

FAIRFIELD PUBLIC SCHOOLS

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 silence all devices.

Board of Education Regular Meeting Agenda **REVISED**
501 Kings Highway East, 2nd Floor Board Conference Room
Thursday, April 6, 2017
7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Recognition of Odyssey of the Mind Teams, Mrs. Maxon-Kennelly
4. Student Reports
Fairfield Ludlowe High School: Ms. Catherine Behjati, Mr. Sean Oppenheimer
Fairfield Warde High School: Ms. Ashley Agrello, Ms. Brittany Shuster
5. Public Comment*
6. Presentations
 - A. Family/Consumer Science Curriculum Presentation, Dr. Boice, Ms. Keleher
7. Old Business
 - A. Approval of the Racial Imbalance Timeline
Recommended Motion: "that the Board of Education approve the Racial Imbalance Benchmark Timeline as presented on March 16, 2017"
(Enclosure No. 1)
 - B. Adoption of Policies
 - i. Adoption of Policy 5145.15, Students – Directory Information
Recommended Motion: "that the Board of Education adopt Policy 5145.15, Students – Directory Information"
 - ii. Adoption of Policy 6111, Instruction – Schedules – Student Calendar
Recommended Motion: "that the Board of Education adopt Policy 6111, Instruction – Schedules – Student Calendar"
8. New Business
 - A. First Reading of SAT Mindset Survey: "How Does Parent Mindset Influence Child Mathematical Experience?", Ms. Barba
(Enclosure No. 2)
 - B. Approval to amend the 2016-2017 Calendar for the Special Election Date of June 6, 2017
Recommended Motion: "that the Board of Education approve to amend the 2016-2017 school calendar per enclosure No. 3"
(Enclosure No. 3)

C. Establish Date and Time of Fairfield Ludlowe High School and Fairfield Warde High School Graduation
Recommended Motion: “that the Board of Education establish Thursday, June 15, 2017 at 6:00 p.m. as the date and time of graduation for Fairfield Ludlowe High School and Fairfield Warde High School”

D. Acceptance of Riverfield Project No. 051-0125 EA
Recommended Motion: “that the Board of Education accept Riverfield Project No. 051-0125 EA as complete”
 (Enclosure No. 4)

E. Approval of Tomlinson Partial Re-Roofing Project Ed-Specs
Recommended Motion: “that the Board of Education approve the Tomlinson Middle School Partial Re-Roofing Project Ed-specs”
 (Enclosure No. 5)

F. First Reading of Solar Carport Project Proposal at Fairfield Ludlowe High School and Fairfield Warde High School
 (Enclosure No. 6)

G. First Reading of Policies
 a. 6162.3, Instruction – Instructional Resources – Instructional Resources for Teachers
 b. 6163.31, Instruction – Curriculum – Basic Instructional Program- Dissection of Animals in the Classroom
 (Enclosure Nos. 7,8)

9. Approval of Minutes of the Special Meeting of March 16, 2017
Recommended Motion: “that the Board of Education approve the minutes of the Special Meeting of March 16, 2017”
 (Enclosure No. 9)

10. Superintendent’s Report
 A. 2017-2018 Budget Update

11. Committee/Liaison Reports

12. Open Board Comment

13. Public Comment*

14. Adjournment
Recommended Motion: “that this Regular Meeting of the Board of Education adjourn”

**During this period the Board will accept public comment on items pertaining to this meeting’s agenda* from any citizen present at the meeting (*per BOE By-Law, Article V, Section 6). Those wishing to videotape or take photographs must abide by CGS §1-226.*

<u>CALENDAR OF EVENTS</u>		
April 25, 2017	Board of Education Special Meeting 6:00 pm BOE Town Hall Forum 8:00 pm	501 Kings Hwy East Superintendent’s Conference Room 2 nd Floor Board 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



Amendment to Racial Imbalance Plan Fairfield Public Schools

*Approved with Addition of Benchmark Timelines (p. 7 - 12)
April 6, 2017*

*Initial Fairfield Board of Education Approval of Plan:
November 15, 2016*

April 2017 Update

On January 4th, 2017 the Connecticut State Board of Education (CSBE) approved this plan with the condition that a benchmark timeline would be added and address all Amendments and Additional Steps listed on pages 4-7. The Fairfield Board of Education approved the addition of Section VI, Benchmark Planning, on pages 7-12.

I. Background

In May of 2015, the Connecticut State Board of Education (CSBE) notified the Fairfield Public Schools that McKinley School continued to be racially imbalanced. During the 2015-2016 school year, the Fairfield Board of Education (Board) studied the possibility of redistricting the student population to remedy this issue. The district engaged the consulting firm of Milone & MacBroom to study demographic patterns within the district and to recommend possible courses of action to reduce racial imbalance among the district's elementary schools. Milone & MacBroom presented its finding to the Fairfield Board of Education on February 16, 2016. The consultants concluded that, even with redistricting, no substantial improvement to the racial imbalance problem could occur until the renovations and additions to the Holland Hill and Mill Hill schools are complete. Specifically, the consultants stated that:

1. Racial Imbalance at McKinley and overcrowding at Holland Hill, Mill Hill and Sherman cannot be solved without school construction projects.
2. Pocket redistricting can mitigate racial imbalances at McKinley after the Holland Hill Construction Project is completed. However, it would result in Holland Hill becoming impending imbalanced (between 15% and 18% higher than district).

3. Following the completion of the Holland Hill and Mill Hill Construction Projects, the district can achieve racial imbalance objectives at McKinley.

On May 4, 2016, the Superintendent of Schools and Chairman of the Fairfield Board of Education presented this information to the State Board of Education. The CSBE, while pleased with the Board’s efforts to address the matter, requested that the Board present an amendment to its Racial Imbalance Plan at its December 7, 2016 meeting.

II. History of Racial Imbalance at McKinley

The CSBE has set a standard by which to judge whether or not a school district is in compliance with the statute. All schools must be within 25 percentage points of the district average of minority students at the same grade span. Chart 1 summarizes McKinley’s data for the past six years.

Chart 1:
History of Racial Imbalance at McKinley

Year	McKinley % Minority	District % Minority	Absolute Imbalance
2010-11	43.47%	17.58%	25.89%
2011-12	45.70%	18.89%	26.81%
2012-13	43.41%	19.00%	24.41%
2013-14	45.85%	19.37%	26.48%
2014-15	49.10%	20.53%	28.57%
2015-16	47.90%	20.70%	27.20%

This chart indicates that McKinley School has exceeded the 25% standard in all but one of the last six years. Therefore, the Board is required to propose revisions to the district’s current Racial Imbalance Plan that will move McKinley School under the 25 percentage point differential.

III. Current Arrangements

The following are the features of the current Plan, as approved by the CSBE in October of 2007 and amended in September of 2010:

1) Opt In to McKinley:

Students from other elementary schools in Fairfield may “opt in” to attend McKinley School. Once the opt-in students complete their elementary years, they attend middle and high school based on the feeder patterns that pertain to their place of residence. Currently, 24 students from elsewhere in Fairfield attend school at McKinley under this arrangement. However, thirteen of these students are minority children. Although the Opt In program has not contributed to greater racial balance among our elementary schools, participation in the program signals the interest of these families in taking advantage of the quality instruction and the cultural diversity available at the McKinley School.

2) Opt Out from McKinley:

For a few years, students who resided in the McKinley attendance zone were offered the choice of “opting out” to other Fairfield elementary schools. However, the “opt out” arrangement did not have a positive impact on racial balance and was therefore terminated following the 2012-13 academic year.

3) Pre-School Options:

Students who reside in the McKinley attendance area have the option of attending pre-school at either the Burr or Dwight elementary schools. These students have the option of continuing at either Burr or Dwight for their K-5 education. Once the pre-school children reach kindergarten, their siblings are able to enroll at Burr or Dwight as well. Once they complete their elementary years, these students attend middle and high school according to the feeder patterns that pertain to their place of residence. Enrollment in the pre-school programs is as follows in 2016-17:

Chart 2:
Pre-kindergarten Programs, 2016-17

<u>Pre-Kindergarten Program</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>McKinley Minority Enrollment</u>
Burr (AM and PM)	36	30	6
<u>Dwight (AM and PM)</u>	<u>36</u>	<u>24</u>	<u>1</u>
Totals	72	54	7

- a. Tuition of \$3,500 is charged for pre-kindergarten students. However, families unable to afford the tuition have the tuition either waived or reduced to 50 percent, depending on income.
- b. Transportation is provided for families in the pre-kindergarten programs only if they qualify for the tuition waiver or the tuition reduction. Families paying full tuition must provide their own transportation for the pre-kindergartens.

