

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, October 9, 2012

REGULAR MEETING
7:30 P.M.

501 Kings Highway East
2nd Floor Board Conference Room

AGENDA

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

A. Approval of Minutes of the Regular Meeting of September 11, 2012

Recommended Motion: "that the Board of Education approve the Minutes of the Regular Meeting of September 11, 2012"

(Enclosure No. 1)

IV. Student/Committee/Liaison Reports

Student	Fairfield Ludlowe High School Student Liaison
Student	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
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

V. Superintendent's Report

- A. Quarterly Financial Update (Enclosure No. 2)
- B. October Enrollment (Enclosure No. 3)
- C. Update on Teacher and Administrator Evaluation Plans for 2013-2014
(Enclosure No. 4)

VI. Old Business

A. Discussion and Approval of Board of Education Goals

Recommended Motion: "that the Board of Education approve Board Goals for the 2012-2013 school year"
(Enclosure No. 5,6,7,8)

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

Recommended Motion: "that the Board of Education approve Policy #6417 Instruction – Student Internet Use"
(Enclosure No. 9)

VII. New Business

- A. Discussion on Proposed Amendments to the Racial Imbalance Plan (Enclosure No. 10)
- B. First Reading of Policy # 5335 Students – Student Internet Use (Enclosure No. 11)
- C. Approval of the Plans and Specifications for the Fairfield Warde High School Roof Replacement Project TMP-051-BWQX

Recommended Motion: "that the Board of Education approve the Plans and Specifications for the Fairfield Warde High School Roof Replacement Project TMP-051-BWQX"
(Enclosure No. 12)

VIII. 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.

IX. Open Board Comment

XII. Adjournment

CALENDAR OF EVENTS

November 27, 2012	Board of Education Organizational/Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room
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

DRAFT

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, September 11, 2012

ENCLOSURE NO. 1

OCT - 9 2012

Minutes of the Regular Board of Education Meeting held Tuesday, September 11, 2012, at 501 Kings Highway East, 2nd Floor Board Conference Room.

1. Chairman Ms. Pamela Iacono called the Regular Meeting of the Board of Education to order at 7:33 pm. Other Board Members present were: Mrs. Sue Brand, Mr. Tim Kery, Mr. Paul Fattibene, 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 15 members of the public.
2. Ms. Iacono led the Board and audience in the Pledge of Allegiance, followed by a moment of silence in memory of the terrorist attacks on September 11, 2001.

Ms. Iacono introduced and welcomed Meg Brown as the newly assigned recording secretary, Administrative Assistant to Superintendent Dr. David Title, and Executive Assistant to the Board of Education.

3. Mrs. Gerber moved, seconded by Mr. Convertito, that the Board of Education approve the Minutes of the Special Meeting of August 28, 2012.

Motion carried: 9:0:0

4. Committee/Liaison Reports

Mrs. Sue Brand attended a meeting at the Board of Health. There was no quorum. New BOE health policies concerning staff and the administration of medication are under review. It is legislated that staff may medically intervene, but staff is not obligated to do so and perhaps in some cases it is not appropriate. For future reference, further discussion may be needed.

Mr. Dwyer stated that the Building Projects Review Committee has scheduled a meeting, and he will get the date out. Mr. Dwyer also attended the CES Board Meeting.

Mr. Convertito said the Special Projects Standing Building Committee for Sherman School is near its completion. There is a punch list of outstanding items that will be given to the general contractor. The first phase should be closed out by November 1, 2012, and there is a ribbon cutting ceremony at 5pm on 9/13/12. Mr. Convertito took a moment of privilege to present each Board member with a tie from a company started by 2 former Fairfield students who are now juniors in college.

Ms. Iacono stated that she and Dr. Title appeared before the Board of Finance to brief them on the Osborn Hill School PCB costs to date, and to put them on notice that a special appropriation will most likely be requested to cover the costs. Dr. Title stated that he and Ms. Iacono were

invited back to the October Board of Finance meeting to inform them of the costs as they escalate.

5. Superintendent's Report

A. Opening of School Update:

Dr. Title stated that there were a number of successful projects that contributed to successful school openings. Mr. Cullen will review these in the Capital Projects Update. The current enrollment is not official until October 1, but early numbers show a drop in Kindergarten enrollment. There are 85 fewer Kindergarten students than projected. The buffer to that is that 1st grade increased. The net effect is fewer students. The official October 1 enrollment will be further discussed at the October meeting.

Dr. Title stated that it was an unusual year for school openings. Out of 16 schools, 8 opened with new principals or headmasters. Ann Leffert, Director of Human Resources, in her first few months on the job was able to get all classrooms staffed. Dr. Title stated that he is also very pleased with the quality of staff. Due to the new Special Education Staffing Model, new Special Education teachers needed were hired. Ann's background was perfect for that hiring process. Dr. Title introduced and welcomed Dr. Meg Boice, Director of Secondary Education.

Dr. Title said the convocation was a very nice event for opening day. It was energizing to have it in the Fairfield Warde Auditorium where the air conditioning was working – thanks to one of the successful projects. New curriculum approved by the Board is in process and underway. Lots of work was done to get this accomplished.

Dr. Title said he was very proud of how quickly staff mobilized to respond to the tragedy at Tunxis Park. It was a horrible event to witness for children and adults. Enhanced counseling services were offered to children and adults.

Dr. Title said that on a positive note he is very pleased that Dwight was named a Blue Ribbon School. The process to become a Blue Ribbon School has evolved over the years. Each state now has a cap of 2 public schools that are invited to apply for the award that Dwight won, "Exemplary High Performing". This honor is a reflection on the school system as a whole, and he is happy for Dwight and for Fairfield Public Schools.

Dr. Title said there isn't much news with regards to Osborn Hill School. He is currently waiting for test results and will post them as soon as they come in, and will also send out another memo update on Friday, 9/14. Additional cleaning is being done, which will be followed by more testing. Through the work of Sal Morabito, Tom Cullen and Twig Holland, a large portable gym has been secured that will be constructed on site within 5 weeks or so. The Town was very helpful in getting this rapidly through the procurement system by using a quotation process.

B. Capital Projects Update:

Dr. Title stated the Roof Restoration Project is virtually complete. Schools came in under budget with 5 or 10 year warranties. There have been no leaks.

Mr. Cullen gave the following update on the Capital Projects:

1. Fairfield Warde High School Phase 1 of 4 roof repair is complete. The manufacturer is so happy with the material and the state of the existing roof he may extend the warranty from 20 to 25 yrs.
2. Roger Ludlowe Middle School building envelope repair leak. A 25 foot section wasn't flashed properly. Upon investigation, another leak was found. After quick specifications, it was bid out for repairs. No water has penetrated the building since the repair.
3. Fairfield Warde High School gym wall repair. During the walk-through, the gym wall was found to be bowing out. This has been corrected, and the wall is being monitored.
4. APR roof leaks – These are gabled roofs, at least 25 years old, that have been ripped off and replaced. There have been no leaks since the repair.
5. At McKinley, the parapet was capped over and new flashing was added. Sal Morabito has been monitoring this project and reports no water coming in.
6. Mill Hill repairs included the ceiling grid, carpet and millwork. The millwork is taking some extra time due to the ordering process that was delayed.
7. Fairfield Woods Middle School Jackson wing lockers. Dr. Rosato put a hold on replacing these lockers until he has more information on replacement options, and he will request input from teachers.
8. At Tomlinson Middle School, there has been lots of good feedback on the new traffic loop. Some modifications were made and new signage was added. There is more room for drop-off and pick-up. With redistricting, more students now take the bus to Tomlinson. Last year, 196 cars were counted at drop-off. This year the number dropped to the 60's. The number of cars picking up last year was 67, and this year that number is down to 42. Also at Tomlinson, the foundation pit was flashed, tarred, and sealed, and drainage pipes were replaced so that basement classrooms stay dry. Approval was received for façade, cornice work and door replacement. A report was previously sent to the Board with more information on this.
9. Jennings bathrooms are finished and they look great.
10. Dwight boilers have been replaced and will be fired up and tested before winter.
11. Fairfield Ludlowe High School carpet has been replaced. The library carpet had to be re-ordered due to a sizing issue, and installation will be scheduled over a holiday.
12. The new HVAC system at Fairfield Warde High School is much smaller. Staff is getting trained on its use.
13. Eight oil tanks were pulled and 7 had no contamination in the surrounding soil. Jennings was the one location with contamination in 300-500 cubic feet of soil and it was caused by the previous oil tank. The State said this is not a bad spill and can be cleaned up at any time.

Dr. Title mentioned that all projects submitted for separate funding are virtually all complete and under budget. He mentioned that the new paint and carpet at Riverfield make the school much brighter and nicer.

Ms. Iacono said some parents are saying Riverfield looks as though it has all new lighting, it's that much brighter. Ms. Iacono then questioned why the final estimated cost of the Fairfield Warde High School HVAC system for \$246,250 was so much higher than the estimate of \$60,000. Mr. Cullen responded that the contractors uncovered 2 different systems that could

not be reused and had to be replaced. It ended up being less work, but the equipment was more expensive.

Mr. Convertito requested clarification on which projects were bonded and which came out of the Board of Education budget. Dr. Title responded that he would be able to clarify that in a new spreadsheet.

Mrs. Brand asked if there were any other oil tanks that have to be removed. Mr. Cullen responded yes, that Stratfield has a newer tank and there are 4 or 5 others remaining. He will update the Board with locations of these tanks. Dr. Title mentioned that none of these existing oil tanks need to be removed for several years.

Mrs. Brand asked if the new Riverfield paint job would remain intact after the Riverfield renovation. Dr. Title responded yes.

Mr. Kery thanked Mr. Cullen for the vast majority of projects coming under budget. He then questioned the initial Fairfield Warde High School roof estimate of 11 million from the Town Facilities Commission, and why it was it so high compared to the final estimated cost of 7 million. Mr. Cullen responded that the consultants thought they might have to go down to the roof deck, and that even with infrared studies there can be some unknowns regarding how much of the roof has eroded. Mr. Dwyer added that legislative waivers were obtained regarding the half inch pitch, which significantly reduced the cost. Mr. Cullen also noted that roof drains have doubled from 40 or 50 years ago. Dr. Title stated that perhaps a large contingency was in place due to the fact that it was a 4 year project that originally wasn't reimbursable. Ed specs may have to be re-done for the State since it has been such a long time since the last approval. Dr. Title confirmed that the reimbursement was from the 7 million. Mr. Kery's said that his recollection was that Mr. Cullen's team came out with an estimate of 6.5 million, which then became 11 million. The Town Bodies, which include members that are operations managers for large commercial operations, told the Board that 11 million was a high estimate. A better process for improved estimates is needed. Mr. Kery said he is uncomfortable asking for 11 million when in fact 7 million is needed. Part of the capital planning process is to find a better way to move forward.

Ms. Iacono stated she received an email from Representative Fawcett acknowledging State Representative Brenda Kupchick for a majority of the work in obtaining the waiver. Ms. Iacono thanked Ms. Kupchik and her team for the work involved in obtaining the waiver. Mr. Convertito stated that this is a 4 year project and we are 1 year into it. Lots could go wrong that could drive up the cost. Mr. Cullen stated that with bids from large well-known companies, he was confident with the pricing. Mr. Convertito stated that he has served on many building committees and doesn't want to be overly optimistic. This may seem like a big gap now but we need to wait and see what the actual numbers might be. Mr. Dwyer stated that he felt comfortable giving the Town Bodies a worst case number in case the legislation was not successful. Because legislation was successful, we under promised and over delivered.

6. Old Business

A. Approval of Policy #3431.1 - Business Monthly Updates

Mrs. Kennelly moved, seconded by Mr. Kery that the recommended motion "that the Board of Education approve Policy #3431.1 Business – Monthly Updates".

Board discussion followed. Ms. Kennelly clarified for the Board that this policy gives the Superintendent latitude in reporting monthly expenditures and does not eliminate the monthly report. A quarterly written report will still be received. Mrs. Brand stated that she will not support this change, as she feels the need for more reporting. Mr. Liu stated that he will also not be in support of this policy change.

Public comment – None.

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

7. New Business

A. Discussion of Board Goals

Ms. Iacono asked the Board to review her memo regarding Board goals, and to review Board member submitted goals. Ms. Iacono stated that Board goals may take 3 meetings to get through. Mr. Kery suggested that working with 3 or 4 goals is manageable. Mr. Liu suggested that the Board look at all goals first before narrowing them down. Ms. Iacono confirmed that the goals are Board goals and should not create work for the administration. Mrs. Brand stated that the Board mission is due to be reviewed and updated, and perhaps that should be done before creating new goals. Mrs. Gerber stated her goals for the Board are to increase communication via blog or online newsletter, and get better educated on Robert's Rules. Mr. Kery suggested that an entire meeting be devoted to Robert's Rules. Ms. Iacono stated that she will try to categorize the Board goals for the Friday packet. In the meantime, she suggested that Board members rank the goals.

B. First Read of Policy #6417 Instruction – Student Internet Use

Ms. Kennelly explained that this policy re-write came from the CAFE audit, seeking out redundancies. Much of the language was mandated for E-rate regulations. Mrs. Brand questioned whether this policy covers student owned devices. Mrs. Kennelly stated that a student owned device is considered district technology, as defined in the policy. Mr. Kery questioned what "other inappropriate material" was referring to. Mrs. Kennelly responded that the language was left unspecific in order to cover any new items that may crop up. Mr. Kery also questioned why "religious or political lobbying" was included. Mrs. Parks stated that much of the wording in the bullets comes from the "Children's Internet Protection Act" and had to be specifically spelled out in the policy to get E-Rate money. Mrs. Brand requested to see the regulations for specifics. Ms. Iacono stated this policy will be a voting item at the next Board meeting.

8. Public Comment and Petitions – None

9. Open Board Comment

Mrs. Brand had the opportunity to see Lindsey Reuter, Fairfield Warde High School senior, perform as a soloist at a 9/11 remembrance ceremony, where she did an exceptional job.

Mr. Fattibene stated that he noticed there was no picture of Dr. Ann Clark, former Superintendent, on the board room wall. Ms. Iacono will look into this for the Board.

Mrs. Brand stated that she would appreciate a presentation on the health insurance and pension before the budget process begins.

10. Mrs. Kennelly moved, seconded by Mrs. Gerber the recommended motion that "that the Board of Education convene to Executive Session to discuss strategy, negotiations relating to matters of collective bargaining and Superintendent Evaluation".
-

Motion carried. 9:0:0.

11. Reconvene to Public Meeting

- A. Mrs. Gerber moved, seconded by Mr. Dwyer to add a motion to the agenda: "Amendment of Superintendent of Schools contract July 1, 2012 through June 30, 2015"

Motion carried. 6:3:0. Ms. Iacono, Ms. Kennelly, Mr. Convertito, Mrs. Gerber, Mr. Kery, Mr. Dwyer voted in favor. Mrs. Brand, Mr. Fattibene, and Mr. Liu voted against. .

- B. Mrs. Gerber moved, seconded by Mr. Kery the recommended motion "That the Board amend the Superintendent of Schools contract July 1, 2012 through June 30, 2015 by adding \$500 to the 403b provision and \$9500 dollars to the 457 provision and deleting all provisions to the \$12,500 performance bonus payment"

Motion carried. 5:3:1. Ms. Iacono, Mrs. Kennelly, Mrs. Gerber, Mr. Dwyer, and Mr. Kery voted in favor. Mr. Liu, Mr. Fattibene, and Mrs. Brand voted against. Mr. Convertito abstained.

12. Adjournment

Mrs. Kennelly moved, seconded by Mrs. Gerber that this meeting of the Board of Education adjourn at 10:43pm.

Motion carried. 9:0:0.

Jessica Gerber, Secretary

OCT - 9 2012

Fairfield Public Schools
Fairfield, CT 06825

TO: Dr. David Title and Members of the Board of Education

FROM: Doreen Munsell, Director of Finance and Business Services

DATE: October 4, 2012

SUBJECT: 2011 – 2012 Fiscal Year – Final Financial Statement

Attached you will find a final accounting of the 2011 – 2012 expenditures by account classification. Projected expenditures and the budget transfer request approved by the Board of Education at the June 26, 2012 meeting were updated to include actual balances as of July 17, 2012.

