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

Board of Education
Fairfield Public Schools
Fairfield, CT

Tuesday, January 11, 2011

EXECUTIVE SESSION

7:00 P.M.

REGULAR MEETING

7:30 P.M.

501 Kings Highway East
2nd Floor Board Conference Room

AGENDA

- I. Call to Order and Roll Call
- II. Executive Session
- III. Recommended Motion: “that the Board of Education convene to Executive Session to discuss the acquisition of real estate leases and Fairfield Woods Middle School litigation”
- IV. Convene to Regular Meeting of the Board of Education
- V. Call to Order of the Regular Meeting of the Board of Education and Roll Call
- VI. Pledge of Allegiance
- VII. Presentations
 - A. Update on K-8 Gifted Program
 - B. Medical Reserve Fund – Aon Hewitt
- VIII. Approval of Minutes

Recommended Motion: “that the Board of Education approve the Minutes of the Education/Business Meeting of December 14, 2010”

(Enclosure No. 1)

(Enclosure No. 2)

IX. 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

X. Superintendent's Report

XI. New Business

A. Approval of the Plans and Specifications for the Fairfield Woods Middle School Project #051-0122EA, Phase 2 (FFE)

Recommended Motion: “that the Board of Education approve the plans and specifications for the Fairfield Woods Middle School Project #051-0122EA, Phase 2 (FFE) as presented”

B. Amendment of the Educational Specifications for the Roger Sherman Elementary School Annex Project

Recommended Motion: “that the Board of Education amend the Educational Specifications for the Roger Sherman Elementary School Annex Project to eliminate Smart Boards”

C. Acceptance of Osborn Hill Elementary School Annex Project #051-0119 RE

Recommended Motion: “that the Board of Education accept the Osborn Hill Elementary School Annex Project #051-0119 RE as complete”

D. Acceptance of Roger Sherman Elementary School Annex Project #051-0120 RE

Recommended Motion: “that the Board of Education accept the Roger Sherman Elementary School Annex Project #051-0120 RE as complete”

E. First Read of Policies

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

(Enclosures No. 3, 4)

F. Report of textbook reviewed in accordance with the Administration’s selection process, which will be recommended for adoption at the January 25, 2011 Meeting of the Board of Education

(Enclosure No. 5)

G. Preliminary Operational Audit Discussion

XII. 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.

XIII. Open Board Comment

XIV. Adjournment

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

CALENDAR OF EVENTS

January 18, 2011	Board of Education Special Board Meeting Budget Presentation	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room
January 20, 2011	Board of Education Special Board Meeting Budget Discussion	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room
January 25, 2011	Board of Education Regular Board Meeting & Budget Adoption	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room

RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact:

Pupil & Special Education Services
501 Kings Highway East
Fairfield, CT 06825
Telephone: (203) 255-8379

JAN 11 2011

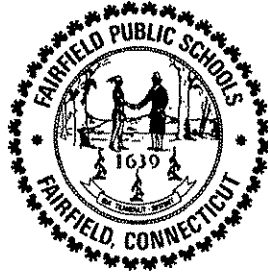
Fairfield Public Schools

Gifted and Talented Program

Proposal

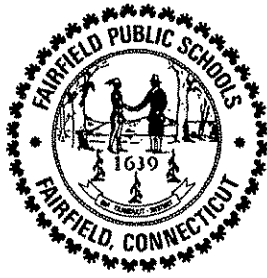


January 6, 2011



Fairfield Public Schools' Mission

The mission of the Fairfield Public Schools is to inspire students to acquire the knowledge and skills needed to be life-long learners, responsible citizens, and successful participants in an ever-changing global society by providing, in partnership with families and community, a comprehensive, rigorous educational program.



BELIEFS

- We believe all individuals can learn.
- We believe high expectations drive high achievement.
- We believe family and community, in partnership, play an essential role in the development and education of a child.
- We believe kindness, respect and compassion enhance life and improve performance.
- We believe that growth occurs when independent thinking, creativity and appropriate risk taking are encouraged.
- We believe valuing and nurturing diversity promotes learning.
- We believe everyone has the ability and responsibility to make a positive difference.
- We believe that positive self image is built through high expectations, honesty and accomplishments.
- We believe that knowledge and skills acquired should be relevant and adaptable for lifelong learning.
- We believe all students should have equitable access to educational opportunities.
- We believe in promoting a healthy life.
- We believe that collaboration and commitment promote the common good.

Introduction

The Fairfield Board of Education adopted a Strategic Plan in March, 2008. One of the areas of focus that was identified by the Program Subcommittee was to review the current gifted programming options available to Fairfield students and make recommendations for changes or enhancements to this program. A subcommittee of teachers, parents and administrators met monthly during the 2009-2010 school year to begin this process. Each of the steps outlined in the Strategic Plan was addressed through the work of ad-hoc committees and progress reports were made to the full subcommittee at each meeting. The team researched program options available in other school districts similar to Fairfield and a review of identification criteria and service delivery models was conducted. This subcommittee continues to meet during the 2010-2011 school year.

The action steps outlined in the Strategic Plan are:

- Examine exemplary models of K-12 gifted education through research and the utilization of statewide resources.
- Review the goals and objectives of the current program and delivery models and implement recommendations to insure they are meeting the needs of the students.
- Review the identification process to insure that it is aligned with the goals and objectives of the program.
- Review the research on Multiple Intelligences and determine if it should be incorporated into the program.
- Develop a program that insures that challenging work is also developmentally appropriate work.

This proposal contains recommendations for enhancements to the program which include the identification criteria, curriculum and instructional approaches. Fairfield Public Schools will recognize and continue to serve currently identified gifted students and will phase in the following recommendations over the next few years.

