

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

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

Board of Education
Fairfield Public Schools
Fairfield, CT

Tuesday, November 27, 2012

EXECUTIVE SESSION

7:00 P.M.

REGULAR/ORGANIZATIONAL MEETING

7:30 P.M.

**501 Kings Highway East
2nd Floor Board Conference Room**

I. Call to Order and Roll Call

II. Convene to Executive Session

Recommended Motion: “that the Board of Education convene into Executive Session for the purpose of discussing negotiations”

III. Call to Order of the Regular/Organizational Meeting of the Board of Education and Roll Call

IV. Pledge of Allegiance

V. Organizational Meeting of the Board of Education

A. Election of Temporary Chairman/Secretary

Recommended Motion: “that in accordance with the By-Laws, Superintendent Dr. David Title will serve as Temporary Chairman/Secretary during the election of Board Officers”

B. Election of:

1. Board of Education Chairman
2. Board of Education Vice Chairman
3. Board of Education Secretary

(Newly elected officers take office immediately upon election.)

C. Review of By-Laws

(Enclosure No. 1)

D. Discussion of Board Assignments

(Enclosure No. 2)

VI. Regular Meeting of the Board of Education

VII. Presentation

A. PCB Plan Presentation by Woodard & Curran

Jeffrey Hamel, LEP, LSP, Senior Vice President, Woodard & Curran

Lisa Campe, MPH, LSP, Senior Vice President, Woodard & Curran

(Enclosure No. 3)

VIII. Approval of Minutes

A. Approval of Minutes of the Regular Meeting of October 9, 2012

Recommended Motion: “that the Board of Education approve the Minutes of the Regular Meeting of October 9, 2012”

(Enclosure No. 4)

IX. Student/Committee/Liaison Reports

Marco Congello

Fairfield Ludlowe High School Student Liaison

Alice Rocha

Fairfield Ludlowe High School Student Liaison

Acacia Longley

Fairfield Warde High School Student Liaison

Brand, Sue

Board of Health Member

Convertito, John

Special Projects Standing Building Committee Member

Dwyer, Philip

Building Projects Review Committee Member

Cooperative Educational Services (CES) Council Member

Fattibene, Paul

Stratfield Building Committee Liaison

Transportation Advisory Committee Member

Gerber, Jessica

Fairfield Ludlowe High School Building Committee Liaison

Parks & Recreation Commission Member

SEPTA Liaison

Communications Committee

Iacono, Pamela

Representative Town Meeting (RTM) Liaison

Riverfield Building Committee Liaison

Kennelly, Jennifer Fairfield Warde High School Building Committee Liaison
Policy Committee Chair

Kery, Tim Board of Finance Liaison
PTA Council Liaison

Liu, Perry Fairfield Woods Building Committee Liaison

X. Superintendent's Report

A. Update on Hurricane Sandy

XI. Old Business

A. Approval of Racial Imbalance Plan Amendments

Recommended Motion: "that the Board of Education approve the Amendments to the Racial Imbalance Plan as proposed"

(Enclosure No. 5)

XII. New Business

A. Discussion and Possible Action on Proposed Amendments to the 2012-2013 Student Calendar

Recommended Motion: "that the Board of Education extend the 2012-2013 school year for any additionally incurred "no school" days for a maximum of 5 school days beyond June 21, 2013. Any days in excess of 5 school days past June 21, 2013, will be taken from April break"

(Enclosure No. 6)

B. Presentation of Draft 2013-2014 Student Calendar

(Enclosure No. 7)

C. Approval of the Wage and Premium Cost Share Insurance Amount Re-Opener of the Collective Agreement between the Fairfield Educational Paraprofessionals Union CSEA, SEIU Local 2001, CTW and the Fairfield Board of Education for the period July 1, 2012 – June 30, 2013

Recommended Motion: "that the Board of Education approve the Wage and Premium Cost Share Insurance Amount Re-Opener of the Collective Agreement between the Fairfield Educational Paraprofessionals Union CSEA, SEIU Local 2001, CTW and the Fairfield Board of Education for the period July 1, 2012 – June 30, 2013"

XIII. 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.

XIV. Open Board Comment

XV. Adjournment

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

CALENDAR OF EVENTS

December 11, 2012	Board of Education Regular Board Meeting	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

NOV 27 2012

BOARD OF EDUCATION BY-LAWS**PREAMBLE:**

The purpose of the Board's By-Laws (the "By-Laws") is to provide for the organization of the Board and for an orderly and efficient method of performing its lawful functions; however, nothing in these By-Laws shall be interpreted to limit or modify in any way or to any degree the duties and responsibilities imposed on this Board by State Law.

ARTICLE I - RESPONSIBILITIES AND AUTHORITY (8100)**SECTION 1: RESPONSIBILITIES OF THE BOARD (8110)**

- A. The Fairfield Board of Education (the "Board") is the governing body of the Public Schools (the "School District") of the Town of Fairfield (the "Town") and derives its power and exists under the Constitution and General Statutes of the State of Connecticut (collectively, "State Law").
- B. The Board shall:
1. Employ an able and qualified Superintendent of Schools (the "Superintendent").
 2. Adopt policies to govern the operation of the School District.
 3. In collaboration with the administration, communicate the School District's educational program to the community.
 4. Keep apprised of, evaluate and attend to the School District's present and future educational needs as recommended by the administration.
 5. Propose an annual budget and capital improvement project request and advocate for its passage.
 6. Take any further action as may be required by State Law.

SECTION 2: AUTHORITY OF BOARD MEMBERS (8120)

Board members do not have any authority as individuals to take action for the School District. Only the Board, sitting in a legally constituted meeting, through a formal vote, may take action.

ARTICLE II - ORGANIZATION AND OFFICERS (8200)

SECTION 1: ORGANIZATION (8210)

- A. In November each year, the Board of Education shall organize by electing a Chairman, a Vice Chairman and a Secretary and also shall review its By-Laws (the "Organization Meeting"). The By-Laws can also be amended at any Regular or Special Meeting.
- B. Prior to the election of officers at the Organization Meeting, the Board shall select a temporary chairman and a temporary secretary to serve until the election of a Chairman, Vice Chairman and Secretary.

SECTION 2: OFFICERS (8220)

- A. Officers of the Board shall be a Chairman, a Vice Chairman and a Secretary. They shall be elected at the Organization Meeting, but not later than thirty (30) days from the date on which newly-elected members take office, and the officers shall take office immediately upon election; however, no member shall hold more than one Board office concurrently. A record of the votes shall be transmitted to the Town Clerk within forty-eight (48) hours.
- B. If the office of Chairman, Vice Chairman or Secretary is vacated for any cause during the term of the holder, another member of the Board shall be elected at the next meeting of the Board to fill the vacancy.

SECTION 3: DUTIES OF OFFICERS (8230)

A. CHAIRMAN -

- 1. The Chairman shall preside over all meetings of the Board, but the Chairman's status as presiding officer shall not impair the Chairman's right or duty to vote on any matter before the Board.
- 2. The Chairman shall be the official spokesperson for the Board and, unless the Board shall otherwise direct, shall make or authorize all announcements concerning Board policy or action.
- 3. The Chairman shall appoint members of the Board to act as voting members of the following bodies:
 - a. The Board of Health, in accordance with §10.9 of the Charter of the Town (the "Town Charter").
 - b. The Parks & Recreation Commission, in accordance with §10.10 of the Town Charter.

- c. Cooperative Educational Services (“CES”), in accordance with the charter and by-laws of CES.
 - d. Any school building committee established by the Town from time to time, subject to any approval(s) required by the Town.
4. The Chairman shall appoint members of the Board to act as liaisons to the following bodies:
 - a. The Representative Town Meeting (the “RTM”).
 - b. The Fairfield Council of Parent-Teacher Associations (the “PTA Council”).
 - c. The Board of Finance
 5. The Chairman shall appoint a member to serve as a delegate at the CABA Convention.
 6. The Chairman may appoint members of the Board to serve as liaisons to any other local, regional or state body as the Chairman deems necessary or prudent.
 7. Except whenever a Board member’s term is established by the Town, every appointment by the Chairman shall be for a term of one year or until the discharge of the assigned function of the local, regional or state body, whichever is earlier.
 8. Liaisons appointed by the Chairman to local, regional or state bodies shall be expected to attend any meeting of those bodies whenever an educational or related matter appears on the meeting’s agenda.

B. VICE CHAIRMAN -

The Vice Chairman shall function as Chairman in the absence of the Chairman and shall assist the Chairman in the administration of the Chairman’s various responsibilities. If the office of Chairman is vacated, the Vice Chairman shall act as Interim Chairman until the office is filled by a majority vote of the membership of the entire Board.

C. SECRETARY -

The Secretary shall perform all functions prescribed for that office by State Law and such other duties as the Board shall from time to time prescribe. The Secretary shall be responsible for the minutes of Board meetings and shall certify by his or her signature the minutes of each meeting in the official record. Minutes shall be open to public inspection under such regulations for the safeguarding of its records as the Board shall from time to time adopt.

In the absence at any Board meeting of the Chairman and Vice Chairman, the Secretary shall serve as Chairman.

D. CHAIRMANSHIP AT MEETINGS IN THE ABSENCE OF ALL OFFICERS -

In the absence at any Board meeting of all officers, the Chairman shall be appointed by lot.

SECTION 4: COMMITTEES (8240)

A. POLICY COMMITTEE -

At the annual Organization Meeting of the Board, the Chairman shall appoint three (3) members to the Policy Committee for a one year term.

The Policy Committee shall meet from time to time as appropriate to fulfill its respective purposes; however, the Policy Committee must hold a meeting whenever requested by two (2) of its members. The members of the Policy Committee shall elect a chair by majority vote of the committee to manage the committee's meetings in accordance with the Freedom of Information Act and Robert's Rules of Order.

The Policy Committee's chair shall provide a summary of its work to the Board under "Committee/Liaison Reports," including recommendations for consideration by the Board.

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

The purpose of the Policy Committee shall be as follows:

1. To formulate and recommend written policies by which the Board shall exercise its leadership in the operation of the School District.
2. To study and evaluate administrative regulations and reports concerning the execution of the Board's written policies in accordance with Article IV, Section 2.

B. ADVISORY COMMITTEES -

Advisory Committees consisting of three (3) Board members appointed by the Chairman, may be established by majority vote of the Board from time to time for assignments which the Board deems beyond the purpose and scope of the Standing Committee. The Board shall provide a charge for the Advisory Committee, which shall include the preparation of a written report and recommendations for the Board's consideration within a specified period of time. Upon the Advisory Committee's presentation of a report and recommendations to the Board for consideration, the Advisory Committee shall be deemed dissolved and only the Board make take further action.

The Chairman and the Superintendent, or his or her delegate, shall be ex officio members of the Advisory Committees, and the chairman may appoint ex officio advisors from the community for assistance in gathering information, preparing reports and making

recommendations. The Advisory Committee shall follow the provisions of the Freedom of Information Act as required by State law.

C. AUTHORITY OF COMMITTEES -

Unless specifically authorized by the Board, the Standing and Advisory Committees shall have the power only to make recommendations to the Board for further action. Neither the committees nor members of the committees shall be authorized to legally bind the Board or expend funds of the School District.

SECTION 5: REMOVAL OF OFFICERS (8250)

The Chairman, Vice Chairman or Secretary may be removed from office for cause, after reasonable notice and hearing, by a majority vote of those present at any Regular Meeting or at any Special Meeting called for the purpose, and may be removed without cause at any time by a vote of two-thirds (2/3) of the total membership of the Board.

ARTICLE III - MEMBERS (8300)

SECTION 1: QUALIFICATIONS (8310)

Board members must be qualified to serve in accordance with Section 2.1 of the Town Charter.

No member shall be employed for compensation in any position in the School District. If a Board member becomes employed by the School District, his or her position on the Board shall become vacant.

SECTION 2: CODE OF ETHICS (8320)

Board members shall adhere to the most recent edition of CABA's Connecticut Code of Ethics for Boards of Education (the "Code of Ethics") set forth as Article VII of these By-Laws.

SECTION 3: MEMBERSHIP ON SCHOOL BOARD ASSOCIATIONS (8330)

The Board may hold membership in CABA and the National School Boards Association and such other organizations or associations which will enhance the Board's ability to govern the School District.

SECTION 4: NEW MEMBER ORIENTATION (8340)

Experienced Board members and the administrative staff shall assist each new member to understand the Board's functions, policies, procedures, and the operation of the School District, as follows:

- A. New members shall be given selected materials on the responsibilities and authorities of the Board and the Superintendent, including a copy of the Board's policies and By-Laws and Code of Ethics, the Superintendent's administrative regulations, and pertinent materials developed by CABA.

- B. New members shall be invited to meet with the Superintendent and other administrative personnel to discuss their duties and responsibilities, and continuing Board members shall be notified of and invited to such meetings.
- C. New and continuing Board members are encouraged to attend CABA-sponsored and/or other workshops approved by the Board.

SECTION 5: INDEMNIFICATION AND INSURANCE (8350)

The Board shall protect and hold harmless Board members against financial loss and expense, including attorneys' fees and costs, to the extent provided by State Law, and the Board shall maintain adequate insurance to protect Board members against such loss and expense.

SECTION 6: CONFLICTS OF INTEREST (8360)

Board members shall comply with the following rules pertaining to conflict of interest:

- A. No member of the Board shall have any direct monetary interest in contracts with the School District, nor shall a member furnish any labor, equipment or supplies directly to the School District. The School District, however, may contract with corporations or businesses in which a Board member is an employee, in which case the member must declare his or her association with the firm and refrain from debating or voting on any related items.
- B. The following rules shall govern conflict of interest in the employment of staff and members of the Board:

A spouse, minor child, dependent of a Board member or persons otherwise related to a Board member, may be employed by the School District but only if (1) the Board member fully discloses the relationship at a public meeting of the Board, and (2) the entire Board subsequently votes to approve the employment (excluding the vote of the related Board member).

Furthermore, Board members shall comply with State Law regarding conflict of interest and attempt to avoid any situations which might have even the appearance of a conflict of interest.

SECTION 7: RESIGNATION, TERMINATION AND VACANCIES (8370)

A. RESIGNATION -

Any Board member may resign in accordance with 2.4 of the Town Charter. Prior to resigning, the Board member shall provide advance notice to the Board in order to assist the Chairman in the orderly and efficient administration of the Board.

B. TERMINATION -

Whenever a Board member no longer is qualified as an elector of the Town, his or her membership on the Board shall terminate in accordance with Section 2.1 of the Town Charter.

