

Upcoming Meeting Dates

Smarter Balanced Field Test Memo 3/14/14

Math Articulation Documents, 2013/2014

Math Enrollment for 2013/2014, Grades 6-12

Approved Student Calendar for 2014/2015

Medical Retention 2014-2015 (updated)

FLHS BC Draft Minutes 3/11/14

Policy Updates - #0100, #0110 and #0200



*MEETING*  
DATES

UPCOMING MEETING DATES

March 29  
(Saturday)

9:30 AM – Board of Finance  
Public Budget Comment Session  
689 Unquowa Road  
Roger Ludlowe Middle School Auditorium

March 31

4:15 PM – Policy Committee Meeting  
501 Kings Highway East  
Superintendent's Conference Room

April 8

7:30 PM – Board of Education Meeting  
Regular Meeting  
501 Kings Highway East  
2<sup>nd</sup> Floor Board Conference Room



STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



To: Superintendents of Schools

From: Dianna Roberge-Wentzell, *DRW*

Date: March 14, 2014

Subject: Smarter Balanced Field Test

---

We wish to convey a time-sensitive update with you regarding the Smarter Balanced Field Test.

**Smarter Balanced has shifted the first week of the Field Test. Testing will now begin nationally – including Connecticut – on Tuesday, March 25.**

As you know, the Field Test requires unprecedented collaboration among states, districts, and many testing contractors. Needless to say, we are disappointed that the SBAC Consortium is requiring us to make this adjustment. In the final analysis, however, it was decided that this change was needed to ensure that all the steps necessary to conduct the Field Test properly on a national basis have been taken. And to ensure that teachers, students, and administrators have a productive experience with the Field Test.

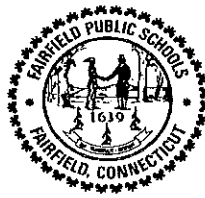
We know this change may impact schools within your district. Your schools might be impacted in the following ways:

- Schools that anticipated administering the Field Test during the first week of testing window 1 (March 18 - March 24) will need to adjust their schedule. It is possible that these schools might be able to reschedule the testing days to fall within the remainder of the first testing window or extend testing into the first week of window 2 (April 7 - April 11).
- Any schools that would have begun administering the assessments during the first week that are unable to reschedule testing for the affected students within March 25 to April 11, should contact the Field Test Help Desk at 1-855-833-1969 to reschedule testing in another testing window.
- This shift in the start date for the first testing window is not expected to disrupt your testing schedule in any of the other three week windows. It is not necessary to reschedule these three testing windows.

As you know, one of the goals of the Field Test is to uncover challenges before the launch of the assessment system in the 2014–15 school year. The Field Test will help to ensure that the assessments are accurate and fair for all students. It also gives teachers and schools a chance to practice test administration procedures, and students the opportunity to experience the new assessments in a low-stakes environment.

Thank you for your flexibility and for your participation in this effort. If you have questions, please contact the Connecticut State Department of Education, Academic Office Assessment Line at 860-713-6860.

**Margaret Boice, Ed.D.**  
**Director of Secondary Education**  
mboice@fairfieldschools.org  
(203) 255-8372



**Fairfield Public Schools**  
501 Kings Highway East, Suite 210  
Fairfield, Connecticut 06825

TO: Dr. David Title  
FROM: Dr. Margaret Boice  
DATE: March 14, 2014

RE: Mathematics Articulation Grades 6 to 7

Attached to this memo are the math articulation documents that address procedures for placing grade 5 students into middle school math courses. I would like to point out some important points about the process.

- We have based some criteria, specifically the Student Evaluation Form and the Blue Ribbon Data, on the results of several years of data collection through grade 8. These criteria are consistent with success in middle school math.
- In order to use current and relevant data, we have removed the CMT from the list of criteria since that test is no longer administered. We have also removed the CogAT, since that test is now administered in grade 3.
- We have added a grade 5 achievement test since we will not have state test data to use until next year. We will re-evaluate the use of this assessment when we receive SBAC data, starting next year.
- Most grade 6 students will take either Math 6 or Transition to Pre-Algebra. There are a few for whom placement in Pre-Algebra 7 is appropriate.
- A student who enters the Pre-Algebra 7 course will miss important grade six standards that are necessary to be successful in the Pre-Algebra-7 course. As referenced in the Common Core State Standards Appendix A for Mathematics, "[S]kipping material to get students to a particular point in the curriculum will likely create gaps in the students' mathematical background, which may create additional problems later, because students may be denied the opportunity for a rigorous Algebra I or Mathematics I course and may miss important content" (p. 80). Therefore, the district takes careful consideration through a set of rigorous criteria to make this placement decision into the Pre-Algebra 7 course so students are not negatively impacted in future mathematics courses. For this reason, the Request for Reconsideration process does not apply to the Pre-Algebra 7 course.
- Teachers use the guidelines listed as well as other data to determine which students will take the grade 5 achievement test. They will share that information with parents at

conferences this spring. If a student is placed into Math 6 and the parent disagrees with that placement, the parent will sign a form that provides us with permission to test the student, and the student will be tested.