Historical Background

Elementary School Programming

Gifted education in Fairfield Public Schools for many years in the late 1980's and early 1990's was a pullout program known as "Operation Mind Stretch," in which third, fourth and fifth grade students participated weekly in separate 60-90 minute sessions of thinking skills activities. This program was discontinued in June 1992 as a result of decreases in the budget. In 1993, Fairfield began implementation of a new program model for gifted education, focusing on the regular classroom to provide appropriately challenging learning opportunities for gifted students. One full-time Gifted Resource Teacher was employed to serve nine elementary and two middle schools. The model included classroom teachers enriching and extending the regular curriculum for gifted students. The Gifted Resource Teacher assisted teachers with extending those areas of the curriculum. In 1996, the budget was increased to fund one Gifted Resource Teacher for one day a week in each of the elementary and middle schools. In 1997, a Gifted Advisory Committee was formed to review the programming and make recommendations for improvement. At that time, the committee recommended what is in place in the elementary schools at this time. Currently, students in grades four and five are pulled out once a week for an hour to work on either language arts or mathematics extension activities. Each elementary school has a .3 Language Arts Gifted Resource Teacher and .2 Mathematics Gifted Resource Teacher.

Middle School Programming

For several years, middle school students identified for participation in the gifted and talented program received services from an itinerant teacher. The program had a project based learning focus in the area of language arts. Collaborative planning by the Gifted Resource teacher, Language Arts Specialist and Library Media Specialist was a key element in the program. In 2003, this position was eliminated from the budget and, from that point forward, funds were approved annually for gifted / enrichment programming at the middle level to provide challenge activities specifically designed for high ability / gifted students. Each school receives a proportionate amount of these funds, depending on the actual number of gifted students in each school. These funds provide a variety of gifted and enrichment activities at the school level including special field trips, visiting authors and writing experiences, robotics programming and drama and art presentations. Some of these activities are scheduled solely for students who are identified as gifted and others are open to a wide audience of students. The purchase of an on-line interest driven research program for identified students is also provided. In the 2010-2011 school year, a Gifted Liaison has been assigned to each middle school to assist with programming for students, differentiation within the classroom and resource development.

Definition of Giftedness

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.

Philosophy Statement

The Fairfield Public Schools are committed to providing an education of excellence that challenges students to reach their highest potential by meeting their individual interests, abilities and needs under a common curriculum framework. A key component of this philosophy is that high quality differentiated learning experiences are at the heart of good classroom instruction across all grade levels and departments. It is also understood that some students may perform at significantly higher levels than their peers and require instructional services beyond those found in the general educational program. To that end, a program has been developed which supports their academic and socio-emotional needs and includes the following components:

- High quality differentiated instruction within the regular classroom setting
- A rigorous curriculum with extension activities for in-depth study of unit topics
- Opportunities for identified students to collaborate with their intellectual peers
- Opportunities for independent study in areas of interest

Guiding Principles of the Gifted Program

1. Gifted and talented students are a very diverse group of students. They sit in every classroom, PreK-12 and come from all ethnicities, socioeconomic backgrounds and cultures.
2. Gifted and talented students have a unique set of learning characteristics including prior knowledge, readiness to learn, interests, learning-style preference and a propensity for a particular expressive style. As a result, learning opportunities for gifted learners must be designed with the child's specific needs in mind and consist of a continuum of differentiated curricular options, instructional approaches and resource materials.
3. Gifted and talented students demonstrate the potential of working at advanced levels, therefore educators must develop the skills necessary to address their learning needs.

Goals of the Gifted Program

1. Provide comprehensive identification criteria for inclusion in the Fairfield Gifted & Talented Program. Written procedures for identification and screening of students for inclusion in the gifted and talented program will be established and shared with all stakeholders. Identification and screening processes will be applied consistently across the district.
2. Ensure an identification and screening process that recognizes gifts and talents in diverse populations (cultural, socio-economic, dual language, and twice exceptional).
3. Implement a curriculum to meet the needs of gifted learners that is focused on conceptual thinking, higher level processes, real-world interdisciplinary inquiry and problem solving.
4. Provide differentiated experiences for gifted learners along a continuum of service options including, but not limited to, differentiated instruction, push-in/pull-out learning opportunities and targeted enrichment activities.
5. Provide a program to support the social and emotional needs of gifted students in order to help students develop healthy self-concepts and increase commitment to personal responsibility and responsibility towards others.
6. Provide professional development focused on effective instructional practices to meet the needs of the gifted learner.

Continuum of Services

Program planning for the gifted learner requires consideration of a continuum of services that reflects their individual learning needs. This continuum offers a variety of educational options for students within the context of available resources. These options include:

- Differentiated instruction within the regular curriculum
- Targeted enrichment opportunities
- Pull-out classes
- Push-in services
- Flexible grouping

Future development of the continuum of services will include what educational research supports as other options that also help meet the needs of gifted learners:

- Cluster grouping
- Curriculum compacting

Differentiation of Instruction

Differentiation can be accurately described as classroom practice with a balanced emphasis on individual students and course content. In other words, in an effectively differentiated classroom, it is understood that:

- Students differ as learners in terms of background experience, culture, language, gender, interests, readiness to learn, modes of learning, speed of learning, support systems for learning, self-awareness as a learner, confidence as a learner, independence as a learner, and a host of other ways.
- Differences profoundly impact how students learn and the nature of scaffolding they will need at various points in the learning process.
- Teachers have a responsibility to ensure that all of their students master important content.
- Teachers have to make specific and continually evolving plans to connect each learner with key content.
- Teachers are required to understand the nature of each of their students, in addition to the nature of the content they teach.
- A flexible approach to teaching “makes room” for student variance.
- Teachers should continually ask, “What does *this* student need at *this* moment in order to be able to progress with *this* key content, and what do I need to do to make that happen?”

(From Leading and Managing a Differentiated Classroom, written by Carol Ann Tomlinson and Marcia B. Imbeau, ASCD, 2010.)