C. VACANCIES -

Any vacancy of the membership of the Board shall be filled in accordance with Section 2.5 of the Town Charter.

ARTICLE IV - METHODS OF OPERATION (8400)

SECTION 1: FORMULATION OF POLICIES (8410)

A. The Board recognizes three basic types of written guidance that govern the operation of the School District:

1. The Board formally adopts Policies for implementation by the Superintendent and the Superintendent's staff. The formulation and adoption of written policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the School District.
2. The Board delegates to the Superintendent the function of developing Administrative Regulations to implement the Board's policies (recognizing that not every policy requires a regulation).
3. The Board adopts By-Laws to govern its internal operations.

B. The Board policies shall be reviewed periodically and revised as needed. In order to insure compliance with current legislation and regulations, the Board shall contract for a full review of all policies and administrative regulations at least once every five years. All proposed revisions shall be referred to the Policy Committee and any changes to Board policy shall initially be presented by the committee to the Board as a draft at a Regular Meeting or a Special Meeting. The policy will then be carried over for adoption at the next regularly scheduled meeting or at the next Special Meeting.

C. The formal adoption of policy shall be recorded in the minutes of the Board, and only those written statements so adopted and so recorded shall be regarded as official Board policy.

SECTION 2: REVIEW OF ADMINISTRATIVE REGULATIONS (8420)

The Board shall delegate to the Superintendent the function of developing administrative regulations to implement Board policy. The Board reserves the right to review administrative regulations at its discretion through the Policy Committee to insure that they are consistent with policies adopted by the Board.

Administrative regulations need not be reviewed by the Board in advance of implementation except as required by State Law or in cases where strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

SECTION 3: REIMBURSEMENT OF EXPENSES (8430)

Board members shall be reimbursed for expenses incurred in the discharge of their duties under the same regulations that pertain to the School District's staff.

SECTION 4: BOARD EVALUATION (8440)

The Board of Education shall annually undertake a self-evaluation of its policies, practices, and internal operating procedures in order to provide the best possible services to the community and the School District. Each year at the Board's Organizational Meeting, the Board shall schedule a special meeting date for self-evaluation to take place no later than May.

ARTICLE V – MEETINGS (8500)

SECTION 1: REGULAR MEETINGS (8510)

Regular meetings of the Board shall be held in accordance with the schedule on file with the Town Clerk, normally scheduled on the second and fourth Tuesday of the month. The second and fourth Tuesday should be reserved for Board meetings. All Board of Education meetings shall adjourn at 11:00 p.m. unless there is a 2/3 vote of the Board to suspend the rule.

SECTION 2: SPECIAL MEETINGS (8520)

Special Meetings of the Board may be held at any time and shall be called in the manner prescribed by law. Reasonable notice of any Special Meeting and of the purpose thereof, shall be given to members of the Board.

SECTION 3: NOTICE OF MEETINGS (8530)

A. NOTICE TO BOARD MEMBERS -

Notice of each meeting of the Board and agenda prepared by the Superintendent, listing all proposed action at such meeting, shall be delivered to each member of the Board at least five (5) days prior to such meeting. Subject to each Board member's consent, the Superintendent may deliver notice and the agenda electronically.

B. NOTICE TO PUBLIC -

In compliance with State Law, the notice of the meeting date, and the agenda for such meeting, shall be made available to the public in writing and electronically on the Board's website. In addition, this information must be on file not less than twenty-four (24) hours before the meeting to which they refer in the Office of the Superintendent.

C. AGENDA -

The agenda is designed for the guidance and information of the Board and to inform the public of items of business to come before the Board. Additional items, not included in the filed agenda, may be considered and acted upon at such meetings upon the affirmative vote of two-thirds (2/3) of the members of the Board present and voting.

SECTION 4: ORDER OF BUSINESS (8540)

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. Student/Committee/Liaison Reports
6. Superintendent's Report
7. Old Business
8. New Business
9. Public Comment
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
4. FEA President
5. Principals, Headmasters and Central Office Administrators
6. Board of Finance
7. Board of Selectmen
8. Public Libraries (including all supporting materials)
9. Any citizen who so requests and is willing to assume any additional cost

SECTION 5: EXECUTIVE SESSION (8550)

Meetings of the Board shall be open to the public; provided, however, that the Board may, by a majority vote of those present at any meeting: (1) hold adjudicative hearings in Executive Session when required by State Law and (2) deliberate and discuss, but not vote, in Executive

Session on any matter exempt by State Law from public disclosure, including, but not limited to, personnel matters, collective bargaining strategy, pending claims and litigation.

SECTION 6: PUBLIC COMMENT (8560)

A. PUBLIC COMMENT PRIOR TO BOARD ACTION ON AGENDA ITEMS –

As a means of encouraging public participation during Board meetings, the Chairman shall solicit comments from the public with regard to agenda items, as proposed or amended, that the Board has discussed and will be acting upon by vote. The Chairman may limit public comment in any manner appropriate to the orderly and efficient conduct of Board meetings.

B. ADDITIONAL PUBLIC COMMENT AND PETITIONS -

The agenda of Board meetings shall also include an item for public comments and petitions regarding any topic or issue germane to the operation of the School District. The Chairman may limit public comment and petitions in any manner appropriate to the orderly and efficient conduct of Board meetings.

SECTION 7: PROCEDURES DURING MEETINGS (8570)

Except in emergencies, the Board shall not attempt to decide upon any question submitted for consideration by any person or persons until the Board has examined and evaluated all information. The Superintendent shall be given an opportunity to examine and evaluate all such information and to recommend action before the Board attempts to make a decision.

SECTION 8: QUORUM (8580)

Five (5) members of the Board shall constitute a quorum for any Regular or Special Meeting.

SECTION 9: PARLIAMENTARY PROCEDURE (8590)

Unless otherwise provided in the By-Laws, the Board shall conduct all of its business in accordance with Robert's Rules of Order Newly Revised 10th Edition (Perseus Publishing, Cambridge, Massachusetts).

SECTION 10: MEETINGS

Electronic Mail Communications

The Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (e-mail) is to expedite the passage of information. E-mail gives Board members quick access to one another. Communication among Board members via e-mail should conform to the same standards as other forms of communication (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, e-mail is an effective communications tool and can provide a formal record.

Guidelines for Board E-Mail Usage

The Freedom of Information Act mandates that all meetings of public bodies, such as school Boards, be open to the public. It is the policy of the Board of Education that e-mail shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this By-Law sets forth guidelines for the uses intended to be made of e-mail by Board members when communicating with other Board members.

1. E-mail, like other written forms of communication relating to the conduct of the public business, is subject to the Freedom of Information Act and subject to disclosure.
2. Board members shall not use e-mail as a substitute for deliberations at public Board meetings and/or shall not discuss policy matters or vote informally on any issues.
3. E-mail should be used to pass along factual information.
4. Security of e-mail communication cannot be assured. Board members shall not reveal their passwords to others in the network or to anyone outside of it. If any Board member has reason to believe a password has been lost or stolen or that e-mail is being accessed by someone without authorization, he/she shall notify the Superintendent, who will notify the district's technology specialist.
5. Personnel issues and other sensitive subjects should never be discussed on-line. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained.

Any usage contrary to the aforementioned shall be reported immediately to the Superintendent and may result in the suspension and/or revocation of system access.

Accessing E-Mail

In an effort to encourage all Board members to access e-mail while maintaining public fiscal responsibility, the Board of Education will loan to any Board member needing access, a computer (when surplus is available), and other hardware peripherals to be returned to the Board office upon leaving office. It will be the individual Board member's responsibility to provide the hook-up and pay all consumable expenses associated with e-mail usage. In the event a Board member elects not to access e-mail, a hard copy of all e-mail directed to "Board" will be placed in the Board packet delivered via courier, and will also be accessible in the Board of Education Office.

Legal Reference: Connecticut General Statutes
The Freedom of Information Act
1-200 Definitions
1-210 Access to public records. Exempt records
1-211 Disclosure of computer-stored public records

ARTICLE VI – AMENDMENTS (8600)

The By-Laws may be amended by the affirmative vote of a majority of the entire membership of the Board, at any Regular or Special Meeting of the Board, provided that a copy of the proposed amendment shall have been included in the call for such meeting, except that it shall not be necessary to include proposed amendments in the call for an Organization Meeting when the By-Laws are reviewed.

ARTICLE VII – CODE OF ETHICS (8700)

The Code of Ethics is based upon "Standards of Leadership for Members of Boards of Education" recommended by the CAFE Board of Directors.

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first."
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools.
3. I will strive to bring any needed change only through legal and ethical procedures. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finance, optimum facilities, staffing and resources, or better educational programs for children.
5. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
6. I will strive to ensure that the community is fully and accurately informed about our schools and will try to interpret community aspirations to the school staff.
7. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members, to see that they are well-run through effective policies.
8. I will attempt to confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others and abide by the principal of majority-rule.
10. I will recognize that authority rests only with the whole Board assembled in meeting and will make no personal promises nor take any private action which may compromise the Board.

11. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interest or partisan political groups. I will never use my position on the Board for the gain of myself or my friends.
12. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.
14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
17. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

APPROVED: 11/23/2004

AMENDED: 11/22/2005

REVIEWED: 11/28/2006

REVIEWED: 11/27/2007

AMENDED: 01/08/2008

AMENDED AND APPROVED: 04/28/2009

AMENDED AND APPROVED: 11/24/2009

AMENDED AND APPROVED: 12/14/2010

AMENDED AND APPROVED: 12/01/2011

NOV 27 2012

November 27, 2012
Board of Education Assignments

1. Board of Education Town Charter Positions
 - a. Board of Health
 - b. Parks and Rec Commission

2. Board of Education Liaison Positions
 - a. Cooperative Educational Services (CES) Council Member, in accordance with charter and by-laws of CES
 - b. Delegate to CT Association of Boards of Education (CABE) Convention
 - c. PTA Council Liaison
 - d. RTM Liaison
 - e. Board of Finance Liaison
 - f. SEPTA Liaison

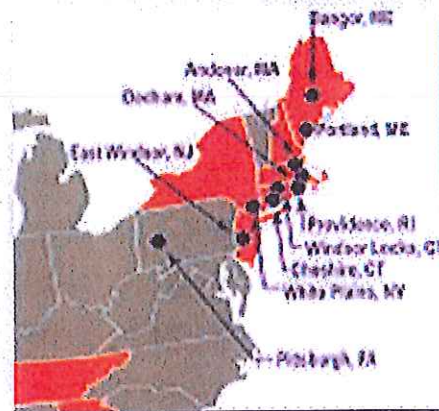
3. Board of Education Policy Committee (3 Members)

4. Board of Education Ad-Hoc Positions
 - a. Building Projects Review Committee
 - b. FLHS Building Committee
 - c. FWMS Building Committee
 - d. FWHS Building Committee
 - e. Riverfield Building Committee
 - f. Special Projects Standing Building Committee
 - g. Communications Committee

Fairfield Public Schools – Board of Education
November 27, 2012 Meeting

NOV 27 2012

- 1) Who is Woodard & Curran
 - a. See attached profile of the firm
 - b. 650 person firm with offices throughout the Northeast
 - c. Recently, focusing on PCBs in building materials; have worked on assessments and remediation at over 150 buildings primarily focusing on school settings (see attached material)



- 2) What are PCBs and Why are they a Concern
 - a. Discuss attached Q&A
- 3) Woodard Curran's Approach
 - a. Review Osborn Hill and other previously collected data to develop a model of "like" building materials and conditions; collect new data for screening/indicators
 - b. Survey other school buildings using Step (a) as a model/calibration point
 - c. Develop a probability finding based on key indicator parameters as it relates to the potential presence of PCBs and potential risk
 - d. Develop next steps based on findings (e.g., potential implementation of additional Interim Measures or Best Practices)
- 4) Questions & Answers

PROFILE OF THE FIRM

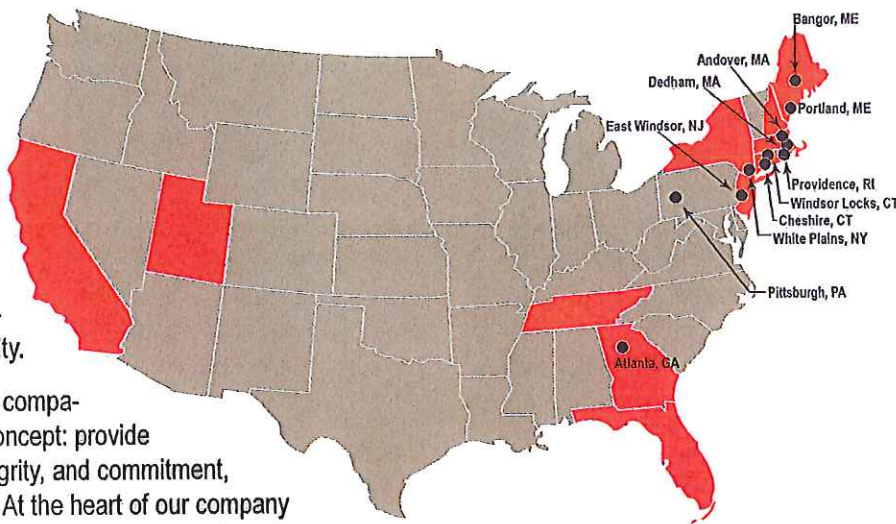
WOODARD & CURRAN



Woodard & Curran is a 650-person, integrated engineering, science, and operations company. Privately held and steadily growing, we serve public and private clients locally and nationwide.

From our environmental roots to the range of consulting, engineering, and operations expertise we provide today, we work for a diverse clientele - including municipalities, the energy industry, food & beverage manufacturers, colleges and universities, and the real estate community.

Talented people are at the heart of our firm. Our company was founded in 1979 on a simple business concept: provide an enjoyable place to work with opportunity, integrity, and commitment, and we will attract talented people. It happened. At the heart of our company are people who are experts in their fields and passionate about what they do, showing a level of commitment and integrity that drive results for our clients. You experience this power every day in our actions, our solutions, and our promises kept.



Commitment evident in personal approach

Our commitment is reflected in the personal attention, collaborative resources, and dedication to results that we devote to each project. We assign the right people with the right expertise to the job, and provide clients with easy accessibility to senior experts.

Our work is characterized by responsiveness, resourcefulness, and willingness to do what it takes to get the job done properly. Examples range from helping communities garner state and federal funding for wastewater treatment system improvement to managing a multi-vendor manufacturing project through a major snowstorm and getting production lines up and running. We are expert at navigating the complexities of environmental regulations and have been involved in transforming many brownfields sites into marketable properties. In defining moments like these, it is commitment that brings our clients results.

