



Board Questions for January 24, 2017

Mr. Llewellyn:

1. *Page 32 and 33 – Why the increase in pension?*

We make one contribution to the pension fund, regardless of the staff members with us. Once that contribution is made, if an employee quits and is replaced with a new staff member it requires an additional payment for their specific 401 (a). Hence, that's why the cost keeps escalating. The contribution has been made in one lump sum, but now we are picking up the individual 401(a) cost for the new employee. You can see it continues to rise during the year as staff changes occur all year.

Response from the Town's CFO regarding pension - 1) The pension plan is over 90% funded which is considered very strong. 2) The Town is fortunate to have many high-level financial executives living here who also serve on the Town's pension board. As a result, the investments are doing well. 3) Because the Town is over 90% funded, the Town does not have an unfunded liability issue like the State of CT has and, therefore only requires investment return plus funding to cover current costs each year, not current year plus shortfall of prior years.

2. *What is the total cost of the most recent state filing related to Special Education?*

\$11,804,766	Total filed to state 12/1/16
\$ 4,476,661	Total after 4.5 x Per Pupil Cost
\$ 3,357,496	Estimated Return at 75%

3. *Cost Savings*

How much would it save if we combined Town/District IT group, rather than two?

What about a combined HR and Finance?

A study would need to be conducted over a period of time to determine actual net increases and/or decreases to the budget.

Combining Human Resources between a school system and a City/Town is very difficult and rarely has cost savings, given the nature of the staffing requirements for each organization. Teacher certification is very meticulous and educational law in areas such as teacher evaluation are critical for the Director of HR to know, understand, and implement accordingly. State statutes governing teacher licensure, professional development, evaluation of staff, class size hiring, and other areas are vastly different than hiring police officers and/or town personnel.

In addition, school finance and reporting has an accountability structure which is unique to schools. It is challenging for somebody with no school experience to understand the vast reporting requirements, codes, and per-pupil budgeting methodology - let alone handle areas such as school bus transportation, which also falls under the duties of the FPS Director of Finance. FPS Payroll is difficult given the numerous pay structures which have occurred through the bargaining structure.

Technology is another area which operates differently given the age of the clients, special education requirements for assistive technology, food service software, transportation software, and more. Generally, the financial systems (Munis) are easy to merge, which we have done, but the infrastructure and operational components are much more difficult and require staff dedicated to specialized needs - such as the police.

Mr. Patten:

1. *Page 14 – What is the cost so far this year for the “PPT Attendance by Paraprofessionals” Mandate?*

The costs are measured in 2 ways; substitute costs and the costs to instruction and support for students in the classroom.

2. *Page 22 – What are the 2016-2017 actuals for custodial fees and building rentals (to see if we are still on track to stay on budget)?*

Yes, we believe we are on track. We projected \$ 172,000 at year end. To date we are showing \$ 92,410.

3. *What is the cost for all teachers to attend 1 or 2 days of PD (related to improving instructional methods for teachers) over the summer?*

\$400K per day (approximately, salary per day for each teacher). Additional summer PD day(s) must also be negotiated into the teacher contract.

4. *Page 45, #311 - Are we getting the projected savings thus far?*

Yes, solar savings are on target with the budget. YTD, we have saved approximately \$40,000, predominately at the HS level where solar has been in place since July.

Ms. Liu-McCormack:

1. *Page 4 – How much has been spent for actual training for implementing Math, and how much will be spent?*

Elementary PD	Budgeted	Current and anticipated 2016-2017 PD expenses	Savings	Note
Math	\$552,200.00	\$ 475,109.00	\$ 77,091.00	Expenditures include Bridges 2nd ed. resources and 7 days of train-the-trainer PD days negotiated as part of the purchase price. It also includes the development of a year-long integration plan and accompanying PD
Language Arts		\$ 12,100.00		Expenditures include LAS Literacy Leadership Training, A consultant for supporting our IEP and professional development work in the area of reading foundations, Conferences in CT and NY for professional development in the area of teaching reading and writing, and webinars. The webinars addressed foundations teaching and the teaching of reading skills and strategies.