- After the Transition to Pre-Algebra testing is complete, the parent will receive a letter with the child's placement into Math 6 or Transition to Pre-Algebra. If the parent does not agree with placement into Math 6, a Request for Reconsideration form is available at the middle school. This form must be completed and returned to the middle school by June 30.
- Students who successfully complete the grade 6 Transition to Pre-Algebra course will enroll in Pre-Algebra 7 and then Algebra 1 in grade 8. If they continue on this path, they will reach Calculus in high school. However, when some students enter grades 11 and 12 they find that they have greater interest in the social sciences or in languages, and they pursue AP courses in those subjects and take Statistics in place of Calculus.
- Students who take Math 6 may still access Calculus in high school by taking Algebra 2 and Geometry concurrently or by taking a summer course in math. Students need prior content knowledge as well as excellent study skills to be successful in advanced courses. For some students, readiness for that occurs in high school and not in middle school.
- Our goal is to appropriately place students where they will be challenged and be successful; our intention is not to limit enrollment or act as barriers. The middle school transition is an important developmental time for young adolescents, and they have many developmental needs – social, emotional and academic. We strive to help them maintain a healthy balance as they move through the middle school years.

## **GRADE 6 PLACEMENT MATHEMATICS PROCEDURES FOR ARTICULATION (2013-2014)**

The mission for Fairfield Public Schools is to provide a comprehensive, rigorous education program for all students in the district. For most students, the grade level standards, as identified in the Common Core State Standards, provide the comprehensive, rigorous program needed to successfully progress through the mathematics courses in the Fairfield Public School curriculum.

Fairfield Public Schools offers two math courses in the middle school for grade six students: Math 6 and Transition to Pre-Algebra.

### **Math 6**

Math 6 is a sixth grade course based on the Board of Educations' approved curriculum. This Math 6 course is aligned to the Common Core State Standards. The Math 6 course will focus on four critical areas\*:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes understanding negative numbers;
- Writing, interpreting, and using expressions and equations; and
- Developing understanding of statistical thinking.

### **Transition to Pre-Algebra**

The Transition to Pre-Algebra is a sixth grade course based on the Board of Educations' approved curriculum. The Transition to Pre-Algebra course combines the Math 6 course standards and part of the grade seven standards into one year. The Transition to Pre-Algebra will focus on five critical areas\*:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes operating with negative numbers;
- Writing, interpreting, and using expressions and equations;
- Developing understanding of statistical thinking; and
- Geometric reasoning within two and three dimensional figures.

*\*Further information regarding the specific content addressed in each course can be found on the district website on the Curriculum and Instruction webpage ([http://fairfieldschools.org/curriculum\\_instruction\\_math.htm](http://fairfieldschools.org/curriculum_instruction_math.htm)).*

## Criteria for the Transition to Pre-Algebra Course

To help determine the proper course in 6<sup>th</sup> grade, the Fairfield Public Schools established the following benchmarks to help guide 5<sup>th</sup> grade teachers for recommendations into the Transition to Pre-Algebra course:

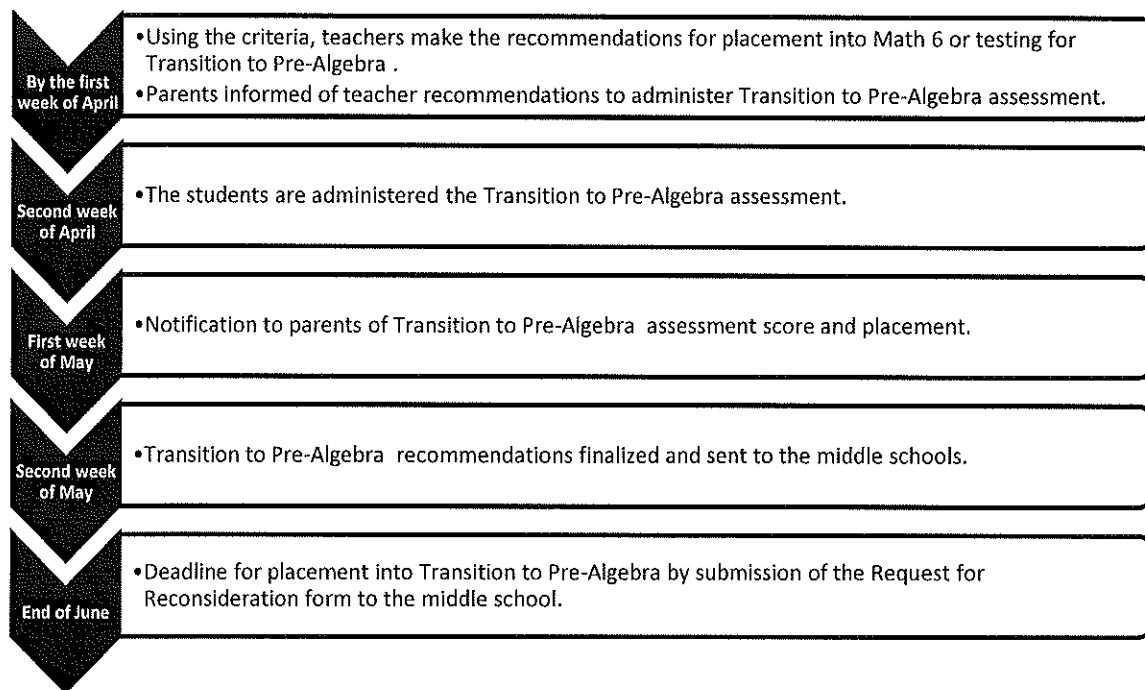
- Math Practices Student Evaluation score range of 17 – 20.
- Consistently exceeds Grade Level Expectations on four out of the five expectations outlined on the fall student Progress Report.
- Consistently exceeds Grade Level Expectations on five out of the seven expectations outlined on the winter student Progress Report.
- Fall Fifth Grade Blue Ribbon Benchmark 70% to 100%,
- Winter Fifth Grade Blue Ribbon Benchmark 81% to 100%