As a result of the pre-kindergarten program, 17 minority students who would otherwise have attended McKinley School are currently enrolled in grades K-5 at either Dwight School or Burr School. This includes the siblings of former McKinley preschoolers who attend Dwight or Burr as the result of the program.

4) Open Choice:

Seventy-two students who reside in Bridgeport attend the Fairfield Public Schools under the Open Choice Program, under arrangements with Cooperative Education Services (CES). Of these, 51 are minority students enrolled in grades K through 5.

IV. Amendments

1) Pre-Kindergarten:

The district intends to modify the pre-kindergarten aspect of the Board's existing plan, as follows:

- a. While the pre-kindergarten programs have helped to address the racial imbalance issue, the Burr program has been the main contributor. Enrollment in the Dwight pre-kindergarten has been consistently lower than that at Burr. In addition, families electing the Dwight pre-kindergarten, and remaining there, are generally not having a positive impact on the racial imbalance issue. Thus the district will eliminate the Dwight pre-kindergarten program at the conclusion of the 2016-17 school year and instead offer a new location at Stratfield School. We believe that, with space available at nearby Stratfield School, we can attract more McKinley families to attend pre-kindergarten and remain at Stratfield.
- b. In an effort to further enhance the impact of the pre-K program on racial balance, McKinley students will be given priority in the enrollment process.

- c. The district will open a third pre-kindergarten at either Stratfield or Burr for the 2018-19 school year, if demand is demonstrated and space is available. This would raise the capacity of the pre-kindergarten programs to 108 slots.
- d. Pre-kindergarten tuition has not been increased from the \$3,500 level for the past five years. Based on a market survey of comparable programs, we recommend raising the tuition to \$4,250 per year, with an annual increase of 3 percent each year thereafter. Tuition waivers would remain in place.

Chart 4:
Pre-kindergarten Programs, 2017-2018 through 2018-2019

<i>Proposed 2017-18</i>		
<u>Pre-K Program</u>	<u>Capacity</u>	<u>Projected McKinley Minority Enrollment</u>
Burr (AM and PM)	36	6
Stratfield (AM and PM)	36	8
Totals:	<u>72</u>	<u>14</u>

<i>Proposed 2018-19</i>		
<u>Pre-K Program</u>	<u>Capacity</u>	<u>Projected McKinley Minority Enrollment</u>
Burr (AM and PM)	36	6
Stratfield (AM and PM)	36	8
Site TBD* (AM and PM)	36	7
Totals:	<u>108</u>	<u>21</u>

**Based on demand, with site subject to the approval of the Board of Education. Could be added to Burr or Stratfield.*

2) Open Choice:

In an effort to increase the percentage of minority students in the elementary schools other than McKinley, we will increase the total number of Open Choice students enrolled in the Fairfield Public Schools from the current level of 72 to a total of 100 by the start of the 2018-2019 school year. This will be accomplished by adding 18 Open Choice students to the elementary grades in the fall of 2017, with an emphasis on kindergarten and grade 1. An additional 18 students will be added to the elementary grades in the fall of 2018. Assuming attrition of four Open Choice

students each year, this would mean a net increase of 14 students per year, bringing the district's total Open Choice enrollment to 100 by 2018-19.

We project that 60 out of the district's 86 Open Choice students would be enrolled in the elementary grades in 2017-18, and 73 out of 100 in 2018-19. Because virtually all Open Choice students are minority students, the expansion of the Open Choice program would raise the overall minority student population at the elementary level by approximately ½ percent by 2018-19, thus reducing the difference between the proportion of minority students in the district and the proportion at McKinley School.

3) Projected Impact of Proposed Changes:

The district projects that the steps outlined above would have the following impact on racial balance among the district's elementary schools:

Pre-School Option:

We estimate that the number of K-5 McKinley minority students attending other schools as a result of the expanded pre-school option will increase by 25, from the current 17 to 42 (including former Pre-K students as well as siblings) by 2019-20. All else being equal, this would reduce McKinley's minority student population by about 3 percent below what it would otherwise be, and increase the minority proportion of the district's remaining elementary schools slightly.

Expanded Open Choice:

Increasing the number of K-5 Open Choice students from the current 51 to 73 is expected to increase the percentage of minority students in the district's elementary schools by approximately ½ percentage point over what it would have been by 2018-19.

V. Additional Steps

If the previous five years are a guide, we can expect the proportion of minority students at McKinley to increase at a higher rate than the proportion of minority students at the district's other ten elementary schools. Therefore, additional action will be required to address the issue of racial imbalance among our elementary schools over the long term. The following steps will be considered in that regard:

1. Magnet Program at McKinley School

Creation of a "magnet" program at McKinley School that would attract students from elsewhere in the district and thereby reduce the percentage of minority students at the school. Based on the building's current capacity, a magnet program could accommodate approximately fifty additional students without new construction. We estimate that a magnet program at McKinley would reduce the school's minority population by two to three percentage points.

2. Redistricting

A \$15 million renovation and expansion project is scheduled at the Holland Hill School, with completion expected by the fall of 2018. Also, a \$15 million renovation and expansion project is proposed the Mill Hill School between 2018 and 2020. These projects will expand capacity at these schools by approximately 120 students. At that point, according to the Milone & MacBroom consultants, we will be able to revise school attendance areas to balance enrollments and to reduce significantly the extent of the minority student disparity between the McKinley School and our other elementary schools.

VI. Benchmark Planning

Focus Tasks and Timelines

1.0 Community Engagement

- 1.1 Community Meeting with PTA on Relocating Preschool
- 1.2 Public Hearing on Racial Imbalance Plan
- 1.3 Present First Draft of Amended Plan to Fairfield BoE
BoE Public Discussion
- 1.4 Present Final Version of Amended Plan to Fairfield BoE
BoE Public Discussion
- 1.5 Site Visit to McKinley for State Officials
- 1.6 McKinley PTA Visit to gather feedback and share information
- 1.7 Exploring Options with a Town-wide Community Visioning Meeting
- 1.8 Community Survey of Program Options
- 1.9 BoE Town Hall Meeting April 2017
- 1.10 Site Visits to explore program models
- 1.11 Seek guidance from outside expert agencies on guidance for civil rights of children (i.e. ACLU, NAACP, Greater Bridgeport Latino Network, Ct. Hispanic Bar Association, Ct. Immigrant Rights Alliance...)
- 1.12 Conduct a Community Forum on Racial Imbalance updates to information, and recommendations for 2019-2020

2.0 Pre-Kindergarten Focus

- 2.1 Begin Enrollment for 2017-2018 Year
- 2.2 Move program from Dwight Elementary to Stratfield to make it more accessible for McKinley families
- 2.3 Evaluate status of enrollment for shifts or changes which support the program move from Dwight to Stratfield
- 2.4 Evaluate impact to Racial Imbalance
- 2.5 Evaluate financial impact for non-mandated Preschool

3.0 Open Choice

- 3.1 Identify Open Choice Placements Based on Zero Immediate Financial Impact
- 3.2 Conduct a cost analysis over the past ten years
- 3.3 Update Open Choice enrollment information
- 3.4 Analyze impact to Racial Imbalance

4.0 Magnet or Other Program Options

- 4.1 Technical Assistance from the Ct. State Department of Education
- 4.2 Study other communities and varied approaches to resolving the Racial Imbalance percentage
- 4.3 Research Intra-district magnet or other program options
- 4.4 Present Intra-district analysis information to the BoE and make recommendations for 2018-2019
- 4.5 Conduct cost analysis for Intra-district magnet and projections for minority enrollment shifts at McKinley
- 4.6 Conduct program review of McKinley Elementary student achievement, specifically minority achievement, as compared to other Fairfield elementary schools
- 4.7 Review unique program status in terms of resources, access, and equity for student achievement. Make recommendations to BoE in terms of resource allocations

5.0 Redistricting Elementary Schools in Fairfield

- 5.1 Review Milone and McBroom redistricting study for additional follow-up questions
- 5.2 Seek approval for Holland Hill Construction, June 2017
- 5.3 Review building capacity and enrollment options PK-5- including unique programs which may impact building capacity in and around the district
- 5.4 Survey the community on redistricting options
- 5.5 Conduct a district public forum on redistricting
- 5.6 Update the current construction and renovation timelines
- 5.7 Planning for Mill Hill construction
- 5.8 Make a recommendation to the BoE on future redistricting options or alternate planning