Below is related information to the Bridges purchase that were not included in the attachment, but may provide you with more details.

Professional Development Train-the Trainers model - Bridges 2nd ed. Mathematics	
Dates	Professional Development costs were negotiated as part of the purchase of the Bridges resources
June 6-8, 2016	
September 6-7, 2016	
January 5-6, 2017	
July, 2016	Summer Team of teachers developed an integration and PD plan

August 29-31, 2016	District PD introduction of Bridges to all teachers on specific components to launch the year.
September 2016 - June 2017	Schools provide a minimum of once a month meeting with trainers to receive PD related to Bridges
September 2016 - June 2017	MST Leadership team facilitates implementation and addresses and adjusts where needed based teacher feedback on the implementation of Bridges
September 2016 - June 2017	Teachers meetings across the district occur daily formally and informally to address needs and to provide PD weekly in schools to address implementation needs.

2. *Page 3 – Requests PPE chart for DRG B.*

See Attachment #1.

3. *What special programs are offered in Fairfield that are not mandated (e.g. Open Choice, PreK, Gifted)? Would like to see the income statement for these programs including the number of students that benefit.*

- **Open Choice** - Not mandated but Ct. Board of Education approved (expected) as part of the Racial Imbalance Plan.

- **Gifted Education - Mandated**

Section 10-76a(5) of the state statutes defines "children requiring special education" as follows:

(5) "Children requiring special education" includes any exceptional child who...(B)has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.

The state regulations define "gifted and talented", "extraordinary learning ability", and "outstanding creative talent" as follows. Regulations Concerning State Agencies (RCSA) at Sec. 10-76a-2 state:

(b) "Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

(a)"Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term shall refer to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.)

(j) "Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term shall refer to the

top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.)

While identification is mandated under state law, programming is permissive under Section 10-76d(c) of the state statutes: "(c) Each local or regional board of education may provide special education for children requiring it who are described by subparagraph (B) of subdivision (5) of section 10-76a and for other exceptional children for whom special education is not required by law." The State Regulations further require that "each board of education provide identification, referral and evaluation for gifted and talented children", see Section 10-76d-1(b).

- **Preschool - Mandated** for children with special needs. Children are referred from Birth to 3 and then begin their PK once they turn 3 years old.

127 Total Students

- 86 receiving special education services
- 41 tuition students (includes 3 who also receive speech services)
- 17 receiving speech services

Not-Mandated for Special Needs- Implemented for Racial Imbalance Compliance Efforts
Description 2016 Actual

\$ 108,187	TCHR SAL-PRESCHL-DWIGHT
\$ 83,420	TCHR SAL-PRESCHL-BURR
\$ 23,448	PARA SAL - PRESCHL - DWIGHT
\$ 16,841	PARA SAL - PRESCHL - BURR
\$ 3,180	PRESCHOOL SUPPLIES-DWIGHT
\$ 4,534	PRESCHOOL SUPPLIES-BURR
\$ 239,609	
\$ 133,186	TRANSPORTATION COSTS
\$ 372,795	TOTAL PROGRAM COSTS
\$ 143,344	PK REVENUE
\$(229,451)	NET PROFIT / (COST)

STATE Information

Special education and related services are required by federal and state law. The laws are intended to ensure that young children with disabilities are provided a free and appropriate public education in accordance with their individual needs. Early childhood special education as defined by the federal law known as the Individuals with Disabilities Education Act (IDEA) is for 3-, 4- and 5-year-old children with disabilities who require special education. In Connecticut, special education and related services are available to eligible children by age 3 and are provided by local and regional school districts.

FEDERAL Information

Subpart H—Preschool Grants for Children with Disabilities

§ 300.800 In general.