The document was further updated with a final transfer and year end balances, highlighted in green on the attached spreadsheet and corresponds to the 2011 – 2012 final financial report which is also attached.

The 2011 – 2012 financial report was finalized on July 31, 2012 and reported to the State Department of Education prior to the September 1 deadline. The final balance was returned to the Town for 2011-2012 was \$350,634.

Fairfield Public Schools
Board of Education
2011-2012 Budget Transfers and Final Year End Balances

ACCOUNT DESCRIPTION	PROJECTED END OF YEAR BALANCES	PROJECTED TOTAL BALANCES @ 6/21/12	TRANSFER REQUEST APPROVED BY BOE 6/26/12	BALANCE AS OF 7/17/12	EXPLANATION OF VARIANCES	FINAL TRANSFER	2011 - 2012 FINAL BALANCES
Personnel Services							
Certified Salaries	\$ 519,783						
Additional Retirees	\$ 434,239						
Substitutes	\$ (725,389)						
Degree Changes	\$ 21,165						
Non-Certified Salaries	\$ 106,849						
Extra Curricular Salaries	\$ 60,000						
Total Personnel Services		\$ 416,447	\$ (255,000)	\$ 139,394	Variance is .02% of appropriated budget in this category		\$ 127,886
Fixed Charges							
Life/Disability/Pension	\$ 36,810						
Social Security	\$ 36,900						
Total Fixed Charges		\$ 73,710		\$ 68,618	Social Security associated with additional personnel costs above		\$ 68,618
Pupil Personnel Expenses							
Total Pupil Personnel Expenses		\$ 0		\$ 22,374	.4 % variance from projected balance		\$ 24,776
School Expenses							
Total School Expenses		\$ 80,000		\$ 179,370	Residual balances not used at the school level	\$ (117,229)	\$ 60,794
Support Expenses							
Tuition (Magnet and Vocational)	\$ 53,038						
Security	\$ 7,000						
Tuition Reimbursement	\$ (25,000)						
Instructional Services/Supplies	\$ (15,000)						
Total Support Expenses		\$ 20,038		\$ (86,757)	Utilized residual school funds to purchase additional software and instructional materials	\$ 117,229	\$ 20,235
Maint/Oper/Transp.							
Emergency Maintenance Projects	\$ (638,200)						
Additional Project Expenses	\$ (44,130)						
Other Maintenance Accounts	\$ (284,155)						
Transportation	\$ 77,000						
Heat	\$ 64,398						
Water and Gas	\$ 18,020						
Electric	\$ 567,000						
Total Maint/Oper/Transp.		\$ (240,067)	\$ 250,000	\$ 24,486	.09 % variance from projected balance		\$ 47,906
Capital Outlay							
		\$ (5,000)	\$ 5,000	\$ 448			\$ 419
GRAND TOTAL	\$ 270,128	\$ 345,128	\$ (255,000)	\$ 347,933		\$ 0	\$ 350,634

**LY Statement of Account - Summary by
Major Classification and Summary Object**

10/5/2012 9:27:10 AM

Fairfield Public Schools
Fiscal Year 2011-2012

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Personnel Services								
101 TEACHING STAFF	\$66,292,764.00	(\$1,090,352.90)	\$65,202,411.10	\$65,202,368.11	\$0.00	\$0.00	\$42.99	100.00%
103 CERTIFIED SUPPORT STAFF	\$6,246,533.00	(\$65,023.00)	\$6,181,510.00	\$6,181,511.13	\$0.00	\$0.00	(\$1.13)	100.00%
105 SCHOOL ADMINISTRATION STAFF	\$5,338,557.00	\$33,701.00	\$5,372,258.00	\$5,372,259.42	\$0.00	\$0.00	(\$1.42)	100.00%
107 CENTRAL ADMINISTRATION STAFF	\$1,018,516.00	\$31,374.00	\$1,049,890.00	\$1,049,890.60	\$0.00	\$0.00	(\$0.60)	100.00%
109 DIRECTOR/SUPERVISOR/MANAGER	\$677,895.00	\$29,286.00	\$707,181.00	\$707,180.83	\$0.00	\$0.00	\$0.17	100.00%
111 SECRETARIAL/CLERICAL STAFF	\$3,157,828.00	\$59,362.00	\$3,217,190.00	\$3,217,188.15	\$0.00	\$0.00	\$1.85	100.00%
113 PARAPROFESSIONAL STAFF	\$3,390,627.00	(\$65,748.00)	\$3,324,879.00	\$3,324,870.77	\$0.00	\$0.00	\$8.23	100.00%
115 CUSTODIAN STAFF	\$3,548,218.00	(\$118,833.00)	\$3,429,385.00	\$3,429,392.74	\$0.00	\$0.00	(\$7.74)	100.00%
117 MAINTENANCE STAFF	\$1,013,027.00	(\$36,009.00)	\$977,018.00	\$977,022.24	\$0.00	\$0.00	(\$4.24)	100.00%
121 SUPPORT STAFF	\$1,128,815.00	\$9,675.00	\$1,138,490.00	\$1,138,492.50	\$0.00	\$0.00	(\$2.50)	100.00%
123 INFO TECH SUPPORT STAFF	\$738,757.00	(\$15,459.00)	\$723,298.00	\$723,298.73	\$0.00	\$0.00	(\$0.73)	100.00%
125 SE TRAINER STAFF	\$644,262.00	(\$60,229.00)	\$584,033.00	\$584,032.08	\$0.00	\$0.00	\$0.92	100.00%
129 PART-TIME EMPLOYMENT	\$2,615,735.00	\$1,031,137.00	\$3,646,872.00	\$3,689,236.11	\$0.00	\$0.00	(\$42,364.11)	101.16%
131 WAGE/BENEFIT RESERVE	\$347,183.00	(\$133,199.00)	\$213,984.00	\$210,868.00	\$0.00	\$0.00	\$3,116.00	98.54%
133 STAFF REPLACEMENT	(\$460,000.00)	\$443,475.90	(\$16,524.10)	(\$110,000.00)	\$0.00	\$0.00	\$93,475.90	665.69%
135 DEGREE CHANGES	\$275,637.00	(\$254,472.00)	\$21,165.00	\$0.00	\$0.00	\$0.00	\$21,165.00	0.00%
307 OTHER SERVICES	\$1,320,183.00	(\$5,554.00)	\$1,314,629.00	\$1,262,171.29	\$0.00	\$0.00	\$52,457.71	96.01%
Total for Personnel Services	\$97,294,537.00	(\$206,868.00)	\$97,087,669.00	\$96,959,782.70	\$0.00	\$0.00	\$127,886.30	99.87%
Fixed Charges								
201 HEALTH INSURANCE	\$16,012,450.00	\$450,000.00	\$16,462,450.00	\$16,462,450.00	\$0.00	\$0.00	\$0.00	100.00%
203 LIFE/DISABILITY INSURANCE	\$262,500.00	\$0.00	\$262,500.00	\$226,937.40	\$0.00	\$0.00	\$35,562.60	86.45%
205 SOCIAL SECURITY	\$2,133,602.00	\$0.00	\$2,133,602.00	\$2,101,796.65	\$0.00	\$0.00	\$31,805.35	98.51%
207 PENSION/RETIREMENT	\$1,749,854.00	\$0.00	\$1,749,854.00	\$1,748,604.00	\$0.00	\$0.00	\$1,250.00	99.93%
Total for Fixed Charges	\$20,158,406.00	\$450,000.00	\$20,608,406.00	\$20,539,788.05	\$0.00	\$0.00	\$68,617.95	99.67%
Pupil Personnel Expense								
301 INSTRUCTIONAL SERVICES	\$110,000.00	\$0.00	\$110,000.00	\$157,330.98	\$0.00	\$0.00	(\$47,330.98)	143.03%
303 PUPIL PERSONNEL SERVICES	\$1,305,939.00	\$0.00	\$1,305,939.00	\$1,497,577.74	\$0.00	\$0.00	(\$191,638.74)	114.67%
307 OTHER SERVICES	\$215,000.00	\$0.00	\$215,000.00	\$542,962.82	\$0.00	\$0.00	(\$327,962.82)	252.54%
315 RENTALS	\$10,200.00	\$0.00	\$10,200.00	\$10,492.00	\$0.00	\$0.00	(\$292.00)	102.86%
317 STUDENT TRANSPORTATION	\$117,129.00	\$0.00	\$117,129.00	\$171,794.78	\$0.00	\$0.00	(\$54,665.78)	146.67%
319 CONFERENCE & TRAVEL	\$14,931.00	\$0.00	\$14,931.00	\$16,660.31	\$0.00	\$0.00	(\$1,729.31)	111.58%
327 PRINTING/COPYING	\$6,800.00	\$0.00	\$6,800.00	\$5,284.48	\$0.00	\$0.00	\$1,515.52	77.71%
329 TUITION	\$3,363,237.00	(\$73,753.00)	\$3,289,484.00	\$2,576,090.78	\$0.00	\$0.00	\$713,393.22	78.31%
401 INSTRUCTIONAL SUPLS/MATLS	\$30,000.00	\$0.00	\$30,000.00	\$99,549.27	\$0.00	\$0.00	(\$69,549.27)	331.83%
404 SUPLS, BKS & MATLS-DIST SPRT	\$19,500.00	\$0.00	\$19,500.00	\$11,112.14	\$0.00	\$0.00	\$8,387.86	56.99%
411 TEXTBOOKS	\$2,500.00	\$0.00	\$2,500.00	\$9,321.81	\$0.00	\$0.00	(\$6,821.81)	372.87%
415 OTHER SUPPLIES/MATERIALS	\$1,000.00	\$0.00	\$1,000.00	\$139.25	\$0.00	\$0.00	\$860.75	13.93%
601 DUES AND FEES	\$935.00	\$0.00	\$935.00	\$326.00	\$0.00	\$0.00	\$609.00	34.87%
Total for Pupil Personnel Expense	\$5,197,171.00	(\$73,753.00)	\$5,123,418.00	\$5,098,642.36	\$0.00	\$0.00	\$24,775.64	99.52%

**LY Statement of Account - Summary by
Major Classification and Summary Object**

10/5/2012 9:27:10 AM

Fairfield Public Schools
Fiscal Year 2011-2012

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
School Expenses								
129 PART-TIME EMPLOYMENT	\$78,004.00	(\$8,139.00)	\$69,865.00	\$62,665.23	\$0.00	\$0.00	\$7,199.77	89.69%
301 INSTRUCTIONAL SERVICES	\$11,000.00	\$0.00	\$11,000.00	\$7,514.97	\$0.00	\$0.00	\$3,485.03	68.32%
307 OTHER SERVICES	\$61,100.00	\$4,815.00	\$65,915.00	\$61,385.41	\$0.00	\$0.00	\$4,529.59	93.13%
315 RENTALS	\$82,959.00	(\$16,937.00)	\$66,022.00	\$66,021.25	\$0.00	\$0.00	\$0.75	100.00%
317 STUDENT TRANSPORTATION	\$34,660.00	\$1,062.00	\$35,722.00	\$35,798.42	\$0.00	\$0.00	(\$76.42)	100.21%
319 CONFERENCE & TRAVEL	\$48,529.00	(\$22,354.00)	\$26,175.00	\$23,170.04	\$0.00	\$0.00	\$3,004.96	88.52%
321 PROFESSIONAL DEVELOPMENT	\$5,000.00	\$0.00	\$5,000.00	\$14,282.39	\$0.00	\$0.00	(\$9,282.39)	285.65%
327 PRINTING/COPYING	\$307,803.00	(\$19,701.00)	\$288,102.00	\$280,074.63	\$0.00	\$0.00	\$8,027.37	97.21%
400 SUPPLIES, BOOKS & MATERIALS	\$1,458,726.00	(\$55,355.00)	\$1,403,371.00	\$1,370,817.38	\$0.00	\$0.00	\$32,553.62	97.68%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$35,000.00	(\$14,539.00)	\$20,461.00	\$20,482.85	\$0.00	\$0.00	(\$21.85)	100.11%
404 SUPLS, BKS & MATLS-DIST SPRT	\$154,041.00	(\$30,722.00)	\$123,319.00	\$120,884.40	\$0.00	\$0.00	\$2,434.60	98.03%
409 STUDENT ACTIVITY EXPENSES	\$495,329.00	\$22,242.00	\$517,571.00	\$509,999.11	\$0.00	\$0.00	\$7,571.89	98.54%
415 OTHER SUPPLIES/MATERIALS	\$4,600.00	\$68.00	\$4,668.00	\$4,123.80	\$0.00	\$0.00	\$544.20	88.34%
601 DUES AND FEES	\$27,590.00	(\$5,449.00)	\$22,141.00	\$21,317.91	\$0.00	\$0.00	\$823.09	96.28%
Total for School Expenses	\$2,804,341.00	(\$145,009.00)	\$2,659,332.00	\$2,598,537.79	\$0.00	\$0.00	\$60,794.21	97.71%
Support Expenses								
301 INSTRUCTIONAL SERVICES	\$65,500.00	\$18,468.00	\$83,968.00	\$91,178.04	\$0.00	\$0.00	(\$7,210.04)	108.59%
305 PROFESSIONAL/TECHNICAL SVCS	\$405,500.00	\$0.00	\$405,500.00	\$426,659.79	\$0.00	\$0.00	(\$21,159.79)	105.22%
307 OTHER SERVICES	\$2,100.00	\$0.00	\$2,100.00	\$953.00	\$0.00	\$0.00	\$1,147.00	45.38%
309 SECURITY SVCS/EXPENSES	\$160,000.00	\$0.00	\$160,000.00	\$153,403.98	\$0.00	\$0.00	\$6,596.02	95.88%
313 MAINTENANCE SERVICES	\$442,410.00	\$3,781.00	\$446,191.00	\$459,841.91	\$0.00	\$0.00	(\$13,650.91)	103.06%
319 CONFERENCE & TRAVEL	\$46,360.00	\$0.00	\$46,360.00	\$47,035.73	\$0.00	\$0.00	(\$675.73)	101.46%
321 PROFESSIONAL DEVELOPMENT	\$644,617.00	(\$7,963.00)	\$636,654.00	\$658,391.71	\$0.00	\$0.00	(\$21,737.71)	103.41%
323 POSTAGE	\$107,789.00	\$2,715.00	\$110,504.00	\$109,995.09	\$0.00	\$0.00	\$508.91	99.54%
325 PERSONNEL/RECRUITMENT EXP	\$25,000.00	\$0.00	\$25,000.00	\$24,624.84	\$0.00	\$0.00	\$375.16	98.50%
327 PRINTING/COPYING	\$70,950.00	\$1,224.00	\$72,174.00	\$62,834.11	\$0.00	\$0.00	\$9,339.89	87.06%
329 TUITION	\$348,811.00	\$0.00	\$348,811.00	\$295,773.00	\$0.00	\$0.00	\$53,038.00	84.79%
401 INSTRUCTIONAL SUPLS/MATLS	\$629,140.00	\$99,314.00	\$728,454.00	\$710,470.65	\$0.00	\$0.00	\$17,983.35	97.53%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$27,000.00	(\$8,905.00)	\$18,095.00	\$17,096.42	\$0.00	\$0.00	\$998.58	94.48%
403 OFFICE/GENERAL SUPPLIES	\$16,000.00	\$0.00	\$16,000.00	\$15,983.11	\$0.00	\$0.00	\$16.89	99.89%
404 SUPLS, BKS & MATLS-DIST SPRT	\$0.00	\$8,905.00	\$8,905.00	\$8,783.61	\$0.00	\$0.00	\$121.39	98.64%
411 TEXTBOOKS	\$5,000.00	\$6,881.00	\$11,881.00	\$12,538.53	\$0.00	\$0.00	(\$657.53)	105.53%
415 OTHER SUPPLIES/MATERIALS	\$93,071.00	(\$4,000.00)	\$89,071.00	\$94,872.15	\$0.00	\$0.00	(\$5,801.15)	106.51%
424 OTHER SUPPLIES	\$10,000.00	(\$47.00)	\$9,953.00	\$8,559.08	\$0.00	\$0.00	\$1,393.92	85.99%
601 DUES AND FEES	\$44,548.00	\$4,500.00	\$49,048.00	\$49,438.95	\$0.00	\$0.00	(\$390.95)	100.80%
Total for Support Expenses	\$3,143,796.00	\$124,873.00	\$3,268,669.00	\$3,248,433.70	\$0.00	\$0.00	\$20,235.30	99.38%
Maint/Oper/Trans								
305 PROFESSIONAL/TECHNICAL SVCS	\$75,000.00	\$0.00	\$75,000.00	\$206,428.14	\$0.00	\$0.00	(\$131,428.14)	275.24%
311 UTILITY SERVICES	\$4,730,642.00	\$0.00	\$4,730,642.00	\$4,050,356.12	\$0.00	\$0.00	\$680,285.88	85.62%
313 MAINTENANCE SERVICES	\$3,225,150.00	\$251,312.00	\$3,476,462.00	\$4,057,611.05	\$0.00	\$0.00	(\$581,149.05)	116.72%
317 STUDENT TRANSPORTATION	\$6,868,645.00	\$0.00	\$6,868,645.00	\$6,757,898.62	\$0.00	\$0.00	\$110,746.38	98.39%
319 CONFERENCE & TRAVEL	\$29,800.00	\$0.00	\$29,800.00	\$35,444.16	\$0.00	\$0.00	(\$5,644.16)	118.94%
321 PROFESSIONAL DEVELOPMENT	\$42,180.00	\$0.00	\$42,180.00	\$43,874.16	\$0.00	\$0.00	(\$1,694.16)	104.02%
424 OTHER SUPPLIES	\$335,213.00	\$0.00	\$335,213.00	\$335,202.44	\$0.00	\$0.00	\$10.56	100.00%
429 MAINTENANCE/REPAIR SUPPLIES	\$491,500.00	\$0.00	\$491,500.00	\$514,721.38	\$0.00	\$0.00	(\$23,221.38)	104.72%
Total for Maint/Oper/Trans	\$15,798,130.00	\$251,312.00	\$16,049,442.00	\$16,001,536.07	\$0.00	\$0.00	\$47,905.93	99.70%