Teachers use the guidelines above to make a recommendation for the Transition to Pre-Algebra assessment. After the completion of the assessment, students who score at least a 70% are placed into the Transition to Pre-Algebra course.

## Request for Reconsideration

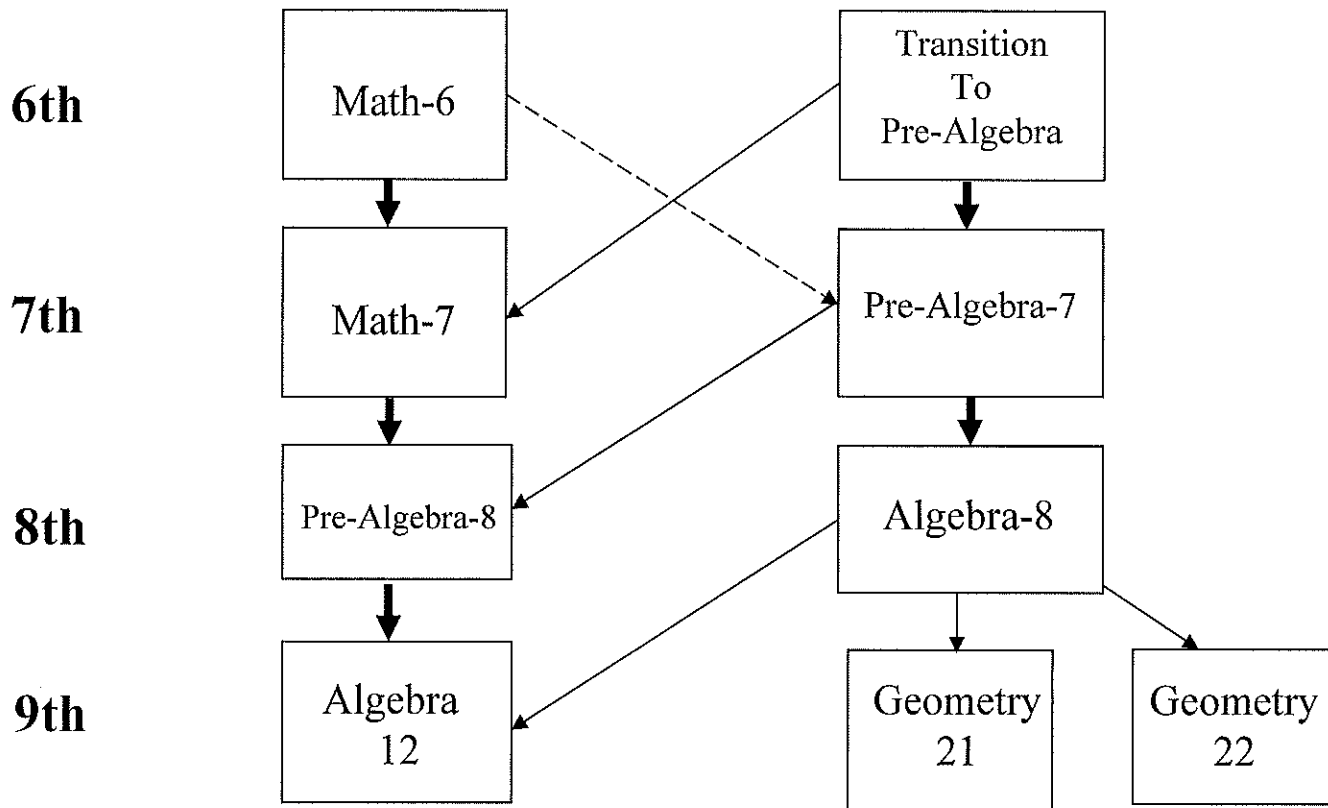
If the student does not qualify based on the testing results, parents have another opportunity through the Request for Reconsideration process to enter into the Transition to Pre-Algebra course. However, this Request for Reconsideration requires the student to take the Transition to Pre-Algebra placement assessment. *Any request for reconsideration for placement into the Transition to Pre-Algebra course requires the student to take the assessment before the end of the school year to meet the Request for Reconsideration deadline as listed below in the timeline.*