The Secretary provides grants under section 619 of the Act to assist States to provide special education and related services in accordance with Part B of the Act—

- (a) To children with disabilities aged three through five years; and
- (b) At a State's discretion, to two-year-old children with disabilities who will turn three during the school year.

(Authority: 20 U.S.C. 1419(a))

4. *What percentage of PD funds spent on outside presenters? What disciplines?*

The Special Education Department brings presenters into district to move new initiatives forward. This year we are bringing in presenters and trainers on the following initiatives: Wilson Reading, SUPPORT (positive behavior management/physical management), The Neuropsychology of reading and writing disorders (Stephen Feifer), Threat Assessment and Suicide Prevention. We work to offset costs by opening seats to our non-public colleagues and our Fairfield County colleagues.

\$3099 - October 15 & October 30, 2015: Dali Tan – Mandarin Chinese teachers – instructional strategies, classroom visits and coaching

\$2500 - October 5, 2016 – Mandarin Chinese teachers – Assessments aligned to Standards -

\$1200 - Nov, 8, 2016: Melanie Karmazin – Family Consumer Science teachers – Student engagement in the world of Culinary.

\$1000 - Nov 8, 2016: Bonnie Moore – Science teachers – Introduction to the Next Generation Science Standards.

\$1614 - Nov, 8, 2016: Parthena Draggett – World Language teachers - Instructional strategies that support the Standards.

\$5850 - September 2015 & October 2016: Donald T. Shomette – Administrators PD - School based Crime Prevention.

\$1300 - March 2016: Jeffrey Todd White – Administrators PD – Collaborative problem solving for administrators.

5. *How much do unfunded state mandates cost?*

- Act Concerning Magnet School Tuition
\$219,000 increase this school year.
\$592,606 total magnet tuition
- Act Concerning Data Privacy
\$2700, legal costs for attorney fees to draft contracts
Staff Time .25 FTE
- Act adjusting the state budget
\$2,337,939
- School Security
\$15,000
- Teacher and administrator evaluation
\$30,000 outside consultant assistance
- Common Core /SBAC Assessments
\$233,508 - loss in initial funding
- Affordable Care Act (Federal Mandate)
\$15,000
Staff Time .4 FTE
- Dyslexia - Both Mandates
\$84,833 Reading Professional Development Training and materials
\$10,000 Dyslexia Phonemic Awareness Training

- Foundations of Reading
\$ 27,800 Professional Development
\$ 17,600 Curriculum Development
\$129,000 Text and Materials
- Seclusion and Restraint Act
\$18,000 (12 people trained at \$1,500 each) This is an ongoing cost.
- PPT Attendance by Paraprofessionals
See Mr. Patten's Question #1.

6. *Page 153 - List of the existing computer hardware that we are looking to replace and for what new models.*

The replacement plan proposed on page 153 of the budget book addresses the request to replace

- iMac computers
- HP 8000 desktop computers
- HP Elitepad models 4530,4540, 6550,8560,6500, 6740

Models selected to replace the above will be dependent upon the models available that best fit the usage of the equipment being replaced at the time of purchase, and the technology plan.

Current models recently purchased are the:

- HP Probook 11EE
- HP Elitepad 450 R3
- HP clamshell Chromebook.
- iMacs are replaced with iMacs configured to meet the requirements of the curriculum they support.

Ms. Karnal:

1. *Page 7 – Requests the AP Chart to also display 3s, 4s, and 5s.*
See Attachment #2.
2. *Page 7 – Comparison of Fairfield with other districts – would like to see if Fairfield does better in specific AP courses.*
See Attachment #3.
3. *Page 7 – More detail on how many students take AP classes and how many take AP tests.*
See Attachment #2.
4. *What is the number of students receiving “other services” (psychiatric evals, neuro-psych evals, consultations around low-incidence disabilities, nursing, etc.)?*
Using the last complete year of data (2015/2016) the number of students who were served by funding in this account was 292.