**LY Statement of Account - Summary by
Major Classification and Summary Object**

10/5/2012 9:27:10 AM

Fairfield Public Schools
Fiscal Year 2011-2012

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Capital								
501 CAPITAL OUTLAY	\$232,425.00	\$15,112.00	\$247,537.00	\$247,065.71	\$0.00	\$0.00	\$471.29	99.81%
503 TECHNOLOGY	\$1,051,544.00	(\$415,667.00)	\$635,877.00	\$635,929.13	\$0.00	\$0.00	(\$52.13)	100.01%
Total for Capital	\$1,283,969.00	(\$400,555.00)	\$883,414.00	\$882,994.84	\$0.00	\$0.00	\$419.16	99.95%
Grand Total	145,680,350.00	\$0.00	145,680,350.00	145,329,715.51	\$0.00	\$0.00	\$350,634.49	99.76%

Fairfield Public Schools

2012 – 2013

Quarterly Financial Report as of September 30, 2012

Summary

Financial reports for the first quarter of the fiscal year (July, August, September) are always preliminary. The beginning of the school year is typically when expenditures solidify as school year staff assignments are finalized and salary/benefit costs stabilize. Transportation, special education services, supplies and non-public tuition are initiated at the same time and generally aren't confirmed until the second quarter or later. In addition, funds are encumbered throughout the year for purchases and other costs that can be reasonably estimated.

As of September 30, 2012 there is an unencumbered balance of \$14,874,717 and 90 % of the budget has been expended or encumbered. However, as referenced in the Maintenance section of this report, \$461,000 of unbudgeted Osborn Hill PCB expenses are included in this report which has a significant impact on our budget. A sizable amount of contractual and/or fixed costs are not encumbered i.e., utilities, general repairs and maintenance, student activity salaries, part-time salaries, benefits, instructional materials and professional development. As these expenditures are incurred throughout the year our available balance will dwindle and will require action prior to year end. A description of each major expense category and its dynamics is provided below along with key factors which impact account balances.

Personnel Services:

Contracted salaries, hourly wages, extra-curricular stipends and substitute pay are the single largest budget classification at 66.7 % of the budget appropriation. The largest balance in this category is for part-time employment including substitutes, staff replacement, degree changes and overtime which are paid over time as needed. All other salaries have been encumbered except for winter and spring coaches. The final staffing level is over budget by a total of 3.05 F.T.E.'s. Certified staffing increased by 4.8 F.T.E.'s and non-certified decreased by 1.75 F.T.E.'s. 3.55 F.T.E.'s of the increase impacts the general fund and there's a .5 F.T.E. decrease in grants. The additional staffing is due to an increase in sections at the elementary and high school levels.

Fixed Charges:

An additional 14 % of the budget is allocated to employee benefits which have been categorized as fixed charges. Our contribution to the medical retention fund and initial pension payment are accounted for in this report. Social security and life insurance are paid as incurred throughout the year.

Pupil Personnel Expenses:

Special education costs with the exception of salaries, out of district transportation and capital are included in this category. This classification of expenditures is typically the most volatile as expenses are determined by the special needs of individual students and state excess cost reimbursement for qualifying expenses is always uncertain. The initial excess cost reimbursement which is received in February is based on anticipated costs filed by the Pupil Services in December. The first quarter report indicates a negative balance of \$1.5 million but excess cost reimbursement is currently expected to restore a positive position. The final status of this category is impossible to determine until much later in the year.

School Expenses:

These expenditures support instruction and activities at the building level and include supplies, materials, textbooks, copying, sports and other activities. There is a remaining balance of approximately 65% in this category which is reasonable with only one month of school activity in this quarter.

Support Expenses:

Program implementation, centrally funded instructional programs, non-special education tuition and central support operations are included here. Professional development and instructional supplies/materials comprises 44 % of this funding and follows the same justification as school expenses. Professional / Technical, maintenance services (software/network maintenance), security and postage indirectly support school operations and are expended on a contractual or as needed basis.

Maintenance/Operation/Transportation:

Maintenance, operations and transportation account for 11 % of the total budget. Regular and special education anticipated transportation costs have been encumbered but the town offset for non-public transportation has not been calculated. The non-public share of our bus costs will reduce the current encumbrance. There will also be an offset for excess cost reimbursement and regional transportation grant funding. Special education transportation costs are volatile and will fluctuate throughout the year.

Utilities are also difficult to estimate prior to the heating season and will fluctuate until at least the third quarter.

The maintenance services category budgeted at \$3.4 million for preventative maintenance, repairs and major maintenance projects includes known expenses to date for the PCB issue at Osborn Hill. The total amount expended and/or encumbered in the attached report for this project is approximately \$461,000. The

Maintenance department estimates an additional \$250,000 will be needed for additional remediation costs and provisional measures exclusive of the gymnasium and these costs are not included in this first quarter report. The current estimate of over \$700,000 was not budgeted and needs to be addressed when total costs are confirmed.

Capital:

The capital budget totals approximately \$1,200,000 and about 65% of this funding has been expended and/or encumbered to date. The \$300,000 balance in the technology capital budget is designated for a K-8 wireless project and projectors which were put on hold when costs for the Osborn Hill PCB issue began to escalate.

Submitted: October 4, 2012

Doreen T. Munsell

Statement of Account - Summary by Major Classification

10/4/2012 4:17:41 PM

Fairfield Public Schools Fiscal Year 2012-2013

Major Classification	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Personnel Services	\$99,406,961.00	\$8,900.00	\$99,415,861.00	\$10,411,084.98	\$84,377,056.83	\$32,546.16	\$4,595,173.03	95.38%
Fixed Charges	\$20,827,541.00	\$0.00	\$20,827,541.00	\$17,720,800.03	\$4,140.00	\$0.00	\$3,102,600.97	85.10%
Pupil Personnel Expense	\$5,284,239.00	\$0.00	\$5,284,239.00	\$1,854,541.05	\$4,611,086.95	\$335,863.87	(\$1,517,252.87)	128.71%
School Expenses	\$2,851,230.00	(\$8,900.00)	\$2,842,330.00	\$264,174.71	\$742,283.37	\$53,207.58	\$1,782,664.34	37.28%
Support Expenses	\$3,370,582.00	\$0.00	\$3,370,582.00	\$930,797.48	\$457,774.57	\$21,681.06	\$1,960,328.89	41.84%
Maint/Oper/Trans	\$15,988,243.00	\$0.00	\$15,988,243.00	\$2,279,738.06	\$9,036,068.16	\$142,834.48	\$4,529,602.30	71.67%
Capital	\$1,207,668.00	\$0.00	\$1,207,668.00	\$616,086.73	\$166,196.49	\$3,784.60	\$421,600.18	65.09%
Grand Total	\$148,936,464.00	\$0.00	148,936,464.00	\$34,077,223.04	\$99,394,606.37	\$589,917.75	\$14,874,716.84	90.01%

**Statement of Account - Summary by
Major Classification and Summary Object**

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Fairfield Public Schools
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Personnel Services								
101 TEACHING STAFF	\$67,815,850.00	(\$519,119.00)	\$67,296,731.00	\$5,363,709.27	\$61,932,958.05	\$0.00	\$63.68	100.00%
103 CERTIFIED SUPPORT STAFF	\$6,358,059.00	(\$157,630.00)	\$6,200,429.00	\$491,932.61	\$5,708,482.64	\$0.00	\$13.75	100.00%
105 SCHOOL ADMINISTRATION STAFF	\$5,336,069.00	(\$7,130.00)	\$5,328,939.00	\$1,296,775.28	\$4,032,162.88	\$0.00	\$0.84	100.00%
107 CENTRAL ADMINISTRATION STAFF	\$1,028,228.00	\$103.00	\$1,028,331.00	\$254,886.08	\$773,444.88	\$0.00	\$0.04	100.00%
109 DIRECTOR/SUPERVISOR/MANAGER	\$680,611.00	\$13,614.00	\$694,225.00	\$173,558.61	\$520,668.60	\$0.00	(\$2.21)	100.00%
111 SECRETARIAL/CLERICAL STAFF	\$3,286,308.00	(\$86,317.00)	\$3,199,991.00	\$568,495.30	\$2,631,496.05	\$0.00	(\$0.35)	100.00%
113 PARAPROFESSIONAL STAFF	\$3,053,506.00	(\$86,430.00)	\$2,967,076.00	\$254,728.56	\$2,746,861.97	\$0.00	(\$34,514.53)	101.16%
115 CUSTODIAN STAFF	\$3,578,761.00	(\$103,534.00)	\$3,475,227.00	\$873,670.73	\$2,601,545.94	\$0.00	\$10.33	100.00%
117 MAINTENANCE STAFF	\$1,068,977.00	(\$96,107.00)	\$972,870.00	\$246,480.33	\$726,389.89	\$0.00	(\$0.22)	100.00%
121 SUPPORT STAFF	\$1,104,671.00	(\$66,445.00)	\$1,038,226.00	\$209,960.15	\$828,270.24	\$0.00	(\$4.39)	100.00%
123 INFO TECH SUPPORT STAFF	\$756,115.00	(\$31,441.00)	\$724,674.00	\$142,012.77	\$582,660.64	\$0.00	\$0.59	100.00%
125 SE TRAINER STAFF	\$613,638.00	(\$33,510.00)	\$580,128.00	\$146,020.56	\$434,111.33	\$0.00	(\$3.89)	100.00%
129 PART-TIME EMPLOYMENT	\$3,135,077.00	\$8,900.00	\$3,143,977.00	\$498,854.73	\$454,059.72	\$32,546.16	\$2,158,516.39	31.34%
131 WAGE/BENEFIT RESERVE	\$432,590.00	(\$165,564.00)	\$267,026.00	\$0.00	\$0.00	\$0.00	\$267,026.00	0.00%
133 STAFF REPLACEMENT	(\$460,000.00)	\$1,555,506.00	\$1,095,506.00	(\$110,000.00)	\$0.00	\$0.00	\$1,205,506.00	-10.04%
135 DEGREE CHANGES	\$280,000.00	(\$215,996.00)	\$64,004.00	\$0.00	\$0.00	\$0.00	\$64,004.00	0.00%
307 OTHER SERVICES	\$1,338,501.00	\$0.00	\$1,338,501.00	\$0.00	\$403,944.00	\$0.00	\$934,557.00	30.18%
Total for Personnel Services	\$99,406,961.00	\$8,900.00	\$99,415,861.00	\$10,411,084.98	\$84,377,056.83	\$32,546.16	\$4,595,173.03	95.38%
Fixed Charges								
201 HEALTH INSURANCE	\$16,622,772.00	\$0.00	\$16,622,772.00	\$16,620,522.00	\$0.00	\$0.00	\$2,250.00	99.99%
203 LIFE/DISABILITY INSURANCE	\$244,665.00	\$0.00	\$244,665.00	\$60,530.84	\$4,140.00	\$0.00	\$179,994.16	26.43%
205 SOCIAL SECURITY	\$2,213,500.00	\$0.00	\$2,213,500.00	\$322,313.19	\$0.00	\$0.00	\$1,891,186.81	14.56%
207 PENSION/RETIREMENT	\$1,746,604.00	\$0.00	\$1,746,604.00	\$717,434.00	\$0.00	\$0.00	\$1,029,170.00	41.08%
Total for Fixed Charges	\$20,827,541.00	\$0.00	\$20,827,541.00	\$17,720,800.03	\$4,140.00	\$0.00	\$3,102,600.97	85.10%
Pupil Personnel Expense								
301 INSTRUCTIONAL SERVICES	\$110,000.00	\$0.00	\$110,000.00	\$26,806.10	\$675.00	\$0.00	\$82,518.90	24.98%
303 PUPIL PERSONNEL SERVICES	\$1,299,822.00	\$0.00	\$1,299,822.00	\$191,050.80	\$1,451,397.33	\$975.00	(\$343,601.13)	126.43%
307 OTHER SERVICES	\$175,000.00	\$0.00	\$175,000.00	\$79,130.74	\$504,191.00	\$42,295.00	(\$450,616.74)	357.50%
315 RENTALS	\$10,200.00	\$0.00	\$10,200.00	\$0.00	\$0.00	\$0.00	\$10,200.00	0.00%
317 STUDENT TRANSPORTATION	\$122,748.00	\$0.00	\$122,748.00	\$0.00	\$0.00	\$0.00	\$122,748.00	0.00%
319 CONFERENCE & TRAVEL	\$14,931.00	\$0.00	\$14,931.00	\$802.54	\$338.88	\$279.88	\$13,509.70	9.52%
327 PRINTING/COPYING	\$6,800.00	\$0.00	\$6,800.00	\$678.80	\$3,329.71	\$0.00	\$2,791.49	58.95%
329 TUITION	\$3,490,803.00	\$0.00	\$3,490,803.00	\$1,545,320.08	\$2,645,191.70	\$291,740.99	(\$991,449.77)	128.40%
401 INSTRUCTIONAL SUPLS/MATLS	\$30,000.00	\$0.00	\$30,000.00	\$3,445.17	\$1,162.70	\$336.60	\$25,055.53	16.48%
404 SUPLS, BKS & MATLS-DIST SPRT	\$19,500.00	\$0.00	\$19,500.00	\$5,505.08	\$3,709.18	\$91.45	\$10,194.29	47.72%
411 TEXTBOOKS	\$2,500.00	\$0.00	\$2,500.00	\$1,801.74	\$932.45	\$0.00	(\$234.19)	109.37%
415 OTHER SUPPLIES/MATERIALS	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$159.00	\$144.95	\$696.05	30.40%
601 DUES AND FEES	\$935.00	\$0.00	\$935.00	\$0.00	\$0.00	\$0.00	\$935.00	0.00%
Total for Pupil Personnel Expense	\$5,284,239.00	\$0.00	\$5,284,239.00	\$1,854,541.05	\$4,611,086.95	\$335,863.87	(\$1,517,252.87)	128.71%