Integrated Timeline of Action Steps

Focus	Task	Expected Target Completion Date	Completed Check
2.0 Pre-Kindergarten Focus	2.1 Begin PK Enrollment for 2017-2018 Year	January, 2017	X
1.0 Community Engagement	1.1 Community Meeting with PTA on Relocating Preschool 1.2 Public Hearing on Racial Imbalance Plan	March 2017	X
1.0 Community Engagement	1.3 Present First Draft of Amended Plan to Fairfield BoE BoE Public Discussion	March 2017	X
1.0 Community Engagement	1.6 McKinley PTA Visit to gather feedback and share information	March 2017	X
1.0 Community Engagement	1.4 Present Final Version of Amended Plan to Fairfield BoE BoE Public Discussion	April 2017	
1.0 Community Engagement	1.9 BoE Town Hall Meeting	April 2017	
1.0 Community Engagement	1.5 Site Visit to McKinley for State Officials	June 2017	
5.0 Redistricting Elementary Schools in Fairfield	5.2 Seek approval for Holland Hill Construction	June 2017	
2.0 Pre-Kindergarten Focus	2.2 Move program from Dwight Elementary to Stratfield to make it more accessible for McKinley families	June 2017	X
3.0 Open Choice	3.1 Identify Open Choice Placements Based on Zero Immediate Financial Impact	On or Before June, 2017	

Focus	Task	Expected Target Completion Date	Completed Check
1.0 Community Engagement	1.7 Exploring Options with a Town-wide Community Visioning Meeting	October 2017	
3.0 Open Choice	3.3 Update Open Choice enrollment information	October 2017	
1.0 Community Engagement	1.8 Community Survey of Program Options	December 2017	
5.0 Redistricting Elementary Schools in Fairfield	5.1 Review Milone and McBroom redistricting study for additional follow up questions.	December 2017	
5.0 Redistricting Elementary Schools in Fairfield	5.3 Review building capacity and enrollment options PK-5- including unique programs which may impact building capacity in and around the district.	December 2017	
4.0 Magnet or Other Program Options	4.3 Research Intra-district programmatic options	December 2017	
2.0 Pre-Kindergarten Focus	2.3 Evaluate status of enrollment for shifts or changes which support the program move from Dwight to Stratfield	January 2018	
2.0 Pre-Kindergarten Focus	2.4 Evaluate impact to Racial Imbalance	January 2018	
4.0 Magnet or Other Program Options	4.4 Present Intra-district analysis information to the BoE and make recommendations for 2018-2019	February 2018	
4.0 Magnet or Other Program Options	4.5 Conduct cost analysis for Intra-district magnet and projections for minority enrollment shifts at McKinley	February 2018	

Focus	Task	Expected Target Completion Date	Completed Check
4.0 Magnet or Other Program Options	4.6 Conduct program review of McKinley Elementary student achievement, specifically minority achievement, as compared to other Fairfield elementary schools	February 2018	
4.0 Magnet or Other Program Options	4.7 Review unique program status in terms of resources, access, and equity for student achievement. Make recommendations to BoE in terms of resource allocations	February 2018	
3.0 Open Choice	3.2 Conduct a cost analysis over the past ten years	March 2018	
4.0 Magnet or Other Program Options	4.2 Study other communities and varied approaches to resolving the Racial Imbalance percentage	May, 2018	
1.0 Community Engagement	1.10 Site Visits to explore program models	May 2018	
1.0 Community Engagement	1.11 Seek guidance from outside expert agencies on guidance for civil rights of children (ie...ACLU, NAACP, Greater Bridgeport Latino Network, Ct. Hispanic Bar Association, Ct. Immigrant Rights Alliance...)	May 2018	
3.0 Open Choice	3.4 Analyze impact to Racial Imbalance	June 2018	
2.0 Pre-Kindergarten Focus	2.5 Evaluate financial impact for non-mandated Preschool	June 2018 Budget FY18 Preparations	

Focus	Task	Expected Target Completion Date	Completed Check
5.0 Redistricting Elementary Schools in Fairfield	5.3 Survey the community on redistricting options.	June 2018	
5.0 Redistricting Elementary Schools in Fairfield	5.4 Conduct a district public forum on redistricting.	June 2018	
5.0 Redistricting Elementary Schools in Fairfield	5.5 Update the current construction and renovation timelines	June 2018	
1.0 Community Engagement	1.12 Conduct a Community Forum on Racial Imbalance updates to information, and recommendations for 2019-2020	May 2019	
5.0 Redistricting Elementary Schools in Fairfield	5.8 Make a recommendation to the BoE on future redistricting options or alternate planning	June 2019	
4.0 Magnet or Other Program Options	4.1 Technical Assistance from the Ct. State Department of Education	June 2019	<p>Periodic Checks</p> <ol style="list-style-type: none"> 1. Phone Conference December 2017 2. Phone Conference January 2017 3. 4. 5.

Section I: PROTOCOL DESCRIPTION (Please answer each question in the space below it)

1. Please describe the purpose of your research. Provide relevant background information and scientific justification for your study. You may provide citations as necessary.

The purpose of this study is to explore the relationship between parent mindset and (1) student mindset, (2) student mathematics performance, and (3) student level of grit. Research has shown that what students *think* about intelligence has an enormous impact on their academic achievement (Aronson, Fried, & Good, 2002; Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 2000; Good, Aronson, & Inzlicht, 2003).

The student growth mindset has been linked with increased levels of academic achievement. In their study of African American college students, Aronson et al. (2002) found that students who received an incremental theory intervention obtained higher grades and enjoyed and valued academics more. Similarly, in a longitudinal study with middle school students, Blackwell et al. (2007) found that students who were taught an incremental view received higher grades and were reported by their teachers to be more highly motivated in mathematics. Good et al. (2003) found that growth mindset interventions increased standardized test scores in mathematics, and, additionally, decreased the gender gap in mathematics. Finally, Mangels, Butterfield, Lamb, Good and Dweck (2006) found that “incremental theorists demonstrated significantly greater overall gains in knowledge than did entity theorists” (p. 82).

Additionally, grit has emerged as a significant predictor of academic achievement (Duckworth & Gross, 2014; Duckworth, Peterson, Matthews, & Kelly, 2007; Rimfeld, Kovas, Dale, & Plomin, 2016). Grit has also been shown to influence student engagement, retention, and matriculation (Duckworth & Quinn, 2009; Maddi, Matthews, Kelly, Villarreal, & White, 2012; Strayhorn, 2013; Wolters & Hussain, 2014). Since those with high levels of grit have been shown to apply greater effort to achieve their goals, training programs aimed at teaching students to become grittier could result in more academically successful and resilient students (Maddi et al., 2012).

Additionally, feedback has been shown to affect student performance and resiliency (Blackwell et al., 2007; Dweck, 2008; Plaks & Stecher, 2007). In particular, Plaks and Stecher (2007) found that “feedback indicating dramatic decline or dramatic improvement elicited more anxiety (and only anxiety) from entity theorists than from incremental theorists” (p. 680). Furthermore, the type of feedback given to students can influence their mindset (Dweck, 2008; Mueller & Dweck, 1998). Adult feedback practices can influence student mindset; in particular, parents with fixed intelligence theories are more likely to view their child’s intelligence as fixed and, as a result, are more likely to give their child praise that emphasizes intelligence over process (Dweck, 2008; Mueller & Dweck, 1998).

Thus, it has been shown that student mindset, grit, and parental feedback affect mathematics achievement in children. However, research has yet to show whether parent mindset, in particular, relates to student mindset, student grit, and student mathematics achievement. If it is determined that parent mindset relates to student mindset, grit, and mathematical achievement, then interventions – such as those pertaining to incremental theory, feedback practices, or accepting failure – can be used to teach parents how to positively influence their child’s mathematical achievement.

2. Federal guidelines state that research cannot exclude any classes of subjects without scientific justification. Will your study purposely exclude any classes of subjects (e.g. by gender, class, race or age)? If so, please justify.

The subjects will consist of high school seniors and their parents or guardians. Any student other than a high school senior is excluded on the grounds that the 2016 SAT examination is needed and will be used to determine the level of mathematical performance. In recent years the SAT examination has undergone significant changes; thus, it is necessary to exclude students of an older age. Parents or guardians of the high school seniors are needed in order to assess the degree to which parent mindset influences their child's mathematical mindset, level grit, and mathematical performance.