Gifted and Special Populations

Identification of gifted children among special populations has been a challenge for educators. It is important to select multiple measures and multiple sources for identifying and serving the gifted when assessing underserved gifted populations such as culturally diverse, linguistically diverse, economically disadvantaged and students with special needs. (Ford and Harris III, 1999)

Twice Exceptional Students

Twice exceptional students are students who are identified as gifted and also identified with a disability defined by federal/state eligibility criteria and qualifies the student for an Individual Education Plan (IEP) or a 504 plan. Twice-exceptional students are difficult to identify because they possess the characteristics of gifted students and the characteristics of students with disabilities. Gifted characteristics may mask disabilities or disabilities may mask gifted potential. Either the strengths, the disabilities, or both may not be identified. One of the steps of the Fairfield Public Schools gifted identification process includes a 'Request for Review'. This step in the identification process will allow educators to better identify those students who may be gifted and have a disability.

Students of Diverse Backgrounds

The Naglieri Nonverbal Ability Test-Second Edition (NNAT2) is a non-verbal ability assessment that has been widely used to identify students for gifted and talented programming. The NNAT2 can be used for fair assessment of socially or economically disadvantaged students and those who may have disabilities that interfere with accurate measurement of ability. For the purpose of identifying gifted abilities in students with limited English proficiency and culturally diverse backgrounds, Fairfield Public Schools has chosen to administer the Naglieri. The use of the Naglieri, coupled with the request for review process will allow educators to better serve underrepresented populations in our gifted programs.

Identification Procedures and Timeline:

October

- All 2nd and 4th grade students are given the Naglieri (NNAT2) by their classroom teacher.

January

- All 2nd, 4th and 7th grade students are given the Cognitive Abilities Test (CogAT) by their classroom teacher.

March

- Scores from the CogAT and NNAT2 are reviewed by a district team to determine initial pool of candidates. CogAT (Composite) scores of 130 or higher or Naglieri Ability Index of 130 or higher will indicate automatic inclusion in the gifted program. Parents of these students will be notified by March 30. Teachers and parents may request a review for any student not identified at this stage. (Appendices A + B)

April

- For any student not identified through the CogAT or the NNAT2, teachers and parents may submit a request for review form by April 15.
- Student profile folders are opened for students under review and will include student work samples, standardized test results, grades, teacher checklists and other academic achievement data. Observations and other assessment tasks may be administered as appropriate.

May

- A district team convenes to review all student folders to determine eligibility for inclusion in the Gifted Program.

June

- Parents are notified in writing of the committee's decision.

Program Components

Elementary School Program

- **Grades K-2 Identification**
 - Teacher or parent request for review form completed
 - Teacher and parent checklists and surveys will be completed
 - Student profile folder developed to include request for review forms, checklists and other assessment data
 - Gifted Resource Teacher will conduct observations
 - K-2 Identification Committee will review data and determine if student qualifies for further testing (SAGES Reasoning K-3—score of 135+)
 - K-2 Identification Committee will review all data and determine eligibility
- **Grades 3-5 Identification**
 - Initial Pool of Gifted Student candidates identified by CogAT Composite (score of 130+) or Naglieri (ability index of 130+)
 - CogAT and Naglieri administered in 2nd and 4th grades at different times in the school year
 - Teacher and parents may request a review for those students who were not identified through the CogAT or Naglieri
 - Teacher or parent request for review form completed
 - Teacher and parent checklists and surveys will be completed
 - Student profile folder developed to include request for review forms, checklists and other assessment data
 - Gifted Resource Teacher will conduct observations
 - Classroom observations and additional assessments may be included
 - A district team will review each request for review and consider identification
- **Grades K-2 Curriculum and Instruction**
 - A plan will be developed for student to include differentiated instruction in the regular elementary program or any possible enrichment options
- **Grades 3-5 Curriculum and Instruction**
 - Gifted programming will include third, fourth and fifth graders in multi-disciplinary studies for 2 hours/day—1x/week
 - Units of study will be developed for the gifted program
- **Grades K-2 Assessment of Program**
 - District benchmark assessments
 - Teacher/Parent conferences
- **Grades 3-5 Assessment of Program**
 - End of unit performance assessments
 - Unit-based projects
 - Unit-based rubrics
 - Teacher, student and parent feedback forms
 - Classroom teacher checklist of carryover of skills

Middle School Program

Programming for students identified as gifted at the middle level can be complex due to the developmental needs of this age group. There may be pressure to perform or a sense of competitiveness or perfectionism and these students may not want to be singled out or pulled from their regular education program. As stated in the 2005 Joint Position Statement of the National Middle School Association and the National Association for Gifted Children:

Early adolescence is generally described as the time between ages 10 and 15. During this developmental span, young adolescents experience a wide range of growth rates in cognitive, physical, social, emotional, and moral dimensions. Change in young adolescents can be rapid and uneven. In addition to the diversity of development implicit in early adolescence, middle schools also reflect diversity in student gender, culture, experience, economic status, interests, and learning preferences. Every middle school classroom also represents a wide array of talents.

In light of the inevitable variance in middle school populations, the proposed Fairfield Middle School Gifted program includes components to appeal to students at these grade levels:

- Differentiation is at the heart of instruction and this includes developing enrichment strands within approved curriculum documents, tiered assignments and using flexible grouping practices to allow academically gifted students opportunities to work with their intellectual peers.
- Choice and challenge to allow students to be actively engaged in deciding what they will study, how it will be shared and the pace, depth and complexity of the task.
- A variety of instructional techniques will be used to provide opportunities for enrichment and acceleration including open ended assignments, independent studies, curriculum compacting and the use of technology to design individualized, self paced independent learning.

The proposed middle school program is outlined in the table below and will be phased in over the next 3 school years. The identification criteria described in this proposal is a change from current practice and will identify a proportion of students in keeping with state and local average identification rates.