1. *Page 22 - Why the decrease in custodial fees and building rentals?*

There are several things that are affecting our projections to show a decrease for the 2017-2018 fiscal year:

- The approval of the FWHS non-recurring projects will affect the reservations of the grass field and artificial turf field at FWHS because they both will be under construction and repair during the June, July, August, September, and possibly October months. This in turn will mean no reservations.
- We are seeing a decrease in 2-3 organizations; one built a new facility and won't be renting from Fairfield Public Schools; two have told us they are seeing smaller numbers within their organizations and will be cutting back on their requests for use.

Therefore, we decreased the amount of funds we would be expecting to take in for the 2017-2018 fiscal year in reservations/custodial fees.

2. *Page 73*

62-54015 -- I believe this increase is a result of the new legislation mentioned on page 35 – would you be able to elaborate as to what exactly this entails?

Yes, the bulk of this request is to support the increase in instruction for students who are expelled from school if the legislation passes and is implemented. Homebound Instruction: This is being proposed now that students who are expelled must be provided with the same hours of instruction as though he/she were in school full time.

3. *Page 74*

60-54060 -- Is this money for enrollment projection updates from MGT? Or Milone & MacBroom? Milone and MacBroom updates.

4. *Page 82*

50-54565 -- I know it's a small amount, but wondering why this line was decreased so much?

I reviewed the current budget and its use over the last few years and felt that a slight decrease would maintain current levels and support overall fiscal responsibility. Funding in this account has not been fully expended over the past few years.

5. *Page 94*

4011-62—could you please provide detail on the \$72,500 increase here?

This increase is being requested to fund an update to our testing instruments in the speech and language department. When testing instruments are revised, we must purchase the new instruments within 1 year of release because the previous version is rendered invalid for use. We need to purchase new testing instruments for 17 schools and our non-public team, along with all the protocols and training for all staff in this area.

6. *Pages 95-96*

409 – Student Activity expenses

FWMS only has sports costs, while RLMS has sports and drama costs and TMS has sports, drama and music costs – just wondering about the disparity among the three schools, assuming it's based on how the principal chooses to spend his or her allocations, but wondering where the music and drama funding comes from at FWMS and the music funding at RLMS?

It is a result of principal discretion.

At Woods, we cover the drama and any music costs through the student activity account. We charge ticket prices to the drama production and we do a music pie sale, both of which raise money that is deposited in our student activity account and we use that to pay for such things as scripts, props etc...for our drama production. We have a large stockpile of theater equipment so we don't need to budget for drama or music supplies in the budget. We also have the Music department budgeted for supplies in our regular allocation supply lines.

At RLMS, sport costs pay for any uniforms, sport needs (outside of PE) and primarily officials for our basketball games. Drama costs are primarily to buy scripts for plays. We do not have a music line item.

7. *Pages 103-107, item 313*

I was curious as to why a few elementary schools don't have the 313 line item for Maintenance Services – Burr, NSS, and Riverfield. Could you please explain why this is?

If a school has no maintenance project and/or multiple projects, there will be no 313 Maintenance Services line item showing funding.

See page 155 for the maintenance project list by specific school and location.

8. *Pages 108-109*

30, 31 and 32 – 313 Maintenance Services

I was curious to see that RLMS has a budget of \$0 for this item, and that FWMS has an increase of \$84,711, and TMS has a decrease of \$127,815. Are there any specific reasons for these disparate numbers?

Maintenance Services line item 313 identifies maintenance projects. Not all schools have maintenance projects each budget year.

See page 155 for maintenance projects listed by specific school and location.

9. *Page 122*

What is the maximum capacity of the ECC?

We have no utilization information from our demographers for the ECC program.

However, the design of this school/program identifies six classrooms that make up the ECC program. A classroom can typically hold 10 to 16 students at a time - multiplied by 6 classrooms equals a maximum capacity of 96 students. However, there are times that we are seeing more than 96 students. Therefore, students are scheduled accordingly throughout the program each day to meet the district demand and provide for every student assigned to this program.