Operating with integrity

Our integrity impacts our decision-making at all junctures of our work — from the openness of our communication to the fairness of our prices to placing your interests above our pocketbook. We hire people who share our values of honesty, respect, and fairness and who want to do the right thing. They, in turn, treat everyone — our people, our clients, regulators, and stakeholders — respectfully and honestly.

Woodard & Curran serves clients locally and nationwide from offices throughout the U.S. The firm operates 11 offices in the locations noted above, as well as treatment facilities in the states that appear in orange.



Full-service firm with multidisciplined staff

Our integrity and commitment are matched only by the depth of our expertise. Our staff are specialists in their fields, offering in-depth understanding of cutting-edge technology, astute problem-solving, multidisciplinary engineering, and expert regulatory guidance. The firm has received numerous honors and awards, and we have ranked among *Engineering News Record's* top 100 environmental firms every year since 2000.

Services to the public sector

We have been serving cities, towns, and state governments for over 30 years. Today, we offer services beginning with studies, concept, and design on through construction and operations to address our clients' solid waste, wastewater, water, stormwater, and civil engineering needs.

These projects often incorporate hydrogeology, Geographic Information Services, and instrumentation and controls. We also offer strong capabilities in health, safety, and security, including vulnerability assessments of public water supplies, emergency planning, and environmental sustainability.

Services to the private sector

Woodard & Curran provides a range of environmental engineering, science, and operations support to companies in the real estate, bottled water, pulp & paper, automotive, food processing, pharmaceuticals, electronics, and metals forging industries, as well as to hospitals, colleges and universities, and law firms.

While the range of clients we serve has grown, our work has always been characterized by long-term relationships. Typical projects include compliance and permitting; process and infrastructure improvements; corrective and remedial action; expert witness/litigation support; air quality; and environmental information management. Our private-sector clients also benefit from our services in health, safety, and security, and environmental sustainability.

Operations and Management

Woodard & Curran operates nearly 50 water, wastewater, and groundwater treatment facilities across the U.S. Our O&M specialists focus on contract operations and other O&M assignments for water, wastewater, groundwater, and solid waste facilities.

We design flexible, expandable solutions that keep operations efficient, maximize existing assets, and conserve costs. Our projects have ranged from quick, hard-hitting operational and training assignments to comprehensive plant evaluations and process control improvements to full contract operations.

Woodard & Curran's Services Offered

Industrial engineering

- food and beverage manufacturing and source infrastructure
- electrical instrumentation, and controls
- industrial wastewater
- process engineering
- power engineering

Civil and environmental engineering

- wastewater engineering
- civil engineering
- water supply
- solid waste management
- design-build contracting

Environmental management consulting

- expert witness
- environmental information systems
- compliance
- health, safety, and security
- sustainability

Corrective action and real estate services

- due diligence
- site investigation and remediation
- risk assessment
- real estate development
- environmental ecology
- civil/site engineering and permitting
- natural gas services

Operations and management

- contract operations
- water & wastewater treatment
- water reclamation
- groundwater remediation
- training services
- health and safety



PCBs in Building Materials



COMMITMENT & INTEGRITY DRIVE RESULTS

Woodard & Curran is a 650-person, integrated engineering, science, and operations company. Privately held and steadily growing, we serve public and private clients locally and nationwide. We are committed to:

- superior quality client service,
- integration of environmental controls with facility design, and
- leveraging creative, state-of-the-art designs to achieve sustainable, yet cost-effective solutions.

*Offices in Massachusetts,
Rhode Island, Maine,
Connecticut, New York,
New Jersey, Georgia, and
Pennsylvania*

Recent media attention and public awareness have brought polychlorinated biphenyls, or PCBs in building materials, into the spotlight, focusing on their regulatory status and potential risks to human health. PCBs were often used in the manufacture of certain building materials, such as caulking, glazings, and some industrial paints, from the 1950s through the 1970s. Many properties have buildings constructed or that were renovated during this period, and many of these buildings may be on an owner's list for scheduled repairs, renovations, or demolition. PCBs have been found in caulking at concentrations in the hundreds of thousands of parts per million, which is on the order of 10% or more of the total volume. If PCBs should be discovered once a project is underway, it could mean delays in schedule, added costs, and potentially damaging publicity.

Whether you are replacing a broken window or are planning a major renovation, you should know when PCBs could be a concern and be prepared to implement a series of proactive steps in the early phases of planning a project.

PCBs were used in the production of some types of building materials for added durability and flexibility. Typical caulked joints can include exterior joints around window frames, between precast concrete panels or cast in-place slabs, joints where a vertical building face terminates at a paved ground surface, or joints between two different construction materials such as a brick wall abutting a concrete column or a metal panel.

If a building has been constructed or renovated using PCB containing caulking, PCB impacts may not be limited to the caulking itself. Through natural mechanisms such as weathering, leaching, or deterioration, PCBs may be found in the materials adjacent to the caulking, including concrete, brick, or metal surfaces. PCBs have also been known



to impact the ground surfaces surrounding a building, including soils or paved areas. At interior locations, PCBs can impact surfaces or indoor air.

The first question you are likely to ask is, "If I have PCBs at my building, should I be concerned?" The short answer is, yes. The concern is three-fold: the health and safety of building occupants and workers; potential project impacts due to required PCB abatement (schedule,

Contact:
Jeffrey Hamel, Senior Vice President
jhamel@woodardcurran.com | 866.702.6371

35 New England Business Center, Suite 180
Andover, MA 01810
www.woodardcurran.com

costs, etc.); and regulatory and enforcement implications.

If a renovation or repair project will involve the disturbance of PCB-containing caulking, consideration must be given not only to protecting the health of the personnel completing the work, but also to protecting the health of building occupants, employees, visitors, and passers-by. In addition to the human health and project impact aspect, another concern is compliance with Environmental Protection Agency (EPA) 40 CFR Part 761 and State regulations. The continued use of caulking containing PCBs at concentrations greater than or equal to 50 parts per million is prohibited by 40 CFR 761, and the unauthorized use of caulking at these concentrations is regulated by the Toxic Substances Control Act. Depending on the PCB concentration, a material can also be designated as a state hazardous waste, and certain materials such as soil can be regulated under a state remediation program. If PCB caulking and/or adjacent impacted materials are removed from a building (i.e., turned into waste), improper management or disposal of

the waste could potentially result in EPA and/or state enforcement actions or other penalties.

A series of proactive steps can be taken to prepare for the possibility that a building could be subject to work that may disturb PCB-impacted materials, whether the work is scheduled in advance or is completed as an emergency repair.

Take Stock. Inventory your buildings and their use, compile a list of original construction dates and the dates of any renovations, and create a priority list that can be compared to future facility plans.

Know the Regulations. If you don't have someone on staff who is familiar with the PCB regulations, consider bringing in an expert. They can help you understand the implications of finding PCBs and how they may impact your project. They can also help you determine if and when it may be appropriate to collect samples for laboratory analysis.

Plan Ahead. What are your upcoming renovation or demolition plans? Are any of these buildings considered suspect for PCBs based on your assessments?

If so, make other parties involved in the project planning process aware of this possibility as early as possible.

PCBs can derail even the most well-planned building repair or renovation project. If provisions are not made to properly address this issue, building owners can face unexpected delays, increased project costs, and potentially negative publicity. By taking a proactive approach, one can stay ahead of the situation and bring your projects to a successful conclusion.



WHY SELECT WOODARD & CURRAN

Our senior staff has over 25 years of experience providing creative solutions to complicated environmental problems. The remediation of contaminated properties is a complex challenge that requires a thorough understanding of the interplay between environmental impacts, health risks, liability, and regulatory requirements. By developing site characterization and verification plans that provide only enough data to gain a solid understanding of site conditions, we maintain control of both schedule and expense.

Woodard & Curran approaches each

remediation project differently, customizing solutions to the needs of the client and integrating current and future site use considerations into plan development. Our experience on numerous PCB-impacted building materials projects has included site characterization, remediation plan development and monitoring, third-party review, best management practice development, contractor specification development, and project completion reporting. In each case, Woodard & Curran personnel use their experience and working relationships with EPA to guide our clients smoothly through the regulatory pro-

cess where the Agency's involvement is required for project implementation.

Our overall approach to assessing and managing PCB-containing building materials at project sites is to develop a remediation plan that can be integrated into the planned renovation or demolition project, so as to minimize the incremental tasks and associated costs associated with remediation, as appropriate. We strive to implement cost-effective remedial solutions that minimize risks and maximize future use, while meeting our clients' schedule, budget, and vision.

PCBs in Schools - Informational Handout – Fairfield Public Schools

What are PCBs? How did they get into building materials?

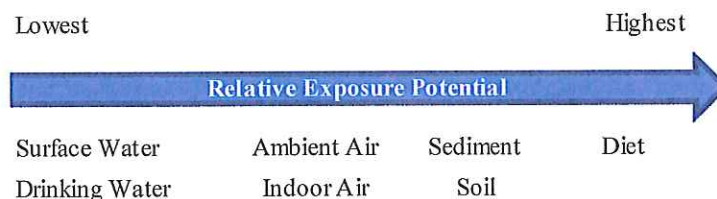
Polychlorinated biphenyls (PCBs) are manmade chemicals that were widely used in many construction materials and electrical products before 1978. PCBs were not sold as a homogenous solution of one PCB, but were rather sold as a mixture that was based upon the percent of chlorination. Aroclor 1248, 1254, and 1260 indicate the relative percentages of chlorination contained in each of these mixtures (48%, 54% and 60%, respectively). The Aroclor mixture was produced and sold by the Monsanto Chemical Company. While other chemical companies did produce some PCBs, the amounts are minor when compared to the amount Monsanto produced (*EPA estimates over 1.5 billion pounds of PCBs were produced in the US*).

Their widespread use and high environmental persistence has resulted in global contamination of PCBs to our soil, air, water and food. PCBs have even been found in Arctic polar ice samples. Due to concerns about their toxicity and environmental effects, PCBs were banned by Congress in 1976 and phased out of most uses by 1978. Despite this ban, PCBs can remain present in certain older building materials, such as fluorescent light ballasts, caulks, and sealants used in construction or renovation of buildings prior to 1978 (*EPA Region 1 FAQ, PCBs in Building Materials*).

How can I be exposed to PCBs?

Because of their widespread use in a number of applications, PCBs have become a persistent and ubiquitous contaminant in the environment, and can be found throughout the United States in soil, air, water, plants and animals, as well as older building materials manufactured prior to 1978. Most of us have very low levels of PCBs that have accumulated in our bodies as a result of long-term exposures to PCBs in the environment. People may be exposed to PCBs by contacting soil or dust, or materials containing PCBs, by inhaling PCBs in indoor or outdoor air, and by ingesting PCBs through the diet. When you touch, inhale or ingest materials containing PCBs, the PCBs may be taken up and stored in your body.

In general, the highest PCB exposures occur through the diet, followed by contact with soil and sediment, whereas the lowest exposures occur through air and water – see chart below (*EPA Chemical Summary: PCBs*).



As an example, eating fish on a regular basis can contribute significantly to background exposure levels of PCBs. *CT DPH has indicated that eating fish twice a week results in about the same PCB exposure as one would receive at the PCB indoor air levels EPA has set for schools* (see further information on EPA indoor levels below).

PCBs in Schools - Informational Handout – Fairfield Public Schools

What are the Health Effects of PCB Exposure?

Short term exposure to large amounts of PCBs can potentially cause skin conditions such as acne and rashes, as well as other conditions such as decreased liver function, neurological effects, and gastrointestinal effects. However, these types of acute toxic effects due to high levels of exposure (typically found in an industrial setting) are rare, and very unlikely to occur in a school setting.

The low levels of PCBs that are typically found in a person's body are generally not associated with adverse health effects. However, laboratory studies in animals and limited studies in humans indicate that long-term exposure to lower levels of PCBs may potentially cause health effects on the immune, reproductive, nervous and endocrine systems. PCBs have also been shown to cause cancer in animals, and are suspected to cause cancer in humans (EPA Region 1 faq; ATSDR Tox FAQs).

How are PCBs in School Buildings Assessed?

The EPA has set "Public Health Levels for PCBs in Indoor School Air." These levels are designed to be conservative (health-protective) concentrations for adults and children that keep total PCB exposures (from school and background sources in soil, air and diet) below a level at which adverse health effects are unlikely to occur.

These screening levels are expressed in units of nanograms of PCBs per cubic meter of air (ng/m^3) [see sidebar for discussion on nanograms]. The levels for different ages and school types are presented in the table below. These public health levels assume a continuous exposure during the course of the school day, and therefore are most appropriate for comparison to air testing results in classrooms where students spend most of their time.

An exceedance of these screening levels does not mean that adverse effects will necessarily occur, but that further evaluation should be undertaken at the school. For example, these levels were set based upon the most sensitive health effects seen with PCB

A nanogram is a very small amount, equivalent to a billionth of one gram. One ng/m^3 is the equivalent of one billionth of one gram of a substance (in this case, PCBs) in 1,000 liters of air. A more tangible way to visualize this amount is as one-tenth of a teaspoon of salt in enough water to fill more than two olympic-sized swimming pools.

EPA-Recommended Max Concentrations of PCBs in School Air

	Age	Maximum Concentrations of PCBs in School Air (ng/m^3)
Pre-School to Kindergarten	1-<2 yr	70
	2-<3 yr	70
	3-<6 yr	100
Elementary School	6-<12 yr	300
Middle School	12-<15 yr	450
High School	15-<19 yr	600
Adult	19+ yr	450

exposures in animal studies or human exposures. EPA then divided the lowest levels that caused those effects by a safety factor of 300 to set a safe level for schools.

As seen on the chart provided on Page 4, the potential risk for an elementary school student at the EPA air level of 300 ng/m^3 is well under 1 in 1,000,000.

PCBs in Schools - Informational Handout – Fairfield Public Schools

As an alternative to use of the default EPA screening levels, schools may consider use of a site-specific "risk-based" approach to evaluate PCB exposure. The risk-based approach considers factors that are unique to their individual school, such as room uses, age group exposures, time spent in various classrooms, etc. The site-specific risk-based approach provides more useful information on actual exposures at a school, relative to a target risk goal, and allows for better-informed risk management decisions than does use of single default screening level.

What does "acceptable risk" and "cancer risk" mean?