2011 - 2012 + 2012 - 2013

- (0.4 FTE) Teacher of the Gifted assigned to each middle school
- Each identified student will have a minimum of 1 opportunity to work collaboratively with the G+T teacher on an enriched, scaffolded unit of study.
- Opportunities for identified students to participate in independent, interest driven research studies facilitated by the teacher of the gifted.
- In the 8th grade, identified students will have the opportunity to come together with their identified peers to participate in a Spring Seminar shared research project.
- In addition, the Teacher of the Gifted will:
 - Serve as a resource to classroom teachers to meet the needs of G+T students within their classroom.
 - Assist in the identification of students through the screening process
 - Facilitate curriculum enrichment and grouping students for instruction
 - Provide appropriate professional development as appropriate
 - Work closely with curriculum leadership to develop middle school curricular enhancements
 - Assist in coordinating on-line programs for identified students
 - Work with building administrators to schedule special events and speakers

2013 – 2014 + beyond

- Identified students in each grade level select into the G+T class once per week scheduled during the Unified Arts block. The Unified Arts classes are: Computer Technology, Art, Family Consumer Science, Technology Education and Health
- Identified students may opt in or opt out of the G+T class for the year.
 - Opt in means that a G+T student is scheduled for Unified Arts classes 4 times each week (not 5) and attends G+T class 1 time per week for the year.
 - Opt out means that a G+T student is scheduled for Unified Arts classes 5 times each week and does not attend the G+T class for the year.
- The Teacher of the Gifted is scheduled to teach 2 sections at each grade level per week. In addition, they work with grade level teachers in the role of staff developer providing in-class consultation to assist teachers with differentiation of instruction, utilizing online resources as appropriate, lesson development and curriculum compacting.

Program Evaluation

Program evaluation is a critical component of ensuring success and continual improvement of the services offered to gifted learners. Future evaluation practices will address the following program questions:

1. To what extent are the stated goals of the gifted program being fulfilled?
 - Identification criteria
 - Diverse populations
 - Curriculum
 - Continuum of services
 - Social and emotional needs of students
 - Professional development
 - Program evaluation
2. To what extent are the needs of the identified students being met through services offered as perceived by various stakeholders?
3. What are the strengths and areas of improvement of the gifted and talent program?
4. What evidence exists to document positive student performance trends for students participating in the gifted and talented program?
5. What are the recommendations for program improvement and revision?

Gifted Program Budget 2010-2011 and 2011-2012					
DESCRIPTION	FTE	FTE	BUDGET	PROPOSAL	CHANGE
	2010-11	2011-12	2010-11	2011-12	
Teachers - Elementary School Level (.5 fte at each Elementary School fy12)	5.7	5.5	\$ 456,657	\$ 454,995	\$ (1,662)
Elementary Gifted Program Coordinator	0.2	0	\$ 17,053	\$ -	\$ (17,053)
Elementary Gifted Program Liaison Stipend			\$ -	\$ 1,374	\$ 1,374
Teachers - Middle School Level (.4 fte at each Middle School)	0	1.2	\$ -	\$ 59,953	\$ 59,953
Middle School Gifted Program Liaison Stipend (1 assigned to each MS)			\$ 4,041	\$ -	\$ (4,041)
Gifted Activity Expenses - FWMS			\$ 8,096	\$ -	\$ (8,096)
Gifted Activity Expenses - RLMS			\$ 12,072	\$ -	\$ (12,072)
Gifted Activity Expenses - TMS			\$ 9,832	\$ -	\$ (9,832)
Professional Development - Gifted			\$ 2,000	\$ 5,000	\$ 3,000
Supplies - Gifted Programs K-8			\$ 5,000	\$ 10,000	\$ 5,000
Assessment Tests (CogAT & Naglieri Tests funded by Open Choice Grant)			\$ 11,700	\$ 21,000	\$ 9,300
TOTAL:	5.9	6.7	\$ 526,451	\$ 552,322	\$ 25,871

Appendix A

Teacher Request for Review Form and Checklist (to be developed)

Appendix B
Parent Request for Review Form and Checklist (to be developed)

Appendix C

**2010 PreK – Grade 12 Gifted Programming Standards
National Association for Gifted Children (NAGC)**

2010 Pre-K-Grade 12 Gifted Programming Standards

Gifted Education Programming Standard 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.



Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
	1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
<p>1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p>	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.
	1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
<p>1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.
	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
<p>1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p>	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
<p>1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.
	1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
<p>1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p>	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
<p>1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p>	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.
	1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.



Standard 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Student Outcomes	Evidence-Based Practices
<p>2.1. <u>Identification</u>. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p>	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
<p>2.2. <u>Identification</u>. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</p>	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
<p>2.3. <u>Identification</u>. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
<p>2.4. <u>Learning Progress and Outcomes</u>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p>	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	<p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p>
<p>2.5. <i>Evaluation of Programming.</i> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.</p>	<p>2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.</p>
<p>2.6. <i>Evaluation of Programming.</i> Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.</p>	<p>2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p> <p>2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.</p> <p>2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>

Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.



Standard 3: Curriculum Planning and Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p>	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
<p>3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p>	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
<p>3.3. <i>Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p>	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
<p>3.4. <i>Instructional Strategies.</i> Students with gifts and talents become independent investigators.</p>	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. <u>Culturally Relevant Curriculum</u> . Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. <u>Resources</u> . Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.



Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p>	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
<p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
<p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
<p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.¹ They use positive strategies to address social issues, including discrimination and stereotyping.</p>	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
<p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication</p>	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

¹ Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.



Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>5.1. <u>Variety of Programming.</u> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
<p>5.2. <u>Coordinated Services.</u> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.</p>	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
<p>5.3. <u>Collaboration.</u> Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.</p>	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
<p>5.4. <u>Resources.</u> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</p>	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
<p>5.5. <u>Comprehensiveness.</u> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p>	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
<p>5.6. <u>Policies and Procedures.</u> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).</p>	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
<p>5.7. <u>Career Pathways.</u> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</p>	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.
	5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.



Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
<p>6.1. <i>Talent Development.</i> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.</p>	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
<p>6.2. <i>Socio-emotional Development.</i> Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.</p>	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
<p>6.3. <i>Lifelong Learners.</i> Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.</p>	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
<p>6.4. <i>Ethics.</i> Students develop their gifts and talents as a result of educators who are ethical in their practices.</p>	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.

