 112. Adults in my town or city listen to what I have to say.
- 113. I'm given lots of chances to help make my town or city a better place in which to live.
- 114. Adults in my town or city don't care about people my age.
- 115. In my town or city, I feel like I matter to people.
- 116. When things don't go well for me, I am good at finding a way to make things better.
- 117. When I am an adult, I'm sure I will have a good life.

Reminder: In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you.

During the last 12 months, how many times have you ... ?

Never Once Twice 3-4 Times 5 or More Times

- 118. Taken part in a fight where a group of your friends fought another group
- 119. Hurt someone badly enough to need bandages or a doctor
- 120. Used a knife, gun or other weapon to get something from a person
- 121. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
 - Yes
 - Probably
 - I'm not sure
 - Probably not
 - No
- 122. How much of the time do your parents ask you where you are going or with whom you will be?
 - Never
 - Seldom
 - Some of the time
 - Most of the time
 - All of the time

Among the people you consider to be your closest friends, how many would you say ... ?

- | | A | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | None | Few | Some | Most | All |
| 123. Drink alcohol once a week or more | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 124. Have used drugs such as marijuana or cocaine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 125. Do well in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 126. Get into trouble at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often do you feel afraid of ...

- | | Never | Once
In a
While | Some-
times | Often | Always |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 127. Walking around your neighborhood? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 128. Getting hurt by someone at your school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 129. Getting hurt by someone in your home? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

130. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?

- | | | |
|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 | <input type="radio"/> 6 |
| <input type="radio"/> 1 | <input type="radio"/> 4 | <input type="radio"/> 7 |
| <input type="radio"/> 2 | <input type="radio"/> 5 | |

131. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?

- | | | |
|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 | <input type="radio"/> 6 |
| <input type="radio"/> 1 | <input type="radio"/> 4 | <input type="radio"/> 7 |
| <input type="radio"/> 2 | <input type="radio"/> 5 | |

132. Imagine that someone at your school hit you or pushed you for no reason. What would you do? Mark one answer.

- I'd hit or push them right back.
- I'd try to hurt them worse than they hurt me.
- I'd try to talk to this person and work out our differences.
- I'd talk to a teacher or other adult.
- I'd just ignore it and do nothing.

How much do you agree or disagree with the following?

Mark one answer for each.

- | | Strongly
Agree | Agree | Not
Sure | Dis-
agree | Strongly
Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 133. Students help decide what goes on in my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 134. I don't care how I do in school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 135. I have lots of good conversations with my parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 136. If I break a rule at school, I'm sure to get in trouble. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 137. My parents spend a lot of time helping other people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 138. I have little control over the things that will happen in my life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During the last 12 months, how many times have you ... ?

- | | Never | Once | Twice | 3-4
Times | 5 or
More
Times |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 139. Carried a knife or gun to protect yourself. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 140. Threatened to physically hurt someone. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The following questions ask about the adults you know.

When answering these questions, don't count your parents or relatives.

How many adults have you known for two or more years who ... ?

- | | 0 | 1 | 2 | 3 or
4 | 5 or
more |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 142. Give you lots of encouragement whenever they see you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 143. You look forward to spending time with | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 144. Spend a lot of time helping other people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 145. Do things that are wrong or dangerous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 146. Talk with you at least once a month | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

On an average school day, how many hours do you spend ... ?

Less Than 1 Hour 1 Hour 2 Hours 3 Hours 4 or More Hours

147. Watching TV or videos...

148. At home with no adult there with you

149. Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?

- Never
- Once
- 2 - 3 times
- 4 - 10 times
- More than 10 times

150. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?

- Never
- Once
- Twice
- 3 times
- 4 or more times

151. Where does your family now live?

- On a farm
- In the country, not on a farm
- On an American Indian reservation
- In a small town (under 2,500 in population)
- In a town of 2,500 to 9,999
- In a small city (10,000 to 49,999)
- In a medium size city (50,000 to 250,000)
- In a large city (over 250,000)

152. How many years have you lived in the city where you now live?

- All my life
- 10 years or more, but I've lived in at least one other place
- 5 - 9 years
- 3 - 4 years
- 1 - 2 years
- Less than 1 year

153. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?

- Never
- Once in a while
- Sometimes
- Often

154. Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you?