3. Please state your research question (in one or two sentences, if possible).

What relationship exists, if any, between the mathematical mindset of a high school senior and their parents' or guardians' mathematical mindset? What relationship exists, if any, between a high school senior's mathematical achievement and their parents' or guardians' mathematical mindset? What relationship exists, if any, between a high school senior's level of grit and their parents' or guardians' mathematical mindset?

4. Please describe the *specific data* you plan to collect and explain how data and the subjects you choose will help to answer your research question/s.

I will collect both qualitative and quantitative data. The quantitative data will be collected from three surveys. A mindset survey (see Appendix B) will be administered online to parent participants. The survey will be used as a baseline to measure their implicit theory of intelligence (i.e. growth mindset or fixed mindset). A similar mindset survey (see Appendix A) will then be administered online to the child participants. Likewise, this survey will be used as a baseline indicator of their mindset. Both mindset surveys are validated instruments. Additionally, child participants will also be sent an online demographic survey (see Appendix D) to collect information regarding their 2016 SAT mathematics section score, high school GPA, and the highest level mathematics course taken. This information will be used to assess the mathematical achievement of the child. The final aspect of quantitative data assessed is the Grit Scale (see Appendix C) – a validated instrument - which will be used to identify the level of grit. Similar to the mindset survey, this grit score will serve as a baseline for future qualitative analysis.

The researcher will conduct three interviews: one for each parent (see Appendix E), and a two-part interview for each child participant (see Appendix F). The purpose of each interview is to explore the extent to which parent mindset influences the mathematical experiences of the child. As aforementioned, the quantitative analysis (having been conducted prior to the interview sessions) will act as a baseline from which to probe deeper with qualitative analysis.

The purpose for the parent interview is threefold. First, parents will be asked questions regarding their implicit theories of intelligence. Second, parents will be asked questions regarding their own mathematical experiences. Finally, parents will be asked questions regarding the mathematical experience of their child, and how they respond to their child's performance in mathematics.

There are two phases for each child interview: the mindset phase and the grit phase. In the mindset phase, the child participants will be asked questions regarding their mathematical experiences and parent reactions to their successes or failures. All questions will be aimed at assessing the extent to which their parents have influenced their mathematical experiences. In the grit phase, the child participants will be asked questions concerning their level of grit.

Section II: DESCRIPTION OF RECRUITMENT AND PROCEDURES

5. Please describe your recruitment methods. **How** and **where** will subjects be recruited (flyers, announcement/s, word-of-mouth, snowballing, etc.)? You will need to include your IRB Protocol number in all recruitment materials, including announcements, online and email text. Paper copies of submitted recruitment materials to be distributed will be stamped with your IRB Protocol number once your study has been approved.

I will use stratified and purposeful sampling in order to select the participants. A Mindset survey will be sent out electronically using the online Qualtrics tool. The survey will be sent out to both registered parents of high school seniors at two high schools in Fairfield Connecticut: Fairfield Ludlowe High School and Fairfield Warde High School. Both high schools operate within the Fairfield school district. There are approximately 750 high school seniors at both high schools combined.

Of those parents that respond to the Mindset Survey, I will select parents who have the same mindset based on the survey results. Of those parents with the same mindset, three surveys will be sent electronically to their high school seniors: the Mindset Survey, the 12-Item Grit Survey, and the Student Demographic Survey. Of those students that respond, I will purposefully select a 16-student population that is diverse in three main areas: highest-level mathematics course taken or currently being taken, highest 2016 mathematics SAT score reported, and overall GPA.

6. Are you recruiting subjects from institutions other than Teachers College? If so, documentation of permission or pending IRB approval from the institution/s is required with this submission.

Yes, I am recruiting subjects from two high schools within the Fairfield school district in Fairfield, Connecticut: Fairfield Ludlowe High School and Fairfield Warde High School.

7. How many subjects are you planning to recruit?

I am planning to recruit 16 high school seniors, and their parents (both, if possible). If both parents can participate, then there will be 48 total participants: 16 high school seniors and 32 parents.

8. Please list what *activities* your subject will be engaging in (e.g. surveys, focus groups, interviews, diagnostic procedures, etc.). **[PLEASE NOTE: If you are collecting any private medical information from your subjects, please see our website www.tc.edu/irb under Forms and Guidelines for the HIPAA consent document.]**

Name of activity	# of times the activity occurs	Duration of activity per instance	Total time period of active participation per subject (days, weeks, etc.)	Describe the Data collected
Parent Mindset Survey	1	5 minutes	1 day	Quantitative

Child Mindset Survey	1	5 minutes	1 day	Quantitative
Child Grit Survey	1	5 minutes	1 day	Quantitative
Child Demographic Survey	1	5 minutes	1 day	Quantitative
Parent Interview	1	20 – 30 minutes	1 day	Qualitative
Child Interview	2	15 – 20 minutes	1 day	Qualitative

Total hours of participation: 1 hour Duration of participation: 1 week (mindset and demographic surveys taken online, interviews conducted in-person)

9. Where will your data collection take place specifically (e.g., in classroom, outside of classroom, waiting room, office, other location)?

The data collection will take place in a classroom at one (or both) of the aforementioned high schools and after school hours.

10. Will subjects be remunerated for their participation? If, so please describe. [PLEASE NOTE: If using a lottery system, please remember to state odds of winning in consent form. Also, if you will be offering course credit for study participation, you must discuss this here and include the alternative assignment for those who decline to participate in the study].

No, subjects will not be remunerated for their participation.

11. Will deception be used? If so, please provide a rationale for its use. How will subjects be debriefed afterward? Submit debriefing script. Scripts should include a statement that gives your subjects the opportunity to withdraw their participation at that time. [PLEASE NOTE: studies involving deception are given **Full Board Review** unless the deception is minor and risks are minimal].

No, deception will not be used. The researcher will be completely forthcoming.

12. Will you have a control group? Please describe your procedures and explain the purpose of using a control group.

No, I will not have a control group as the study is not an experiment.

13. Will you be videotaping your subjects? If so, please describe in detail. [PLEASE NOTE: The IRB will only approve videotaping when there is adequate scientific and ethical justification].

No, I will be using audio recording only.

Section III: CONFIDENTIALITY PROCEDURES

14. How will you ensure the subjects' confidentiality? Describe in detail your plans for ensuring confidentiality of data regarding subjects. [PLEASE NOTE: If you will be remunerating subjects after their participation, please make it clear if and how you will link their names/contact information confidentially to their compensation].

The investigator will keep all written materials locked in a desk drawer in a locked office. Any electronic or digital information (including audio recordings) will be stored on a computer that is password protected. What is on the audio-recording will be written down and the audio recording will then be destroyed. There will be no record matching participants' real names with their pseudonym.

15. If you will be audio/videotaping, please state how you will ensure that subjects have consented to being recorded, **and** if some subjects do not consent to being recorded, explain how you will protect their confidentiality. (This must also be clearly stated in your consent form/s).

I will be using audio recording during the interview sessions with the child and both parents. At the start of each interview, I will remind participants that they are being recorded. They will also be reminded that they can choose to stop at any time. Participants will have been made aware of the audio recording process from the signed consent forms.

If participants do not consent to being recorded, they will not be asked to participate in the study.

16. Will data be collected anonymously? Will you be able to link the data? If data will not be collected anonymously, how will subjects' identity/ information be protected? (e.g. codes, pseudonyms, masking of information, etc.)?

Data will not be collected anonymously. All subjects will be given pseudonyms. There will be one record of pseudonyms kept in a password protected file on a locked computer. This record is necessary in order to link parent participants with their child.

17. Where will coding and data materials be stored (e.g. 'in a locked file cabinet in the Principal Investigator's home or office')?

All coding and data material will be stored in a locked file cabinet at the principal investigator's office. Any electronic or digital information (including audio recordings) will be stored on a computer that is password protected. What is on the audio-recording will be written down and the audio recording will then be destroyed.

18. Will you need bilingual interpreters or interviewers, and if so, what will you do to ensure confidentiality of the subjects? What are your procedures for recruiting interpreters/interviewers?

Indicate the name of the interpreter/interviewer and for whom he/she works. Submit copies of all questionnaires or interview questions for each subject population.

I will not need bilingual interpreters or interviewers.

SECTION IV: DESCRIPTION OF RESEARCH RISKS & BENEFITS

19. What are the potential risks, if any, (physical, psychological, social, legal, or other) to your subjects? What is the likelihood of these risks occurring, and/or their seriousness? How will you work to minimize them? [**PLEASE NOTE:** The IRB regards no research involving human subjects as risk-free. You may describe minimal risks for your study (such as discomfort, boredom, fatigue, etc.), or state that the research will involve minimal risk, similar to an activity (named) like that which participants will perform as part of your study.]