Appendix D

Bright Child vs. Gifted Learner



Bright Child vs. Gifted Learner

Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good at memorization	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Appendix E

Teacher and Parent Resources

Bibliography and Resources

Connecticut Association for the Gifted (CAG)
Includes links to local, regional and national programs
www.ctgifted.org

CT State Department of Education
Gifted and Talented page
www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320852

National Association for Gifted Children (NAGC)
www.nagc.org

Supporting Emotional Needs of the Gifted (SENG)
www.sengifted.org

New England Conference on Gifted Education
www.NECGT.org

World Council for Gifted and Talented Children
www.worldgifted.org

The Association for the Gifted (TAG)
www.cectag.org

Hoagies' Gifted Education Page
www.hoagiesgifted.org

National Research Center on the Gifted and Talented
www.gifted.uconn.edu/NRCGT/html

Johns Hopkins Center for Talented Youth (CTY)
www.cty.jhu.edu

Duke University Talent Identification Program (TIP)
www.tip.duke.edu

Stanford University's Education Program for Gifted Youth (EPGY)
www.epgy.stanford.edu

Northwestern's Center for Talent Development (CTD)
www.ctd.northwestern.edu

Center for Gifted Education at the College of William & Mary
www.cfge.wm.edu

Purdue University's Gifted Education Resource Institute (GERI)
www.geri.soe.purdue.edu

University of Iowa Center for Gifted Education and Talent Development
www.education.uiowa.edu/belinblank/

The Davidson Institute for Talent Development
www.davidsongifted.org

Gifted Education Press
www.giftedpress.com

Prufrock Press
www.prufrock.com

Critical Thinking Press
www.criticalthinking.com

Great Potential Press
www.giftedbooks.com

Free Spirit Publishing
www.freespirit.com

Pieces of Learning
www.piecesoflearning.com

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NAGC's Mile Marker Series of Resources: <http://www.nagc.org/index.aspx?id=3546> (CD-ROM)

NAGC's Starting & Sustaining a Parent Group to Support Gifted Children (free downloadable e-book)
www.nagc.org/parentgroupeguide.aspx

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE EDUCATION/BUSINESS MEETING OF THE BOARD OF EDUCATION
Tuesday, December 14, 2010

Minutes of the Business Meeting of the Board of Education held Tuesday, December 14, 2010, at 501 Kings Highway East, 2nd Floor Board Conference Room.

The meeting was called to order at 7:30 p.m. by Chairman Mr. John Mitola. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mrs. Sue Dow, Mrs. Pamela Iacono, Mr. Tim Kery, Ms. Stacey Zahn, Mr. Perry Liu (arrived 7:31 p.m.), and Mr. Paul Fattibene (arrived 7:34 p.m.). Also in attendance were Superintendent Dr. David Title and members of the administrative staff. Approximately 300 people comprised the remainder of the audience.

1. Mr. Mitola led the Board and audience in the Pledge of Allegiance.
2. Mrs. Iacono moved, seconded by Mrs. Albin that the Board of Education approve the Minutes of the Organizational Meeting of November 23, 2010, the Business Meeting of November 23, 2010 and the Special Meeting of November 30, 2010.

Motion carried: 8:0:0.

3. Mrs. Albin moved, seconded by Mr. Kery to move Item IV-B, Presentation of the Fairfield Public Schools Operational Audit Conducted by Prismatic, Inc., up on the agenda to be the first presentation.

Motion carried: 8:0:0.

4. Presentations

- A. Presentation of the Fairfield Public Schools Operational Audit Conducted by Prismatic, Inc.

Ms. Tatia Prieto from Prismatic, Inc. presented the results of the operational audit. She stated that Fairfield is under no obligation to implement any of the recommendations presented. The goal was to assist the district in identifying areas where Fairfield could be more efficient and effective. She reviewed the team and audit approach; gave an overview of the report; discussed the findings, commendations and recommendations; and the costs and savings associated with the recommendations. The full report is 260 pages, which represents 468+ consulting hours. The only things included in the report are areas with findings. A finding can lead to either a commendation or a recommendation. If something in the district is working well, a commendation was awarded. If an area was found in need of improvement, a recommendation was provided. The report contains 25 commendations and 74 recommendations. She highlighted how the report is structured: Organization and Management, Technology, Financial Management, Human Resources, Facilities Use and Management, Food Services, and Transportation. Although not part of the audit, a section was included on Safety and Security. She briefly reviewed each of the areas in the report and highlighted several commendations and recommendations for each. She highlighted the estimated costs and savings and stated that many of the recommendations in the report do not have specific costs or savings. They are intended to help formalize, improve or streamline operations. Ultimately there will be some type of savings, perhaps not a dollar savings, but staff time savings. The report does not assume a timeline for implementation of each recommendation. The report provides estimated fiscal impacts over five years. All 74 recommendations do not need to be implemented tomorrow. She stated that her first recommendation is to review the report and decide what can be implemented now and what can be implemented later. Finally, acquire accountability on behalf of the district leaders, the Board, and the school district staff who will be responsible for implementing this report.

Approximately 30 minutes of Board questions and comments followed. The report will be put on the agenda of the Finance subcommittee. Board members will review the report and send their questions to the Finance subcommittee to get answers from Prismatic. In reviewing this report if

Dr. Title sees a recommendation that can save money and be implemented as part of the upcoming budget, he will put it in and label it so that when the budget is presented in January the Board can determine whether to keep it in or not.

BREAK – 5 MINTUES

B. Presentation of 10 Year Enrollment Projections and Elementary School Space Capacities as Developed by MGT of America

The presentation was divided into two sections. Mr. Joe Clark briefly highlighted the enrollment projections and Mr. Dodds Cromwell highlighted the capacity and utilization at the elementary schools.