- Yes
- No

155. What is the highest level of schooling your father (or step-father or male foster parent/guardian) completed?

- Completed grade school or less
- Some high school
- Completed high school
- Some college
- Completed college
- Graduate or professional school after college
- Don't know, or does not apply

156. What is the highest level of schooling your mother (or step-mother or female foster parent/guardian) completed?

- Completed grade school or less
- Some high school
- Completed high school
- Some college
- Completed college
- Graduate or professional school after college
- Don't know, or does not apply

Warranty Extension Cost Summary

ENCLOSURE NO. 4

FEB 08 2011

Warranty Extension		2011-12		Tecta Budget Estimate	Consultant @ 3.5%	Contingency @ 10%	Warranty @ 0.10/SF	Total
	Sherman		41,700	SF	\$162,477	\$5,687	\$16,248	\$4,170
North Stratfield		37,946	SF	\$169,722	\$5,940	\$16,972	\$3,795	\$196,429
Osborn Hill		48,365	SF	\$218,334	\$7,642	\$21,833	\$4,837	\$252,646
Riverfield		18,345	SF	\$139,502	\$4,883	\$13,950	\$1,835	\$160,169
Holland Hill		10,471	SF	\$90,392	\$3,164	\$9,039	\$1,047	\$103,642
	Total	156,827						\$901,467

Average Cost per Square Foot

\$5.75

Fairfield Public Schools
 Long Range Facilities Plan
 2011-2015 Summary

School	2011-2012	2012-2013*	2013-2014*	2014-2015*	Total
Burr Elementary School	\$ -	\$ -	\$ -	\$ -	\$ -
Dwight Elementary School	315,000	279,605	1,494,842	4,148,582	6,238,029
Holland Hill Elementary School	228,642	17,105	5,836,933	-	6,082,680
Jennings Elementary School	250,000	-	-	-	250,000
McKinley Elementary School	100,000	-	-	-	100,000
Mill Hill Elementary School	250,000	262,500	-	7,680,566	8,193,066
North Stratfield Elementary School	196,429	-	-	315,000	511,429
Osborn Hill Elementary School	252,646	2,851,687	315,000	551,250	3,970,583
Riverfield Elementary School	6,240,252	-	-	-	6,240,252
Sherman Elementary School	188,581	17,105	-	-	205,686
Stratfield Elementary School	-	-	-	-	-
Fairfield Woods Middle School	-	-	-	-	-
Roger Ludlowe Middle School	300,000	-	-	-	300,000
Tomlinson Middle School	250,000	-	-	577,500	827,500
Early Childhood Center	105,000	-	-	-	105,000
Fairfield Ludlowe High School	1,500,000	4,000,000	-	461,614	5,961,614
Fairfield Warde High School	1,576,814	1,576,814	4,351,814	2,887,500	10,392,942
Total - Gross	11,753,364	9,004,814	11,998,589	16,622,011	49,378,778
Estimated SDE Reimbursement	(2,354,238)	(2,162,570)	(2,936,362)	(3,706,614)	(11,159,784)
Total - Net	\$ 9,399,126	\$ 6,842,244	\$ 9,062,227	\$ 12,915,397	\$ 38,218,994

*Includes 5 percent construction inflation adjustment

Fairfield Public Schools
 Long Range Facilities Plan
 2011-2012 Summary

School	Description	Cost
Dwight Elementary School	Replace two 1962 boilers*	\$ 315,000
Holland Hill Elementary School	Major roof warranty extension	103,642
	Replace 1978, 10,000 gallon, oil tank*	125,000
	Subtotal Holland Hill Elementary School	228,642
Jennings Elementary School	Renovate bathrooms*	250,000
McKinley Elementary School	Roof/Coping repair*	100,000
Mill Hill Elementary School	New ceiling and lights*	250,000
North Stratfield Elementary School	Major roof warranty extension	196,429
Osborn Hill Elementary School	Major roof warranty extension	252,646
Riverfield Elementary School	New six classroom addition and renovations	3,071,250
	New core upgrades	3,008,833
	Major roof warranty extension	160,169
	Subtotal Riverfield Elementary School	6,240,252
Sherman Elementary School	Major roof warranty extension	188,581
Roger Ludlowe Middle School	New exterior siding*	250,000
	Partial roof repair*	50,000
	Subtotal Roger Ludlowe Middle School	300,000
Tomlinson Middle School	Front façade cornice work and painting*	250,000