10. *I know there has already been mention of the concerns with the kindergarten enrollment projection, which is always tricky. Has kindergarten registration already started for next year, and if so, do we have any preliminary numbers for any of the schools that appear different than what we are anticipating?*

Kindergarten registration has just begun. The numbers are too small for us to yet determine if there are any concerns with the projections. We will continue to monitor enrollment through the spring and summer.

11. Page 148

World language

I'm sorry if this was already answered earlier, but I can't recall -- once the research has been done on this, will the intention be to bring the conclusion to the Board in the Fall of '17 and then have 2nd grade (and perhaps younger grades?) added to the 18-19 budget? Is there any sense of how this may impact the older grades?

There is a great deal of work to be done. We are currently predicting our analysis to be ready by the fall of 2017 in terms of moving forward. A cost projection will be provided after we determine the various instructional models. I would expect to bring the Board options in the fall. One of our expected outcomes is to align the elementary program to grades 6-12 and raise the expectations for students entering 6th grade. This will eventually impact curriculum expectations for grades 6-12.

12. Page 149

Could you please show what a 6-day rotation schedule will look like?

This is an overview of the changes in minutes per schedule.

Music and PE will go from 2x30 minute blocks every 5 days to 2x40 minute blocks every 6 days.

Music - 5 Day Schedule – 2,160 minutes (60 minutes x36 weeks)

Music –6 Day Schedule – 2,400 minutes (80 minutes x30 weeks)

PE – 5 Day Schedule – 2,160 minutes

PE – 6 Day Schedule – 2,400 minutes

Art has a variety of different possibilities. At the Kindergarten level, Art would be extended to 40 minutes.

Art – Kindergarten – 5-Day Schedule - 1080 minutes (30 minutes x36 weeks)

Art – Kindergarten – 6-Day Schedule - 1200 minutes (40 minutes x30 weeks)

For grades 1-3, Art will be 50 minutes.

Art – 1-3 – 5 Day Schedule – 45-minute class - 1,620 minutes (45x36)

Art – 1-3 – 6 Day Schedule – 50-minute class - 1,500 minutes (50x30)

For grades 4-5, Art is extended to 70 minutes.

Art – 4-5 – 5 Day Schedule – 60-minute class – 2,160 minutes (60x36.)

Art – 4-5 – 6 Day Schedule – 70-minute class – 2,100 minutes (70x30.)

Spanish, grades 3-5

Spanish – 3-5 – 5 Day Schedule – 25-minute class – 1,800 minutes (50x36)

Spanish – 3-5 – 6 Day Schedule – 25-minute class – 1,500 minutes (50x30)

Library/Media, grades K-5

Library/Media – K-5 – 5 Day Schedule – 40-minute class – 1,440 minutes (40x36)

Library/Media – K-5 – 6 Day Schedule – 45-minute class – 1,350 minutes (45x30)

13. Page 156

ECC playground – could you please let us know what the lifespan of the original fall safety zone was?

The original fall safety zone material and project was installed in 2010 and carried a warranty for workmanship of 1 year, and material for 10 years. However, the workmanship failed in two years and we worked with the Town Purchasing Department and the Town attorney to put the

company/contractor on notice. After 8 months of legal work, the contractor came back to make repairs on one half of the project at their cost; approximately \$30,000 was expended. Further failures are occurring and are being attributed to poor workmanship.

For this new project, we are proposing to install a different material that comes in interlocking squares. It is recommended for heavy-use playgrounds such as ECC. This new material is called SOF Surfaces and comes with a 20-year warranty.

14. *Re: the Dwight pipe – would it make sense to check other pipes (if you haven't already) to make sure that there aren't other areas that may need servicing or repair?*

We are working on this with an outside contractor that specializes in camera scoping underground piping – as much as our budget will allow annually. We are concerned about this as many of our schools have underground piping that is reaching 60 plus years old. We started this investigative process in 2012 when an underground rain water run-off pipe under the Osborn Hill School building collapsed. We also have a water drain pipe under Sherman School that has cracked in half; this is in the current budget for work to be performed this year. In this budget request, we are proposing the same work/repair for Dwight School, which has a sewage pipe that is broken. We will continue to investigate and monitor all schools moving forward as the budget allows.