Mr. Clark stated that the purpose of this study was to develop alternative enrollment projection methodologies for Fairfield Public Schools that would provide greater accuracy for a ten year period and to evaluate the elementary school capacities. In order to develop accurate long-term enrollment projections, four enrollment projection models were used: cohort survival, linear regression, average annual increase and students per household. The methodology for enrollment projections was broken into three areas: demographic analysis, historical enrollment and projected enrollment. He commented that Fairfield has a demographic shift that could impact future student enrollment. A large band of the population is in the 35 and above range with the exception of the 15 to 19 year old range that shows a significant increase. He commented on the live births versus kindergarten enrollment and what the trend of the kindergarten population is as it relates to live births. For 2010, a projection model using kindergarten linear regression was used instead of the live birth to kindergarten ratio. This methodology more accurately aligns with historical kindergarten enrollment in the district. There are some younger students moving in to the district and that has supported the increase in kindergarten enrollment. He briefly reviewed the historical district enrollment. There have been some areas that have produced significant anomalies and that is why a typical cohort projection would tend to project the enrollment going down. That was not the case when MGT built their projection methodology. The projected enrollment in Fairfield over the next ten years will average a 1 to 3 percent increase annually across the district. That is a typical pattern that Fairfield has and it looks like some of that trend will continue. MGT's purpose was to identify methodologies for projecting enrollment other than cohort. In building the ten year enrollment projections, the first two years were calculated using the cohort survival model, a transition year was calculated using an annual average weighting and the final seven year model was based on an average percentage increase (20%), students per housing unit (10%), cohort survival (35%), and a linear regression (35%). The weightings take into account the demographic trends of the community. He recommended using the transition from cohort to multi-model approach and continuing to examine the enrollment data moving forward.

Mr. Cromwell reviewed the capacity and utilization rates for the elementary schools. A school's capacity is the number of students which can be accommodated given the specific educational programs, class schedules, student to teacher ratios and size of the rooms. The utilization rate is calculated by dividing the current enrollment of the facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it is over-crowded. When calculating capacity, MGT uses the instructional use model. The instructional use model counts the number of instructional rooms and multiplies that number by the students per room or the loading factor to identify the capacity of the school. What that does is produce a functional capacity; how does that school function given that instructional program. One of the first elements in developing the functional capacity is looking at the loading factors. That means looking at each type of classroom and determining what the capacity of that classroom is based on that program. A scheduling/grouping factor is also used. He commented that the other area of capacity that was heard over and over again when interviewing the principals was that they are being impacted by a lot of the special programs. Schools built in the 1950s, 60s, and 70s were not designed to house the educational programs of today. He reviewed the loading factors used in Fairfield based on the typical teacher/student ratios for different types of classes at the elementary schools. He

commented on the capacity of all the elementary schools; current functional capacity as calculated using the Fairfield model has an elementary school total capacity of about 4,912, using the MGT model the functional capacity is calculated at about 5,314, and the operational capacity given the program and space deficiencies comes in at 3,938. The utilization rates of all the elementary schools using the operational model shows how much the schools are being impacted by the lack of special spaces to house programs like science, music, art, small group special education programs, etc. The Fairfield model shows 97% utilization across all of the elementary schools, and the MGT model shows 90% utilization. MGT recommends that utilization should be between 80-90% which gives the elementary schools the flexibility to accept new students, to move programs when needed and to work within the facility. He recommended that Fairfield transition to the functional capacity model used by MGT. It will give a much clearer picture of the capacity of the schools. He also recommended that going forward when looking at capacity and utilization not to use the operational capacity calculation to determine the number of students but to use it to determine the impact on the special programs and the lack of special spaces this has on the educational space needs.

Approximately 30 minutes of Board questions and comments followed on the enrollment projections and elementary school capacities.

Mr. Mitola stated that this is something Board members need to review, and the Facilities Committee needs to look at it and come up with suggestions/recommendations to present to the entire Board so some action can be taken with respect to our facilities needs.

5. Old Business

- A. Mrs. Iacono moved, seconded by Mrs. Albin that the Board of Education approve Policy #6164-Drugs, Tobacco, Alcohol as presented at the November 9, 2010 Board of Education Meeting and as amended.

Motion carried: 9:0:0.

B. Proposed By-law Changes

1. Ms. Zahn moved seconded by Mrs. Iacono that Page 9, Article IV Section 4 entitled 'Board Evaluation' be amended as recommended by the Superintendent.

Motion carried: 9:0:0.

2. Mrs. Albin moved, seconded by Mr. Kery that Page 9, Article V Section 1 entitled 'Regular Meetings' be amended as recommended by the Superintendent.

Mr. Fattibene offered a friendly amendment to read normally scheduled on the second **and** fourth Tuesday of the month and eliminate the word **or** fourth Tuesday of the month. All Board members were in favor of this friendly amendment.

Motion carried: 9:0:0.

3. Ms. Zahn moved, seconded by Mrs. Brand that Page 10, Article V Section 3D entitled 'Consent Agenda' be eliminated as recommended by the Superintendent.

Motion carried: 9:0:0.

4. Mrs. Albin moved, seconded by Mrs. Dow that Pages 10-11, Article V Section 4 entitled 'Order of Business' be amended to read as follows:

- A. The agenda at each Regular Meeting shall be:
 1. Call to Order and Roll Call
 2. Pledge of Allegiance
 3. Presentations
 4. Approval of Minutes
 5. Public Comment
 6. Student/Committee/Liaison Reports
 7. Superintendent's Report
 8. Old Business
 9. New Business
 10. Open Board Comment
 11. Adjournment

- B. The agenda at each Special Meeting shall be:
 1. Call to Order and Roll Call
 2. Pledge of Allegiance
 3. Business Item(s)
 4. Adjournment

- C. To encourage public interest, the agenda for every meeting shall be posted on the School District's website and released in advance to the following:
 1. Local Newspapers
 2. RTM Education and Recreation Committee
 3. PTA Presidents and PTA Board of Ed Representatives (underline new)
 4. FEA President Liaison Committee (*Italics out/underline new*)
 5. Principals, Headmasters and Central Office Administrators
 6. Board of Finance
 7. Board of Selectmen
 8. *Any appropriate task force or committee (Italics out)*
 9. Public Libraries (including all supporting materials)
 10. Any citizen who so requests and is willing to assume any additional cost

Mrs. Iacono moved, seconded by Mrs. Albin to amend the motion to change the order of business at the Regular Meeting and move Public Comment down on the agenda to after New Business.

Board comments and discussion followed on this proposed amendment.