Fairfield Public Schools
 Long Range Facilities Plan
 2011-2012 Summary

Early Childhood Center	New motor skills playground (fully enclosed)*	60,000
	New rubber surfacing on existing playground*	45,000
	Subtotal Early Childhood Center	105,000
Fairfield Ludlowe High School	New windows*	1,500,000
Fairfield Warde High School	Major roof replacement (Phase 2 of a 4 phase program)	1,576,814
	Gross Total	11,753,364
	Estimated SDE Reimbursement	(2,354,238)
	Net Total	\$ 9,399,126

*potential short-term capital improvement projects

Fairfield Public Schools
 Long Range Facilities Plan
 2012-2013 Summary

School	Description	Cost
Dwight Elementary School	Renovate bathrooms*	\$ 262,500
	Minor roof replacements*	17,105
	Subtotal Dwight Elementary School	279,605
Holland Hill Elementary School	Minor roof replacements*	17,105
Mill Hill Elementary School	New bathrooms*	262,500
Osborn Hill Elementary School	Minor roof replacements*	17,105
	Core upgrades	2,834,582
	Subtotal Osborn Hill Elementary School	2,851,687
Sherman Elementary School	Minor roof replacements*	17,105
Fairfield Ludlowe High School	Enrollment driven renovations and upgrades	4,000,000
Fairfield Warde High School	Major roof replacement (Phase 3 of a 4 phase program)	1,576,814
	Gross Total	9,004,814
	Estimated SDE Reimbursement	(2,162,570)
	Net Total	\$ 6,842,244

*potential short-term capital improvement projects

**Fairfield Public Schools
Long Range Facilities Plan
2013-2014 Summary**

School	Description	Cost
Dwight Elementary School	Renovate bathrooms*	\$ 262,500
	Major roof replacement*	1,232,342
	Subtotal Dwight Elementary School	1,494,842
Holland Hill Elementary School	New four classroom addition and renovation	2,257,369
	Core upgrades	3,579,564
	Subtotal Holland Hill Elementary School	5,836,933
Osborn Hill Elementary School	Renovate Bathrooms*	315,000
Fairfield Warde High School	Enrollment driven renovations and upgrades	1,200,000
	New windows*	1,575,000
	Major roof replacement	1,576,814
	(Phase 4 of a 4 phase program)	
	Subtotal Fairfield Warde High School	4,351,814
	Gross Total	11,998,589
	Estimated SDE Reimbursement	(2,936,362)
	Net Total	\$ 9,062,227

*potential short-term capital improvement projects

Fairfield Public Schools
 Long Range Facilities Plan
 2014-2015 Summary

School	Description	Cost
Dwight Elementary School	ADA and core upgrades	\$ 4,148,582
Mill Hill Elementary School	Minor roof replacement*	461,614
	New addition and renovations	3,555,355
	Core upgrades	3,663,597
	Subtotal Mill Hill Elementary School	7,680,566
North Stratfield Elementary School	Replace two 1964 boilers*	315,000
Osborn Hill Elementary School	New windows*	551,250
Tomlinson Middle School	Ceiling and lights*	577,500
Fairfield Ludlowe High School	Minor roof replacement*	461,614
Fairfield Warde High School	New windows*	1,575,000
	Renovate bathrooms*	1,312,500
	Subtotal Fairfield Warde High School	2,887,500
	Gross Total	16,622,011
	Estimated SDE Reimbursement	(3,706,614)
	Net Total	\$ 12,915,397

*potential short-term capital improvement projects

Elementary Schools - Space Deficiencies Report
Pre-Conceptual Plan Cost Estimate
 using 2011 dollars