**Statement of Account - Summary by
Major Classification and Summary Object**

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Fairfield Public Schools
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
School Expenses								
129 PART-TIME EMPLOYMENT	\$21,981.00	\$0.00	\$21,981.00	\$0.00	\$0.00	\$0.00	\$21,981.00	0.00%
301 INSTRUCTIONAL SERVICES	\$6,500.00	\$0.00	\$6,500.00	\$1,260.67	\$0.00	\$0.00	\$5,239.33	19.39%
307 OTHER SERVICES	\$68,800.00	\$0.00	\$68,800.00	\$47.50	\$0.00	\$0.00	\$68,752.50	0.07%
315 RENTALS	\$83,124.00	\$0.00	\$83,124.00	\$390.00	\$124.50	\$0.00	\$82,609.50	0.62%
317 STUDENT TRANSPORTATION	\$36,500.00	\$0.00	\$36,500.00	\$157.36	\$2,000.00	\$0.00	\$34,342.64	5.91%
319 CONFERENCE & TRAVEL	\$54,413.00	(\$1,000.00)	\$53,413.00	\$2,114.78	\$1,919.00	\$199.00	\$49,180.22	7.92%
327 PRINTING/COPYING	\$312,536.00	\$0.00	\$312,536.00	\$29,627.14	\$118,719.28	\$0.00	\$164,189.58	47.47%
400 SUPPLIES, BOOKS & MATERIALS	\$1,486,785.00	(\$8,300.00)	\$1,478,485.00	\$164,808.16	\$453,187.16	\$50,497.18	\$809,992.50	45.21%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$35,000.00	\$0.00	\$35,000.00	\$3,842.98	\$14,532.43	\$0.00	\$16,624.59	52.50%
404 SUPLS, BKS & MATLS-DIST SPRT	\$137,584.00	\$0.00	\$137,584.00	\$8,835.14	\$124,273.35	\$76.45	\$4,399.06	96.80%
409 STUDENT ACTIVITY EXPENSES	\$572,855.00	\$0.00	\$572,855.00	\$34,496.25	\$25,998.02	\$2,190.00	\$510,170.73	10.94%
415 OTHER SUPPLIES/MATERIALS	\$7,600.00	(\$200.00)	\$7,400.00	\$333.79	\$1,044.63	\$25.95	\$5,995.63	18.98%
601 DUES AND FEES	\$27,552.00	\$600.00	\$28,152.00	\$18,260.94	\$485.00	\$219.00	\$9,187.06	67.37%
Total for School Expenses	\$2,851,230.00	(\$8,900.00)	\$2,842,330.00	\$264,174.71	\$742,283.37	\$53,207.58	\$1,782,664.34	37.28%
Support Expenses								
301 INSTRUCTIONAL SERVICES	\$97,900.00	\$0.00	\$97,900.00	\$20,534.66	\$14,500.00	\$0.00	\$62,865.34	35.79%
305 PROFESSIONAL/TECHNICAL SVCS	\$323,786.00	\$0.00	\$323,786.00	\$922.50	\$20,952.61	\$0.00	\$301,910.89	6.76%
307 OTHER SERVICES	\$2,100.00	\$0.00	\$2,100.00	\$595.00	\$0.00	\$0.00	\$1,505.00	28.33%
309 SECURITY SVCS/EXPENSES	\$160,000.00	\$0.00	\$160,000.00	\$18,200.72	\$72,845.73	\$0.00	\$68,953.55	56.90%
313 MAINTENANCE SERVICES	\$616,785.00	\$0.00	\$616,785.00	\$320,413.36	\$178,705.08	\$0.00	\$117,666.56	80.92%
319 CONFERENCE & TRAVEL	\$47,110.00	\$0.00	\$47,110.00	\$3,558.42	\$2,010.00	\$0.00	\$41,541.58	11.82%
321 PROFESSIONAL DEVELOPMENT	\$572,814.00	\$0.00	\$572,814.00	\$170,490.23	\$10,008.17	\$11,370.50	\$380,945.10	33.50%
323 POSTAGE	\$108,374.00	\$0.00	\$108,374.00	\$4,868.80	\$14,183.20	\$0.00	\$89,322.00	17.58%
325 PERSONNEL/RECRUITMENT EXP	\$25,000.00	\$0.00	\$25,000.00	\$2,014.00	\$437.74	\$0.00	\$22,548.26	9.81%
327 PRINTING/COPYING	\$70,950.00	\$0.00	\$70,950.00	\$10,746.46	\$30,475.23	\$0.00	\$29,728.31	58.10%
329 TUITION	\$345,452.00	\$0.00	\$345,452.00	\$0.00	\$0.00	\$0.00	\$345,452.00	0.00%
401 INSTRUCTIONAL SUPLS/MATLS	\$795,535.00	\$0.00	\$795,535.00	\$316,371.69	\$82,046.32	\$1,567.44	\$395,549.55	50.28%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$24,000.00	\$0.00	\$24,000.00	\$6,580.12	\$3,904.71	\$1,333.84	\$12,181.33	49.24%
403 OFFICE/GENERAL SUPPLIES	\$14,500.00	\$0.00	\$14,500.00	\$1,718.28	\$9,282.77	\$0.00	\$3,498.95	75.87%
404 SUPLS, BKS & MATLS-DIST SPRT	\$0.00	\$0.00	\$0.00	\$1,457.70	\$1,094.40	\$1,915.53	(\$4,467.63)	#Div/0!
411 TEXTBOOKS	\$10,000.00	\$0.00	\$10,000.00	\$2,577.64	\$0.00	\$0.00	\$7,422.36	25.78%
415 OTHER SUPPLIES/MATERIALS	\$93,071.00	\$0.00	\$93,071.00	\$11,803.71	\$10,344.61	\$5,193.75	\$65,728.93	29.38%
424 OTHER SUPPLIES	\$11,457.00	\$0.00	\$11,457.00	\$0.00	\$6,726.00	\$0.00	\$4,731.00	58.71%
601 DUES AND FEES	\$51,748.00	\$0.00	\$51,748.00	\$37,944.19	\$258.00	\$300.00	\$13,245.81	74.40%
Total for Support Expenses	\$3,370,582.00	\$0.00	\$3,370,582.00	\$930,797.48	\$457,774.57	\$21,681.06	\$1,960,328.89	41.84%
Maint/Oper/Trans								
305 PROFESSIONAL/TECHNICAL SVCS	\$65,000.00	\$0.00	\$65,000.00	\$1,077.50	\$0.00	\$0.00	\$63,922.50	1.66%
311 UTILITY SERVICES	\$4,151,200.00	\$0.00	\$4,151,200.00	\$758,510.72	\$244,383.44	\$0.00	\$3,148,305.84	24.16%
313 MAINTENANCE SERVICES	\$3,433,734.00	\$0.00	\$3,433,734.00	\$716,348.78	\$1,758,283.99	\$136,834.48	\$822,266.75	76.05%
317 STUDENT TRANSPORTATION	\$7,424,616.00	\$0.00	\$7,424,616.00	\$580,781.71	\$6,841,028.34	\$0.00	\$2,805.95	99.96%
319 CONFERENCE & TRAVEL	\$29,800.00	\$0.00	\$29,800.00	\$6,867.25	\$0.00	\$0.00	\$22,932.75	23.04%
321 PROFESSIONAL DEVELOPMENT	\$92,180.00	\$0.00	\$92,180.00	\$7,137.02	\$8,316.47	\$0.00	\$76,726.51	16.76%
424 OTHER SUPPLIES	\$335,213.00	\$0.00	\$335,213.00	\$98,152.07	\$69,750.10	\$0.00	\$167,310.83	50.09%
429 MAINTENANCE/REPAIR SUPPLIES	\$456,500.00	\$0.00	\$456,500.00	\$110,863.01	\$114,305.82	\$6,000.00	\$225,331.17	50.84%
Total for Maint/Oper/Trans	\$15,988,243.00	\$0.00	\$15,988,243.00	\$2,279,738.06	\$9,036,068.16	\$142,834.48	\$4,529,602.30	71.67%
Capital								
501 CAPITAL OUTLAY	\$235,700.00	\$0.00	\$235,700.00	\$74,523.67	\$43,491.02	\$3,784.60	\$113,900.71	51.68%
503 TECHNOLOGY	\$971,968.00	\$0.00	\$971,968.00	\$541,563.06	\$122,705.47	\$0.00	\$307,699.47	68.34%
Total for Capital	\$1,207,668.00	\$0.00	\$1,207,668.00	\$616,086.73	\$166,196.49	\$3,784.60	\$421,600.18	65.09%

**Statement of Account - Summary by
Major Classification and Summary Object**

10/4/2012 4:18:17 PM

Fairfield Public Schools
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Grand Total	148,936,464.00	\$0.00	148,936,464.00	\$34,077,223.04	\$99,394,606.37	\$589,917.75	\$14,874,716.84	90.01%

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1-Oct-12

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Burr		22 B	22	23	21	23	21	
		22 F	20	23	22	23	19	
		23 F	23	22	22	21	21	
	15 16					21		
	31	67	65	68	65	88	61	445
Dwight		22 B	19	15	18	23	17	
		21 B	18	15	19	22	18	
			19	15			17	
		43	56	45	37	45	52	278
Holland Hill		21 B	19	21	18	21	21	
		20 F	19	19	19	22	20	
		21 F	18	21	19	22	20	
			19					
	62	75	61	56	65	61	380	
Jennings		19 B	18	18	20	18	20	
		21 B	17	18	19	16	22	
			18	17	20	14	22	
			17					
	40	70	53	59	48	64	334	
McKinley		18 B	19	21	19	18	18	
		17 B	19	20	18	17	17	
		19 B	18	20	15	18	17	
		18 B	19	21	20	17	17	
	72	75	82	72	70	69	440	
Mill Hill		19 B	22	22	19	20	19	
		19 F	21	23	19	20	18	
		19 F	22	23	20	20	19	
			21		20	20	20	
	57	86	68	78	80	76	445	
No. Stratfield		21 F	22	19	19	21	20	
		20 F	21	20	22	22	19	
		21 B	21	20	21	21	20	
			22	20		22	20	
	62	86	79	62	86	79	454	
Osborn Hill		18 B	21	19	22	22	22	
		18 B	21	19	23	24	21	
		18 B	21	19	23	22	23	
		18 B	21	18	23	23	21	
			18					
	72	84	93	91	91	87	518	
Riverfield		15 B	18	23	22	19	23	
		16 B	18	22	22	19	23	
		18 F	18	21	21	19	20	
		16 F	17			19		
	65	71	66	65	76	66	409	

1-Oct-12

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Sherman		18 B	22	20	20	20	20	
		18 B	22	22	23	21	19	
		19 B	22	22	21	20	18	
		18 B	21		23		20	
		<u>73</u>	<u>87</u>	<u>64</u>	<u>87</u>	<u>61</u>	<u>77</u>	449
Stratfield		17 B	20	19	23	22	25	
		18 B	23	20	23	22	24	
		18 B	22	19	23	20	25	
		17 B	22	19		22		
		<u>70</u>	<u>87</u>	<u>96</u>	<u>69</u>	<u>109</u>	<u>74</u>	505
ECC	<u>113</u>							113
TOTAL PRE-K-5	144	683	842	775	741	819	766	4,770

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - SECONDARY

	6	7	8	9	10	11	12	TOTAL
Fairfield Woods	326	312	213					851
Ludlowe	290	311	339					940
Tomlinson	242	230	272					744
TOTAL 6-8	<u>858</u>	<u>853</u>	<u>824</u>					2,535
FWHS				410	326	354	303	1,393
Alternative HS				4	4	6	9	23
FLHS				395	388	371	372	1,526
Alternative HS				5	6	8	7	26
TOTAL 9-12				<u>814</u>	<u>724</u>	<u>739</u>	<u>691</u>	2,968

SUMMARY	Pre-K - 5	6 - 8	9 - 12	TOTAL
Current:	4,770	2,535	2,968	10,273
Difference: Current - Sept 30, 2011	(104)	13	77	(14)
Sept 30, 2011 (for Oct 1, 2011)	4,874	2,522	2,891	10,287

** Please inform Student Records of any discrepancies at 255-8377.

*** For KDG, F=Full Day Only Class, E=Extended Day Only Class, B=Blended (Both Extended and Full Day)

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CABE
October 1, 2012SHIPMAN & GOODWIN^{LLP}
COUNSELORS AT LAW

CERTIFICATION, EVALUATION AND TENURE UNDER P.A. 12-116

Thomas B. Mooney

In the 2012 session, the General Assembly focused on educational reform, and it passed Public Act 12-116, An Act Concerning Educational Reform. The Public Act is 191 pages long, and is available online at <ftp://ftp.cga.ct.gov/2012/act/PA/pdf/2012PA-00116-R00SB-00458-PA.PDF>.

Three major changes of interest are:

- Teacher preparation and certification;
- Teacher evaluation;
- Teacher Tenure.

We will review each of these separately.

A. Teacher Preparation and Certification:

- Effective July 1, 2015, any program of teacher preparation leading to professional certification must require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of their teacher preparation program. (Section 35).
- After July 1, 2016, to qualify for the professional educator's certificate, a teacher must hold a master's degree in an appropriate subject matter area related to the teacher's certification endorsement area. (Section 36).
- The professional educator certificate will be valid for five years and continue five years thereafter. (Section 36).
- If a teacher has taught under an appropriate certificate in another state for three years or more, or if a teacher has three or more years of experience in a nonpublic school approved by the State Board of

Education within the preceding ten years, he or she is exempt from completing the beginning educator program. (Section 36).

- Teachers may now apply to become and the State Board of Education may designate a person a “distinguished educator” who has:
 - 1) taught for at least five years;
 - 2) holds a professional educator certificate;
 - 3) has advanced education beyond a masters degree; and
 - 4) meets other Department of Education performance requirements, to be established “with consideration of distinguished practice as validated by the department or an entity approved by the department.” (Section 37).
- As with the provisional and professional certificate holders, distinguished educators are eligible to become mentors in the beginning educator Program. (Section 38).

B. Teacher Evaluation

Section 51 of the Act Concerning Educational Reform builds on the 2010 reform legislation (P.A. 10-111) by expanding the elements of the teacher evaluation guidelines that the State Board of Education was required to adopt in consultation with the Performance Evaluation Advisory Council by June 30, 2012. Now, the statute provides that the Guidelines must require that a district’s evaluation program include:

- 1) use of the following four performance evaluation indicators: exemplary, proficient, developing and below standard;
- 2) use of multiple indicators of student academic growth and development;
- 3) methods for assessing student academic growth and development;
- 4) consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings;
- 5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;
- 6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to teachers whose performance is being evaluated

and to administrators who are conducting performance evaluations;

- 7) provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process;
- 8) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her union representative;
- 9) opportunities for career development and professional growth; and
- 10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings.
(Section 51)

- The new Guidelines for Educator Evaluation were adopted by the State Board of Education in accordance with the Act on June 27, 2012. http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/adopted_peac_guidelines.pdf. These guidelines address both teacher and administrator evaluation.
- The Guidelines prescribe factors and their relative weighting for teacher evaluations:
 - (1) Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.
 - (2) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance.
 - (3) Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.
 - (4) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.
- Implementation:
 - For the 2012-2013 school year, in accordance with the Act the Commissioner has established a teacher evaluation and support pilot

program to operate in eight to ten districts. The Neag School of Education at the University of Connecticut will study the pilot program, and it must report back to the State Board of Education by January 1, 2014. After receiving that report, the State Board of Education is required to validate the Guidelines for teacher and administrator evaluation. (Sections 52, 53).

- Notwithstanding the timeline above, the statute simply provides that superintendents shall evaluate “each teacher” (which includes administrators) annually in accordance with the guidelines adopted by the State Board of Education. As stated above, the State Board of Education adopted the new guidelines on June 27, 2012. Thus, the obligation to implement evaluation plans in accordance with the new guidelines is not expressly deferred to 2014-2015, and the State Department of Education has announced that it expects non-pilot districts to conform their evaluation programs to the new guidelines for the 2013-2014 school year. (Section 51).
- Two statutory provisions govern responsibility for revising the teacher evaluation guidelines in local and regional school districts:
 - Conn. Gen. Stat. § 10-220a(b):

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development committee consisting of certified employees, and such other school personnel as the board deems appropriate, including representatives of the exclusive bargaining representative for such employees chosen pursuant to subsection (b) of section 10-153. *The duties of such committees shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district. Such plan shall: (1) Be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, (2) on and after July 1, 2011, be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, shall be*

related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs.