15. *Pages 157-8*

FLHS has 6 tennis courts, FWHS has 4, and yet the FLHS costs are more than twice as much – could you please explain why? The service life of both projects is only 2-3 years – this seems a bit short to me.

FWHS Knapp Highway Tennis Courts are in better shape. They require a good power washing, minor crack repair, and new painting and lines. FLHS Tennis Courts are in worse shape, showing more signs of cracking, and require more work. We are utilizing a town bid for tennis court repairs with Dalton Track and Tennis, a contractor that specializes in this kind of work. As part of the bid, they have provided price per foot for cracking and they have been out to our school sites to provide scope of work. All the tennis court companies provide a 2 to 3-year warranty on crack repairs. We have found this to be typical. New tennis courts receive a 12-year warranty for bituminous material and 20-year on concrete post tensioning material.

16. *Page 158*

Warde irrigation – is there any warranty with this project?

Yes. Workmanship will carry a warranty of one year. Material will carry a warranty of 10 years.

17. *Page 159*

The service life of the moisture control coating is listed as 5 years, so after 5 years I'm assuming that the coating would need to be reapplied? What is the cost of that?

The moisture control coating carries a five-year warranty. We have used this in some locations at our schools in the district - which now exceeds five years, and we are seeing good results with no issues or problems. It does not mean that it has to be replaced after five-years. The contractor is out of Chicago, Illinois. The cost of the moisture control coating is based on square footage of the space.

18. Pages 160-1

The HH, MH and TMS flooring repairs/replacements appear to be the same as those at FWMS, but there isn't any mention of the moisture control RH-90 coating that is mentioned for FWMS – is there some reason for this?

Holland Hill, Mill Hill, and Tomlinson Middle School do not have the same moisture levels as Fairfield Woods Middle School. Our contractors and professionals that looked at the projects found no moisture issues at those schools.

19. Page 162

I noticed that the fuel tank at MH is considerably older than any other tank in town. What is its lifespan?

Mill Hill's fuel tank is an outside steel day tank and carries a 20-year warranty and should last 25-30 years. All of our school tanks, underground and aboveground, are inspected annually; inspections are filed with the State of Connecticut.

Mr. Dwyer

1. *The state has this rule about a 2.5% increase, but school districts have some expenses that are exempt from those calculations. Given that the 3.12% increase will be lowered by about .05% due to the health insurance issue, (approximately 2.62%) can someone calculate the budget increase with the allowed exemptions to see if the 2.5% goal was met?*

Charts with this information are currently being reviewed with Town staff.

Mrs. Maxon-Kennelly

1. *I note Mrs. Gerber asked about projections for incoming K, and that your response reflected that it was simply too early to tell. But would it be possible as of April, perhaps, for us to begin to receive those updates? I'm not sure if staff has a sense of trends, if that might be a good point that is vaguely within the realm of accurately dictating a trend.*

I am not sure how much information that we will have by April, but certainly more than we have now. Kindergarten registration is just starting and is done at Central Office. We track the registrations by school so that we can compare to the projections on a monthly basis. However, April is rather early and may not be a good indicator of the final numbers. We have worked diligently to get parents to register early and have seen some improvement but April may still be too soon to draw any conclusions. We generally register students throughout the spring and by early June it starts to dwindle. We then see another surge in late July and August.

2. *(not a question....) I am concerned that with such a sizable cut to the textbook line, that next year is going to have its own degree of "sticker shock" when we need to submit likely for BOTH science and World language texts....*

It will be important that as we budget under such tight constraints that we utilize every category on an annual basis and make shifts within those line items to cover pressing needs. This approach is contrary to holding a line item flat from year to year, or increasing a line item when necessary. To purchase science materials in FY19 will require a large shift of currently budgeted resources or an increase to the overall budget specifically for this item.