"Acceptable health risk" is a term of art used by risk assessors and regulators, who recognize that "zero risk" may be an impossible goal. We all take risks every day, in virtually all the activities in which we engage. We are all familiar with the concept of "acceptable" risk because this guides the decisions we make in our lives. Environmental regulations (for example, the "Superfund" rule) define an acceptable cancer risk as a level of risk set so low that is considered "de minimis", meaning that a lifetime exposure to a substance increases a person's chance of developing cancer by a very small fraction. For non-cancer health effects, risk is set at a level at or below conservative health-based reference levels.

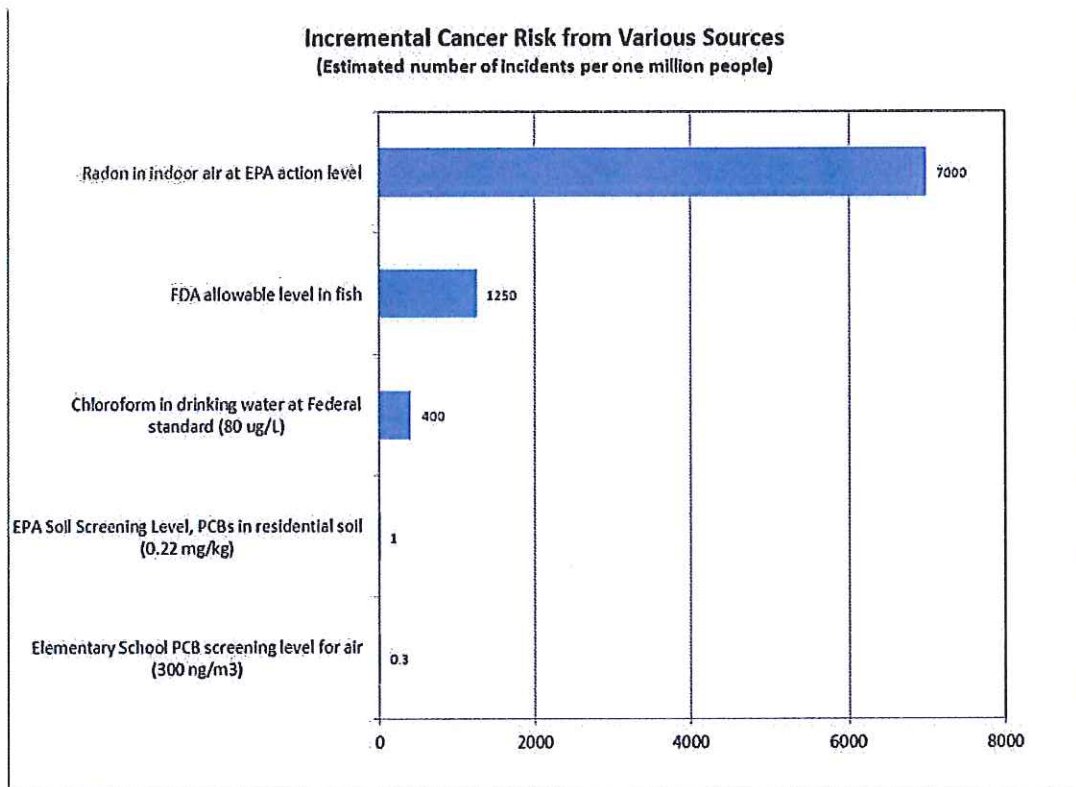
The CT DPH discussed this "risk" concept using the highest levels of PCBs measured in indoor air of the classrooms and gym at the Osborn Hill School, and an exposure duration of 30 years for teachers and 6 years for students. The resulting estimated theoretical lifetime cancer risk for students and teachers is low. The highest risk comes from exposure in the gym because that is the room where indoor air PCB levels were highest. Long term exposure (30 years) to air in the gym has an estimated cancer risk of about 2 in 100,000. This means that if 100,000 people were exposed for 30 years to the highest PCB air level measured in the gym, every day throughout the school year, there would be an estimated 2 additional cancers resulting from that exposure over the course of a lifetime. Estimated cancer risks are much lower for students and teachers spending time in other parts of the school where air PCB levels were lower.

It is also important to understand background cancer rates. ***According to the American Cancer Society, half of all men and one-third of all women in the US will develop cancer during their lifetime.*** This means that the estimated 2 additional cancers in 100,000 exposed persons at Osborn Hill School would be in addition to the 33,000 to 50,000 background cancers that would be expected without any PCB exposure from the school. The high background cancer rate makes it impossible to determine if an individual cancer is related to a specific PCB exposure. Also, cancer is not a single disease with each cancer having its own set of risk factors. PCBs do not cause all types of cancer and have only been associated with a few forms of cancer, most notably liver cancer.

What is the relative risk from PCB exposure compared to everyday risks?

It is not simple to show a comparison of risks from PCBs in indoor air to risks from other facets of life, because of the many differences in compounds, toxic effects, levels of exposure and numerous other factors. However, to provide some perspective on the health risk (in this case, cancer potential) from PCBs in indoor air, the following chart shows a comparison of relative cancer risk from other types of contaminants typically encountered on a daily basis.

PCBs in Schools - Informational Handout – Fairfield Public Schools



The risk from PCBs in indoor air exposures at the EPA screening level for elementary schools is very small relative to that from some other typical exposures, such as common contaminants in drinking water and radon in indoor air of a residence.

What are the best near-term actions (i.e., best management practices) to reduce potential PCB exposures in buildings?

Where schools or other buildings were built or renovated between 1950 and 1978, EPA recommends the following best practices to minimize potential exposure:

- Improve ventilation and add exhaust fans
- Clean frequently to reduce dust and residue inside buildings
- Use a wet or damp cloth or mop to clean surfaces
- Use vacuums with high efficiency particulate air filters
- Do not sweep with dry brooms; minimize the use of dusters near areas with caulk
- Wash hands with soap and water often, particularly before eating

DRAFT

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Tuesday, October 9, 2012

501 Kings Highway East, 2nd Floor Board Conference Room

ENCLOSURE NO. 4

NOV 27 2012

1. Chairman Ms. Pamela Iacono called the Regular Meeting of the Board of Education to order at 7:31 pm. Other Board members present were: Mrs. Sue Brand, Mr. Tim Kery (arrived 7:39 pm), Mr. Paul Fattibene (arrived 7:35 pm), Mr. Phil Dwyer, Mrs. Jessica Gerber, Mr. Perry Liu, Mr. John Convertito, and Mrs. Jennifer Maxon-Kennelly. Also in attendance were Superintendent Dr. David Title, members of the administrative staff, and approximately 25 members of the public.
2. Ms. Iacono led the Board and audience in the Pledge of Allegiance.
3. Mrs. Gerber moved, seconded by Mrs. Brand the recommended motion "that the Board of Education approve the minutes of the Regular Meeting of September 11, 2012"

Motion carried: 7:0:0 *Mr. Kery and Mr. Fattibene were not present for this vote.*

4. Student/Committee/Liaison Reports: None
5. Superintendent's Report

A. Quarterly Financial Update

Mrs. Munsell discussed last year's fiscal report and updated the spreadsheet to include the final balance of \$350,000 that was returned to the town.

Mrs. Munsell said this first quarterly report is very preliminary. The percentage used is already at 90%. Osborn Hill expenses which were not budgeted for are included in this report. Other items such as utilities and general maintenance are not yet encumbered. Part time salaries for subs and activities salaries are also not included. Winter and spring sports are not included. The FTE count has already changed. Regarding fixed charges, the health insurance payment in the amount of \$16 million has already been made, and the initial pension payment has also been made. Social Security and Life Insurance are paid as we go along, so those aren't encumbered. Pupil personnel is always volatile. There is a negative balance now because we haven't received any excess cost reimbursement, which is around \$2 million dollars. School expenses are supplies/instructional materials. The \$461,000 for Osborn Hill has been placed in the Maintenance Services category. Regarding student transportation, we haven't yet calculated reimbursement for non-public transportation which will be approximately \$160,000. There is \$308,000 left in the Technology category which is for a K-8 wireless project. This has been put on hold until the Osborn Hill costs are better known.

Mrs. Brand questioned the 11/12 fiscal year report regarding the health insurance balance of zero. Mrs. Munsell explained that this is a general fund account, and the sixteen million gets deposited into the medical trust fund, so the general fund would always zero out. The medical trust fund is not reflected on this spreadsheet because it is not a general fund.

Mrs. Brand asked why personnel services for 2012-2013 showed so many transfers. Mrs. Munsell explained that the wage and benefit reserve is where unsettled contracts are budgeted for. As

salaries become known, or people are replaced, money is transferred to the appropriate account. Mrs. Brand asked for more detailed information on this. Ms. Iacono clarified that the money is kept in one account and transferred to the appropriate account as it is used.

Mr. Dwyer stated that the estimate is over \$ 700,000 for OHS, exclusive of the costs of the gymnasium. Dr. Title responded that the gym cost will likely be a part of Town funding request, as it will be a long term project, and we do not have that estimate yet. Mrs. Munsell stated that the \$700,000 does include the cost of the temporary gym.

Mr. Liu and Mr. Convertito also requested more information regarding the personnel services transfers.

Mr. Convertito asked where additional FTE's would be placed if the school population changed. Mrs. Munsell agreed to provide specifics on this question in an email.

Mr. Kery said he would attempt to elaborate on Mrs. Munsell's explanation of the transfers. The budget must be set before July 1, when contracts might not be finalized. Money is held in the wage and benefit reserve in good faith until pay scales are known. The wage reserve allows us to backfill for new positions, once the Board agrees. Mrs. Munsell agreed that was part of the explanation for the transfers.

Mr. Fattibene said the Osborn Hill figure of \$700,000 has to be addressed. The remediation of the gymnasium will be rolled into a bonding request for the window project, but questioned whether part of the \$700,000 would also be bonded. Dr. Title stated that the \$700,000 is the current year expense. We do not know the final expense.

Ms. Iacono stated that the Board of Education is currently in discussion with the Board of Finance and the Town on how to handle these expenses. Mrs. Brand asked when an estimate might be known. Dr. Title stated an estimate is expected within the next month or two. The Board of Education needs to know whether the Town will entertain this or not, and we will need to know prior to June. We expect to have a firmer figure by the next Board meeting, so that the full Board can make a request to the Town. Ms. Iacono stated that both she and Dr. Title will go before the Board of Finance on October 23 to provide an update.

Mrs. Kennelly asked whether the wireless K-8 will remain on hold, and whether other allocations will also go towards Osborn Hill expenses. Dr. Title stated that the K-8 wireless project will move forward, it was only put on hold as a prudent step. Mr. Convertito questioned how long the K-8 wireless project will be on hold. Dr. Title responded that we have obligations within student IEPs, so this is a project that must be done. It doesn't take a long time to implement, and bids are already in.

B. October Enrollment

Dr. Title gave an overview of the October 1, 2012 enrollment count. The kindergarten enrollment was below projections, but the first grade increased more than expected. The net effect of K-5 enrollment is that there are 81 fewer students than projected. The single largest class in the district is the 6th grade, followed by the 7th grade. This enrollment has already been sent to the enrollment projection firm so that we can have our numbers ready for next year's budget.

Mrs. Kennelly stated that Roger Ludlowe Middle School has a higher capacity than Fairfield Woods Middle School, and the trend appears that FWMS will end up with more students. Dr. Title noted that the incoming 5th graders will change that, but the numbers will be tight.

C. Update on Teacher and Administrator Evaluation Plans for 2013-2014

Dr. Title stated that the new teacher and administrator evaluation plans for 2013-2014 will have a significant impact on staff and the budget. This stems from a Public Act and the State Board adopting guidelines, which are actually core requirements, or mandates. Every teacher and administrator will be rated and put into categories. These ratings will be audited. Data will have to be uploaded to the state by June 30th every year. The evaluations may involve student growth, standardized tests, observations, peer/parent feedback. Some of these are choices, some are non-negotiable. A complicated aggregated formula will provide a category placement for each administrator and teacher, tenured and non-tenured. There will be software and training costs. This is being piloted in 10 districts right now. The training alone for a mid-sized district is at approximately thirty to forty thousand dollars. We are a large district. We will form a committee to be ready to go. Conceptually, making improvements in these evaluations makes sense, but doing it in 6 months is aggressive.

Ms. Iacono asked that Dr. Title track expenditures for this process, so a report to the Board can be given on the overall cost of this unfunded mandate, and also asked what CAFE's/CAPPS' position is on this process. Dr. Title responded that CAFE/CAPPS were present when the system was being developed, but think perhaps some elements may be pushed back a bit. The problem might be in compliance. Sue Brand asked what the pilot districts are paying for this. Dr. Title responded that we do not know what other districts are paying, but the State is paying for the piloted districts' costs.

Mrs. Kennelly asked if the State was providing free software that we could we make use of. Dr. Title responded that we will have to pay for the software.

Mr. Convertito questioned whether teachers will be required to obtain additional masters degrees to retain certification. Dr. Title stated that certifications can be rolled over. Mr. Convertito questioned whether an exemplary-rated teacher might be on a different pay scale. Dr. Title stated that this is not part of the requirement and would have to be negotiated.

6. Old Business

- A. Mrs. Gerber moved, seconded by Mr. Kery the recommended motion "that the Board of Education approve Board Goals for the 2012-2013 school year"

Ms. Iacono read aloud the five Board goals, ranked highest overall by Board members.

Mr. Convertito moved, seconded by Mrs. Kennelly "to divide the question and separate the goals and vote on each individually"

Motion carried: 9:0:0

Goal 1 Review and revise, if necessary, the Mission statement and Board of Education Educational Goals in the Board of Education Policy Manual.

Board discussion followed.

Mr. Convertito moved to call the question, seconded by Mr. Kery.

Motion carried 9:0:0

Goal Approved: 9:0:0

Goal 2 Schedule and attend a Board training session that clearly defines Board roles and responsibilities as a governing body. As a Board we will agree to stay within the confines of this role and remind one another when a member's requests exceed the limits of our governance responsibility. *Governance* relates to oversight that **defines expectations, grants authority, or verifies performance**. Such session should take place in December.

Mr. Fattibene made a friendly amendment to change this goal to read: "that the Board schedule and attend a Board training session that clearly defines Board roles and responsibilities as a governing body. Such session should take place in December." Ms. Iacono said she would second this friendly amendment.

Board discussion followed.

Goal Approved: 5:4:0 Mrs. Gerber, Ms. Iacono, Mr. Dwyer, Mr. Fattibene, and Mr. Kery in favor; Mrs. Kennelly, Mr. Convertito, Mr. Liu, and Mrs. Brand against

Goal 3 Work with the Superintendent as to Board input into the annual budget. We will also examine and update the roll-out and schedule of review time for our annual budget in time for planning the Fiscal Year 15 budget.