The recommendation process will follow the timeline below:



## Middle School Math Course Sequences

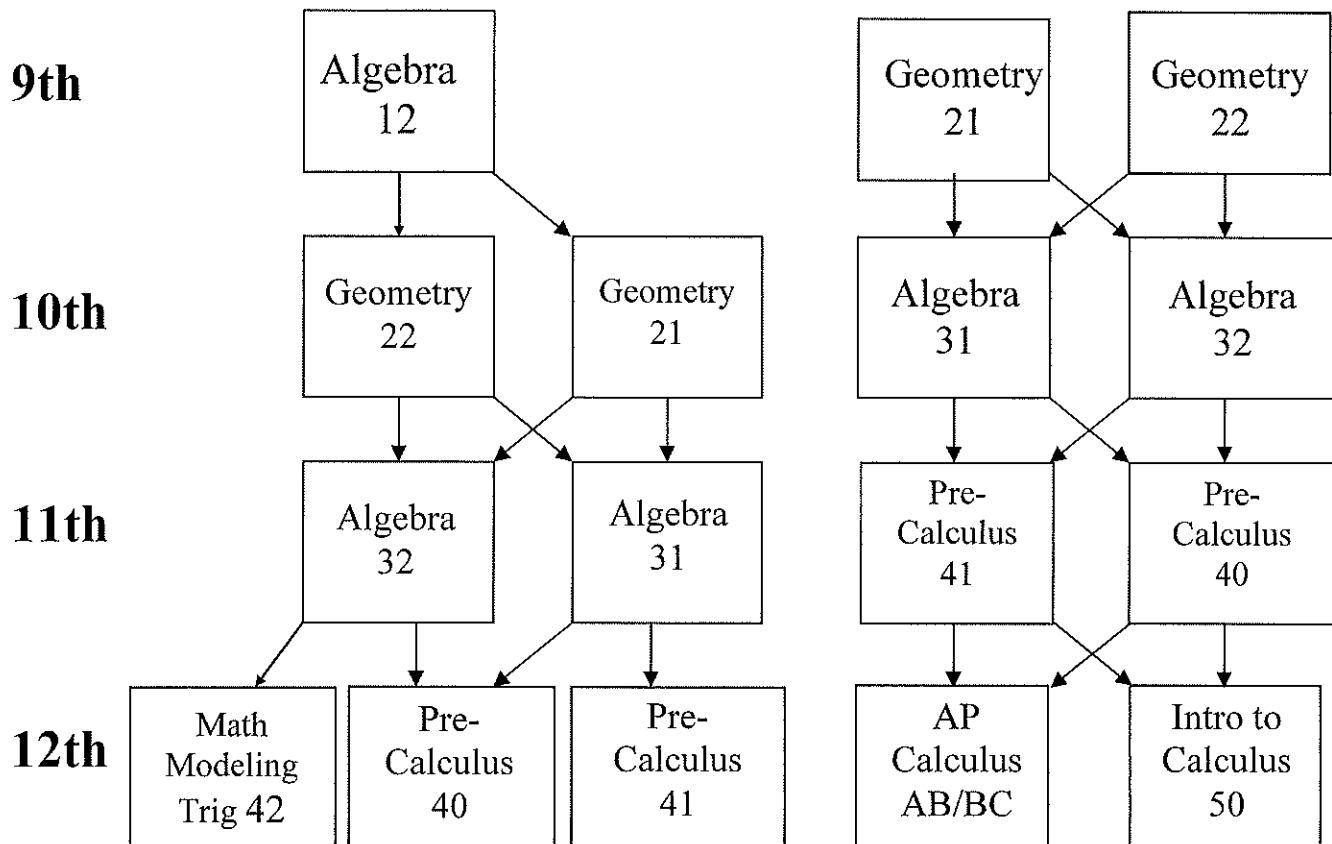
The figure below illustrates different course sequences that students can take through their middle school experience that leads into high school mathematics. Most students follow the vertical arrow sequence; however, some flexibility is available to move between the course sequences. For example, students can move from Math 6 into Pre-Algebra-7. Though as noted by the dashed line, to move to the Pre-Algebra from Math 6 requires students to make up missed content in order to be prepared to enter the Pre-Algebra-7 course.