There are minimal risks for the subjects in this study. Subjects might experience discomfort or boredom during interview procedures; for instance, when they discuss their mathematical experiences.

20. What are your plans for ensuring necessary intervention in the event of a distressed subject and/or your referral sources if there is a need for psychological and/or physical treatment/assistance?

Subjects will be reminded that they do not have to answer any questions or divulge anything they don't want to talk about, and can stop participating in the study at any time without penalty.

21. What are your qualifications/preparations that enable you to estimate and minimize risk to subjects?

As the principal investigator, I will be conducting each interview session. As the only risks involved have to do with potential discomfort during the interview, I am in the best position to assuage any situation of unease. If I recognize that the participant is distressed, I will pause the interview and remind the participant that they can stop at any time.

22. What are the potential benefits of this study to the subjects? Most research conducted at TC provides NO DIRECT BENEFIT to participants and must be STATED as such in the INFORMED CONSENT FORM. Occasionally, study design will include a diagnosis, evaluation, screening, counseling or training, etc., that have a concrete benefit to participants, independent of the nature or results of a research study that may be listed below. Benefits such as "an opportunity to reflect," "helping to advance knowledge," etc., ARE NOT BENEFITS and MUST NOT be included in this section.

The research will provide no direct benefit to participants.

Section V: INFORMED CONSENT PROCEDURES (Please use the templates on the website in preparing your consent form/s, and note that Informed consent is a process, not a form).

23. What are your procedures for obtaining subject's informed consent to participate in the research?

Participants will be given Informed Consent forms to sign. For any high school seniors under 18 years of age, parents will sign Parental Permission forms.

24. How will you describe your research to potential subjects? [**Please note:** if working with a population under eight (8) years of age, a script is necessary.]

I will describe to potential participants that the study is being done to determine how parent mindset influences child mathematical experience. In particular, I will tell them that I will look for relationships between parent mindset and child mindset, child mathematical achievement, and child level of grit. Although the research has no direct benefit to the participants, it is an opportunity to reflect on parent feedback practices.

25. What will you do to ensure subjects' understanding of the study and what it involves?

I will describe the activities in which the participants will be engaged: parent mindset survey, parent interview, child mindset survey, child demographic survey, child level of grit, and child interview. I will make the time commitment clear to potential participants. I will also explain to them that the study might be published in journals and presented at academic conferences, and is also part of the dissertation of the principal investigator.

26. If you are recruiting students from a classroom during normal school hours, what will the **alternative** activities be for those who wish not to participate? (This should also appear in your consent form/s)

All research will be conducted after school hours at a time that is convenient to the participants.

27. Use this section to provide a request for a full or partial waiver of informed consent, and justify this request. You may site criteria from the following link regarding Federal regulations and guidelines: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.116>

Note for Researchers: Submit all consent forms/scripts, using the templates provided on the website. **Drafts of consent forms will not be accepted.** Each consent form must be a separate document and titled for its respective subject population (e.g. teachers, parents, etc.). All consent documents must be in English, even though you may translate them.

If your research project requires using documents that are translated into other languages, please submit both the translated English version AND the translated document with your application. You must sign and date the document. TC strongly urges investigators to use back translation (translation into the target language and back into English) as a method of ensuring the translation's accuracy. Revised consents will also need to be translated.

NOTE: If you are conducting any part of your research within NYC DEPARTMENT OF EDUCATION [DOE] Schools: It is required that you receive approval from TEACHERS COLLEGE prior to submitting to the NYC Board of Education's Division of Assessment and Accountability.

Appendix A: Child Mindset Survey

Thank you for participating in this research study. This survey is an opportunity for me to understand your beliefs about intellectual ability. Your participation is voluntary and you may discontinue the study at any time. This survey should take you approximately 5 to 10 minutes.

Read each sentence below and then check the column that shows how much you agree with it.

Statement	Strongly Agree	Agree	Mostly Disagree	Mostly Disagree	Disagree	Strongly Disagree
1. You have a certain amount of intelligence, and you really can't do much to change it.						
2. Your intelligence is something about you that you can't change very much.						
3. You can learn new things, but you can't really change your basic intelligence.						
4. No matter who you are, you can change your intelligence a lot.						
5. You can always greatly change how intelligent you are.						
6. No matter how much intelligence you have, you can always change it quite a bit.						

Dweck, C.S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia: Psychology Press.

Appendix B: Parent Mindset Survey

Thank you for participating in this research study. This survey is an opportunity for me to understand your beliefs about intellectual ability. Your participation is voluntary and you may discontinue the study at any time. This survey should take you approximately 5 to 10 minutes.

Read each sentence below and then check the column that shows how much you agree with it.

Statement	Strongly Agree	Agree	Mostly Disagree	Mostly Disagree	Disagree	Strongly Disagree
1. You have a certain amount of intelligence, and you can't really do much to change it.						
2. Your intelligence is something about you that you can't change very much.						
3. No matter who you are, you can significantly change your intelligence level.						
4. To be honest, you can't really change how intelligent you are.						
5. You can always substantially change how intelligent you are.						
6. You can learn new things, but you can't really change your basic intelligence.						
7. No matter how much intelligence you have, you can always change it quite a bit.						
8. You can change even your basic intelligence level considerably.						

Dweck, C.S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia: Psychology Press.

Appendix C: Grit Scale

Please respond to the following 12 items. Be honest – there are no right or wrong answers.

Statement	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
1. I have overcome setbacks to conquer an important challenge.					
2. New ideas and projects sometimes distract me from previous ones.					
3. My interests change from year to year.					
4. Setbacks don't discourage me.					
5. I have been obsessed with a certain idea or project for a long time but later lost interest.					
6. I am a hard worker.					
7. I often set a goal but later choose to pursue a different one.					
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.					
9. I finish whatever I begin.					
10. I have achieved a goal that took years of work.					
11. I become interested in new pursuits every few months.					
12. I am diligent.					

Duckworth, A.L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment, 91*(2), 166-174.

Appendix D: Student Demographic Survey

1. Name: _____
2. Age: _____
3. Place of birth:
 - a. City: _____
 - b. State: _____
 - c. Country: _____
4. Primary language spoken at home: _____
5. Ethnicity
 - a. Hispanic/Latino (circle one) YES or NO
 - b. Race (circle all that apply)
 - i. American Indian or Alaskan Native
 - ii. Asian
 - iii. Black
 - iv. White
 - v. Native Hawaiian or other Pacific Islander
 - vi. Other: _____
6. Guardianship (circle one)
 - a. Mother
 - b. Father
 - c. Both Parents
 - d. Other: _____
7. 1st Parent/guardian name: _____
1st Parent/guardian job : _____
8. 2nd Parent/guardian name (if applicable): _____
2nd Parent/guardian job : _____
9. Highest mathematics section score on the 2016 SAT exam: _____
10. Highest mathematics section score on the ACT exam (if applicable):

11. Highest-level mathematics class taken or currently being taken:

12. Current overall GPA: _____

Appendix E: Parent Interview Protocol

1. What is the first word that comes to mind when I say, “mathematics?”
2. Describe any memorable or significant moments in your life regarding mathematics.
3. Describe your strengths and weaknesses in mathematics.
4. Describe your study habits regarding mathematics.
5. Do you think that there is a mathematics gene that predisposes certain people to be successful in mathematics while others less successful?
6. Do you think anyone can learn mathematics? Or is mathematics something you either know or you don’t?
7. Describe your child’s strengths and weaknesses in mathematics.
8. How involved are you when your child is working on mathematics at home?
9. How comfortable are you with the level of mathematics that your child is currently taking?
10. In your own opinion, what is a poor grade in mathematics? What is a high grade in mathematics?
11. How would you respond to your child if s/he came home with a poor mathematics grade?
12. How would you respond to your child if s/he came home with a high mathematics grade?

Appendix F: Child Interview Protocol

Phase I - Mindset

1. What is the first word that comes to mind when I say, “mathematics?”
2. Describe any memorable or significant moments in your life regarding mathematics.
3. How would you describe your experiences in mathematics classes?
4. Describe your strengths and weaknesses in mathematics.
5. Describe your study habits regarding mathematics.
6. Do you think that there is a mathematics gene that predisposes certain people to be successful in mathematics while others less successful?
7. Do you think anyone can learn mathematics? Or is mathematics something you either know or you don’t?
8. In your own opinion, what is a poor mathematics grade? What is a high mathematics grade?