Board discussion followed.

Mr. Dwyer made a friendly amendment to change the original wording to read, "that the Board work with the Superintendent as to Board input into the annual budget. We will also examine and update the roll-out and schedule of review time no later than for our annual budget planning the Fiscal Year 15 budget"

Goal Approved: 9:0:0

Goal 4: Establish an ad hoc committee to develop a communications plan (social media, blog, news media, surveys, focus groups, community conversations, etc.) to be reported to the full Board at the first Board Meeting in June. The goal of such plan will be to enhance communications with parents, staff, community leaders, and the general public, engage in a two-way dialog, and build support for district goals.

Board discussion followed.

Goal Approved: 9:0:0

Goal 5: Strive to improve individual knowledge of Robert's Rules and utilize parliamentary procedure to help our meetings run more smoothly.

Board discussion followed.

Goal Approved: 9:0:0

B. Approval of Policy #6417 Instruction – Student Internet Use

Mrs. Kennelly moved, seconded by Mrs. Gerber, the recommended motion “that the Board of Education approve Policy #6417 – Student Internet Use”

Mr. Fattibene said the ACLU sent all Board members a letter stating that this policy may violate the Fourth Amendment as it relates to search and seizure. Mr. Fattibene stated that he spoke to Mr. McGuire, an ACLU attorney, who stated the ACLU's concern is that personally owned devices that are considered district devices may risk a violation of one's privacy. Mr. Fattibene recommended that this policy be remanded back to the Policy Committee.

Mrs. Kennelly also spoke to Mr. McGuire for clarification purposes and said the ACLU understands the need for such a policy and recognizes the intent of the Board.

Mrs. Parks stated that our policy was designed to incorporate personally owned devices, and this is an untested policy per CAFE.

Mr. Kery stated that he feels this policy needs more work. Mr. Kery stated that there is a need to have our technology policies up to date, and there must be a balance with privacy and new technology.

Mrs. Parks said the difficulty with personal devices is that many are cellular and not on our network. This means that 3G and 4G devices have access way beyond our filtered internet.

Mr. Convertito spoke to other constitutional (non-ACLU) lawyers who said there may be ways around this, such as waivers. Mr. Convertito stated that 3G and 4G devices would be excluded from this policy, since they would not be accessing our network. Several Board members disagreed with this statement.

Mr. Convertito moved, seconded by Mr. Fattibene to” remand the policy back to the Policy Committee”

Mr. Dwyer stated that administrative regulations governing the process may help. Mrs. Brand agreed that administrative regulations would also be helpful.

Motion carried: 7:2:0 Mr. Convertito, Mr. Liu, Ms. Iacono, Mr. Dwyer, Mr. Fattibene, Mr. Kery, Mrs. Brand in favor; Mrs. Kennelly, Mrs. Gerber against.

Ms. Iacono stated that Item “B” under New Business “First Reading of Policy # 5335 Students – Student Internet Use” will be removed because it goes hand in hand with this policy.

7. New Business

A. Discussion on Proposed Amendments to the Racial Imbalance Plan

Dr. Title said that the enclosed statute states that the racial composition at McKinley of non-white students must be within 25% of the district average at the same grade level. McKinley is currently at just under 27%, so we are fairly close but still out of compliance with the law. The State requested a compliance plan by September, but Dr. Title requested more time in order to obtain Board input.

Dr. Title stated that the 2011 plan was amended to add the Burr Pre-K program and allow Pre-K students to remain at Burr. This is still a work in progress.

Dr. Title stated that he and the Chairman met with the Commissioner and received support on a modest plan to add another pre-school at Dwight. This plan must go the State Board for approval. Dwight has the room for a Pre-K program. In addition to helping the racial imbalance, this program would add educational value. The other piece of the racial imbalance plan is the opt-in and opt-out options. The net effect of the opt-out option is that it has been neutral, offering no value. Opting in, however, has had a positive effect. The final piece is that the mission of the diversity task force has changed and the racial imbalance plan should be a Board decision. This new plan will help us, and should get us in compliance.

Mrs. Kennelly asked whether there might be any costs involved. Dr. Title stated that it would be a one-time modest expense for equipment, such as furniture. Some students may also pay tuition, which could offset some of the costs. The net cost here would be transportation.

Mrs. Kennelly asked if the same rules in place at Burr would apply for the siblings at Dwight. Dr. Title stated that pre-school siblings could all attend Dwight.

Mr. Convertito asked about space required for the program, and what rooms might be displaced. Dr. Title explained that one classroom is needed. Mrs. Cutaia-Leonard explained that there is some flexibility with space. Mr. Convertito asked if the racial imbalance program could be made worse by having only Caucasians apply. Dr. Title said this has not been an issue. Mrs. Cutaia-Leonard stated that there is a balance of applications, based on household income.

Ms. Iacono asked how the Pre-K selection process worked. Mrs. Cutaia-Leonard explained the rolling application process. Most students who have requested placement have been placed, whether they are free, reduced, or full tuition. Some applications came towards the end of August, hence the waitlist. Mr. Fattibene asked whether the application process was open to all Fairfield residents, as the proposal letter to the State indicates it is open to McKinley families. Dr. Title clarified that this program is open to all families.

Mrs. Brand questioned the opt-out to Dwight program. Mrs. Cutaia-Leonard responded that the process was changed so that parents could apply to opt-out of McKinley and request 3 schools, in order of preference. Mrs. Cutaia-Leonard reviewed each application based on June numbers. A student would not be placed in any school that would cause an extra section, hence another FTE. Mrs. Brand stated that she remembers the racial imbalance being an issue as far back as 2005.

Mr. Kery supports the opt-out of McKinley plan.

Mr. Convertito requests a 5 year roll-out plan that shows the impact that 22 extra students would have on the number of sections at Dwight, as it seems this will add roughly 120 students to Dwight. He then asked if Dwight could support this number of students. Dr. Title responded that he expects 5 students per year to remain.

Mr. Liu asked what the numbers must be in order for this program to be successful. Dr. Title explained that we must get under 25%, but we should actually be under 15%. Another factor in this is that we are in year one for Burr, and the Pre-K program won't be fully implemented until next year. We are looking to create a program makes educational sense and is beneficial. Mr. Liu asked whether we should re-evaluate how we plan to accomplish the goal of getting under 25%, if what we have been doing in the past has not completely worked.

Mrs. Brand asked that when this plan is presented for a vote, if the educational rationale can be included because that is what is most important.

B. First Reading of Policy # 5335 Students – Student Internet Use
Ms. Iacono removed this item for discussion due to Policy 6417 being remanded to the Policy Committee.

C. Approval of the Plans and Specifications for the Fairfield Warde High School Roof Replacement Project TMP-051-BWQX

Mrs. Kennelly moved, seconded by Mr. Dwyer, the recommended motion “that the Board of Education approve the Plans and Specifications for the Fairfield Warde High School Roof Replacement Project TMP-051-BWQX”

Ms. Iacono stated the Town Bodies have already gone to the State for reimbursement, and this a procedural vote in order to receive the funding.

Mrs. Brand moved, seconded by Mrs. Kennelly to call the question.

Motion carried: 9:0:0

Motion carried: 9:0:0

8. Public Comments and Petitions

A. Nancy Haberly, Duck Farm Road, stated that she hears that here is a district wide elementary school discipline policy for a take-a-break chair. She is surprised by the policy and is wondering if the Board really endorses this policy and what it entails.

9. Open Board Comment

A. Mrs. Kennelly said she wanted to ensure that Dr. Title was aware of the September/October issue of Fairfield Living magazine highlighting the diverse talents and accomplishments of Fairfield students.

B. Mrs. Brand reminded everyone that it is anti-bullying month, and there is an anti-suicide walk. Mrs. Brand also requested a plan for dealing with the PCB issue in all schools. She requested that EPA

protocols be posted on the website and said she hopes the schools are promoting hand washing. She also requested an AON presentation and a presentation on the CMTs, CAPTs, and SATs.

10. Adjournment

Mr. Convertito moved, seconded by Mr. Liu, the recommended motion “that this meeting of the Board of Education adjourn at 10:04 pm”

Motion carried 9:0:0

Jessica Gerber, Secretary

FAIRFIELD PUBLIC SCHOOLS

ENCLOSURE NO. 5

NOV 27 2012

501 Kings Highway East
Fairfield, Connecticut 06825



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

Office of the Superintendent

TO: Board of Education
FROM: David G. Title
DATE: 11/27/2012
SUBJECT: Additional Information on Pre-K at Dwight

At the October 9, 2012 Board of Education meeting, I presented a proposal to establish an additional pre-kindergarten classroom at Dwight Elementary School. This proposal would serve the dual purpose of complying with the state's mandate on racial balance and providing educational benefits to children in Fairfield. This memo provides some additional information.

The educational benefits of pre-kindergarten education are widely documented. I am attaching a two-page summary from the Harvard University Center on the Developing Child and a more extensive presentation from an unlikely source, the Minneapolis Federal Reserve. As Chair of the Governor's Early Childhood Cabinet I am deeply involved in early childhood issues statewide. I have heard a representative from Minneapolis outline not just the benefits that families derive from high quality early childhood education but also the benefits that accrue to a community as whole from this investment.

We plan to implement a tuition-based program at Dwight as we have at Burr, with projections based on a target of one-third full-tuition students, one-third half-tuition students and one-third tuition-free students. With these projections, we can cover all of the labor costs (teacher and paraprofessional) from revenue, leaving approximately \$100,000 in incremental transportation costs annually for two small buses. Transportation will be offered in geographic zones to minimize costs. For example, residents in the Riverfield area may be offered transportation to the Dwight program but not to Burr.

One-time costs include furniture costs of \$8,297, technology costs of \$11,268 and curriculum costs of \$4,000. Dwight's budget allocation for supplies will be raised by 36 students to cover other costs, just as we do at Burr.

The additional students projected at Dwight would rise by the following numbers:

2013-2014	0
2014-2015	5
2015-2016	10
2016-2017	15
2017-2018	20

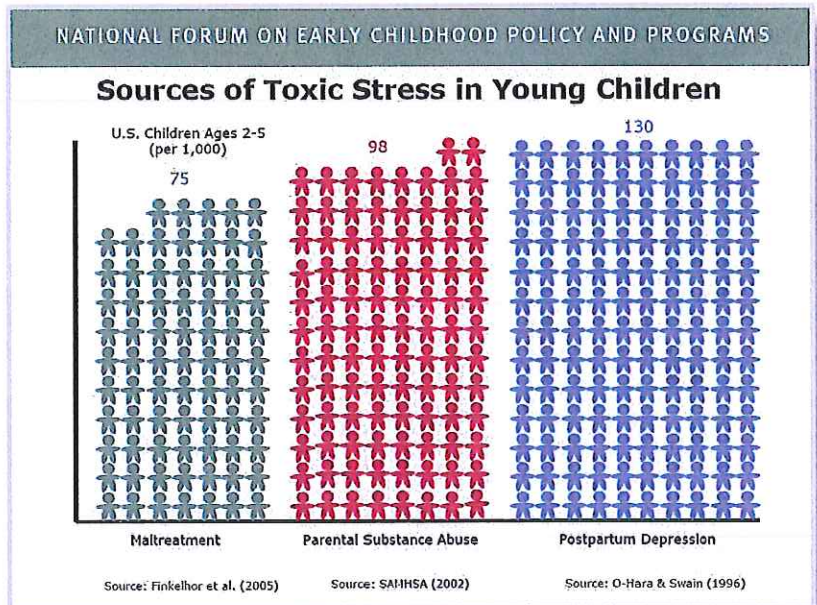
According to the MGT study, this would result in a peak enrollment of 328 students at Dwight in 2017-2018. This projection will likely decline once MGT updates its projections based on actual enrollment. In any case, the school district calculates Dwight's capacity as 388 students, so there is room at the school to house this program with negligible impact on the present program.

In summary, this proposal has educational benefit for the dollars expended and is the least invasive manner for the school district to comply with the state's laws on racial imbalance.

A series of brief summaries of the scientific presentations at the National Symposium on Early Childhood Science and Policy.

By creating and implementing effective early childhood programs and policies, society can ensure that children have a solid foundation for a productive future. Four decades of evaluation research have identified innovative programs that can improve a wide range of outcomes with continued impact into the adult years. Effective interventions are grounded in neuroscience and child development research and guided by evidence regarding what works for what purpose. With careful attention to quality and continuous improvement, such programs can be cost-effective *and* produce positive outcomes for children.

1 Effective services build supportive relationships and stimulating environments. To develop strong brain architecture, babies and toddlers require dependable interaction with nurturing adults and safe environments to explore. *Toxic stress* (see InBrief: The Impact of Early Adversity on Brain Development) can damage that architecture, but programs in a variety of settings—the home, early care and education, foster care, and other environments—can protect children from the effects of toxic stress by providing stable relationships with responsive caregivers. Within the context of these relationships, programs must



Providing supportive relationships and safe environments can improve outcomes for all children, but especially those who are most vulnerable. Between 75 and 130 of every 1,000 U.S. children under age 5 live in homes where at least one of three common precipitants of toxic stress could negatively affect their development.

POLICY IMPLICATIONS

- The development and retention of a skilled early childhood workforce is critical for success. Across all agencies and programs, a workforce that is appropriately skilled, trained, and compensated is a major contributor to achieving the best possible child and family outcomes. Ongoing investment in workforce skills and professional development is essential for program improvement.
- Quality of implementation is key. Model programs can lose their impact if not brought to scale correctly. Rigorous program standards, ongoing training and technical assistance, and continual quality assessment and improvement are critical to ensuring the ongoing effectiveness of large-scale programs.
- A multi-strategy approach will best enable states to ensure healthy futures for children. No single program can meet the diverse developmental needs of all children. A more promising approach targets a range of needs with a continuum of services that have documented effectiveness.