3. A) p.149 In response to Mrs. Gerber's question about the 6-day rotation....by my hastily done calculations, this would mean K is spending over 500 more minutes in all specials included, grades 1-2 more than 270, grades 4-5 over 30, and grade 3, 30 minutes less. I appreciate the motivation behind this change to their schedule and consider this a worthwhile investment. However, in each of these grades, what is the thinking regarding how that time difference will be handled in each of the grades? And I will again state directly my desire that there be time allotted to a second recess (break of unstructured time?) for all elem. students!!

The provided calculations are correct – here is the chart:

		K	1	2	3	4	5	Notes		
Art	5 day	1080	1620	1620	1620	2160	2160	K - 30 x 36	1-3 - 45 x 36	4-5 - 60 x 36
	6 day	1200	1500	1500	1500	2100	2100	K - 40 x 30	1-3 - 50 x 30	4-5 - 70 x 30
Music	5 day	2160	2160	2160	2160	2160	2160	60 x 36		
	6 day	2400	2400	2400	2400	2400	2400	80 x 30		
PE	5 day	2160	2160	2160	2160	2160	2160	60 x 36		
	6 day	2400	2400	2400	2400	2400	2400	80 x 30		
WL	5 day				1800	1800	1800	50 x 36		
	6 day				1500	1500	1500	50 x 30		
LMC	5 day	1440	1440	1440	1440	1440	1440	40 x 36		
	6 day	1350	1350	1350	1350	1350	1350	45 x 30		
Total 5 days		6840	7380	7380	9180	9720	9720			
Total 6 days		7350	7650	7650	9150	9750	9750			
Difference		510	270	270	-30	30	30			

Providing a 6-day schedule is one of several adjustments we are making to continue the improvement of instruction. The additional time for grade-level meetings will increase professional learning support throughout the year. In addition, we are working to improve the use of formative assessments to better plan targeted instruction for all learners and therefore derive more meaning out of the instructional minutes we have. We are working to improve curriculum implementation guides by eliminating redundancies.

And we remain committed to increasing the amount of time students have for social learning and physical activity. That remains an expectation and goal.

B) additionally, what is the impact for grade 5 on all their pullout instruction? Does this give those teachers increased WHOLE class instruction time?

Pull-out instruction such as orchestra and strings remains on a five-day schedule in order to coordinate services with other instructional levels. We do not believe it will have a positive or negative impact on whole-class instructional time next year, but it is an issue we will explore as we look at other scheduling possibilities that a 6-day schedule presents.

4. *To Mrs. Gerber's question #18.....there are no moisture issues at Tomlinson?*

No moisture issues were found by the site contractor investigations performed for the floor projects (as requested in the 2017-2018 budget), relating to the need for a moisture control product/coating over the existing subfloors. The major issues are with many of the areas in TMS that still retain (or have existing) wood subflooring onto wood floor joists from the building's original design with the vinyl asbestos tile and/or vinyl composite tile over it.

There are water infiltration issues with the TMS/School Street underground piping. This is causing back-up flooding and moisture issues into the cafeteria/kitchen area when there is heavy rain. However, the floor tiles in the cafeteria are holding up quite well with the water intrusion issues we have been experiencing. We have put instant notifications in place so we can respond and clean-up water within 48 hours.

More importantly, we recently (5 weeks ago) hired a company to clean-out, jet-flush, and remove tree roots from a 30-foot section of underground piping. This has helped with cafeteria/kitchen flooding for the past 5 rain storms. We are seeing excellent results with this cleaning. Our long term goal/fix for this will be to replace the 30-foot section of underground piping with the help of the Town's DPW crews. This is scheduled for the summer of 2017.