## High School Math Course Sequences

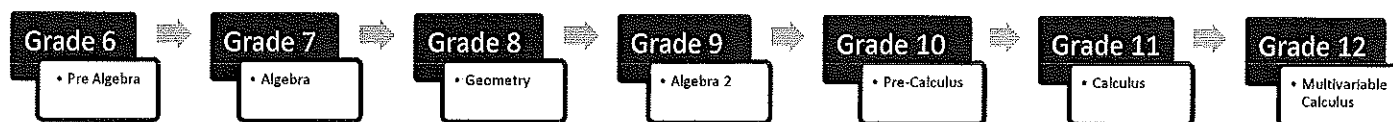
The figure below illustrates different course sequences that students can take through their high school experience in mathematics. Most students begin in Algebra 12, Geometry 21, or Geometry 22. However, some flexibility is available to move between the course sequences. If a student would like to get ahead in the course sequence, a student can take Algebra 2 and Geometry concurrently. All other courses require the student to meet the pre-requisites to enter into a desired course.



## Pre-Algebra-7 Mathematics Placement (2013-2014) Procedures for Articulation

For some grade six students, the Pre-Algebra-7 course is available based upon qualifications. Grade six students who qualify based on the criteria and various testing results may take the Pre-Algebra-7 course with 7<sup>th</sup> graders. These students are identified by the district for the Pre-Algebra-7 course after the initial identification process for the Transition to Pre-Algebra course.

A student who is placed into Pre-Algebra-7 may progress to the Multivariable Calculus course as a high school senior, as illustrated below.



A student who enters the Pre-Algebra-7 course will miss important grade six standards that are necessary to be successful in the Pre-Algebra-7 course. As referenced in the Common Core State Standards Appendix A for Mathematics, “[S]kipping material to get students to a particular point in the curriculum will likely create gaps in the students’ mathematical background, which may create additional problems later, because students may be denied the opportunity for a rigorous Algebra I or Mathematics I course and may miss important content” (p. 80). Therefore, the district takes careful consideration through a set of rigorous criteria to make this placement decision into the Pre-Algebra-7 course so students are not negatively impacted in future mathematics courses. For this reason, the Request for Reconsideration process does not apply to the Pre-Algebra-7 course.

### **Criteria for Testing:**

*Based on the following criteria, students will be recommended for the IOWA assessment:*

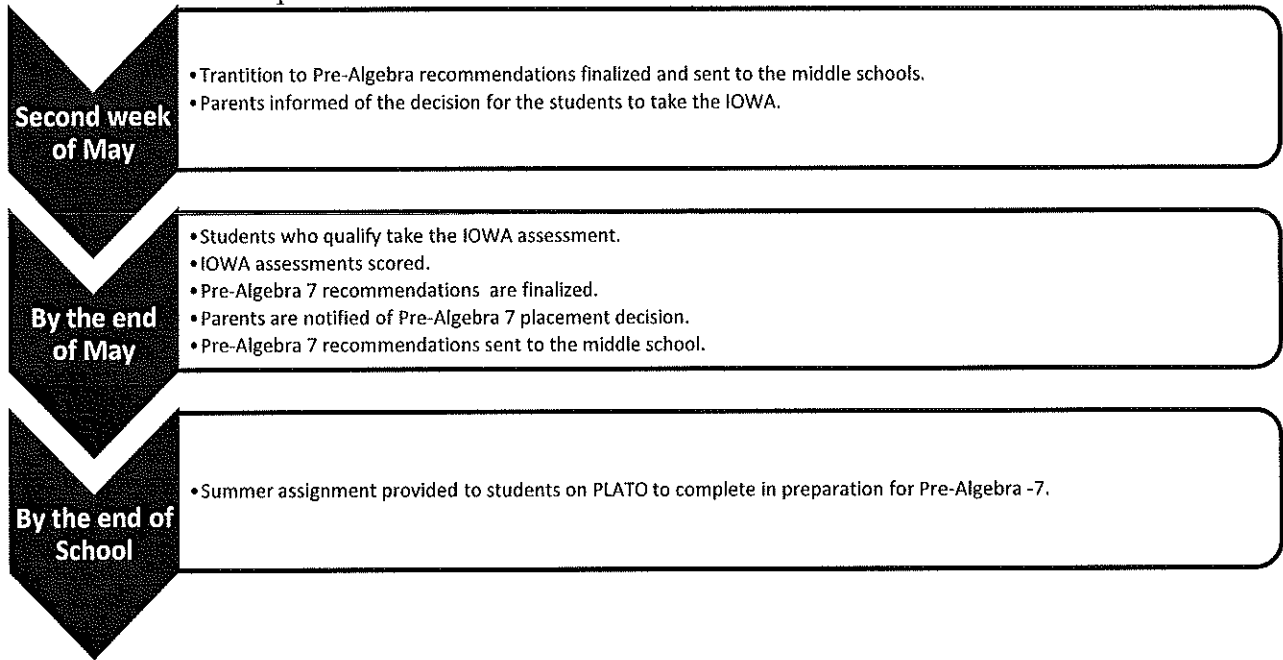
1. Math Practices Student Evaluation score range of 19 – 20
2. Fifth Grade Fall Blue Ribbon Benchmark: 90% to 100%
3. Fifth Grade Winter Blue Ribbon Benchmark 93% to 100%
4. Exceeds Grade Level Expectations for ALL 5 fifth grade fall expectations as listed on their Progress Report
5. Exceeds Grade Level Expectations for ALL 7 fifth grade winter expectations as listed on their Progress Report
6. Score a 90% or above on the Transition to Pre-Algebra assessment

Once the student qualifies for testing from the benchmarks listed above, he or she will take the IOWA Algebra Aptitude Test. Students who meet the criteria stated above and the results of the IOWA Algebra Aptitude test will be placed into the Pre-Algebra-7 course.