▪ Conn. Gen. Stat. § 10-151b(b):

(b) (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

* * *

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

- Another statutory provision should be kept in mind as new plans are developed. Since 2004, Conn. Gen. Stat. § 10-151b(a) has provided that “Claims of failure to follow the established procedures of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.”
- The Act also clarifies that superintendents may “conduct additional formative evaluations toward producing an annual summative evaluation.” (Section 51)
- Teachers not evaluated are to receive a “not rated” designation for that year. (Section 51).

- The Act also adds new section 10-151b(b)(2), which now provides that superintendents must report evaluation data to the Commissioner by June 30th of each year as follows:
 - 1) frequency of evaluations;
 - 2) aggregate evaluation ratings;
 - 3) number of teachers who have not been evaluated; and
 - 4) other data as the State Board of Education may require. (Section 51).
- Prior to the implementation of the new evaluation system (and not later than July 1, 2014), boards of education are to train all evaluators and provide an orientation for all teachers employed by such board on the evaluation and support program that they develop. (Section 54)
- Beginning July 1, 2014, the Commissioner of the Department of Education will annually begin to select at least ten evaluation and support programs to audit at random. The information on the teacher evaluation and support program will now also be administered as part of regular in-service training for certified teachers, administrators, and pupil personnel. (Section 55).
- The State Department of Education has issued a draft model teacher evaluation plan (September 28, 2012), the Connecticut System for Educator Evaluation and Development (SEED). The State is still working on a draft model evaluation plan for school administrators.

C. Teacher Tenure

- Public Act 12-116 makes significant changes to the Teacher Tenure Act, but these changes are not effective until July 1, 2014. While teachers will continue to achieve tenure after forty months of continuous employment for the same board of education (and teachers on the fast track may still achieve tenure in twenty months), tenure will only be achieved under the new law if the superintendent offers the teacher a contract for the following year “on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b.”
- There are also changes in the nonrenewal and termination processes. A teacher who is non-renewed will have three days after notice of non renewal to request a statement of the reason or reasons for nonrenewal. The Superintendent must then have to respond not later than four days

after receiving the teacher's request. The teacher will be entitled to a hearing no later than ten days after receipt of a notice of termination, rather than the twenty days currently provided. Hearings will take place before the board of education or a subcommittee thereof. Both parties will be able to agree to have the hearing before a single impartial hearing officer. The option to conduct the hearing before a three person panel has been eliminated. As is currently the case, teachers continue to have no right to a hearing if the reason for non-renewal is elimination of the position or loss of the position to another teacher.

- The Act will change the law as regards tenured teachers as well. It adds "ineffectiveness" to "inefficiency or incompetence" as a reason to terminate a teacher's contract.
- For terminations after July 1, 2014, determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and the State's evaluation guidelines. When the superintendent gives written notice that the teacher's contract is under consideration for termination, he or she will then be required simultaneously to give the teacher a statement of the reasons for such consideration.
- The timelines for hearings concerning the termination of tenured teachers have been shortened as well, including a requirement that the process be concluded within forty-five days (subject to an extension of fifteen days), and the provision for a three-member hearing panel will be eliminated.
- There are more significant changes when the reason for termination is "incompetence or ineffectiveness." The Act provides that the hearings must be completed in a total of twelve hours (six hours allotted to each side), with a timeline extension granted only when good cause is shown.
- Under the current law, the burden is on the superintendent to show that the teacher is incompetent. That is very time-consuming because the various classroom observations must be reviewed and arguments made to show how the teacher's performance was incompetent.
- The scope of the hearing under the new law will be dramatically different. Now, the hearing will be limited to whether the performance evaluation ratings of the teacher were determined and developed in good faith, in accordance with the program developed by the local or regional board, and were reasonable in light of the evidence presented. These welcome changes will simplify the termination process in such cases. (Section 57).

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Total Goal Points Score List

Goal Number	Points		
18	16		
2	14		
5	14		
11	13		
3	11		

18. To review and revise, if necessary, the Mission statement and Board of Education Educational Goals in the Board of Education Policy Manual.—Sue Brand
(TOTAL PTS: 16)

2. The Board of Education will schedule and members will attend a Board training session that clearly defines Board roles and responsibilities as a governing body. We will agree as a Board 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**. – Tim Kery
(TOTAL PTS: 14)

5. The Board shall work with the Superintendent as to Board input into the annual budget. We should also examine and update the roll out and schedule of review time of our annual budget. – Perry Liu (TOTAL PTS: 14)

11. The Board shall 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 Board by XXXX date. The goal of such plan is to enhance communications with parents, staff, community leaders, and the general public, engage in a two-way dialog, and build support for district goals – Pamela Iacono (TOTAL PTS: 13)

3. Board members will strive to improve their knowledge of Robert's Rules in regards to how we are supposed to be running our Board meetings using parliamentary procedure, as it will help our meetings run more smoothly. – Jessica Gerber (TOTAL PTS: 11)

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Board Goals Score Totals

Goal Number	Points Awarded		Total Points
1	5		5
2	5,5,4	2	14
3	3,3,5	5	11
4	3		3
5	5,1,1,5,2	2	14
6	3		3
7			0
8	5,4		9
9	4,1		5
10			0
11	4,2,4,3	4	13
12	2,1		3
13	4,3,2		9
14	2		2
15	1,2,1		4
16	1,1,4		6
17	3		3
18	2,2,4,3,5	1	16

October 4, 2012

ENCLOSURE NO. 7

OCT - 9 2012

Fairfield Board of Education

Summary of Suggested Board Goals

Board Organization and Operating Goals

1. The Board of Education will schedule and members will attend and participate in a Board retreat to foster inter-Board relations. – Paul Fattibene **(TOTAL PTS: 5)**
2. The Board of Education will schedule and members will attend a Board training session that clearly defines Board roles and responsibilities as a governing body. We will agree as a Board 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**. – Tim Kery **(TOTAL PTS: 14)**
3. Board members will strive to improve their knowledge of Robert's Rules in regards to how we are supposed to be running our Board meetings using parliamentary procedure, as it will help our meetings run more smoothly. – Jessica Gerber **(TOTAL PTS: 11)**
4. The Board shall strive to follow the newly created Board Handbook. – Pamela Iacono **(TOTAL PTS: 3)**

Budget Development and Advocacy Goals

5. The Board shall work with the Superintendent as to Board input into the annual budget. We should also examine and update the roll out and schedule of review time of our annual budget. – Perry Liu **(TOTAL PTS: 14)**
6. Board members will actively show support for BOE operating and capital budgets by attending the Town budget meetings. – Pamela Iacono **(TOTAL PTS: 3)**

Communication/Community Engagement Goals

7. The Board shall work with the Superintendent to define/outline the usage of the terms "Board of Education", "Administration" and "Central Office" in all documents, memos and press. – Perry Liu **(TOTAL PTS: 0)**
8. The Board shall continue to develop a process of community input so that the community can have actual input into such a process (i.e. curriculum) at the beginning of development. Having input at the end of the process does not allow for input to be heard and/or acted upon. – Perry Liu **(TOTAL PTS: 9)**
9. Create and implement an improved communications plan, as it relates to parental, student and community input into curriculum development. – Phil Dwyer **(TOTAL PTS: 5)**

Communication/Community Engagement Goals –continued-

10. The Board will increase its communication in the form of a blog, online newsletter, or some other form, etc. – Jessica Gerber **(TOTAL PTS: 0)**
11. The Board shall 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 Board by XXXX date. The goal of such plan is to enhance communications with parents, staff, community leaders, and the general public, engage in a two-way dialog, and build support for district goals – Pamela Iacono **(TOTAL PTS: 13)**
12. Each Board of Education member will commit to attending one PTA meeting this year from January to March to enlist parent understanding and support for the budget. – Pamela Iacono **(TOTAL PTS: 3)**

Policy Goals

13. Revise all BOE policies impacted by the 2012 Legislative Session by June 20, 2013. – Pamela Iacono **(TOTAL PTS: 9)**
14. Review and update policies as necessary with a general goal of reducing overall policy total by 25%. – Tim Kery **(TOTAL PTS: 2)**
15. Review, replace, and revamp district policies as they relate to:
 - a. Use of school facilities. More specifically, who can use the facilities, for what purpose and at what cost to the individuals or the district.
 - b. Advertisement in schools. With the growing pressures on the district's budget a review of "Advertisement on School Property" policies may yield another avenue of income to our programs, such as music, athletics, clubs and organizations. – John Convertito **(TOTAL PTS: 4)**
16. The BOE shall monitor the implementation of the recently adopted Safe Schools Climate and Bullying Policy. – Phil Dwyer **(TOTAL PTS: 6)**
17. Give final review of any outstanding operational audit recommendations, not with an eye to absolute cost savings, but if those funds can be reallocated to achieving other priority goals, as related to the recently adopted Safe Schools Climate and Bullying Policy. – Phil Dwyer **(TOTAL PTS: 3)**
18. To review and revise, if necessary, the Mission statement and Board of Education Educational Goals in the Board of Education Policy Manual.—Sue Brand **(TOTAL PTS: 16)**

DISTRICT GOALS

Below please find suggestions from Board members that are more district goal oriented and should be suggested for recommendation and adoption during district goal discussions.

Program Quality Improvements Goals

1. To set the framework for a program audit – John Convertito
 - a. A program audit will provide the Board of Education, the Superintendent of Schools, and the general public of Fairfield with an objective assessment of:
 1. The priorities set by the Board of Education;
 2. The programmatic responses of the Superintendent and administration to those priorities;
 3. The implementation and evolution of those programmatic responses and their integration into the educational program by school district staff; and
 4. The status of the overall educational program compared to other public school districts.
 - b. The educational program audit should examine a large number of individual program-focused activities. As an evaluation tool of educational programs, it should review common themes, outcomes, and problems.
 - c. Additionally the audit will assist the Board and Superintendent with the following:
 1. Control of resources, programs, and personnel.
 2. Establishment of clear and valid objectives for students.
 3. Internal consistency and rational equity in program development and implementation.
 4. Use of the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices of programs.
 5. Improved productivity and efficiencies.
2. Program Review:
 1. Review the program for the elementary, middle school, and high school levels;
 2. Identify cost and benefits for each major subject area – e.g. Language Arts, Math, Science, Music, Art, etc.;
 3. Are we investing enough time for "core" activities? Do we need a longer school day to be able to offer the breadth of opportunities we offer? Are there new things we should be doing? Are there things that are no longer relevant that we should eliminate?;
 4. This may require separate years to achieve for each level. If so, I would like to look at the high school program first. – Tim Kery
3. Study the CT curriculum reform proposals, that were delayed by State budget concerns, and determine if any components can be implemented in Fairfield by reallocating existing resources. – Phil Dwyer

4. The Board shall work with the Superintendent to establish and define new procedures on creating and/or updating curriculum so that the full Board has a voice at the beginning of the development process. The Board shall also be given regular curriculum progress update reports and finding and pilot testing results, etc. at Board meetings. – Perry Liu
-

OCT - 9 2012

Goal Points Score List

Goal Number	Points		
2	5		
11	4		
6	3		
12	2		
5	1		

→ Objective

Please rank your top five Board goals. Award 5 points to your top goal, 4 points to your 2nd, 3 points to your 3rd, 2 points to your 4th, 1 point to your 5th. Please return your goal sheet to Meg Brown no later than 5pm Wednesday, October 3rd. Once all the forms are submitted, and the goals are tallied, the top 5 goals will be included on the October 9th agenda for discussion and possible vote. If a vote is not possible on October 9th, we can schedule a special meeting for later in October to vote on goals.

Please contact me if you have any questions.

→ Example

Goal Number	Points		
9	5		
6	4		
3	3		
14	2		
1	1		

Goal Points Score List

Goal Number	Points		
5	5		
9	4		
4	3		
18	2		
16	1		

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6	4		
3	3		
14	2		
1	1		

Goal Points Score List

Goal Number	Points		
8	5		
18	4		
17	3		
11	2		
15	1		

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Goal Points Score List

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5	2		
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9	5		
6	4		
3	3		
14	2		
1	1		

Goal Points Score List

Goal Number	Points		
NR	5		
NR	4		
NR	3		
NR	2		
NR	1		

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14	2		
1	1		

OCT - 9 2012

Instruction**Instructional Resources****STUDENT INTERNET USE**

6417

~~Uses of electronic communication systems allow unprecedented opportunities for students to communicate, learn, access, and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose new challenges including, but not limited to, ready access for all students, age-level appropriateness of some material available through networks, security of the electronic communications system, and cost of maintaining increasingly complex networks. The district will endeavor to ensure that these concerns are appropriately addressed.~~

~~The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and the specific limitations contained in this document.~~

The Fairfield Public Schools provide a variety of resources in support of our instructional and administrative programs to ensure that our students become digital citizens proficient in Information Technology Competencies essential for success in the 21st century. These resources enhance learning and improve communication within our local and global communities. The advantages of having access to these resources exceed a potential disadvantage. However, access to them is a privilege and not a right. Therefore, it is incumbent upon all members of the school community to use Technology responsibly, ethically and with respect for the work of others.

The District policies are intended to promote the most effective, safe, productive, and instructionally sound uses of technology resources, information and communication tools. The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful, inappropriate, or explicit. The District employs a system of Internet content filtering controls that meet federal standards established by the Children's Internet Protection Act (CIPA). Ultimately, parents and guardians of minors are responsible for setting and conveying the standard that their children should follow when using electronic media information resources.

~~To the extent that it is practical and prudent, ¶~~The district will provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.

Instruction

Instructional Resources

STUDENT INTERNET USE (continued)

6417

Use of the district's technology resources is expected to be lawful, ethical, respectful, academically honest, and supportive of the school's mission. Each student user of the district's technology resources has the responsibility to respect every other person in our community and on the Internet. All students are expected to follow the guidelines, procedures, and specific limitations outlined in the Acceptable Use Guidelines and Agreement (6417AR). Digital storage and electronic devices used for school purposes *whether district or personally owned*, will be treated as district technology resources. Therefore, all students must be aware that *they should not have any expectation of personal privacy in the use of these resources*. Password systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual student.

- Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
- Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material and threatening, harassing, or obscene material.
- Intentional or unintentional use of computing resources to access or process proxy sites, pornographic or other inappropriate material, explicit text or files, or files dangerous to the integrity of the network and/or instructional resources is strictly prohibited.
- Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
- Students will utilize appropriate online behavior, including interactions with others in social media sites or chat rooms, and refrain from cyber-bullying behavior.
- Students may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on district-managed networks are the property of the school district and, as such, may be inspected at any time and should not be considered private.

Instruction

Instructional Resources

STUDENT INTERNET USE (continued)

6417

- Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.

Fairfield Public Schools reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school and/or legal action. The District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Legal Reference: Connecticut General Statutes 53a-182b Harassment in the first degree: class d felony (as amended by PA 95-143)

Legal Reference: RSA 194:3-d, 47U.S.C. Section 254, Children's Internet Protection Act.

CREF 6417

Approved 8/27/04

FAIRFIELD PUBLIC SCHOOLS

OCT - 9 2012

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



The Education Center

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

September 21, 2012

Mr. Stefan Pryor
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Pryor:

I am writing in response to your letter of August 2012 in which you asked the Fairfield Public Schools to present to the State Board of Education its plan to remedy the racial imbalance in the Fairfield Public Schools. As of April 2012 the absolute imbalance at McKinley Elementary School stands at 26.81 percentage points, or 1.89 points above the maximum.

The State Board last reviewed and approved amendments to Fairfield's Plan on February 2, 2011. After this approval, Fairfield implemented the changes for the 2011-2012 school year. These changes, and the background on Fairfield's Racial Imbalance Plan, are summarized in a February 2, 2011 memo to the State Board of Education from Acting Commissioner George Coleman (attached). This memo includes the racial imbalance history at McKinley Elementary School from 2005 to the present.