Vote on amendment carried: 5:4:0. Mrs. Brand, Mrs. Dow, Mr. Fattibene, Mrs. Iacono and Mr. Liu voted in favor. Mr. Kery, Mrs. Albin, Mr. Mitola and Ms. Zahn voted in opposition.

Vote on main motion as amended carried: 9:0:0.

5. Mrs. Albin moved, seconded by Ms. Zahn that Page 2, Article II Section 1 entitled 'Organization' Part A be amended as recommend by the Superintendent.

Motion Carried: 9:0:0.

6. Ms. Zahn moved, seconded by Mrs. Albin that Page 4, Article II Section 4 entitled 'Committees' Part A be amended as recommended by the Superintendent.

Motion carried: 9:0:0.

7. Mrs. Albin moved, seconded by Mrs. Dow that Page 7, Article III Section 4 entitled 'New Member Orientation' Part C be amended as recommended by the Superintendent.

Motion carried: 9:0:0.

8. Mrs. Brand moved, seconded by Mrs. Dow to add the following language to Page 4, Article II Section 4 'Committees' Part A 'Standing Committees' at the end of the third paragraph: 'Only the Board may take action on subcommittee recommendations' as recommended by Board member Mrs. Brand.

Motion carried: 9:0:0.

6. Public Comments and Petitions-

Anne Pasco, representing the Fairfield Education Association, stated that since the audit will be going to the Finance Subcommittee for review, she has been asked to bring to the Board's attention and possibly get an answer at some point on how the public will be involved in what the questions are and how the answers from Prismatic will be disseminated. A large constituency was here this evening to hear the overview but they also want to know what the Board's specific questions are and what Prismatic's answers are. She also asked if there will be an opportunity for the public to ask questions and get answers on certain items.

J. Alfred Dunn stated that going back into the history of the Board of Education it will be found that there was only one meeting per month, and they could not complete the work they set out to do in one evening; so that is why they went to two meetings per month. He doubts this Board will complete everything it sets out to do in one meeting.

Mr. Mitola stated that the difference between last year's meeting schedule and this coming year is 2 meetings. A March meeting has been added.

Cristin McCarthy Vahey, Melville Avenue, noted that when she arrived at the meeting tonight she was disappointed and disturbed that there were members of the RTM, school principals and members of the public standing in the hallway unable to hear the presentation and to have access to what was presented. She understands that it will be on the website but it is not the same as being able to fully participate in the meeting. She asked that in the future as the audit conversation goes forward or any other topics that will have an anticipated attendance that the Board consider moving the meeting.

7. Report of the Superintendent

- A. Healthy Food Certification-Dr. Title reported that notification was received from the State that we did an excellent job in participation in the Healthy Food Certification. A document has been put together listing all of the improvements that have been made to the Food Service Programs as a result of the Healthy Food Certification. A number of enhancements are above and beyond the basic requirements and upgrades continue to be made.
- B. First Student Bus Update-Dr. Title stated that he was concerned with the bus accidents that occurred during his first month in Fairfield. As a result, he and Tom Cullen met with representatives from First Student and asked them to provide documentation that they are meeting all of the training requirements, continuing education requirements, recruiting, etc. A report was created that will be sent monthly from First Student detailing the accidents, number of random drug/alcohol tests that are scheduled and completed, the number of safety meetings, number of breakdowns, preventative maintenance, driver recruiting and retention, etc.
- C. Status of 2010-2011 Budget-Dr. Title reported that there was some discussion at the last Board meeting and at the Finance Subcommittee meeting about the current budget and the potential deficit largely due to some unanticipated special education costs. In the last 2-3 weeks we have filed with the State for excess cost, and even at the reduced excess cost we are going to get more money back, and are now anticipating that deficit is substantially less, probably in the \$500,000-\$600,000 range as opposed to the million dollar range. This is a moving target; kids can move in, kids can move out. A plan is being put in place to freeze non-essential spending in the special ed area to compensate for that. This is not something unique to Fairfield; other towns also have deficits in the special ed account. We are constantly over budget in this area. One example is out of district tuition; we did not budget for any new students who might come in as outplacements,

although, historically we have gotten five or six new students over the course of the year. What that does is build a structural deficit into our budget. Money budgeted in other accounts really isn't there because it has to get frozen. He stated that in the 2011-12 budget he is going to try to more closely match the budget to the actual expenditure.

D. Update of 2011-2012 Budget Process—Dr. Title reported that for the first time the Munis software is being used to develop the budget. Some changes are being made in what areas of the budget will remain at the school site and what areas will be at the district level. Where there are multiple accounts for the same item, they will be put in one place, giving control to the appropriate person. This is a simplification procedure and generating a new budget format. The time line remains the same.

E. Racial Imbalance—Dr. Title reported that in September the Board was required to submit to the State Board of Education an Addendum to the Racial Imbalance Plan. The State Board is taking a more active role in looking at these plans and asked Dr. Title to attend their December meeting and explain the plan. Several of the State Board members did not think the plan would get us in compliance even though we are fairly close to being in compliance. Dr. Title stated that he has to go back in February with more detail about the plan and how it is going to work. This is just an update for the Board; no action is necessary at this time.