9. Describe how you would feel and what you would do having just received a poor grade on a mathematics exam.
10. What would your parents say to you if you brought home a poor grade on a mathematics exam?
11. Describe how you would feel and what you would do having just received a high grade on a mathematics exam.
12. What would your parents say to you if you brought home a high grade on a mathematics exam?
13. Do you think your parents have any influence on how you perform in mathematics?

Phase II – Grit


1. Have you ever faced a challenge in mathematics? What was it? Were you able to overcome this obstacle? If so, how? If not, what did you do instead?
2. To which factors would you most attribute your mathematics performance?
3. Have you ever given up on a mathematics problem? What was it? For how long did you work on that problem? Does this happen often?
4. Have you ever had any goals for your mathematics classes? What are they? How long did you have to work in order to achieve your goals? What did you do to achieve your goals?
5. Suppose you are assigned a partner to complete a mathematics project that is worth a significant part of your grade. What would you value more in a partner: someone who is naturally smart, or someone who works really hard?
6. How does someone become successful in mathematics?

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INFORMED CONSENT

Protocol Title: How Does Parent Mindset Influence Child Mathematical Experience?

Parent Consent

Principal Investigator: Kimberly Barba, MSc, Teachers College


INTRODUCTION

You are being invited to participate in this research study called “How Does Parent Mindset Influence Child Mathematical Experience.” You may qualify to take part in this research study because you are the parent of a high school senior that has taken either the 2016 SAT examination. Approximately 48 people will participate in this study and it will take less than 1 hour of your time to complete.

WHY IS THIS STUDY BEING DONE?

This study is being done to explore relationships between parent mindsets and their child’s mathematical experiences. In particular, the study will consider how parent mindset, particularly about mathematics, may or may not influence their children’s mindset, children’s mathematical achievement, and children’s level of grit.

WHAT WILL I BE ASKED TO DO IF I AGREE TO TAKE PART IN THIS STUDY?

If you decide to participate, you will first be sent a Mindset survey to be completed online. This will take about five minutes. You then will be asked to participate in an interview led by the principal investigator. During the interview you will be asked to discuss your mathematical experiences. This interview will be audio recorded. After the audio-recording is written down (transcribed) the audio recording will be deleted. If you do not wish to be audio recorded, you will not be able to participate. The interview will take approximately thirty minutes. You will be given a pseudonym in order to keep your identity confidential.

The interview will take place in room 150 at Fairfield Ludlow High School after school at a time that is convenient for you.

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WHAT POSSIBLE RISKS OR DISCOMFORTS CAN I EXPECT FROM TAKING PART IN THIS STUDY?

This is a minimal risk study, which means the harms or discomforts that you may experience are not greater than you would ordinarily encounter in daily life. However, there are some risks to consider. You might feel embarrassed to discuss problems that you experienced in mathematics. **However, you do not have to answer any questions or divulge anything you don't want to talk about. You can stop participating in the study at any time without penalty.** The principal investigator is taking precautions to keep your information confidential and prevent anyone from discovering or guessing your identity, such as using a pseudonym of your name and keeping all information on a password protected computer and locked in a file drawer.

WHAT POSSIBLE BENEFITS CAN I EXPECT FROM TAKING PART IN THIS STUDY?

There is no direct benefit to you for participating in this study. Participation may benefit parent feedback practices with regards to child mathematical achievement.

WILL I BE PAID FOR BEING IN THIS STUDY?

You will not be paid to participate; however, the principal investigator is a math teacher and can give an hour of math help to your child if you wish.

WHEN IS THE STUDY OVER? CAN I LEAVE THE STUDY BEFORE IT ENDS?

The study is over when you have completed the interview. However, you can leave the study at any time even if you haven't finished.

PROTECTION OF YOUR CONFIDENTIALITY

The investigator will keep all written materials locked in a desk drawer in a locked office. Any electronic or digital information (including audio recordings) will be stored on a computer that is password protected. What is on the audio-recording will be written down and the audio recording will then be destroyed. There will be no record matching your real

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name with your pseudonym. Regulations require that research data be kept for at least three years.

HOW WILL THE RESULTS BE USED?

The results of this study will be published in journals and presented at academic conferences. Your name or any identifying information about you will not be published. This study is being conducted as part of the dissertation of the principal investigator.

CONSENT FOR AUDIO RECORDING

Audio recording is part of this research study. You can choose whether to give permission to be recorded. If you decide that you don't wish to be recorded, you will not be able to participate in this research study.

___ I give my consent to be recorded _____
Signature

___ I **do not** consent to be recorded _____
Signature

WHO MAY VIEW MY PARTICIPATION IN THIS STUDY

___ I consent to allow written and audio taped materials viewed at an educational setting or at a conference outside of Teachers College _____
Signature

___ I **do not** consent to allow written and audio taped materials viewed outside of Teachers College Columbia University _____
Signature

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OPTIONAL CONSENT FOR FUTURE CONTACT

The investigator may wish to contact you in the future. Please initial the appropriate statements to indicate whether or not you give permission for future contact.

I give permission to be contacted in the future for research purposes:

Yes _____ No _____
Initial Initial

I give permission to be contacted in the future for information relating to this study:

Yes _____ No _____
Initial Initial

WHO CAN ANSWER MY QUESTIONS ABOUT THIS STUDY?

If you have any questions about taking part in this research study, you should contact the principal investigator, Kimberly Barba, [REDACTED]

If you have questions or concerns about your rights as a research subject, you should contact the Institutional Review Board (IRB) (the human research ethics committee) at 212-678-4105 or email IRB@tc.edu. Or you can write to the IRB at Teachers College, Columbia University, 525 W. 120th Street, New York, NY 1002. The IRB is the

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committee that oversees human research protection for Teachers College, Columbia University.

PARTICIPANT'S RIGHTS

- I have read and discussed the informed consent with the researcher. I have had ample opportunity to ask questions about the purposes, procedures, risks and benefits regarding this research study.
- I understand that my participation is voluntary. I may refuse to participate or withdraw participation at any time without penalty.
- The researcher may withdraw me from the research at his or her professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue my participation, the investigator will provide this information to me.
- Any information derived from the research study that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- I should receive a copy of the Informed Consent document.

My signature means that I agree to participate in this study

Print name: _____ **Date:** _____

Signature: _____


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INFORMED CONSENT

Protocol Title: How Does Parent Mindset Influence Child Mathematical Experience?

Child Consent

For high school seniors 18 years of age or over

Principal Investigator: Kimberly Barba, MSc, Teachers College


INTRODUCTION

You are being invited to participate in this research study called “How Does Parent Mindset Influence Child Mathematical Experience.” You may qualify to take part in this research study because you are a high school senior that has taken the 2016 SAT examination and have parents or guardians that are also willing to be participants. Approximately 48 people will participate in this study and it will take less than 1 hour of your time to complete.

WHY IS THIS STUDY BEING DONE?

This study is being done to explore relationships between parent mindsets and their child’s mathematical experiences. In particular, the study will consider how parent mindset, particularly about mathematics, may or may not influence their children’s mindset, children’s mathematical achievement, and children’s level of grit.

WHAT WILL I BE ASKED TO DO IF I AGREE TO TAKE PART IN THIS STUDY?

If you decide to participate, you will first be sent three surveys (a Mindset survey, Grit survey, and a Demographic Information survey) to be completed online. Each survey will take about five minutes to complete.

You will then be asked to participate in an interview led by the principal investigator. During the interview you will be asked to discuss your mathematical experiences. This interview will be audio recorded. After the audio recording is written down (transcribed) the audio recording will be deleted. If you do not wish to be audio recorded, you will not be able to participate. The interview will take approximately thirty minutes. You will be given a pseudonym in order to keep your identity confidential.

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The interview will take place in room 150 at Fairfield Ludlow High School after school at a time that is convenient for you.

WHAT POSSIBLE RISKS OR DISCOMFORTS CAN I EXPECT FROM TAKING PART IN THIS STUDY?

This is a minimal risk study, which means the harms or discomforts that you may experience are not greater than you would ordinarily encounter in daily life. However, there are some risks to consider. You might feel embarrassed to discuss problems that you experienced at home or in school. **However, you do not have to answer any questions or divulge anything you don't want to talk about. You can stop participating in the study at any time without penalty.** The principal investigator is taking precautions to keep your information confidential and prevent anyone from discovering or guessing your identity, such as using a pseudonym of your name and keeping all information on a password protected computer and locked in a file drawer.