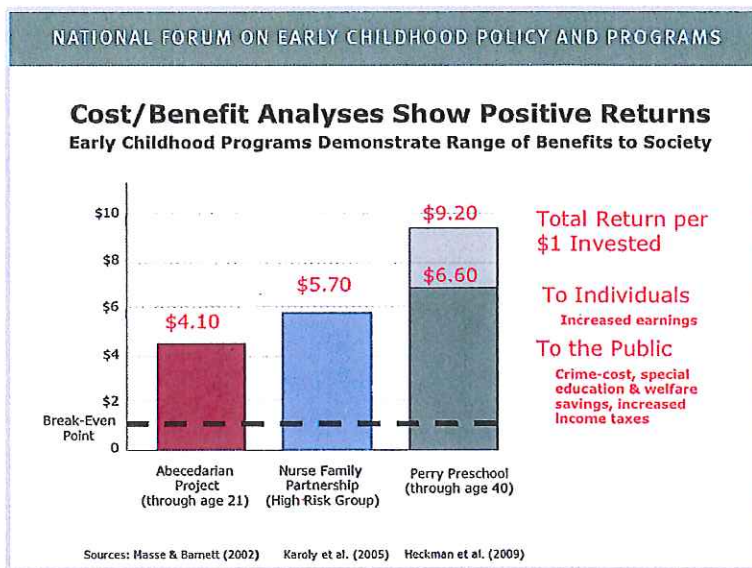
support emotional, social, and cognitive development because they are inextricably intertwined in the brain. We can't do one without the other.

2 Effective interventions address specific developmental challenges. Decades of brain science and developmental research suggest a three-tiered approach to ensure the health and well-being of young children:

- Tier 1 covers the basics — the health services, stable, responsible caregiving, and safe environments that all children need to help them build and sustain strong brains and bodies.
- Tier 2 includes broadly targeted interventions for children and families in poverty. Programs that combine effective center-based care and education for children with services for parents, such as education or income supports, can have positive effects on families and increase the likelihood that children will be prepared to succeed in school.
- Tier 3 provides specialized services for children and families who are most likely to experience toxic stress. Specific, effective treatments, such as interventions and services for child maltreatment, mental health, or substance abuse, can show positive outcomes for children and parents and benefits to society that exceed program costs.

3 Effectiveness factors distinguish programs that work from those that don't. Evaluation science helps identify the characteristics of successful programs, known as effectiveness factors. In early care and education, for example, the effectiveness factors that have been shown by multiple studies to improve outcomes for children include:

- Qualified and appropriately compensated personnel
- Small group sizes and high adult-child ratios
- Language-rich environment



Three rigorously studied early childhood programs, the Perry Preschool Project, the Abecedarian project, and the Nurse Family Partnership, show a range of sizable returns to the participants and to the public for every dollar invested.

- Developmentally appropriate “curriculum”
- Safe physical setting
- Warm and responsive adult-child interactions

4 Effective early childhood programs generate benefits to society that far exceed program costs. Responsible investments focus on effective programs that are staffed appropriately, implemented well, and improved continuously. Extensive analysis by economists has shown that education and development investments in the earliest years of life produce the greatest returns. Most of those returns, which can range from \$4 to \$9 per dollar invested, benefit the community through reduced crime, welfare, and educational remediation, as well as increased tax revenues on higher incomes for the participants of early childhood programs when they reach adulthood.

For more information, see “A Science-Based Framework for Early Childhood Policy” and Working Papers from the National Forum on Early Childhood Policy and Programs.

www.developingchild.harvard.edu/library/



THE INBRIEF SERIES:

- INBRIEF: The Science of Early Childhood Development
- INBRIEF: The Impact of Early Adversity on Children's Development
- INBRIEF: Early Childhood Program Effectiveness
- INBRIEF: The Foundations of Lifelong Health

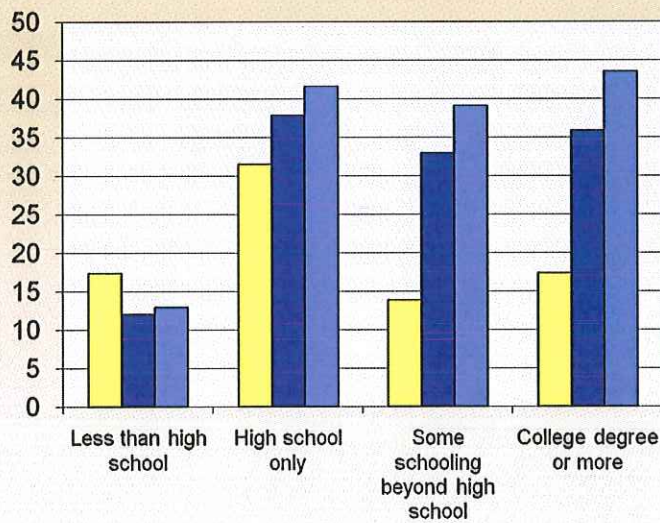
www.developingchild.harvard.edu

The Economic Case for Investments in Young Children



**Rob Grunewald and Art Rolnick
Federal Reserve Bank of Minneapolis**

Educational Characteristics of the Labor Force Millions of Workers Age 25 and Over



Source: Ellwood (2001)

■ 1980 ■ 2000 ■ 2020 (Projection)



Four Numbers to Remember

700 per second

18 months

2:1 ratio

3:1 odds

Human
Brain
at Birth

6 Years
Old

14 Years
Old



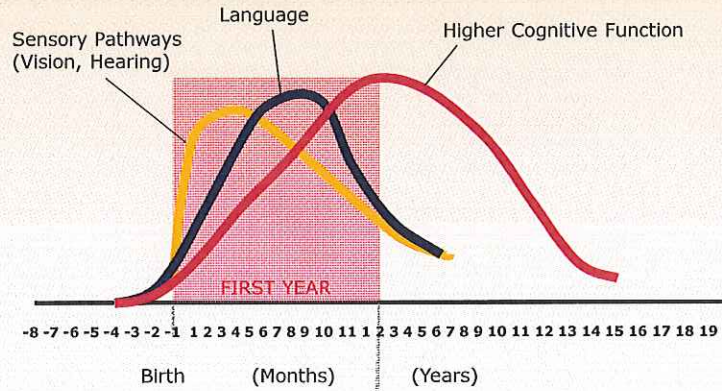
4



Center on the Developing Child
HARVARD UNIVERSITY

Human Brain Development

Synapse Formation Dependent on Early Experiences

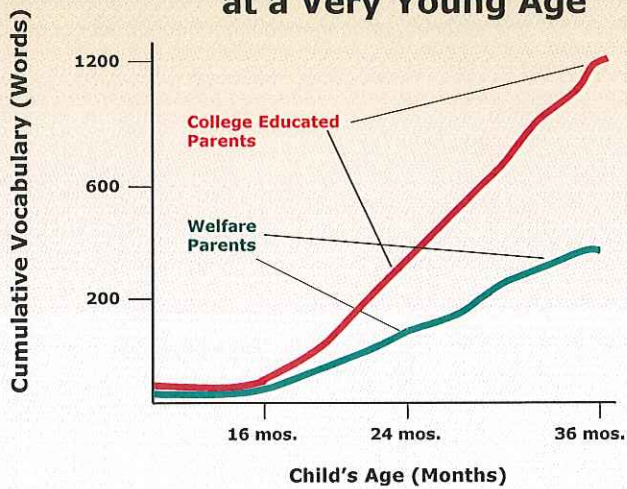


Source: C. Nelson (2000)



Center on the Developing Child
HARVARD UNIVERSITY

Barriers to Social Mobility Emerge at a Very Young Age



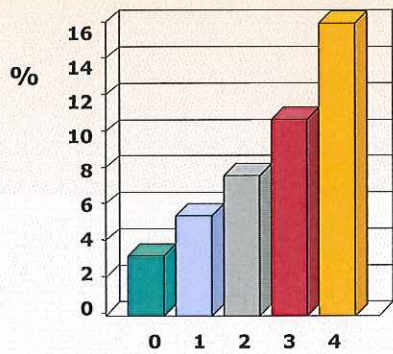
Source: Hart & Risley (1995)



Center on the Developing Child
HARVARD UNIVERSITY

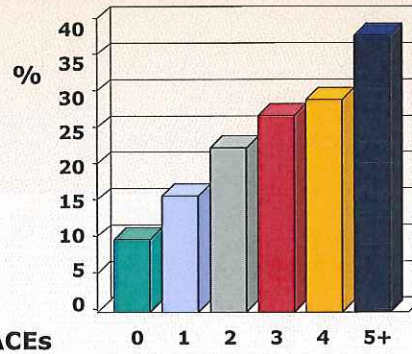
Risk Factors for Adult Substance Abuse are Embedded in Adverse Childhood Experiences

Self-Report: Alcoholism



Source: Dube et al, 2002

Self-Report: Illicit Drugs

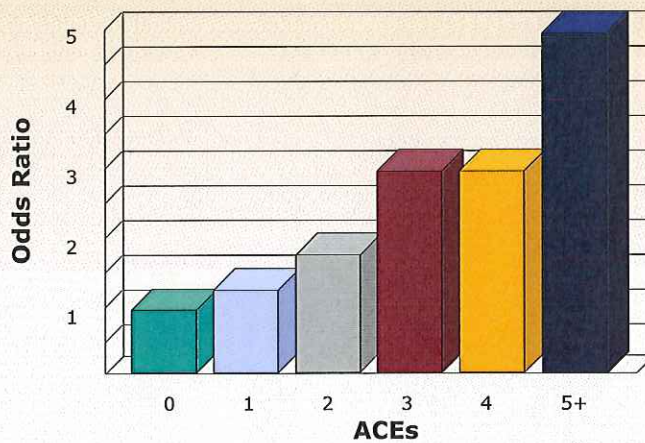


Source: Dube et al, 2005



Center on the Developing Child
HARVARD UNIVERSITY

Risk Factors for Adult Depression are Embedded in Adverse Childhood Experiences

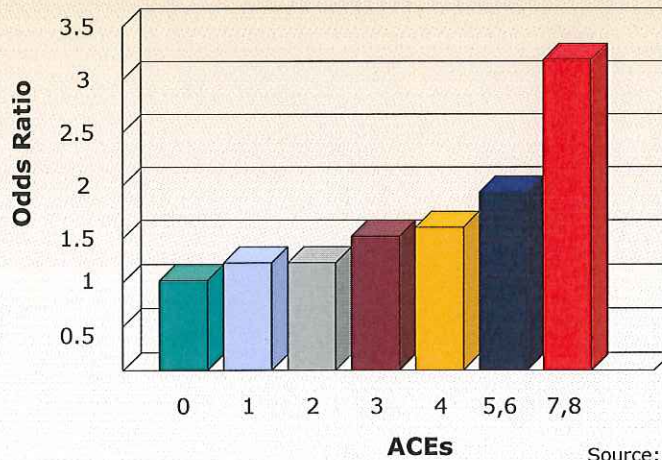


Source: Chapman et al, 2004



Center on the Developing Child
HARVARD UNIVERSITY

Risk Factors for Adult Heart Disease are Embedded in Adverse Childhood Experiences



Source: Dong et al, 2004

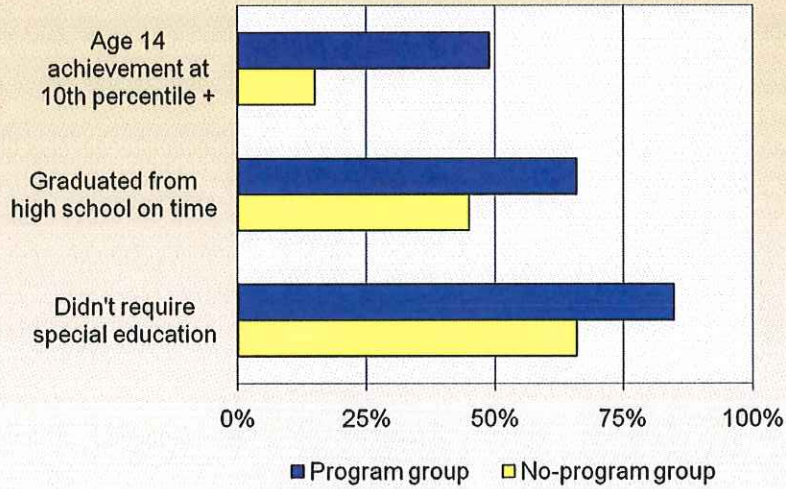


High/Scope Study of Perry Preschool

- In early 1960s, 123 children from low-income families in Ypsilanti, Mich.
- Children randomly selected to attend Perry or control group.
- High-quality program with well trained teachers, daily classroom sessions and weekly home visits.
- Tracked participants and control group through age 40.