ENCLOSURE NO. 6
DRAFT FEB 08 2011

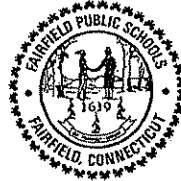
Location	Burr*	Dwight	Holland Hill	Jennings	McKinley*	Mill Hill	North Stratfield	Osborn Hill	Riverfield	Sherman	Stratfield	Total
Present Square Footage	70,794	41,000	41,964	45,300	73,425	43,229	61,110	49,146	45,140	40,387	64,725	
Room Deficiency per MGT Report	1.00	4.75	9.00	6.00	1.00	11.50	4.75	5.25	10.00	7.25	0.00	60.50
Deficiency Square Footage at 800 SF per Room	800	3,800	7,200	4,800	800	9,200	3,800	4,200	8,000	5,800	0	
30% for circulation	80	1,140	2,160	1,440	80	2,760	1,140	1,260	2,400	1,740	0	
Total Additional Square Footage needed	880	4,940	9,360	6,240	880	11,960	4,940	5,460	10,400	7,540	0	62,600
Construction Cost at \$333/SF	\$202,400	\$1,645,020	\$3,116,880	\$2,077,920	\$202,400	\$3,982,680	\$1,645,020	\$1,818,180	\$3,463,200	\$2,510,820	\$0	
CM Multiplier at 27%	\$30,360	\$444,155	\$841,558	\$561,038	\$30,360	\$1,075,324	\$444,155	\$490,909	\$935,064	\$677,921	\$0	
Total before Soft Cost	\$232,760	\$2,089,175	\$3,958,438	\$2,638,958	\$232,760	\$5,058,004	\$2,089,175	\$2,309,089	\$4,398,264	\$3,188,741	\$0	
Soft Costs at 25%	\$23,276	\$522,294	\$989,609	\$659,740	\$23,276	\$1,264,501	\$522,294	\$577,272	\$1,099,566	\$797,185	\$0	
Total Before Reach-in Costs	\$256,036	\$2,611,469	\$4,948,047	\$3,298,698	\$256,036	\$6,322,505	\$2,611,469	\$2,886,361	\$5,497,830	\$3,985,927	\$0	\$32,674,378
Reach-in costs	\$0	\$3,583,701	\$3,246,770	\$2,236,788	\$0	\$3,164,753	\$2,212,844	\$2,699,601	\$3,008,832	\$2,021,250	\$0	\$22,174,539
Total	\$256,036	\$6,195,170	\$8,194,817	\$5,535,486	\$256,036	\$9,487,258	\$4,824,313	\$5,585,962	\$8,506,662	\$6,007,177	\$0	\$54,848,917

*Burr & McKinley estimated as a non-CM Project similar to Annex Projects.

FEB 08 2011

FAIRFIELD PUBLIC SCHOOLS

David G. Title, Ed.D.
Superintendent of Schools



Phone (203) 255-8371
Fax (203) 255-8245

The Education Center

January 13, 2011

Dr. George Coleman
Acting Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT
06106-1630

Dear Dr. Coleman:

At the December State Board of Education meeting, the Board deferred action on Fairfield's amendment to its Racial Imbalance Plan. The Board asked me to return for the February State Board meeting after we had a chance to examine the latest figures on McKinley School's racial imbalance and to determine if there were additional steps Fairfield could take in the near term to remedy this problem.

The preliminary figures provided by the Department of Education show an "Absolute Imbalance" of 25.89 percent. The school district's percent minority for comparable grades (Pre-K to 5) is 17.58 percent and McKinley's percent minority is 43.47 percent. The "Absolute Imbalance" at McKinley is lower than the 2009 figure of 28.70 percent, a reduction of approximately 3 percentage points and within 1 percentage point of compliance.

While our Plan has resulted in our closing of the gap, there are two additional steps we can take in the near term that would enhance our Plan. The first would be to expand the pre-school program for low-income children at Burr from 20 to 36 students. The pre-school program at Burr is part of our Plan because students (and their siblings) are allowed to stay at Burr once they finish pre-school. Last year, this provision resulted in 5 of the 20 students staying at Burr. By increasing the number of pre-school slots at Burr, we estimate that 9 of the 36 students would stay.

Second, while we cannot move the McKinley pre-school program fully to Burr because of space, we plan to merge the McKinley pre-school with the Early Childhood Center at Fairfield Warde High School. This move would be educationally beneficial for McKinley students and the students at the ECC. Because the percentage of minority students at the McKinley pre-school program typically exceeds the percentage of minority students in grades K-5 at McKinley, the effect of the pre-school program at the school has exacerbated the school's racial imbalance. For example, this year 60 percent of the students in the McKinley pre-school are members of minority groups.

We are currently exploring with parents and staff at another elementary school the possibility of offering a before and after school program that would attract McKinley families to "opt out" to that school. The community group that provides this service at McKinley is interested in expanding to another site. While I am optimistic that we can make this happen, there are several hurdles to

overcome before I can guarantee that this option will be available this fall. This school, however, is very interested in making a full effort to attract McKinley families to its school.

In addition, we are conducting our parent survey to determine whether or not there are additional incentives we can offer to strengthen our "opt out" policy and what kinds of specialized programs might attract families to leave their neighborhood school. The results of that survey are expected in the next month.

I look forward to discussing these ideas with you at the February 2 meeting of the State Board of Education.

Sincerely,

A handwritten signature in cursive script, appearing to read "David G. Title".

David G. Title

c: Attorney Laura Anastasio