WHAT POSSIBLE BENEFITS CAN I EXPECT FROM TAKING PART IN THIS STUDY?

There is no direct benefit to you for participating in this study. Participation may benefit parent feedback practices with regards to child mathematical achievement.

WILL I BE PAID FOR BEING IN THIS STUDY?

You will not be paid to participate; however, the principal investigator is a math teacher and can give you an hour of math help if you wish.

WHEN IS THE STUDY OVER? CAN I LEAVE THE STUDY BEFORE IT ENDS?

The study is over when you have completed the interview. However, you can leave the study at any time even if you haven't finished.

PROTECTION OF YOUR CONFIDENTIALITY

The investigator will keep all written materials locked in a desk drawer in a locked office. Any electronic or digital information (including audio recordings) will be stored on a

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computer that is password protected. What is on the audio recording will be written down and the audio-recording will then be destroyed. There will be no record matching your real name with your pseudonym. Regulations require that research data be kept for at least three years.

HOW WILL THE RESULTS BE USED?

The results of this study will be published in journals and presented at academic conferences. Your name or any identifying information about you will not be published. This study is being conducted as part of the dissertation of the principal investigator.

CONSENT FOR AUDIO RECORDING

Audio recording is part of this research study. You can choose whether to give permission to be recorded. If you decide that you don't wish to be recorded, you will not be able to participate in this research study.

___ I give my consent to be recorded _____
Signature

___ I **do not** consent to be recorded _____
Signature

WHO MAY VIEW MY PARTICIPATION IN THIS STUDY

___ I consent to allow written and audio taped materials viewed at an educational setting or at a conference outside of Teachers College _____
Signature

___ I **do not** consent to allow written and audio taped materials viewed outside of Teachers College Columbia University _____
Signature

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OPTIONAL CONSENT FOR FUTURE CONTACT

The investigator may wish to contact you in the future. Please initial the appropriate statements to indicate whether or not you give permission for future contact.

I give permission to be contacted in the future for research purposes:

Yes _____ No _____
Initial Initial

I give permission to be contacted in the future for information relating to this study:

Yes _____ No _____
Initial Initial

WHO CAN ANSWER MY QUESTIONS ABOUT THIS STUDY?

If you have any questions about taking part in this research study, you should contact the principal investigator, Kimberly Barba, [REDACTED]

If you have questions or concerns about your rights as a research subject, you should contact the Institutional Review Board (IRB) (the human research ethics committee) at 212-678-4105 or email IRB@tc.edu. Or you can write to the IRB at Teachers College, Columbia University, 525 W. 120th Street, New York, NY 1002. The IRB is the

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committee that oversees human research protection for Teachers College, Columbia University.

PARTICIPANT'S RIGHTS

- I have read and discussed the informed consent with the researcher. I have had ample opportunity to ask questions about the purposes, procedures, risks and benefits regarding this research study.
- I understand that my participation is voluntary. I may refuse to participate or withdraw participation at any time without penalty.
- The researcher may withdraw me from the research at his or her professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue my participation, the investigator will provide this information to me.
- Any information derived from the research study that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- I should receive a copy of the Informed Consent document.

My signature means that I agree to participate in this study

Print name: _____ **Date:** _____

Signature: _____

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INFORMED CONSENT

Protocol Title: How Does Parent Mindset Influence Child Mathematical Experience?

Parent Permission

For use when high school seniors are less than 18 years of age

Principal Investigator: Kimberly Barba, Teachers College [REDACTED]

INTRODUCTION

Your child is being invited to participate in this research study called “How Does Parent Mindset Influence Child Mathematical Experience.” Your child may qualify to take part in this research study because they are a high school senior who has taken the 2016 SAT examination. Approximately 16 children will participate in this study and it will take less than 1 hour of your child’s time to complete.

WHY IS THIS STUDY BEING DONE?

This study is being done to explore relationships between parent mindsets and their child’s mathematical experiences. In particular, the study will consider how parent mindset, particularly about mathematics, may or may not influence their children’s mindset, children’s mathematical achievement, and children’s level of grit.

WHAT WILL MY CHILD BE ASKED TO DO IF I AGREE THAT MY CHILD CAN TAKE PART IN THIS STUDY?

If you decide to allow your child to take part in this study, your child will first be sent three surveys (a Mindset survey, a Grit survey, and a Demographic Information survey) to be completed online. Each survey should take about five minutes to complete. Your child will then be asked to participate in an interview led by the principal investigator. During the interview they will be asked to discuss their experience with mathematics in the classroom and at home. This interview will be audio-recorded. After the recorded interview is written down the original recording will be deleted. If you do not wish your child to be audio-recorded, your child will not be able to participate. The interview will take approximately thirty minutes. Your child will be given a pseudonym in order to keep their identity confidential.

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The interview will take place in room 150 at Fairfield Ludlow High School after school at a time that is convenient for you.

WHAT POSSIBLE RISKS OR DISCOMFORTS CAN MY CHILD EXPECT FROM TAKING PART IN THIS STUDY?

This is a minimal risk study, which means the harms or discomforts that your child may experience are not greater than your child would ordinarily encounter in daily life. Your child might feel embarrassed to discuss their experience with mathematics in the classroom and at home. However, your child does not have to answer any questions or divulge anything they don't want to talk about. Your child can stop participating in the study at any time without penalty. The principal investigator is taking precautions to keep your child's information confidential and prevent anyone from discovering what they say or their identity, such as using a pseudonym instead of their name and keeping all information on a password protected computer and locked in a file drawer.

WHAT POSSIBLE BENEFITS CAN MY CHILD EXPECT FROM TAKING PART IN THIS STUDY?

There is no direct benefit to your child for participating in this study.

WILL MY CHILD BE PAID FOR BEING IN THIS STUDY?

Your child will not be paid to participate; however, the principal investigator is a math teacher and can give an hour of math help to your child if you wish. There are no costs to you for your child's taking part in this study.

WHEN IS THE STUDY OVER? CAN MY CHILD LEAVE THE STUDY BEFORE IT ENDS?

The study is over when your child has completed the interview. However, your child can leave the study at any time even if they haven't finished.

Teachers College, Columbia University
525 West 120th Street
New York NY 10027
212 678 3000

INFORMED CONSENT

PROTECTION OF YOUR CHILD'S CONFIDENTIALITY

The investigator will keep all written materials locked in a desk drawer in a locked office. Any electronic or digital information (including audio recordings) will be stored on a computer that is password protected. What is on the audio recording will be written down and the audio recording will then be destroyed. There will be no record matching your child's real name with their pseudonym. Research data concerning children will be kept for five years.

HOW WILL THE RESULTS BE USED?

The results of this study will be published in journals and presented at academic conferences. Your child's name or any identifying information about your child will not be published. This study is being conducted as part of the dissertation of the principal investigator.

CONSENT FOR AUDIO RECORDING

Audio recording is part of this research study. You can choose whether to give permission for your child to be recorded. If you decide that you don't wish your child be recorded, they will not be able to participate in this research study.

____ I give my consent for my child to be recorded _____
Signature

____ I **do not** consent for my child to be recorded _____
Signature

Teachers College, Columbia University
525 West 120th Street
New York NY 10027
212 678 3000

INFORMED CONSENT

WHO MAY VIEW MY CHILD'S PARTICIPATION IN THIS STUDY

___ I consent to allow my child's written and audio taped materials viewed at an educational setting or at a conference outside of Teachers College _____
Signature

___ I **do not** consent to allow my child's written and audio taped materials viewed outside of Teachers College Columbia University _____
Signature

OPTIONAL CONSENT FOR FUTURE CONTACT

The investigator may wish to contact you in the future. Please initial the appropriate statements to indicate whether or not you give permission for future contact.

I give permission to be contacted in the future for research purposes:

Yes _____ No _____
Initial Initial

I give permission to be contacted in the future for information relating to this study:

Yes _____ No _____
Initial Initial

WHO CAN ANSWER MY QUESTIONS ABOUT THIS STUDY?

If you have any questions about the study or your child's taking part in this research study, you should contact the principal investigator, Kimberly Barba, at _____

If you have questions or concerns about your child's rights as a research subject, you should contact the **Institutional Review Board (IRB)** at 212-678-4105 or email

Teachers College, Columbia University
525 West 120th Street
New York NY 10027
212 678 3000

INFORMED CONSENT

IRB@tc.edu. Or you can write to the IRB at Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027, box 151. The IRB is the committee that oversees human research protection at Teachers College, Columbia University.