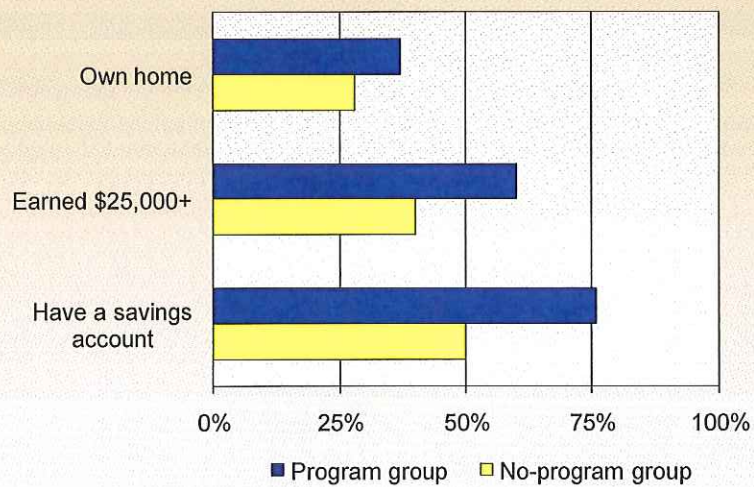
Perry: Educational Effects



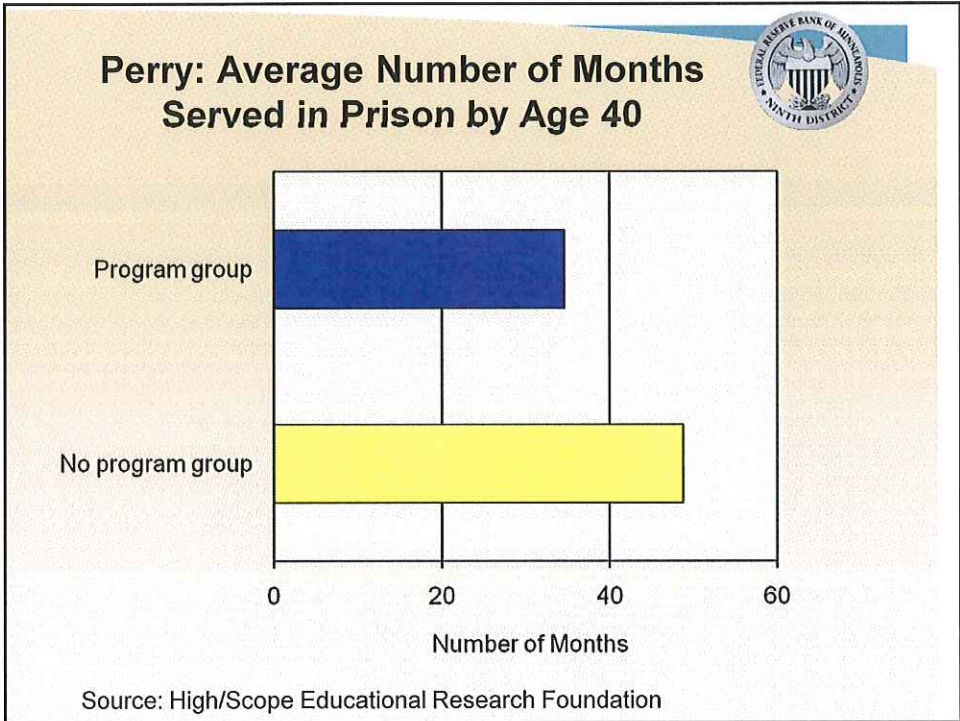
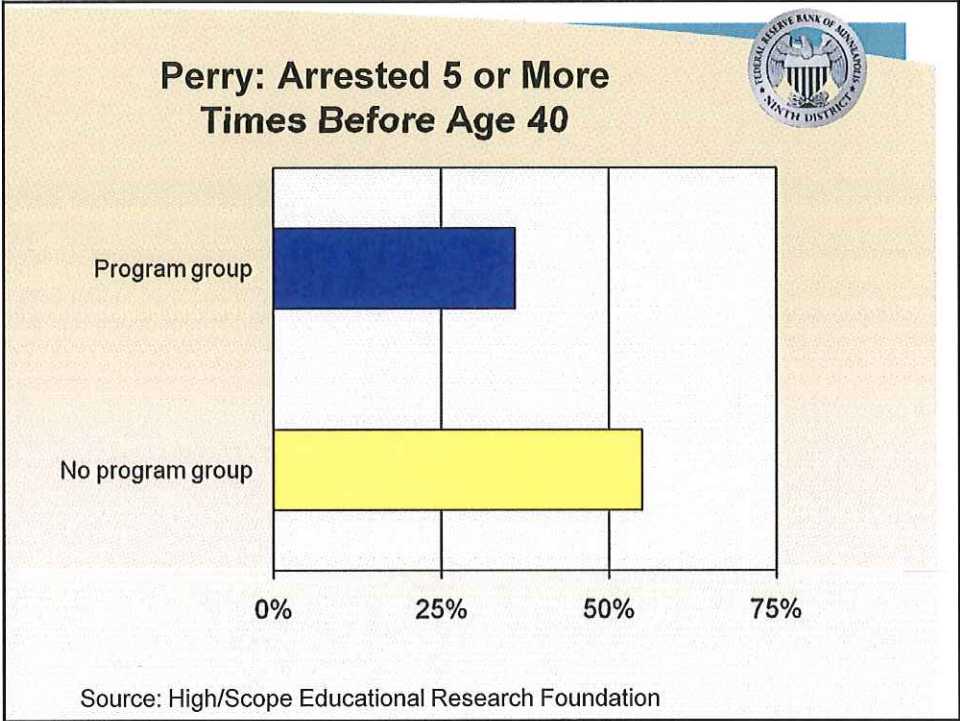
Source: High/Scope Educational Research Foundation



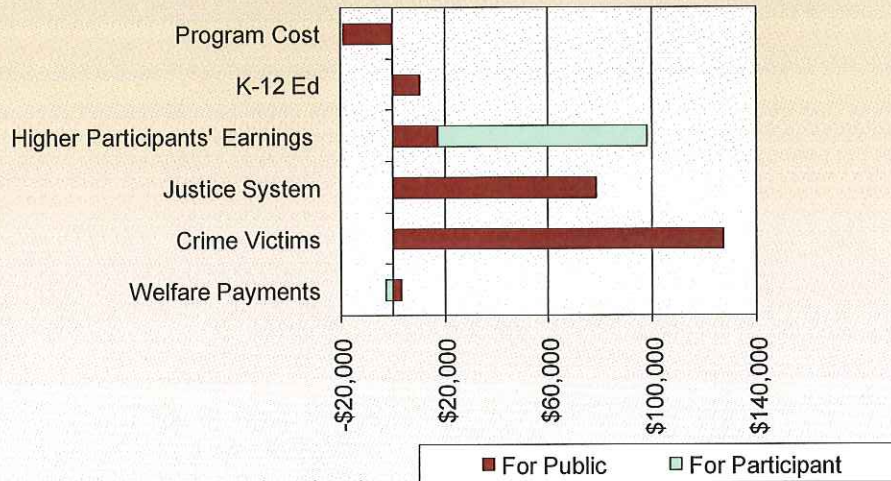
Perry: Economic Effects at Age 40



Source: High/Scope Educational Research Foundation



Perry Preschool Costs and Benefits Over 62 Years



Source: High/Scope Educational Research Foundation

Perry Preschool — Estimated Return on Investment



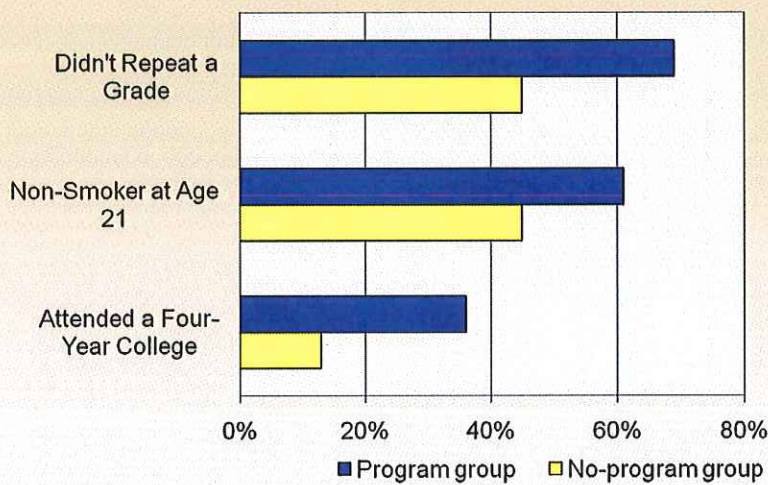
- Benefit-Cost Ratio = \$16 to \$1
- Annual Rate of Return = 18%
- Public Rate of Return = 16%



Abecedarian, Educational Child Care

Full-day, year-round program near Chapel Hill, N.C. Children from low-income families were randomly selected to attend Abecedarian or control group.

Abecedarian: Educational and Health Effects



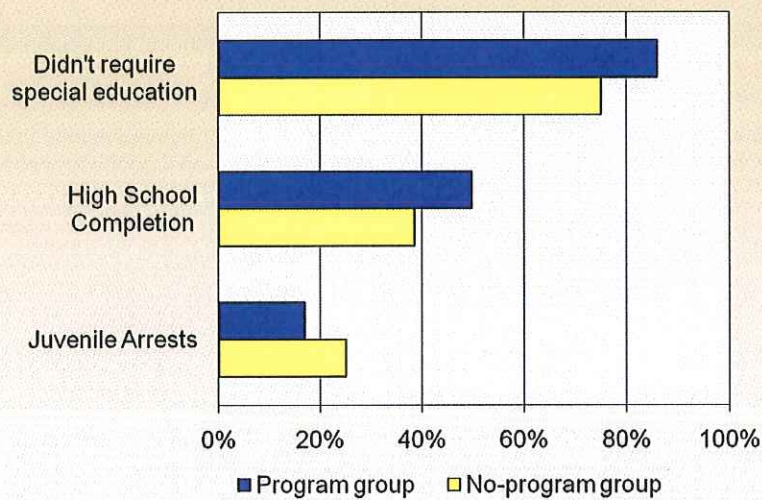
Source: Carolina Abecedarian Study

Chicago Child-Parent Centers



Half-day, large-scale program in Chicago public schools. Comparison group was a sample of eligible nonparticipants.

Chicago Child-Parent Centers



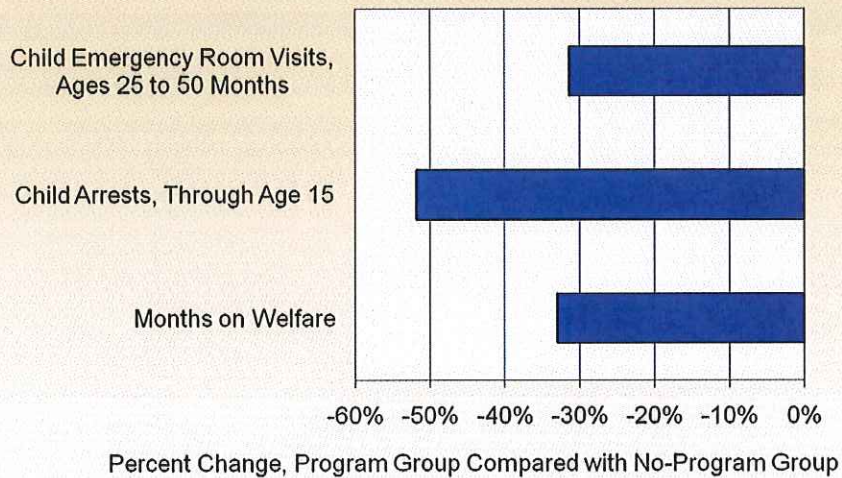
Source: Arthur Reynolds, et al.

Elmira Prenatal/Early Infancy Project Higher-Risk Families



Home visiting program by registered nurses for at-risk mothers, prenatal through first two years of child's life. Randomly selected participants were compared with a control group.

Elmira Prenatal/Early Infancy Project High-Risk Families



Source: David Olds, et al.



Benefit-Cost Ratios for Other Longitudinal Studies

- Abecedarian Educational Child Care
 - \$4 to \$1
- Chicago-Child Parent
 - \$7 to \$1
- Elmira Prenatal/Early Infancy Project
 - \$5 to \$1



Short-Run Benefits

- Allow parents to enter workforce
- Reduce absenteeism and turnover
- Attract businesses

Lessons Learned from Research



- Invest in quality
- Involve parents
- Start early
- Reach at-risk population
- Teach cognitive and noncognitive skills
- Bring to scale

Moving Forward




- Prenatal/early infant home visits for at-risk mothers
- Access to health care
- Parent education
- Quality child care
- Access to preschool

The Saint Paul
**Early Childhood
 Scholarship Program**
 Helping Families Get High-Quality Child
 Care and Early Education


How es el programa de becas de educación temprana en Saint Paul? Programa de becas de educación temprana en Saint Paul.

How es el programa de becas de educación temprana en Saint Paul? Programa de becas de educación temprana en Saint Paul.

How es el programa de becas de educación temprana en Saint Paul? Programa de becas de educación temprana en Saint Paul.



**Business Leadership in
 Early Childhood Development**



- Partnership for America's Economic Success & Committee for Economic Development
- Success By 6 – United Way
- PNC Financial Services, Gates Foundation
- Minnesota Early Learning Foundation



“Although education and the acquisition of skills is a lifelong process, starting early in life is crucial. Recent research – some sponsored by the Federal Reserve Bank of Minneapolis in collaboration with the University of Minnesota – has documented the high returns that early childhood programs can pay in terms of subsequent educational attainment and in lower rates of social problems, such as teenage pregnancy and welfare dependency.”

Remarks by Federal Reserve Board Chairman Ben S. Bernanke
Before the Greater Omaha Chamber of Commerce,
February 6, 2007



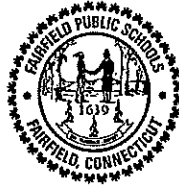
minneapolisfed.org

FAIRFIELD PUBLIC SCHOOLS

ENCLOSURE NO. 6

NOV 27 2012

501 Kings Highway East
Fairfield, Connecticut 06825



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

Office of the Superintendent

TO: Board of Education
FROM: David G. Title
DATE: 11/27/2012
SUBJECT: Calendar Options for 2012-2013

Based on the information contained in the attached circular letters, here are the options to consider if you wish to adjust the approved calendar for 2012-2013. Under the existing calendar, the last day of school is now Friday, June 21, 2013. Any further "no school" days, formerly known as "snow days," would result in school's being in session during April vacation, beginning with Monday, April 15. Given that there is no February vacation this year, it makes sense to consider options that would maximize the chances that April vacation actually happens.

1. The Board can extend the calendar by a total of five days beyond June 21. All days for a given calendar year must be taken by June 30. If the Board chooses this option, then "no school" days beyond an additional five would shorten the April vacation.
2. The Board can hold school in lieu of the professional development day scheduled for Friday, February 15. That day would then need to be scheduled after the conclusion of the student year, and before June 30. If this option is chosen, in combination with Option 1, then the school year could be extended beyond June 21 by only four days, not five, as one day would need to be reserved for professional development before the fiscal year ends.
3. The Board can hold school on any legal holiday not falling during the months of December and January. The only options would be President's day (February 18), Good Friday (March 29), and Memorial Day (May 27).

Please note that high school graduation can be scheduled any date after the 185th scheduled day of school and therefore none of the choices above would force the delay of high school graduation into the last week of June. By law the Board of Education can set this date after April 1.

While the Commissioner of Education did seem receptive to the notion that the Connecticut State Board of Education could waive the state-mandated 180-day student day requirement, it would not be prudent to count on such relief. As one can see from the enclosed Circular Letters, the circumstances under which this exception would be granted appear to be extremely limited. Furthermore, Fairfield has budgeted and planned for a 182-day student school year.