Proposal to Add Preschool

Our data suggests that increasing the number of McKinley families attending preschool at Burr Elementary School, a school with approximately 15 percent minority students, is having a positive impact on the racial composition at McKinley. In September 2011, six students from McKinley opted to stay at Burr for their elementary years, one of whom is White. Our preliminary information from September 2012 is similar. There are a total of 36 children at the Burr preschool, half of whom are three-year-olds, and some of whom come from elementary schools other than McKinley. We project that we can raise the number of families opting into Burr from McKinley from 6 to 10 over the next two years as word spreads that McKinley families are welcome at Burr.

Therefore, we propose to add another preschool program for McKinley families at Dwight Elementary School (15 percent minority), a 2012 National Blue Ribbon School recipient. This new program will be modeled after the Burr program which has 36 students, 3 and 4 years of age, in two classrooms. This will serve the dual purpose of bringing a high quality preschool program to an underserved population and enhancing our ability to bring McKinley School into racial balance. If 10 of these preschool families opt to stay at Dwight over the next two years, we would bring McKinley School well under the 25 percentage point threshold.

Review of Other Components of the Plan

We successfully moved the preschool program at McKinley to Fairfield Warde High School not only to help achieve racial balance, but to also enhance the educational experience of our Warde preschool students. Previously, this program had predominantly served students with special needs. The net effect on the racial composition at McKinley was negligible; the impact on the educational experiences at Warde was significant and positive in many ways.

We surveyed elementary parents in our district on whether they would enroll their children outside their home school if a specialized school existed at McKinley. The result of this survey was that no program would be attractive enough to draw students to McKinley. It is also not feasible to expand McKinley School. Even with generous State funding, the site is already at maximum use and parking is extremely limited for the existing student population.

Since the 2009-2010 school year, our Plan has called for families at McKinley to be able to opt-out of that school. Of the 53 children who have taken this option, 25 are White and 28 are non-White. Therefore, this option has had little impact on racial imbalance, as these figures mirror the racial composition of the school as a whole.

Since the 2010-2011 school year, students from other schools in Fairfield have had the ability to opt-in to McKinley. During these three years (including September 2012), a total of 29 students have opted in to McKinley, 18 of whom are White. This option has had a positive impact on the racial balance at McKinley.

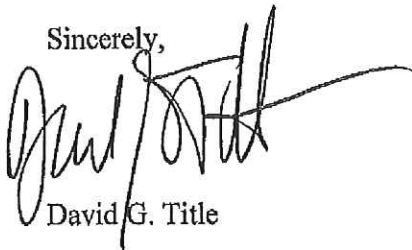
The Racial Diversity Task Force did receive technical assistance from the State. However, the responsibility for changes to Fairfield's Racial Imbalance Plan lies with the Board of Education. The task force, therefore, has shifted gears toward a community focus, sponsoring two "Community Conversations on Diversity" in Fairfield over the past two years. While this has been a positive development in view of the Town's changing demographics, our view is that the task force does not play a major role in recommending changes to Fairfield's Plan.

Recommended Changes

We recommend that the opt-out provision for families at McKinley be eliminated and the opt-in provision be retained for families wishing to send their children to McKinley. We recommend the elimination of the Racial Diversity Task Force and lodge the responsibility for Fairfield's Racial Imbalance Plan directly with the Fairfield Board of Education.

Fairfield's racial imbalance is just slightly over the statutory limit. We believe these additional steps will help to correct the problem.

Sincerely,



David G. Title

Attachment

UNAUDITED DATA FILE

Connecticut State Department of Education

2011 Public School Enrollment By District By Racial Imbalance Categories

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4, comparing school proportions with the district proportions of students in the same grade.
Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Dist #	Schl #	DISTRICT	SCHOOL	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
051 Fairfield School District								
6		McKinley School		18.89%	4744	45.70%	453	26.81
4		Holland Hill School		18.89%	4744	29.55%	352	10.66
18		Osborn Hill School		18.89%	4744	8.49%	542	10.40
12		Riverfield School		18.89%	4744	12.65%	419	6.24
62		Fairfield Warde High School		19.58%	2890	25.57%	1353	5.99
13		Sherman School		18.89%	4744	13.60%	456	5.29
60		Fairfield Ludlowe High School		19.58%	2890	14.31%	1537	5.27
17		Jennings School		18.89%	4744	23.27%	361	4.38
1		Dwight Elementary School		18.89%	4744	15.12%	291	3.77
2		Burr Elementary School		19.07%	4772	15.35%	443	3.72
7		Mill Hill School		18.89%	4744	15.90%	459	2.98
14		Stratfield School		18.89%	4744	16.05%	511	2.84
51		Tomlinson Middle School		16.46%	2522	18.78%	756	2.33
52		Fairfield Woods Middle School		16.46%	2522	15.08%	769	1.37
16		North Stratfield School		18.89%	4744	17.94%	485	.95
53		Roger Ludlowe Middle School		16.46%	2522	15.75%	997	.71

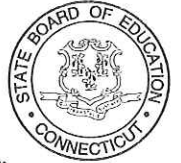
*Diverse Schools are if district minority is greater 50% and school minority is between 25% and 75%.

*Source Data: Public School Information System October 2011 extracted on 3/9/2012

Thursday, March 15, 2012



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



February 11, 2011

RECEIVED
FEB 17 2011
SUPT. OF SCHOOLS

Dr. David G. Title, Superintendent
Fairfield Public Schools
P.O. Box 320189
501 Kings Highway East
Fairfield, CT 06825

Dear Dr. Title:

I am writing to inform you that the State Board of Education (the "Board"), at its meeting on February 9, 2011, approved my recommendation to accept your amended plan to correct racial imbalance at McKinley School. Enclosed is a copy of the Board's resolution for your records.

Thank you for your cooperation in this matter. I would also like to thank you and John Mitola, Chairman of the Fairfield Board of Education, for taking the time out of your busy schedules to attend the meeting. If you have any questions or concerns regarding the implementation of your plan, please contact Attorney Laura Anastasio, Division of Legal and Governmental Affairs at (860) 713-6512.

Sincerely,

George A. Coleman
Acting Commissioner of Education

GAC: lla

Enclosure

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: George A. Coleman, Acting Commissioner of Education

SUBJECT: Fairfield Board of Education's Plan to Correct Racial Imbalance

Introduction

On April 7, 2010; the Connecticut State Board of Education ("CSBE") accepted a report concerning the racial imbalance statistics for all schools in the state. Racial imbalance exists when the proportion of minority students for any school exceeds 25 percentage points more or less than the comparable proportion for the school district. The comparable proportion for the school district is determined by comparing the total number of racial minorities in a school to the district-wide total pupil enrollment in the same grades.

History/Background

The McKinley School in Fairfield ("McKinley") was originally identified as racially imbalanced in April 2007. The Fairfield Board of Education ("Fairfield Board") proposed an opt-in/opt-out option in its original racial imbalance plan. Specifically, McKinley parents were given the opportunity to transfer their children to one of three elementary schools identified by the Fairfield Board. If available seats were oversubscribed, the students would be assigned through a lottery with the priority given to McKinley students who were not achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free and reduced lunch. Students from the three identified elementary schools were also given the option to "opt-in" to McKinley. In addition, the Fairfield Board's plan provided for the Superintendent to lead a task force, which would develop a series of options to reduce racial imbalance and improve student achievement for all students to be used in conjunction with the choice option at McKinley School.

The April 7, 2010, report, which was based upon enrollment as of October 1, 2009, indicated that McKinley continued to be racially imbalanced with an increase of 3.25 percent over the previous year's data. As a result of this continued imbalance, on April 12, 2010, Commissioner Mark McQuillan asked the Fairfield Board to submit an addendum to its plan, and such addendum was submitted to the CSBE on December 1, 2010. The CSBE, after considering the proposed changes to the plan, asked the Fairfield Board to resubmit its addendum with a more specific course of action to address the racial imbalance. The CSBE requested detailed information on the proposed relocation of the prekindergarten program at McKinley and its potential effect on the racial balance at the school. In addition, the CSBE asked the Fairfield Board to consider proposing other options that might increase the number of families who choose to participate in the opt-in/opt-out program. Finally, the CSBE requested data for the 2010 school year to determine whether changes in the federal guidelines concerning the identification of a student's race will affect the racial balance of the school.

The table below illustrates the racial imbalance statistics for McKinley, including the preliminary data for 2010.

School	2005	2006	2007	2008	2009	2010
McKinley Elementary School	22.22 (Impending imbalance)	28.74	27.40	25.45	28.70	25.89

Included is Enclosure A, the letter to Acting Commissioner George Coleman in response to the CSBE's request at its meeting on December 1, 2010; Enclosure B, the amended plan, submitted by Dr. David Title, Superintendent of Fairfield Public Schools; Enclosure C, the NCLB Report Card for McKinley School for 2009-10; Enclosure D, the 2009 and 2010 Public School Enrollment by District by Racial Imbalance Categories for Fairfield Public Schools; and Enclosure E, a copy of the Regulations of Connecticut State Agencies concerning the implementation of the racial imbalance law.

The Fairfield Board's Proposed Plan

The Fairfield Board proposes two additional actions that it can implement in the short-term to address the racial imbalance. First, the Fairfield Board proposes to expand the pre-school program for low-income students at Burr Elementary School ("Burr") from twenty to thirty-six students. Students who participate in this pre-school program are permitted to continue at Burr through the elementary grades. The Fairfield Board anticipates that at a minimum four additional students will elect to remain at Burr. (See, Enclosure A, paragraph three.) Second, the Fairfield Board plans to merge the McKinley pre-school program with the Early Childhood Center at Warde High School. Because the percentage of minority students in the pre-school program exceeds the percentage of minority students in the remaining grades, this move should improve the racial balance of the school.

As indicated in the December amendment to its plan, the Fairfield Board plans to expand the "opt-in" to McKinley to all Fairfield elementary students, and it plans to expand the "opt-out" provision for McKinley parents to include a fourth elementary school. Students who "opt-in" or "opt-out" will be provided transportation. In addition, the Fairfield Board is considering a before and after school program that should attract McKinley parents to "opt-out" to that school. It will also conduct a community conversation on the topic of diversity through a grant with the William Casper Graustein Memorial Foundation. Finally, the Fairfield Board will seek input from the community and from parents to determine community preferences for a magnet school program. The results from this survey are expected within the next month.

Recommendations and Justification

Pursuant to Section 10-226e-6 of the Regulations of Connecticut State Agencies ("Regulations"), the CSBE shall determine whether a board of education's plan meet the requirements of the regulations and shall (1) approve, (2) conditionally approve, or (3) disapprove the plan.

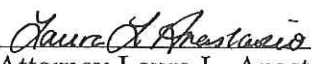
I recommend that the CSBE approve the Fairfield Board's plan to address racial balance. Based upon the information provided by the Fairfield Board and discussions with Dr. Title, I believe that these adjustments to the plan will create greater balance at McKinley. We will continue to

monitor the district's progress in the next year to determine whether these changes have a significant impact on the imbalance at McKinley.

Follow-up Activities

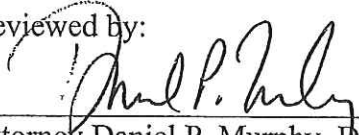
Section 10-226e-7 of the Regulations requires that all plans be subject to continuing review and evaluation by the CSBE. This review will include annual monitoring to determine the Fairfield Board's progress in its plan to eliminate racial imbalance. If the CSBE finds that the actions of the Fairfield Board are not in conformity with the timetable submitted in the plan or if the Fairfield Board does not take substantial steps to implement the plan or fails to make sufficient progress, the CSBE may take further action to compel compliance. We will monitor the Fairfield Board's progress and recommend further action if necessary.

Prepared by:



Attorney Laura L. Anastasio
Division of Legal and Governmental Affairs

Reviewed by:



Attorney Daniel P. Murphy, Director
Division of Legal and Governmental Affairs

February 2, 2011

FAIRFIELD PUBLIC SCHOOLS

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



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

The Education Center

January 13, 2011

RECEIVED

JAN 13 2011

OFFICE OF THE COMMISSIONER
CT STATE DEPT OF EDUCATION

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

Dear Dr. Coleman:

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

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

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

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

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

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

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

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

Sincerely,



David G. Title

c: Attorney Laura Anastasio

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: George A. Coleman, Acting Commissioner of Education

SUBJECT: Fairfield Board of Education's Plan to Correct Racial Imbalance

Introduction

On April 7, 2010, the Connecticut State Board of Education ("CSBE") accepted a report concerning the racial imbalance statistics for all schools in the state. Racial imbalance exists when the proportion of minority students for any school exceeds 25 percentage points more or less than the comparable proportion for the school district. The comparable proportion for the school district is determined by comparing the total number of racial minorities in a school to the district-wide total pupil enrollment in the same grades.

History/Background

The McKinley School in Fairfield ("McKinley") was originally identified as racially imbalanced in April 2007. The Fairfield Board of Education ("Fairfield Board") proposed an opt-in/opt-out option in its original racial imbalance plan. Specifically, McKinley parents were given the opportunity to transfer their children to one of three elementary schools identified by the Fairfield Board. If available seats were oversubscribed, the students would be assigned through a lottery with the priority given to McKinley students who were not achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free and reduced lunch. Students from the three identified elementary schools were also given the option to "opt-in" to McKinley. In addition, the Fairfield Board's plan provided for the Superintendent to lead a task force, which would develop a series of options to reduce racial imbalance and improve student achievement for all students to be used in conjunction with the choice option at McKinley School.

The April 7, 2010, report, which was based upon enrollment as of October 1, 2009, indicated that McKinley continued to be racially imbalanced with an increase of 3.25 percent over the previous year's data. As a result of this continued imbalance, on April 12, 2010, Commissioner Mark McQuillan asked the Fairfield Board to submit an addendum to its plan, and such addendum was submitted to the CSBE on December 1, 2010. The CSBE, after considering the proposed changes to the plan, asked the Fairfield Board to resubmit its addendum with a more specific course of action to address the racial imbalance. The CSBE requested detailed information on the proposed relocation of the prekindergarten program at McKinley and its potential effect on the racial balance at the school. In addition, the CSBE asked the Fairfield Board to consider proposing other options that might increase the number of families who choose to participate in the opt-in/opt-out program. Finally, the CSBE requested data for the 2010 school year to determine whether changes in the federal guidelines concerning the identification of a student's race will affect the racial balance of the school.

The table below illustrates the racial imbalance statistics for McKinley, including the preliminary data for 2010.

School	2005	2006	2007	2008	2009	2010
McKinley Elementary School	22.22 (Impending imbalance)	28.74	27.40	25.45	28.70	25.89

Included is Enclosure A, the letter to Acting Commissioner George Coleman in response to the CSBE's request at its meeting on December 1, 2010; Enclosure B, the amended plan, submitted by Dr. David Title, Superintendent of Fairfield Public Schools; Enclosure C, the NCLB Report Card for McKinley School for 2009-10; Enclosure D, the 2009 and 2010 Public School Enrollment by District by Racial Imbalance Categories for Fairfield Public Schools; and Enclosure E, a copy of the Regulations of Connecticut State Agencies concerning the implementation of the racial imbalance law.

The Fairfield Board's Proposed Plan

The Fairfield Board proposes two additional actions that it can implement in the short-term to address the racial imbalance. First, the Fairfield Board proposes to expand the pre-school program for low-income students at Burr Elementary School ("Burr") from twenty to thirty-six students. Students who participate in this pre-school program are permitted to continue at Burr through the elementary grades. The Fairfield Board anticipates that at a minimum four additional students will elect to remain at Burr. (See, Enclosure A, paragraph three.) Second, the Fairfield Board plans to merge the McKinley pre-school program with the Early Childhood Center at Warde High School. Because the percentage of minority students in the pre-school program exceeds the percentage of minority students in the remaining grades, this move should improve the racial balance of the school.

As indicated in the December amendment to its plan, the Fairfield Board plans to expand the "opt-in" to McKinley to all Fairfield elementary students, and it plans to expand the "opt-out" provision for McKinley parents to include a fourth elementary school. Students who "opt-in" or "opt-out" will be provided transportation. In addition, the Fairfield Board is considering a before and after school program that should attract McKinley parents to "opt-out" to that school. It will also conduct a community conversation on the topic of diversity through a grant with the William Casper Graustein Memorial Foundation. Finally, the Fairfield Board will seek input from the community and from parents to determine community preferences for a magnet school program. The results from this survey are expected within the next month.