### Summer Work:

To ensure incoming sixth grade students are prepared for the Pre-Algebra-7 course, they are required to complete summer work on the computer through PLATO. The PLATO online learning platform provides students with tutorials and assessments targeting standards that would be missed. This summer work needs to be completed before entering into the Pre-Algebra-7 course.

The recommendation process will follow the timeline below:



**FPS Course Enrollment in Mathematics from Grades 6 to 12 2013-14**

<b>Course</b>	<b>Gr 6</b>	<b>%</b>	<b>Gr 7</b>	<b>%</b>	<b>Gr 8</b>	<b>%</b>	<b>Gr 9</b>	<b>%</b>	<b>Gr 10</b>	<b>%</b>	<b>Gr 11</b>	<b>%</b>	<b>Gr 12</b>	<b>%</b>
Math 6	426	55.4%												
Transition to Pre-Algebra	327	42.5%												
Math 7			469	56.6%										
Pre-Algebra 7	16	2.1%	338	40.8%										
Pre-Algebra 8					490	57.4%								
Algebra 8			22	2.7%	341	40.0%								
Algebra 12							433	59.6%	24	3.1%	2	0.3%		
Geometry 21					22	2.6%	197	27.1%	36	4.7%	0	0.00%		
Geometry 22							72	9.9%	378	49.2%	20	2.8%	1	0.1%
Algebra 31					1	0.1%	25	3.4%	207	26.9%	33	4.6%	0	0.0%
Algebra 32									108	14.0%	330	46.4%	17	2.4%
Precalc 40											127	17.9%	132	18.9%
Precalc 41									16	2.1%	142	20.0%	9	1.3%
Intro to Calc											7	1.0%	150	21.5%
Calc AB											8	1.1%	55	7.9%
Calc BC											19	2.7%	38	5.4%
Multivariable											0	0%	20	2.9%
Trig											2	0.3%	31	4.4%
Math Modeling											2	0.3%	34	4.9%
Prob Stat											7	1.0%	122	17.5%
Financial Alg (Personal Finance)											12	1.7%	90	12.9%
<b>Total Enrollment</b>	<b>769</b>		<b>829</b>		<b>854</b>		<b>727</b>		<b>769</b>		<b>711</b>		<b>699</b>	

ADOPTED BY THE BOARD OF EDUCATION ON  
MARCH 11, 2014

# STUDENT CALENDAR

## FAIRFIELD PUBLIC SCHOOLS

### 2014 - 2015

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

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



Fairfield Public Schools  
Medical Retention Fund  
2014 - 2015 Budget  
As of January 31, 2014 Experience