Adopted by the Board of Education on
December 13, 2011

STUDENT CALENDAR FAIRFIELD PUBLIC SCHOOLS 2012 - 2013

July	August (2)	September (17)																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p>2 Summer School Begins 4 Independence Day 27 Summer School Ends</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>27 All Teachers Report 28 Prof. Development Day - District-Wide 29 Orientation for Grade 6 and Grade 9 30 First Day of School - Full Day</p>	S	M	T	W	T	F	S	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>3 Labor Day 17 Rosh Hashanah 25 No After School or Evening Activities 26 Yom Kippur</p>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
S	M	T	W	T	F	S																																																																																																																			
1	2	3	4	5	6	7																																																																																																																			
8	9	10	11	12	13	14																																																																																																																			
15	16	17	18	19	20	21																																																																																																																			
22	23	24	25	26	27	28																																																																																																																			
29	30	31																																																																																																																							
S	M	T	W	T	F	S																																																																																																																			
5	6	7	8	9	10	11																																																																																																																			
12	13	14	15	16	17	18																																																																																																																			
19	20	21	22	23	24	25																																																																																																																			
26	27	28	29	30	31																																																																																																																				
S	M	T	W	T	F	S																																																																																																																			
2	3	4	5	6	7	8																																																																																																																			
9	10	11	12	13	14	15																																																																																																																			
16	17	18	19	20	21	22																																																																																																																			
23	24	25	26	27	28	29																																																																																																																			
30																																																																																																																									
October (23)	November (18)	December (15)																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p>△ Prof. Dev. Day (Elem.) Early Dismissal ◁ Conf. Days (Elem. & Middle) Early Dismissal</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p>6 Election Day - Prof. Dev. Day for Staff 12 Veterans' Day 21 Early Dismissal 22,23 Thanksgiving Recess</p>	S	M	T	W	T	F	S	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>24 Holiday Week Begins 31 Holiday Week Ends</p>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
S	M	T	W	T	F	S																																																																																																																			
1	2	3	4	5	6	7																																																																																																																			
8	9	10	11	12	13	14																																																																																																																			
15	16	17	18	19	20	21																																																																																																																			
22	23	24	25	26	27	28																																																																																																																			
29	30	31																																																																																																																							
S	M	T	W	T	F	S																																																																																																																			
4	5	6	7	8	9	10																																																																																																																			
11	12	13	14	15	16	17																																																																																																																			
18	19	20	21	22	23	24																																																																																																																			
25	26	27	28	29	30																																																																																																																				
S	M	T	W	T	F	S																																																																																																																			
2	3	4	5	6	7	8																																																																																																																			
9	10	11	12	13	14	15																																																																																																																			
16	17	18	19	20	21	22																																																																																																																			
23	24	25	26	27	28	29																																																																																																																			
30	31																																																																																																																								
January (21)	February (18)	March (20)																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p>1 New Year's Day 2 Schools Reopen 21 Martin Luther King Day</p>	S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table> <p>△ Prof. Dev. Day (Elem.) Early Dismissal 15 Prof. Dev. Day - All Certified Staff 18 Presidents' Day</p>	S	M	T	W	T	F	S	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>○ Conf. Day (Elem. ONLY) Early Dismissal 29 Good Friday</p>	S	M	T	W	T	F	S	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31													
S	M	T	W	T	F	S																																																																																																																			
6	7	8	9	10	11	12																																																																																																																			
13	14	15	16	17	18	19																																																																																																																			
20	21	22	23	24	25	26																																																																																																																			
27	28	29	30	31																																																																																																																					
S	M	T	W	T	F	S																																																																																																																			
3	4	5	6	7	8	9																																																																																																																			
10	11	12	13	14	15	16																																																																																																																			
17	18	19	20	21	22	23																																																																																																																			
24	25	26	27	28																																																																																																																					
S	M	T	W	T	F	S																																																																																																																			
3	4	5	6	7	8	9																																																																																																																			
10	11	12	13	14	15	16																																																																																																																			
17	18	19	20	21	22	23																																																																																																																			
24	25	26	27	28	29	30																																																																																																																			
31																																																																																																																									
April (17)	May (22)	June (9)																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p>○ Conf. Days (Elem. ONLY) Early Dismissal 15 Spring Recess Begins 19 Spring Recess Ends</p>	S	M	T	W	T	F	S	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>27 Memorial Day</p>	S	M	T	W	T	F	S	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>13 Last Day for Students & Teachers (The first six school cancellation days will extend the length of the school year and the date of H. S. Graduation. Additional cancellations will reduce the April vacation beginning with the first day, April 15.)</p>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30													
S	M	T	W	T	F	S																																																																																																																			
7	8	9	10	11	12	13																																																																																																																			
14	15	16	17	18	19	20																																																																																																																			
21	22	23	24	25	26	27																																																																																																																			
28	29	30																																																																																																																							
S	M	T	W	T	F	S																																																																																																																			
5	6	7	8	9	10	11																																																																																																																			
12	13	14	15	16	17	18																																																																																																																			
19	20	21	22	23	24	25																																																																																																																			
26	27	28	29	30	31																																																																																																																				
S	M	T	W	T	F	S																																																																																																																			
2	3	4	5	6	7	8																																																																																																																			
9	10	11	12	13	14	15																																																																																																																			
16	17	18	19	20	21	22																																																																																																																			
23	24	25	26	27	28	29																																																																																																																			
30																																																																																																																									

- Schools Not In Session
- ◁ Conference Days (Elem. & Middle) Early Dismissal
- Conference Days (Elem. ONLY) Early Dismissal
- △ Early Dismissal (Elementary ONLY)
- () State Required Holidays

CONNECTICUT MASTERY TEST 2013 DATES
AND
CAPT 2013 DATES
March 1 - March 28, 2013

CMT WRITING
March 5, 2013
CAPT WRITING
March 5, 6, 7, 2013



CONNECTICUT STATE DEPARTMENT OF EDUCATION
GEORGE A. COLEMAN
ACTING COMMISSIONER



Series: 2010-2011
Circular Letter: C-9

TO: Superintendents of Schools

FROM: George A. Coleman, Acting Commissioner of Education

DATE: January 31, 2011

SUBJECT: School Closures and the School Calendar

Due to inclement weather, many districts already have closed school and shortened the school day on numerous occasions during the current school year. The purpose of this communication is to review the pertinent law regarding the school calendar with respect to granting waivers of the 180-day requirement.

Connecticut law requires that public schools be in session for at least 180 days per school year.¹ School districts that enact a school calendar with more than 180 school days do so voluntarily, and need not seek approval from the State Board of Education (the "SBE") to shorten or otherwise modify the school calendar, provided that school is in session on at least 180 days. Due to the large number of school closings that have occurred thus far this school year, it may be necessary for some districts to modify their school calendar in order to comply with this legal requirement. In such situations, please be advised that Connecticut law prohibits rescheduled school sessions from being held on Saturday or Sunday. In addition, a district may not make up the time by extending the hours of school days. Schools may be in session on legal holidays, however, except for those legal holidays falling in the months of January or December. In the event school is held on a legal holiday, districts are required to offer a nonsectarian educational program in observance of such holiday.

We have received a number of inquiries regarding whether the SBE will consider waiving the 180-day requirement. Connecticut law allows for the SBE to authorize boards of education to modify the school calendar to have fewer than 180 days of school due to "unavoidable emergency." Please be advised that school closures due to inclement weather generally will not constitute unavoidable emergencies. When closures due to inclement weather occur early enough in the school year (such as in the winter months), local boards will have sufficient time throughout the remainder of the school year, through June 30, to make up lost days. Therefore, the State Department of Education ordinarily will not support waiver requests for snow days. As a result, boards of education should anticipate that the SBE will not ordinarily consider waiving the 180-day requirement this year due to school closures as a result of inclement weather.

¹ Although the law does not define the term "school day," please note that school districts are required to provide in each school year (1) 900 hours of actual work for full-day kindergarten and grades 1 through 12, and (2) 450 hours of half-day kindergarten. School districts may not count more than 7 hours of actual school work in any school day towards the total required for the school year. Connecticut General Statutes § 10-16.

In addressing issues relating to the school calendar, districts may also grapple with when to hold graduation. As a general rule, because school is required to be in session for at least 180 days, graduation may not be held until this requirement has been satisfied. One exception to this general rule is that boards of education may, at the beginning of the school year, adopt a school calendar with a specified graduation date, provided the calendar contains at least 185 school days. Graduation may then be held on that date, regardless of the number of school closings that occur during the year. If school has not been in session for at least 180 days at the time of graduation, however, seniors would be required to return to school after graduation to complete the 180 required school days. Another exception allows a school district, after April 1st, to establish a graduation date that would provide for 180 school days. Thereafter, if the school must be closed due to inclement weather or other emergency, graduation may be held on the designated day. As is the case above, however, if at the time of graduation school had not been in session for at least 180 days, seniors would be required to return to school after graduation to complete the 180 required school days.

The foregoing analysis is intended to provide a brief overview of the legal considerations regarding the school calendar and modification thereto. Please note that districts may need to address additional considerations when modifying the school calendar, including but not limited to collective bargaining concerns. Those concerns are not within the purview of the SBE, however, and should be handled on the local level.

If you have any questions, please contact my office at 860-713-6500 or the Office of Legal and Governmental Affairs at 860-713-6520.

Thank you.

165 Capitol Avenue • Hartford, Connecticut 06106
Tel: (860) 713-6500 Fax: (860) 713-7001
Email: george.coleman@ct.gov



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



SERIES: 2011-2012
CIRCULAR LETTER: C-6

TO: Superintendents of Schools
FROM: Stefan Pryor, Commissioner of Education
DATE: November 15, 2011
SUBJECT: School Closures and the School Calendar

A handwritten signature in blue ink, appearing to read "Stefan Pryor".

The State Department of Education is aware of the highly disruptive conditions created by October's snowstorm. The Department issued a circular letter on January 31, 2011 on school closures and the school calendar which provides a brief overview of the legal considerations regarding the school calendar and modification to it. <http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ10-11/c9.pdf>

With the winter season approaching, the Department remains cautious about prematurely considering changes in the 180 day requirement. Districts are expected, as in years past, to make all efforts at the local level to meet the mandated minimum number of school days by June 30. These efforts may include conducting school on permissible holidays and previously scheduled vacation days. Only once all such efforts have been exhausted would the Department expect local school districts to seek waivers, if viewed necessary, of the 180 day requirement.

Therefore, the Department will conduct a careful review and analysis of any waiver requests on a case by case basis once a district has concluded and asserted that 180 days of school is not possible under its circumstances. It is our hope we will not have to go down this road as we are ever mindful of the negative impact of lost time upon our students.

If you have any questions, please contact the Division of Legal and Governmental Affairs at 860-713-6520.

Thank you.

NOV 27 2012

STUDENT CALENDAR
FAIRFIELD PUBLIC SCHOOLS
2013 - 2014

DRAFT

July							August (2)							September (19)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
28	29	30	31				25	26	27	28	29	30	31	29	30						
1 Summer School Begins 4 Independence Day 26 Summer School Ends							26 All Teachers Report 27 Prof. Development Day - District-Wide 28 Orientation for Grade 6 and Grade 9 29 First Day of School - Full Day							2 Labor Day 4 No After School or Evening Activities 5 Rosh Hashanah 13 No After School or Evening Activities							
October (23)							November (17)							December (15)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5						1	2	1	2	3	4	5	6	7	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					
△ Prof. Dev. Day (Elem.) Early Dismissal <O> Conf. Days (Elem. & Middle) Early Dismissal							5 Election Day-Prof. Dev. Day for Staff 11 Veterans' Day 27 Early Dismissal 28,29 Thanksgiving Recess							23 Holiday Week Begins 31 Holiday Week Ends							
January (21)							February (18)							March (21)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4						1						1			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	
26	27	28	29	30	31		23	24	25	26	27	28	23	24	25	26	27	28	29		
													30	31							
1 New Year's Day 2 Schools Reopen 20 Martin Luther King Day							△ Prof. Dev. Day (Elem.) Early Dismissal 14 Prof. Dev. Day - All Certified Staff 17 Presidents Day							○ Conf. Day (Elem. ONLY) Early Dismissal							
April (17)							May (21)							June (8)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3						1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
27	28	29	30				25	26	27	28	29	30	31	29	30						
○ Conf. Days (Elem. ONLY) Early Dismissal 14 Spring Recess Begins 18 Spring Recess Ends 18 Good Friday							26 Memorial Day							11 Last Day for Students & Teachers (The first seven snow days will extend the length of the school year and the date of High School Graduation. Additional snow days will reduce the April vacation beginning with the first day, April 14.)							

- Schools Not In Session
- <O> Conference Days (Elem. & Middle) Early Dismissal
- Conference Days (Elem. ONLY) Early Dismissal
- △ Early Dismissal (Elementary ONLY)
- () State Required Holidays
- * May Vary By Level

CONNECTICUT MASTERY TEST 2014 DATES
 AND
 CAPT 2014 DATES
 March 3 - March 28, 2014

CMT WRITING
 March 4, 2014
 CAPT WRITING
 March 4, 5, 6, 2014

Instruction

Schedules

**ADMINISTRATIVE REGULATIONS ON
STUDENT CALENDAR**

6110AR

In developing a student calendar for submission to the Board of Education, the Superintendent shall consider the following objectives:

- Begin school during the last week of August;
- Provide for staff and student orientation days before the start of school;
- Review calendars of the regional program providers and coordinate the Fairfield calendar to the degree practical to facilitate student participation in regional programs;
- Avoid holding school on the optional State holidays (Columbus Day, Veterans' Day, and Presidents' Day) in addition to Election Day and the first full day of Rosh Hashanah and Yom Kippur;
- On the eve of Rosh Hashanah and Yom Kippur there will be no after school or evening activities;
- Avoid holding school on Christmas Eve and schedule a half day of instruction on the Wednesday before Thanksgiving;
- Reopen schools after the December recess as close to January 1st as legally and practically permitted;
- Provide an academic break in February and April that avoids State test administration periods;
- Provide early release days for parent / teacher conferences in the fall and spring;
- In setting the February and April break maintain comparable periods of instruction between the break periods; and
- Provide make-up dates for a minimum of three (3) school-closing days before make-up days are removed from the April academic break. If a day must be removed from the April academic break to make-up for school closings, the day will be removed from the beginning of the break week.

8/27/04

Revised 10/27/09

Instruction

SCHEDULES

6100

STUDENT CALENDAR

6110

The Superintendent of Schools or designee shall recommend school calendars meeting all statutory requirements to the Board of Education for its review, modification, as it believes appropriate, and approval.

The calendars recommended to the Board may include the operation of schools on State holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January (Christmas Day, New Year's Day, and Martin Luther King Day).

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, academic breaks, report card periods, contingency make-up dates for possible emergency closings, and other pertinent dates, including the date of graduation for students in grade twelve (12).

The Board may establish a graduation date on or after the one hundred eightieth day in the adopted school calendar. The graduation date may be modified after April 1st, in any school year by the Board establishing a firm graduation date, which at the time of such establishment provides for at least one hundred eighty (180) days of school.

To benefit children, families, and school staff in their planning, multiple-year school calendars are preferable to single-year calendars.

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays
10-15 Towns to maintain schools
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
10-261 Definitions
PA 95-182 An Act Concerning Reduction of Education Mandates
PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Approved 8/27/04