5. *p. 67-71 tell a widely varying story regarding individual school's needs for subs. Where the district determines that an individual school's increased need is NOT due to long-term disability/health situations, what does Central Office leadership do? Is it ever a part of school's SIPs to address this issue? Obviously, in every way possible, it is preferable to have the students' teacher be the one delivering instruction.*

The district is working with the Fairfield Education Association to focus more attention on teacher absences and ways to reduce the number of days teachers are out of the classroom. A presentation was created jointly by the district and the FEA in the fall. This presentation included data and trends from the 2015-16 school year. It was co-presented at all buildings by the building administrator(s) and FEA Representatives. We are also reviewing ways to provide professional development that has less of a need for teachers needing time away from their classroom.

6. *p. 73, #60 -- 52091, how is the program assessments in support of the DIP going down?*

Last year we included money in this account for PSAT 9 testing. We did not administer that assessment and did not include it in this year's budget.

7. *a) Regarding utilities....I realize that our larger schools, and newly renovated schools, can be expected to have differing rates of utility use. However, is this ever a conversation with a building administrator, to take internal measures in an attempt to additionally control some of these costs?*

Yes. We have lighting control measures, energy efficient programs, timers, equipment reducing setbacks for unoccupied and occupied modes, outside air damper setbacks, boiler cycling, hot water demand systems instead of hot water storage, and Preventative Maintenance programs (to ensure equipment is running as clean and efficient as possible – keeping costs down and being fiscally responsible). We ask principals and headmasters to help us in this regard for the day to day activities within their buildings. Consultants and contractors also assist with multiple behind-the-scenes efficiencies – such as with boilers and hot water systems - that are part of daily operations within all schools.

b) I also don't understand the thinking behind some of the 2017-18 budget requests....in many instances, looking at 2016-17 budgeted amounts -- compared to 2016-17 ACTUAL amounts -- compared to the new requests.....why are so many so different?

This is dependent on variables at each school.

8. *p. 82+...I understand that conference/staff development is at the principal's discretion. But at some point isn't it likely that there could be quite an inequity from one school to another that is impacting student learning?*

That is possible and it is something we monitor as we work with principals to develop and review their school improvement plans. At the district level we may also identify staff for professional learning to support school and district initiatives. There are also many cases where the necessary professional learning does not require an outside provider. Essentially, we work to tailor resources to the needs of each school.

All requests for Professional Development must be submitted and approved by the correct curriculum leader/coordinator/liaison as well as by the Director of Elementary or Secondary Ed. A rationale for the request is included. We monitor the PD requests and ensure that these support the School and District Improvement Plans.

9. *p. 129 Is there conversation between the two high schools in terms of how scheduling is done...their own version of "scheduling PD"? I notice that they are going in two very different directions, with FLHS lowering both the number of classes that have below 15 enrollments and above 24....Warde is showing the opposite trend.*

Both high schools use the same schedule builder from Infinite Campus to build their master schedule. The number of students in a class may be more dependent on the number of student requests and the number of teachers available to teach the course than on the method of scheduling. There are no school-based professional development/strategies on scheduling of which I am aware. In fact, the administrative staff from both schools attend the same scheduling update sessions provided by our tech department and Infinite Campus trainers. Ludlowe had two administrators who became quite proficient in the use of IC's schedule builder and have led the way, but the staff at Warde are catching up quickly.

10. *p. 155 - Any reason the Holland Hill rug cannot wait for the whole school work?*

This project can't wait – it is left over from this past summer. We replaced the carpeting in the LMC and two of three support classrooms/teaching spaces off of the LMC. We did not know that this particular classroom/teaching space had asbestos vinyl tiles under the old flooring system. It was picked up when the summer flooring replacement project was being worked on. Therefore, work had to stop on this particular classroom/teaching space until asbestos abatement could be filed with the state and the work abated. At this time there is no confirmation that the HHBC will pick this up with their limited scope renovation and new addition. Since it is a small project in a classroom that receives a lot of student teaching activity, it should be completed. We already own the new floor and floor base.