8. Reports and Recommendations

- ◆ Mrs. Albin – No report
- ◆ Mrs. Brand reported that the Board of Health met last night and are still working with Dr. Title and CAGE on a policy on medicines being used by students in the district. CES has allowed us to now have two representatives, and Mrs. Brand will join Mrs. Albin as the representative.
- ◆ Mrs. Dow reported that SEPTA's Annual Cookie Walk will be December 20 downstairs in the foyer of this building.
- ◆ Mr. Fattibene – No report
- ◆ Mrs. Iacono – No report
- ◆ Mr. Kery reported that the Facilities subcommittee met last night and toured Mill Hill School. The committee has now seen the three schools that are next on the Facilities Plan. There is now a lot to absorb and consider with the MGT report and how to fold it into the Facilities Plan. Mr. Kery commented that one of the ongoing issues that has been going back and forth within the community is that Mr. Cullen's team has been looking for some information to help pull out some of their planning on an annual basis and on a long-term basis. The committee discussed this, and one of the ideas was to use the Town Facilities Commission and request that they assist us in looking at some space for central office in the event the owner of this building purchases it, the maintenance facility and the alternative high school space. The consensus of the committee was to have Dr. Title, Mr. Mitola and Mrs. Iacono address this directly with the First Selectman to see if we can move forward. Mr. Kery reported that PTA Council met last week, and Al Kelly received the Alice B. McGrath Award. In addition, Dr. Title gave a preview of his vision for the district.
- ◆ Mr. Liu reported that the TPZ passed the plans for Fairfield Woods MS tonight. The next Fairfield Woods MS Building Committee meeting will be Thursday.
- ◆ Mr. Mitola – No report
- ◆ Ms. Zahn – No report

9. Open Board Discussion--None

10. Ms. Zahn moved, seconded by Mrs. Albin that this regular meeting of the Board of Education adjourn at 10:30 p.m.

Motion carried: 9:0:0.

Stacey Zahn
Secretary

JAN 11 2004

Community Relations**Activities Involving Relations Between Public and Students****PUBLIC PERFORMANCES BY STUDENTS****1430**

Participation by students representing any school or any school activity in any public function or activity must have approval of the school administration. While participating in these public functions, the students are under the jurisdiction of the school authorities. Students may not participate in public functions where alcohol is served. Exceptions for specific events, e.g., sporting events, cultural events, may be made by the Superintendent of Schools or his/her designee, provided the students are sufficiently isolated or protected from the service of alcohol at the specific event.

Approved 8/27/04

JAN 11 2011

Students**Code of Behavior****BULLYING****5330**

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning, which is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

Bullying is defined under Sec. 10-222d. as amended by PA 08-160 as:

any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, or at a school-sponsored activity or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.

For purposes of this policy, harassment consists of verbal, graphic, or physical conduct relating to an individual's race, color, religion, sex, (including sexual harassment and pregnancy), national origin/ethnicity, physical attributes or disability, (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), parental or marital status, sexual orientation, including gender identity/expression or age.

A student who engages in any act of bullying is subject to appropriate disciplinary action up to and including suspension, expulsion, or referral to law enforcement officials.

The District's program:

- permits anonymous reports of bullying by students and written identifiable reports of suspected bullying by the parent or guardian;
- requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;
- requires school administrators to investigate parents' or guardians' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there;
- requires each school to have a prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
- requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice must describe the school's response and any consequences that may result from further acts of bullying.
- requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurring perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- requires students to be notified annually of the process by which they will make reports of bullying;

Students

Code of Behavior

BULLYING (continued)

5330

- requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil service personnel, responsible for taking a bullying report and investigating the complaint;
- as required, but not later than February 1, 2009, submit this policy to the Department of Education for its review, analysis, and cooperative assistance; and
- inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The principal of each school or designee is responsible for handling all complaints of alleged bullying.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but not limited to:

1. Implementation of a positive behavioral intervention and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. A school survey to determine the prevalence of bullying.
3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.
4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, locker rooms and other specific areas where bullying is likely to occur.
6. Inclusion of grade appropriate bullying prevention curricula in kindergarten through high school.
7. Individual interventions with the bully, parents; and school staff, and interventions with the bullied child, parents; and the school staff.
8. School-wide training related to safe school climate.
9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

A comprehensive approach, involving everyone in the schools and the community, to address this issue at all school levels is essential to reducing incidences of bullying. Such an approach must involve proactive school-wide, classroom, and individual intervention. In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the incidence of bullying. It is important and necessary to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Code of Behavior

BULLYING
(continued)

5330

The Superintendent or designee shall provide that students and parents or guardians of students are notified of the prohibition against bullying and the penalties for violating the prohibition by ensuring inclusion of such information in student and parent handbooks.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate, that is protected by state or federal law.

(cf.0521 – Nondiscrimination)
(cf.5114 – Suspension and Expulsion/Due Process)
(cf.5131 – Conduct)
(cf.5131.21 – Violent and Aggressive Behavior)
(cf. 5131.8 - Out-of-School Misconduct)
(cf.5131.912 – Aggressive Behavior)
(cf.5131.91 – Hazing)
(cf.5144 – Discipline/Punishment)
(cf.5145.4 – Nondiscrimination)
(cf.5145.5 – Sexual Harassment)
(cf.5145.51 – Peer Sexual Harassment)
(cf.6121 – Nondiscrimination)
(cf.6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

Approved 8/27/04

Revised 5/23/06

Revised and Approved 9/23/08

JAN 11 2011

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

RECOMMENDATION FOR TEXTBOOK ADOPTION

Title of Book: Trigonometry

Series: Ninth edition

Author(s): Margaret Lial, John Hornsby, and David Schneider

Publisher(s): Pearson

Author's Credentials: Lial (American River College); Hornsby (University of New Orleans), and Schneider (University of Maryland) have written several texts to bridge students from high school to college. Many are used in both high schools and colleges.

Date of Copyright: 2009 List Price: \$101.97 x 80 = \$8,157.60

Proposed Use -- Basic Text: X Supplemental Text: _____

Curriculum or Course: Advanced Algebra/Geometry 42

Grade: 12 Reading Level of Text: Appropriate for seniors

Number of Copies to be Purchased: 80

Reasons for Recommendation: This course did not use a text. The committee working on the curriculum review -based on student need and college feedback- has moved to a Trigonometry emphasis. This will better support students in both the college preparedness and course placement.

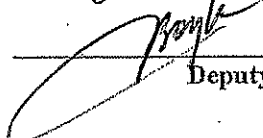
Date: December 2010


Headmaster/Principal

Last Adoption Date: _____


Department Representative


Director of Curriculum, Instruction & Assessment


Deputy Superintendent

ACTION OF BOARD OF EDUCATION

Date: _____

Completed **FORM AND BOOK** should be in the Office of the Director of Curriculum, Instruction & Assessment by the first day of the month in which the Board will initially receive the book for review.