	Actual 2009-10	Actual 2010-11	Actual 2011-2012	Actual 2012-2013	Final Budget 2013-2014	Estimated (Oct. Exp.) 2013-2014	Projected (Oct. Exp.) 2014-2015	Estimated (Dec. Exp.) 2013-2014	Projected (Dec. Exp.) 2014-2015	Estimated (Jan. Exp.) 2013-2014	Projected (Jan. Exp.) 2014-2015
<b>Income:</b>											
Balance on July 1	\$ 4,382,840	\$ 5,230,124	\$ 4,887,715	\$ 3,973,658	\$ 2,528,012	\$ 2,560,864	\$ 2,409,344	\$ 2,560,864	\$ 2,080,070	\$ 2,560,864	\$ 1,631,491
BOE Operating Budget Total	\$ 16,517,041	\$ 14,805,748	\$ 16,458,950	\$ 16,945,522	\$ 18,556,751	\$ 18,556,751	\$ 19,274,241	\$ 18,556,751	\$ 19,274,241	\$ 18,556,751	\$ 19,274,241
Wage/Benefit Reserve	\$ -	\$ 566,070	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income Revenue	\$ 6,451,857	\$ 6,750,473	\$ 6,372,452	\$ 7,005,689	\$ 7,347,759	\$ 7,319,269	\$ 7,521,000	\$ 7,319,269	\$ 7,544,487	\$ 7,319,269	\$ 7,677,250
<i>Includes: Employee Contributions, Retiree Payments, Cobra, FMLA/LOA, Grants, Rebates, Food Services (removed Proposed 14-15)</i>											
<b>Subtotal Income (Including July 1 Balance)</b>	<b>\$ 27,351,738</b>	<b>\$ 27,352,415</b>	<b>\$ 28,319,117</b>	<b>\$ 28,074,869</b>	<b>\$ 28,432,522</b>	<b>\$ 28,436,884</b>	<b>\$ 29,204,585</b>	<b>\$ 28,436,884</b>	<b>\$ 28,898,798</b>	<b>\$ 28,436,884</b>	<b>\$ 28,582,982</b>
ITT Hartford - Medicare Supplement Retiree Plan	\$ 173,787	\$ 187,242	\$ 207,266	\$ 200,657	\$ 193,725	\$ 196,584	\$ 196,584	\$ 196,584	\$ 196,584	\$ 196,584	\$ 196,584
<b>Total Available Income</b>	<b>\$ 27,525,525</b>	<b>\$ 27,539,657</b>	<b>\$ 28,526,383</b>	<b>\$ 28,275,526</b>	<b>\$ 28,626,247</b>	<b>\$ 28,633,468</b>	<b>\$ 29,401,169</b>	<b>\$ 28,633,468</b>	<b>\$ 29,095,382</b>	<b>\$ 28,633,468</b>	<b>\$ 28,779,566</b>
<b>Expenses:</b>											
Medical Claims/Fees	\$ 16,330,843	\$ 16,635,024	\$ 18,398,370	\$ 19,686,253	\$ 20,262,945	\$ 19,767,042	\$ 20,997,258	\$ 20,062,887	\$ 21,331,602	\$ 20,475,852	\$ 21,818,850
RX Claims/Fees	\$ 4,293,629	\$ 4,315,967	\$ 4,419,915	\$ 4,324,655	\$ 4,681,921	\$ 4,776,691	\$ 5,119,036	\$ 4,809,518	\$ 5,145,244	\$ 4,909,532	\$ 5,267,572
Dental Claims/Fees	\$ 1,478,996	\$ 1,499,610	\$ 1,514,835	\$ 1,489,920	\$ 1,582,419	\$ 1,469,751	\$ 1,520,131	\$ 1,470,353	\$ 1,520,182	\$ 1,405,953	\$ 1,456,068
<b>Subtotal Expense</b>	<b>\$ 22,103,468</b>	<b>\$ 22,450,601</b>	<b>\$ 24,333,120</b>	<b>\$ 25,500,828</b>	<b>\$ 26,527,285</b>	<b>\$ 26,013,484</b>	<b>\$ 27,636,425</b>	<b>\$ 26,342,758</b>	<b>\$ 27,997,028</b>	<b>\$ 26,791,337</b>	<b>\$ 28,542,490</b>
ITT Hartford - Medicare Supplement Retiree Plan	\$ 191,933	\$ 201,340	\$ 219,605	\$ 213,834	\$ 207,781	\$ 210,640	\$ 210,640	\$ 210,640	\$ 210,640	\$ 210,640	\$ 210,640
<b>Total Expenses</b>	<b>\$ 22,295,401</b>	<b>\$ 22,651,941</b>	<b>\$ 24,552,725</b>	<b>\$ 25,714,662</b>	<b>\$ 26,735,066</b>	<b>\$ 26,224,124</b>	<b>\$ 27,847,065</b>	<b>\$ 26,553,398</b>	<b>\$ 28,207,668</b>	<b>\$ 27,001,977</b>	<b>\$ 28,753,130</b>
Cash Balance as of 6/30	\$ 5,230,124	\$ 4,887,715	\$ 3,973,658	\$ 2,560,864	\$ 1,891,181	\$ 2,409,344	\$ 1,554,104	\$ 2,080,070	\$ 887,714	\$ 1,631,491	\$ 26,436
Claims Accrual for Medical, RX and Dental (IBNR)	\$ (1,959,617)	\$ (1,767,755)	\$ (1,310,000)	\$ (1,434,000)	\$ (1,428,194)	\$ (1,462,823)	\$ (1,554,104)	\$ (1,481,322)	\$ (1,574,349)	\$ (1,506,560)	\$ (1,605,089)
<b>Net Fund Balance</b>	<b>\$ 3,270,507</b>	<b>\$ 3,119,960</b>	<b>\$ 2,663,658</b>	<b>\$ 1,126,864</b>	<b>\$ 462,987</b>	<b>\$ 946,521</b>	<b>\$ -</b>	<b>\$ 598,748</b>	<b>\$ (686,635)</b>	<b>\$ 124,931</b>	<b>\$ (1,578,653)</b>

FLHS Building Committee Minutes, 3/11/2014

**Salvatore Morabito**

*Manager of Construction, Security and Safety*

FLHSBC Members present: Marc Donald, Rob Sickeler, Marc Andre, Terri Leopold, Donna Ertel, Joe Pagnozzi and Dave Weber (arrived at 7:43)

Others present: myself, Judy Ewing, Greg Hatzis, Jessica Gerber, Twig Holland, Joe Costa (PEA), Mark McCarthy (PEA), Peter Manning (Gilbane), Tom Bebe (Arcadis), Mike Dell'Accio (Arcadis), Jason Pringle (AMC Environmental), PTA representative and the recording secretary

Meeting started at 7:33

Minutes approval: The Minutes of the 2/12/14 FLHSBC Meetings were approved 6/0

Approval of Geotech Advisor: Per the recommendation of Joe Costa this item was tabled

Cost Savings proposal by Gilbane:

Peter Manning reviewed the ideal of combining some of their staff assigned to the FLHS and Riverfield projects. Each project would have a dedicated site superintendent but would share a Project Manager and Project Engineer. The cost savings to the FLHS project would be less than the \$50,000 previously discussed because the work schedules of the two projects 'line up' differently than they had been presented to Gilbane in the original RFP.