Recommendations and Justification

Pursuant to Section 10-226e-6 of the Regulations of Connecticut State Agencies ("Regulations"), the CSBE shall determine whether a board of education's plan meet the requirements of the regulations and shall (1) approve, (2) conditionally approve, or (3) disapprove the plan.

I recommend that the CSBE approve the Fairfield Board's plan to address racial balance. Based upon the information provided by the Fairfield Board and discussions with Dr. Title, I believe that these adjustments to the plan will create greater balance at McKinley. We will continue to

ENCLOSURE B

FAIRFIELD PUBLIC SCHOOLS

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



Phone (203) 255-8372
Fax (203) 255-8245

The Education Center

September 20, 2010

Dr. Mark K. McQuillan
Commissioner of Education
State Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

Dear Commission McQuillan:

The Fairfield Public Schools is in receipt of your letter of April 12, 2010 identifying McKinley Elementary School as being racially imbalanced. Attached you will find the 2010 Addendum to Fairfield Public Schools' Plan to Address Racial Imbalance (approved by the Board of Education on August 14, 2007) in response to your requirement to submit an amended plan which addresses the racial imbalance at McKinley Elementary School. The 2010 Addendum was approved by the Fairfield Board of Education on September 14, 2010. Although racial imbalance statistics showed a downward trend for years 2007 and 2008, the racial imbalance spiked back up in 2009. We believe the action steps outlined in the 2010 Addendum will address the racial imbalance that we are currently experiencing at the elementary school level.

Please do not hesitate to contact me if you have any questions about the 2010 Addendum. We look forward to hearing back from you with the Connecticut State Board of Education's vote on this addendum.

Sincerely,

Dr. David G. Title

Fairfield Public Schools

2010 Addendum to the Plan to Address Racial Imbalance September 2010

On October 3, 2007, the State Board of Education approved Fairfield's plan designed to reduce racial imbalance at McKinley Elementary School. Two key components were outlined in that plan: (1) take immediate steps that would lead to a corrective effect on the racial imbalance numbers; and (2) establish a broad-based community planning task force. The implementation of the two components have yielded many results including but not limited to:

- Offering McKinley students an option to Opt-Out to a limited number of elementary schools (based on space availability);
- Offering to other elementary students the option to Opt-In to McKinley Elementary;
- The establishment of the Cultural Diversity Task Force;
- Distribution of a parent survey related to interests and feedback on specialized programming that may attract families to Opt-In to McKinley;
- The establishment of a second preschool at Burr Elementary School;
- A five-year strategic plan addressing diversity as one of six major areas of focus in the district; and
- Regular analysis of racial imbalance statistics and student achievement results.

As represented in the chart below, the trend of the racial imbalance statistics at McKinley Elementary School experienced a decline in 2007 and 2008.

Year	Absolute Racial Imbalance at McKinley
2000	14.92%
2001	18.05%
2002	19.82%
2003	20.21%
2004	22.97%
2005	22.22%
2006	28.74%
2007	27.40%
2008	25.45%
2009	28.70%

Based on an analysis of racial statistics across the district, we have found that although the school district is becoming more diverse in general, the rate of increase of a population with diverse backgrounds at McKinley is growing faster than at other schools. Therefore, after consideration of these statistics along with the district's previous efforts to reduce racial imbalance, the Fairfield Board of Education recommends the following future actions in further efforts to reduce racial imbalance at McKinley Elementary School.

1. Expand Opt-In to McKinley Elementary School to all Fairfield elementary students

In the Fairfield Public School's Plan to Address Racial Imbalance initial steps are outlined for the offering of Opt-In to McKinley Elementary to students at designated elementary schools (Component 1:D4b as found on page 7 in the plan). For the 2010-2011 school year, this offering will be expanded to allow *all* students at the other ten elementary schools to Opt-In to McKinley. Transportation will be provided to students to and from school. In an effort to get the word out, central office administrators and the McKinley Elementary School principal attended a PTA meeting at all elementary schools in the spring of 2010. A presentation was made about McKinley and parents had an opportunity to attend an Open House specifically designated for Opt-In. Additionally, all local area preschools were provided information which was followed up with a phone call reminding them that Opt-In was available to all incoming kindergarteners for the 2010-2011 school year.

2. Expand Opt-Out of McKinley Elementary

For the 2010-2011 school year, McKinley Elementary School students will have the option to attend one out of four other elementary schools in Fairfield. In previous years, students were offered an option of three schools. These decisions are made based on space availability at each school. Students who Opt-Out of McKinley are offered transportation to and from school.

3. Request technical assistance from the Connecticut State Department of Education

During the 2010-2011 school year, the Fairfield Board of Education will request the Connecticut State Department of Education to provide additional assistance in order to plan future action steps in an effort to reduce racial imbalance.

4. In collaboration with the William Casper Graustein Memorial Foundation, conduct a community conversation on diversity

Since 1997 Connecticut citizens have come together in community-wide conversations to discuss educational issues of importance to them thanks to funds provided by the William Casper Graustein Memorial Foundation. Last year, McKinley applied for and received a grant through this foundation in order to conduct a community conversation on the topic of diversity in the town of Fairfield. The conversation will include various stakeholders in the town and will be held during the 2010-2011 school year.

5. Charge the Cultural Diversity Task Force to analyze the conditions contributing to imbalance

The Cultural Diversity Task Force will further investigate the conditions in the town of Fairfield that contribute to the racial imbalance at McKinley Elementary School and

report these to the Fairfield Board of Education to consider when developing future action plans.

6. Re-administer a parent survey and conduct focus groups to identify what parents would like in a magnet school or program

Although a parent survey was developed and administered in 2008, an additional survey will be administered during the 2010-2011 school year. This effort will attempt to improve the participation rate of families, seek more specific information from families about programs of interest and solicit feedback about current efforts to reduce racial imbalance. Efforts will be made to get feedback from parents in small group forums held throughout the district as well.

7. Make a presentation to PTA Council with options and receive feedback

As follow up to conducting a survey and talking with families in small group forums, a presentation will be made to PTA Council which is composed of the leadership of all school PTA groups throughout the district.

ENCLOSURE C



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Not Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

This school is identified as in need of improvement; Year Improvement = 1

Fairfield School District

McKinley School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic	
	Mathematics	Reading	Mathematics	Reading	Writing	70% (or annual improvement)
	95%	95%	82%	79%		

Subgroup ¹	Participation Rate ²						% At or Above Proficient											
	Mathematics			Reading			Mathematics			Reading								
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?					
Whole School (n = 248)	99.6	100	100	100	100	100	79.1	6.6	85.7	Yes	79.1	6.6	85.7	Yes	66.9	7.8	74.7	No
American Indian (n = 0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup					
Asian American (n = 26)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup					
Black (n = 26)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup					
Hispanic (n = 51)	100	100	100	100	100	100	72	15	87	Yes	72	15	87	Yes	54	16.7	70.7	No
White (n = 145)	100	100	100	100	100	100	81.7	7.9	89.6	Yes	81.7	7.9	89.6	Yes	71.1	9.4	80.5	Yes
Students with Disabilities (n = 23)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup					
English Language Learners (n = 35)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup					
Economically Disadvantaged (n = 108)	99.1	100	100	100	100	100	72.5	10.6	83.1	Yes	72.5	10.6	83.1	Yes	56.9	11.8	68.7	No

Additional Academic Indicator: Writing, % At or Above Basic AYP Target Met? Yes

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

ENCLOSURE D

UNAUDITED DATA FILE

Connecticut State Department of Education

2009 Public School Enrollment By District By Racial Imbalance Categories

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4, comparing school proportions with the district proportions of students in the same grade.

Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Dist #	Schl #	DISTRICT	SCHOOL	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
051		Fairfield School District						
	6	McKinley School		14.98%	4812	43.68%	451	28.70
	4	Holland Hill School		14.73%	4772	23.88%	335	9.15
	2	Burr Elementary School		14.98%	4812	7.88%	419	7.11
	12	Riverfield School		14.73%	4772	8.15%	466	6.58
	18	Osborn Hill School		14.73%	4772	9.07%	551	5.66
	1	Dwight Elementary School		15.03%	4584	9.49%	316	5.54
	62	Fairfield Warde High School		15.16%	2750	19.72%	1298	4.56
	13	Sherman School		14.73%	4772	10.34%	474	4.39
	60	Fairfield Ludlowe High School		15.16%	2750	11.09%	1452	4.08
	53	Roger Ludlowe Middle School		13.89%	2411	16.87%	966	2.98
	52	Fairfield Woods Middle School		13.89%	2411	11.16%	672	2.73
	7	Mill Hill School		14.73%	4772	12.76%	478	1.97
	51	Tomlinson Middle School		13.89%	2411	12.55%	773	1.35
	16	North Stratfield School		14.73%	4772	13.60%	478	1.13
	17	Jennings School		14.73%	4772	13.64%	352	1.10
	14	Stratfield School		14.73%	4772	14.23%	492	.50

*Diverse Schools are if district minority is greater 50% and school minority is between 25% and 75%.

*Source Data: Public School Information System October 2009 extracted on 2/24/2010

Thursday, December 16, 2010

UNAUDITED DATA FILE

Connecticut State Department of Education

2010 Public School Enrollment By District By Racial Imbalance Categories

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4, comparing school proportions with the district proportions of students in the same grade.
 Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Dist Schl #	DISTRICT	SCHOOL	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
051	Fairfield School District						
6	McKinley School		17.58%	4796	43.47%	490	25.89
18	Osborn Hill School		17.22%	4756	8.18%	538	9.04
4	Holland Hill School		17.22%	4756	26.13%	333	8.91
12	Riverfield School		17.22%	4756	9.98%	451	7.24
62	Fairfield Warde High School		19.60%	2831	25.09%	1327	5.49
13	Sherman School		17.22%	4756	11.76%	442	5.46
60	Fairfield Ludlowe High School		19.60%	2831	14.76%	1504	4.84
2	Burr Elementary School		17.58%	4796	12.86%	420	4.72
17	Jennings School		17.22%	4756	21.90%	347	4.68
1	Dwight Elementary School		17.22%	4756	12.74%	314	4.48
14	Stratfield School		17.22%	4756	15.08%	504	2.14
53	Roger Ludlowe Middle School		16.45%	2437	18.07%	985	1.62
7	Mill Hill School		17.22%	4756	15.61%	474	1.61
52	Fairfield Woods Middle School		16.45%	2437	15.12%	668	1.33
51	Tomlinson Middle School		16.45%	2437	15.56%	784	.89
16	North Stratfield School		17.22%	4756	16.98%	483	.24

*Diverse Schools are if district minority is greater 50% and school minority is between 25% and 75%.

*Source Data: Public School Information System October 2010 extracted on 12/14/2010

Thursday, December 16, 2010

ENCLOSURE E

*This document contains an excerpt from the Regulations of Connecticut State Agencies that specifically concerns the Department of Education. This document is not the official version of the regulations. The official regulations are published by the State of Connecticut, Judicial Branch, Commission on Official Legal Publications in the Connecticut Law Journal. In the event there is inconsistency between this document and the regulations as published in the Connecticut Law Journal, the Connecticut Law Journal publication shall serve as the official version.

Regulations to Implement the Racial Imbalance Law

Sec. 10-226e-1. Definitions

As used in sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies:

(1) "Pupil" means an individual for whom instruction is provided in a public elementary and secondary school under the jurisdiction of a local or regional board of education.

(2) "School" means any public elementary or secondary school under the jurisdiction of a local or regional board of education, excluding a unique school.

(3) "Board of education" means the board of education of a local or regional school district.

(4) "Grade" means that portion of a school program which represents the work of one regular school term, identified either as kindergarten, grade one, grade two, etc., or in an ungraded school program, identified on the basis of educational need.

(5) "School district" means a school system under the jurisdiction of a local or regional board of education.

(6) "Jurisdiction" means the authority granted local and regional boards of education by statute to exercise control and supervision of pupils, schools and school districts.

(7) "Plan" means that document submitted by a board of education in compliance with Section 10-226c of the Connecticut General Statutes.

(8) "Racial minorities" means those groups listed under subsection (b) of Section 10-226a of the Connecticut General Statutes.

(9) "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, *but less than seventy five percent*.

(10) "Unique school" means an interdistrict or intradistrict magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-2. School reports

Each board of education shall annually submit, in such manner and at such time as specified by the Commissioner of Education, information on the racial composition of each school by grade, the racial composition of the teaching staff of each school, and the number of pupils in each elementary school who are eligible to receive free or reduced price lunches pursuant to federal law and regulation.

(Effective April 1, 1980; amended November 29, 1999)

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Sec. 10-226e-3. Determination of racial imbalance

(a) Reports submitted pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies will be reviewed annually by the State Department of Education. The proportion of pupils of racial minorities in each school will be compared to the proportion of pupils of racial minorities in comparable grades in the school district as a whole, as follows:

(1) Proportion for the school. The total number of pupils of racial minorities in the school, as reported pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies, shall be divided by the total number of pupils in the school. The resulting percentage shall be the Proportion for the School.

(2) Comparable proportion for the school district. For all grades of a given school, the total number of pupils of racial minorities enrolled in the same grades throughout the school district shall be divided by the district-wide total pupil enrollment in such grades. The resulting percentage shall be the Comparable Proportion for the School District for such school.

(b) Any school in which the Proportion of the School falls outside of a range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced.

(c) If the State Board of Education determines that one or more school in a school district is racially imbalanced, said board shall promptly notify the board of education having jurisdiction of such school or schools.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-4. Determination of impending racial imbalance

(a) Any school not previously cited for racial imbalance, in which the Proportion for the School falls outside a range of from 15 percentage points less to 15 percentage points more than the Comparable Proportion for the School District, shall be deemed to have impending racial imbalance.

(b) The State Board of Education shall notify, in writing, a board of education having jurisdiction of a school district which includes one or more schools with impending racial imbalance.

(c) Any board of education notified pursuant to subsection (b) of this section may be required to provide the Commissioner of Education with information concerning student building assignments, interdistrict educational activities and other evidence of addressing issues of racial, ethnic and economic isolation.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-5. Plans

(a) Any board of education which has received notification from the State Board of Education pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies shall submit to the State Board of Education a plan to correct racial imbalance in the school which has been determined to be racially imbalanced. All plans shall be subject to the requirements of this section; provided, however, that any school district so

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notified, which has a minority student enrollment of fifty percent or more may, in lieu of filing a plan, demonstrate that such racially imbalanced school is a diverse school.

(b) Preparation of the plan.

(1) Upon notification of a determination of racial imbalance, the board of education shall prepare a policy statement addressing racial imbalance in the school district.

(2) The board of education may, in writing, request technical assistance from the Commissioner of Education for the development of a plan. The Commissioner shall, within the limits of available resources, provide such assistance.

(3) The board of education shall conduct a public hearing on its plan prior to submission to the State Board of Education. Adequate notice of the time and place of such hearing shall be published and a complete record of such hearing shall be kept.

(4) A plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five.

(c) Content of the plan.

A plan shall include at least the following items:

(1) The board of education policy statement addressing racial imbalance in the school district;

(2) A description of the process the board of education undertook to prepare the plan;

(3) Presentation and analysis of relevant data, including (A) projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan, (B) analysis of conditions that have caused or are contributing to racial imbalance in the school district, and (C) analysis of student achievement in the cited school as compared to other schools in the district;

(4) The proposed methods for eliminating racial imbalance and for preventing its recurrence in the school district. These methods may include voluntary interdistrict and intradistrict enrollment plans acceptable to the State Board of Education as an alternative to mandatory pupil reassignment, provided any such voluntary enrollment plan addresses methods which will be used to increase student achievement;

(5) Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan;

(6) Specific proposals for minimizing any disruptive effects of plan implementation;

(7) Provisions for monitoring plan implementation and evaluating plan effectiveness, including procedures for revising and updating the plan, if necessary.

(8) A timetable for completion of each step in the plan and for implementation of the plan as a whole;

(9) Demonstration that school district resources have been equitably allocated among all schools within the district; and

*This document contains an excerpt from the Regulations of Connecticut State Agencies, that specifically concerns the Department of Education. This document is not the official version of the regulations. The official regulations are published by the State of Connecticut, Judicial Branch, Commission on Official Legal Publications in the Connecticut Law Journal. In the event there is inconsistency between this document and the regulations as published in the Connecticut Law Journal, the Connecticut Law Journal publication shall serve as the official version.

(10) Demonstration that any disparity in student achievement levels among schools is being addressed and a description of the methods being used to decrease the disparity.

(d) **Other plan requirements.**

(1) Any inconvenience caused by implementation of the plan shall not be borne disproportionately by any single racial minority nor disproportionately by racial minorities as a whole within the school district.

(2) Implementation of the plan shall not result in segregation within schools, or among or within programs. Any substantially disproportionate racial minority representation within school classes and programs shall (A) be justified solely on the basis of educational need and (B) occur less than a majority of the time during the school day with the exception of pupils enrolled in bilingual education.

(3) A plan shall not include reassignment of pupils whose dominant language is other than English and whose proficiency in English is limited if such reassignment is a denial of existing participation in a program of bilingual education.

(4) Upon submission of a plan, a board of education may request exceptions to one or more of the plan requirements pursuant to this section. The State Board of Education (A) may grant such exception when said board finds such exception shall otherwise contribute to the purposes of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes; and (B) shall grant such exception when the plan is in compliance with a final order of a court of competent jurisdiction or federal administrative agency order which addresses the requirements of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and which addresses the current condition of racial imbalance found in accordance with Section 10-226e-3 of the Regulations of the Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-6. Approval of plans

(a) Upon receipt of a plan pursuant to Section 10-226e-5 of the Regulations of Connecticut State Agencies, the State Board of Education shall determine whether the plan complies with the requirements of said section and shall (1) approve, (2) conditionally approve, or (3) disapprove such plan, within 60 days.

(b) If the State Board of Education approves the plan; said Board shall promptly notify the board of education submitting the plan, which board shall implement the plan in accordance with the timetable indicated in such plan.

(c) If the State Board of Education conditionally approves the plan, said board shall promptly give written notice to the board of education submitting the plan. Such notice shall specify the portions of the plan requiring revision and the date for submission of such revisions. Those portions of the plan which do not require revision shall be implemented by the board of education in accordance with the timetable indicated in such plan.

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(d) If the State Board of Education disapproves the plan, said board shall promptly notify the board of education submitting the plan. Such notice shall specify the reasons for disapproval and the date for resubmission of the plan.

(e) Upon receipt of a revised plan or portion thereof, the State Board of Education shall (1) approve, (2) conditionally approve, or (3) disapprove such revised plan or portion thereof in accordance with the provisions of subsections (b), (c), and (d) of this Section within 30 days following receipt of such revised plan or portion thereof.

(f) If a board of education submits a plan or a revision to such a plan which is not approved by the State Board of Education within one year of notification to the board of education of the existence of racial imbalance pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies or a board of education fails to submit a plan or revision within the required time limits, the State Board of Education may undertake such other actions as may be authorized by law to cause the board of education to be in compliance with the provisions of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8 of the Regulations of Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-7. Review of plan implementation

(a) All approved and conditionally approved plans shall be subject to continuing review and evaluation by the State Board of Education. If the State Board of Education finds that the status of the plan is not in conformity with the timetable indicated in such plan, said board shall investigate the reasons for such discrepancy. If the State Board of Education finds that the board of education has failed to take substantial steps to implement the plan in accordance with the timetable therein, the State Board of Education shall notify the board of education of non-compliance with the provisions of Section 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies and may undertake such other actions as may be authorized by law to cause the board of education to be in compliance.

(b) A board of education may submit proposed amendment to an approved or conditionally approved plan. Such proposed amendment shall not take effect until after review and approval by the State Board of Education. Such proposed amendment shall be accompanied by written materials documenting the reasons for the amendment.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-8. Review of the decision of the State Board of Education

(a) Upon notification of disapproval of a plan, a board of education may file written notice with the Commissioner of Education requesting a review of such disapproval. Such request shall be submitted within 30 days following receipt of notification by the State Board of Education of such disapproval.

(b) Within 30 days following receipt of a request for review, a hearing shall be held in accordance with the provisions of Chapter 54 of the General Statutes.

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(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-9. Unique schools requirements

(a) Unique schools shall provide data in the same manner as required of all other schools pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies.

(b) Unique schools shall report to the Commissioner on all activities undertaken to provide educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(c) The Commissioner may require the responsible authority of any unique school to appear before him to respond to inquiries concerning the racial, ethnic or economic diversity of students or teaching staff and the educational opportunities provided for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(Effective April 1, 1980; amended November 29, 1999)

OCT - 9 2012
Board of Education
Policy Guide

Students

Code of Behavior

STUDENT INTERNET USE

5335

~~Uses of electronic communication systems allow unprecedented opportunities for students to communicate, learn, access, and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose new challenges including, but not limited to, ready access for all students, age-level appropriateness of some material available through networks, security of the electronic communications system, and cost of maintaining increasingly complex networks. The district will endeavor to ensure that these concerns are appropriately addressed.~~

~~The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and the specific limitations contained in this document.~~

~~The District policies are intended to promote the most effective, safe, productive, and instructionally sound uses of technology resources, information and communication tools. The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit. The District employs a system of Internet content filtering controls that meet federal standards established by the Children's Internet Protection Act (CIPA). Ultimately, parents and guardians of minors are responsible for setting and conveying the standard that their children should follow when using electronic media information resources.~~

~~To the extent that it is practical and prudent, †The district will provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.~~

~~Use of the district's technology resources is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. All students are expected to follow the guidelines, procedures, and specific limitations outlined in the Acceptable Use Guidelines and Agreement. Digital storage and electronic devices used for school purposes *whether district or personally owned*, will be treated as extensions of the physical school space. Therefore, all users students must be aware that *they should not have any expectation of personal privacy in the use of these resources*. Password systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system-user student.~~

Students

Code of Behavior

STUDENT INTERNET USE (continued)

5335

- Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
- Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material and threatening or obscene material.
- Intentional or unintentional use of computing resources to access or process proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network and/or instructional resources is strictly prohibited.
- Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
- Users will utilize appropriate online behavior, including interactions with others in social media sites or chat rooms, and refrain from cyber-bullying behavior.
- Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on district-managed networks are the property of the school district and, as such, may be inspected at any time and should not be considered private.
- Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.

Fairfield Public Schools reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school or employment, and/or legal action. The District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Legal Reference: Connecticut General Statutes 53a-182b Harassment in the first degree: class d felony (as amended by PA 95-143)

Legal Reference: RSA 194:3-d, 47U.S.C. Section 254, Children's Internet Protection Act.

CREF 6417

Approved 8/27/04

OCT - 9 2012

ROOF REPLACEMENT

Fairfield Warde High School
Fairfield, Connecticut

TOWN OF FAIRFIELD
125 Old Post Road
Fairfield, Connecticut
06430

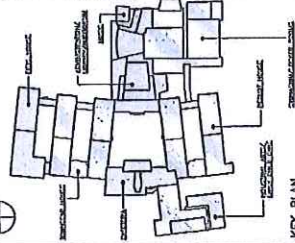
Project No. 211040

HOFFMANN ARCHITECTS, INC.
2321 Whitney Avenue, 2nd Floor
Hamden, Connecticut
06518

16 MARCH 2012

Drawing List

- A0 - Cover Sheet
- A1 - Roof Plan
- A2 - Plan 1 Roof Plan
- A3 - Plan 2 Roof Plan
- A4 - Plan 3 Roof Plan
- A5 - Plan 4 Roof Plan
- A6 - Details
- A7 - Details
- A8 - Details



KEY PLAN
SEE DRAWING

ROOF REPLACEMENT

Fairfield Waste High School
239 Mountain Road
Fairfield, CT
06824

Owner
Fairfield Waste High School
239 Mountain Road
Fairfield, CT
06824

- ### SCOPE OF WORK
- REMOVE EXISTING ROOF MEMBERS AND REFRIGERATION UNITS AND REFRIGERATION PIPING.
 - REMOVE EXISTING ROOF INSULATION AND REFRIGERATION PIPING.
 - REMOVE EXISTING ROOF TRUSS MEMBERS.
 - REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.

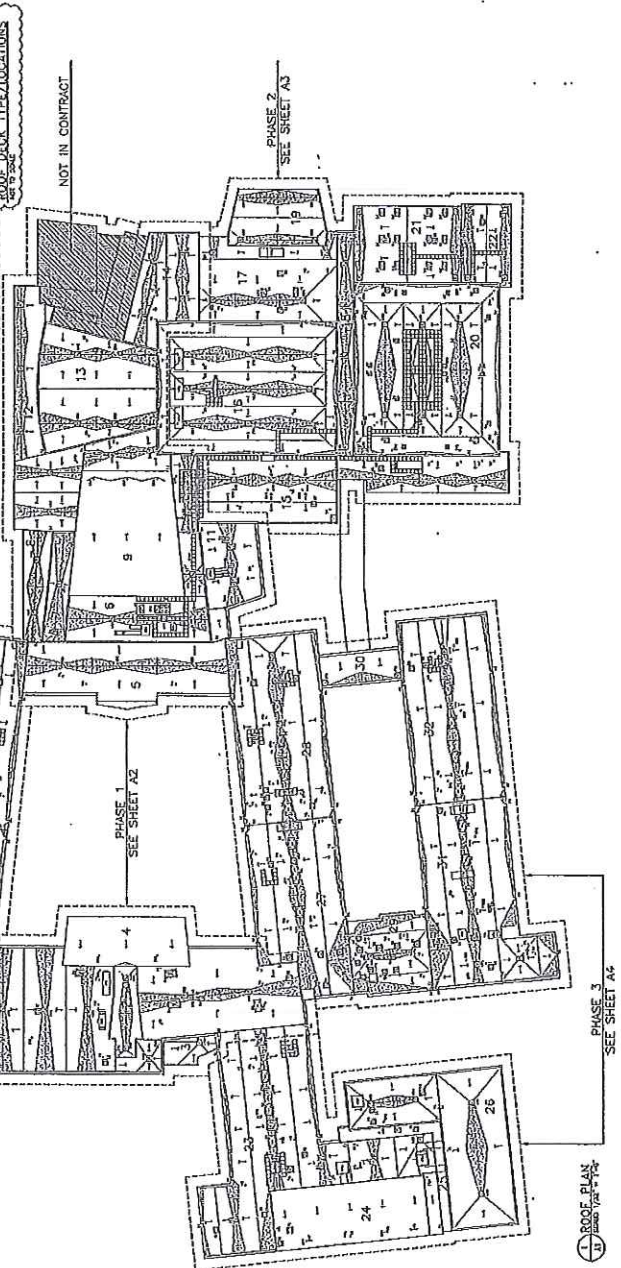
- SEE SHEET FOR DETAILS AND FOR TRUSS AND WALKWAY.
- SEE SHEET FOR DETAILS AND FOR WALKWAY.
- INSTALL NEW ROOF TRUSS MEMBERS AND WALKWAYS AND BRACKETS.
- REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.
- REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.
- REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.
- REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.
- REMOVE EXISTING ROOF WALKWAYS AND BRACKETS.

GENERAL NOTES

1. ALL WORK SHALL BE ACCORDING TO THE LATEST EDITIONS OF THE AIA, ASPEC, AND BUILDING CODES.

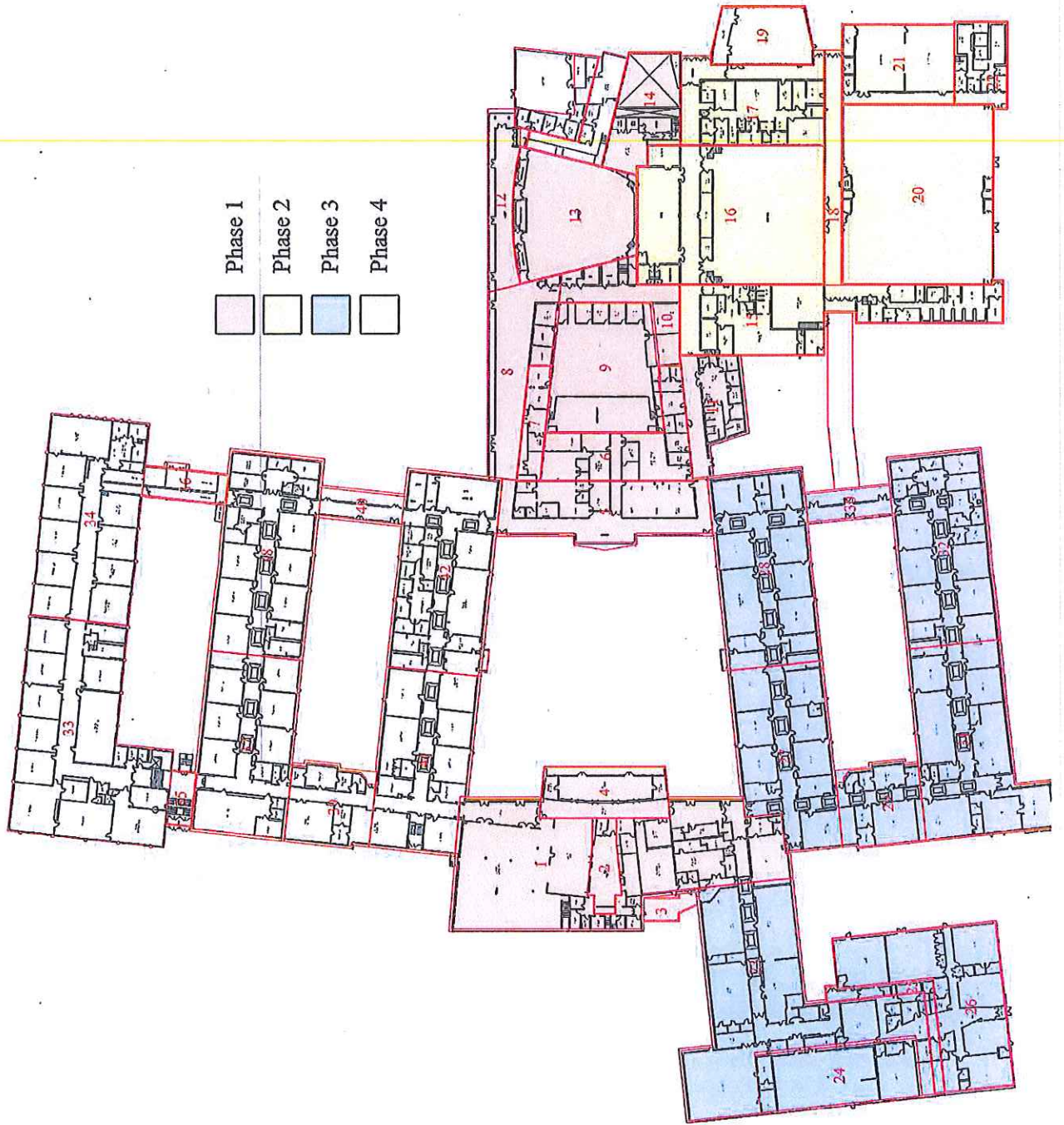
2. ALL WORK SHALL BE ACCORDING TO THE LATEST EDITIONS OF THE AIA, ASPEC, AND BUILDING CODES.

3. ALL WORK SHALL BE ACCORDING TO THE LATEST EDITIONS OF THE AIA, ASPEC, AND BUILDING CODES.



ROOF MEMBERS

NO.	TYPE	LENGTH
1	TRUSS	12.000 0'
2	TRUSS	12.000 0'
3	TRUSS	12.000 0'
4	TRUSS	12.000 0'
5	TRUSS	12.000 0'
6	TRUSS	12.000 0'
7	TRUSS	12.000 0'
8	TRUSS	12.000 0'
9	TRUSS	12.000 0'
10	TRUSS	12.000 0'
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47	TRUSS	12.000 0'
48	TRUSS	12.000 0'
49	TRUSS	12.000 0'
50	TRUSS	12.000 0'



- Phase 1
- Phase 2
- Phase 3
- Phase 4