No action was taken on this item.

CM and Architect Contract – Shared Cost Savings Provision Approval: Twig Holland reviewed the typical cost sharing provision that the town writes into their contracts with CMs and Architects on large projects. Twig explained that previous administrations had felt that the negotiation and acceptance of this type of provision did not need building committee approval. The current administration feels that it would be a good ideal that the building committee votes to accept having this type of provision in the contracts. Twig further explained that these type of provisions help to contain costs as it engages the Architect and the CM in cost containment. After a discussion of the provisions a motion was made to accept the share cost saving provisions. Vote 7/0.

Invoice Approvals:

Three invoices were presented for approval.

AMC - \$12,433.75

Gilbane - \$21,778.00

PEA - \$57,123.20

All three invoices were approved 7/0

Architect/CM/OR Presentation:

Joe Costa reviewed two additional schemes that were developed to lower the cost of the construction. Peter Manning discussed the schedule. He noted that OSF will allow us to have multiple PCT meetings (one for the roof work, one for the additions and one for the window replacements).

Jason Pringle updated the committee on the environmental testing conducted to date. No asbestos or PCBs were found in the roofing. The exterior brick removal at the windows will be limited to one brick but there is some interior block that shows low levels of PCBs. Because there are some locations that

cannot be abated for structural reasons (example – concrete structural columns) encapsulation will need to be considered. If encapsulation is used then the Ed Spec will need to be modified.

Mike Dell'Accio reviewed the costs of the two options presented by Joe Costa (see attached). The initial cost estimates are still over the appropriated funding. Option #5 was \$2.2 million over and Option #6 was \$1.08 million over. These estimates include a large amount of contingency and do not reflect possible 'savings' based on AMC's latest testing information. After a long discussion of the committee's options it was determined that the team should refine the numbers further based on the latest test results and further investigation.

A special meeting will be held on 3/26/14 at 8PM to review the additional information and refined estimates.

Old Business:

None

New Business:

None

Public Comment:

None

Meeting adjourned at 10:38PM





Fairfield Ludlows High School Draft Budget

Draft Budget  
Project: Fairfield Ludlows High School  
Prepared by: Michael DeLuca  
Date: 3/12/2014

Shaw Personnel Estimate										Model Budget										Contract Addition										Options 4										Options 5										Options 6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Quantity	Unit	Cost/Hr	SFA Estimate	Unit	Quantity	Unit	Cost/Hr	(Billed Subjct)	Unit	Quantity	Unit	Cost/Hr	Contract	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr	Estimate	Unit	Quantity	Unit	Cost/Hr</

**Mission, Goals, Objectives**

**MISSION STATEMENT**

**0100**

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

Approved 8/27/2004

Revised and Approved 9/23/2008

Revised and Approved 3/11/2014

**Mission, Goals, Objectives**

**LONG-TERM GOAL**

**0110**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

Approved 8/27/2004

Revised and Approved 3/11/2014

## **Mission, Goals, Objectives**

### **EDUCATIONAL GOALS**

**0200**

Fairfield Public School students will:

- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open-mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and
- acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

### **ACHIEVEMENT OF EDUCATIONAL GOALS**

**In order to achieve the above Educational Goals, Fairfield Public School students shall acquire knowledge and mastery of skills by:**

- engaging in critical thinking through
  - collaboration
  - problem solving
  - analyzing data and complex systems
  - acquiring, evaluating, and applying information to build greater understanding
  - transforming existing ideas, knowledge, and solutions into new ideas, products, and processes
  - innovative, creative, and artistic expression;
- communicating effectively by
  - asking questions, listening, and thinking adaptively while making connections and creating innovative solutions
  - conducting research and demonstrating the skills necessary to locate and use information effectively
  - expressing ideas clearly and effectively;
- achieving an understanding of themselves and others by
  - utilizing effective study skills and articulating their own learning style
  - self-advocacy

**Mission, Goals, Objectives**

**EDUCATIONAL GOALS (continued)**

**0200**

- taking advantage of opportunities to explore, develop, and express their own uniqueness and creativity
  - recognizing the importance of healthy social, emotional, and physical growth
  - exhibiting ethical conduct
  - demonstrating empathy for others;
- mastering literacy and numeracy;
- gaining understanding of the interactions among various areas of study;
- recognizing one's individual civic responsibility by
  - developing an understanding of local, state, national, and international governments
  - exhibiting civic mindedness through participation in local, state, national, and international communities.

Approved 8/27/2004

Revised and Approved 3/11/2014