PARTICIPANT'S RIGHTS

- I have read and discussed the informed consent with the investigator. I have had ample opportunity to ask questions about the purposes, procedures, risks and benefits regarding this research study.
- I understand that my child's participation is voluntary. I may refuse to allow my child to participate or withdraw participation at any time without penalty. I understand that my child may refuse to participate without penalty.
- The investigator may withdraw my child from the research.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to allow my child to continue participation, the investigator will provide this information to me.
- Any information derived from the research study that personally identifies my child will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- I should receive a copy of the Informed Consent document.

My signature means that I agree to allow my child participate in this study

Child's name: _____

Print Parent or guardian's name: _____

Parent or guardian's signature: _____

Date: _____

Teachers College, Columbia University
525 West 120th Street
New York NY 10027
212 678 3000

INFORMED CONSENT

Assent Form for Minors

Protocol Title: How Does Parent Mindset Influence Child Mathematical Experience?

For use when high school seniors are less than 18 years of age

Principal Investigator: Kimberly Barba, Teachers College [REDACTED]

This study is being done to explore relationships between parent mindsets and their child's mathematical experiences. In particular, the study will consider how parent mindset, particularly about mathematics, may or may not influence their children's mindset, children's mathematical achievement, and children's level of grit.

I _____ (child's name) agree to be in this study, titled _____
_____. What I am
being asked to do has been explained to me by _____.

I understand what I am being asked to do and I know that if I have any questions, I can ask
_____ at any time. I know that I can quit this study whenever I want to and it is
perfectly OK to do so. It won't be a problem for anyone if I decide to quit.

Name: _____

Signature: _____

Witness: _____ Date: _____

Investigator's Verification of Explanation

I certify that I have carefully explained the purpose and nature of this research to
_____ in age-appropriate language. He/she has the opportunity to
discuss it with me and knows that they can stop participating at any time. I have answered
all of their questions and this minor child has provided the affirmative agreement (assent)
to participate in this research study.

Investigator's Signature _____

Date _____



Toni Jones, Ed.D
Superintendent of Schools

S u p e r i n t e n d e n t M e m o r a n d u m

To: Fairfield Board of Education
From: Toni Jones
Date: April 6, 2017
Re: [Revised](#) Amendment to the 2016-2017 Calendar

The Fairfield Police Department has determined that, because of the safety concerns raised by the Special Election of June 6, 2017, that the Fairfield Public Schools should not hold school on that day. Lieutenant Weihe's concerns read, in part:

"I have assessed the practicality, from a security standpoint, of keeping schools in session while using them as polling stations. My opinion is that schools should not be in session."

As a result of these concerns, I recommend that the Board of Education amend the 2016-2017 school calendar to designate June 6, 2017 as a professional development day, with no school for students. While a "no school" day in June is not optimal, the additional time for professional learning for our staff (certified and non-certified), would be an unexpected benefit. All non-certified school-year employees will also work on June 6.

[Last School Day for All Students \(except McKinley\):](#)

Due to snow days, the last day of school for students (*except McKinley*) is **Friday, June 16, 2017**, with the final two days being **FULL DAYS** of school.

Thursday, June 15 – Full Day

Friday, June 16 – Full Day and Last Day of School

[Last School Day for McKinley Students Only:](#)

Due to snow days and the 2-day November closure, the last day of school for McKinley students is **Tuesday, June 20, 2017**, with the final two days being **EARLY DISMISSAL** days.

Monday, June 19 – Early Dismissal

Tuesday, June 20 – Early Dismissal and Last Day of School

Town of Fairfield
Riverfield Elementary School Building Committee

February 23, 2017

Dr. Toni Jones, Superintendent
Fairfield Public School District
501 Kings Highway East
Fairfield, Connecticut 06825

Dear Dr. Jones,

As chairman of the Riverfield Building Committee, I am pleased to announce the completion of the addition and alterations of Riverfield Elementary School. Below is a list of the major elements of work performed at the school:

- Construction of a new 16,390 square foot addition that houses six (6) new full size classrooms, two (2) music rooms, a gifted room, a resource room and new boys and girls bathrooms;
- Renovation of the existing gymnasium including addition of a new platform, abatement of PCBs within exterior walls (required demolition of existing walls and reconstruction with new);
- Addition with new conference room, instructional storage, gym office, kitchen expansion and other support spaces;
- Renovation of the existing administration suite including new health suite;
- Construction of two resource rooms and math/science support room;
- Construction of an OT/PT room;
- New HVAC systems throughout the building except for POD area;
- New sprinkler systems throughout;
- New fire alarm system throughout;
- New ceilings and LED lighting throughout;
- Installation of new millwork and sinks in select classrooms;
- Replacement of media center ceilings, lighting, and corridor windows;
- Installation of new lockers throughout;
- Renovation and expansion of the existing kitchen including new walk-in cooler and freezer, as well as the creation of two serving lines;
- Renovation of the all-purpose room including floor replacement and new HVAC system;
- Removal of existing portable classrooms;
- Security upgrades;
- Site work included expansion of the north parking lot, new electrical, domestic water, fire and gas services, new storm drainage and underground retention systems, minor landscaping, and new emergency vehicular path around the building;
- New furniture was installed for the new classroom wing.

Enclosed is a copy of the certificate of occupancy for the project. Also enclosed is a site plan showing the site improvements for the project.

The total project budget for this project was \$16,599,319. The project was completed with approximately \$250,000 remaining in the project budget. This project now meets the 504 student capacity as mandated by the Education Specification for Riverfield Elementary School that was approved on December 13, 2011.

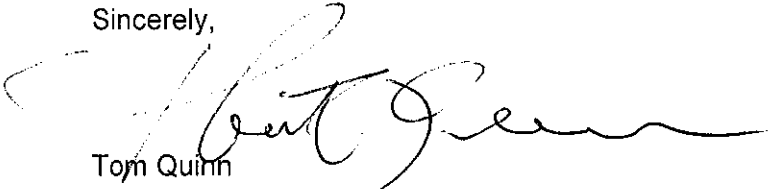
I can confirm that all documents, drawings, training, owner's manuals and reports have been met and submitted to the facilities managers at FPS central office. The only remaining documentation to be filed is the closeout documentation with the Office of School Construction Grants and Review, formerly Office of School Facilities. Our owner's project manager, Colliers International (formerly Strategic Building Solutions), will be working with Mr. Sal Morabito to finalize the required closeout documentation with the state.

The successful completion of this project is due to the collaborative efforts by the project team that consisted of Fairfield Public Schools staff, Riverfield Elementary school administration and staff, the Riverfield Building Committee, town staff, and our project team consisting of Kenneth Boroson Architects, Gilbane Building Company and Colliers International.

I would like to recognize the members of the Riverfield Building Committee for their tireless efforts and dedication to the successful completion of this project: Daniel Graziadei, Christine Messina, Lawrence Ratner, Maureen Sawyer, John Shaffer, Scott Thompson, Bill McDonald, and Harry Ackley.

I believe that Riverfield Elementary School, with the completion of the above renovations and additions, meets all the requirements of educational specifications for the school. On behalf of the Riverfield Building Committee, I request that our committee be formally discharged from its duties on this project.

Sincerely,



Tom Quinn
Chairman, Riverfield Building Committee

Cc: Micheal C. Tetreau, First Selectman
Philip Dwyer, Chairman, Board of Education



TOWN OF FAIRFIELD

CERTIFICATE OF OCCUPANCY

3.22, 20 17 Code 2003 IBC

Map # 145 Lot # 96 This is to certify that the building at 1625 MILL PLAIN ROAD

Owner FAIRFIELD TOWN OF Under Permit No: 151405

Conforms to the requirements of the State Building Code & of the Town of Fairfield & is hereby approved for Occupancy

*****RIVERFIELD ELEMENTARY SCHOOL****ADDITIONS & ALTERATIONS*****

- ✓ Fire Marshal Approval Date 3/22/17 By [Signature]
- ✓ Health Dept Approval Date 21 FEB 17 By [Signature]
- ✓ Zoning Dept Approval Date 2-22-17 By [Signature]
- ✓ Sewer Dept Approval Date 2/21/17 By Chris Rogers/cr
- ✓ Conservation Dept approval Date 2-21-17 By Aunette Jacobson
- ✓ Engineering Dept Approval Date 2-21-17 By Juliana Harris

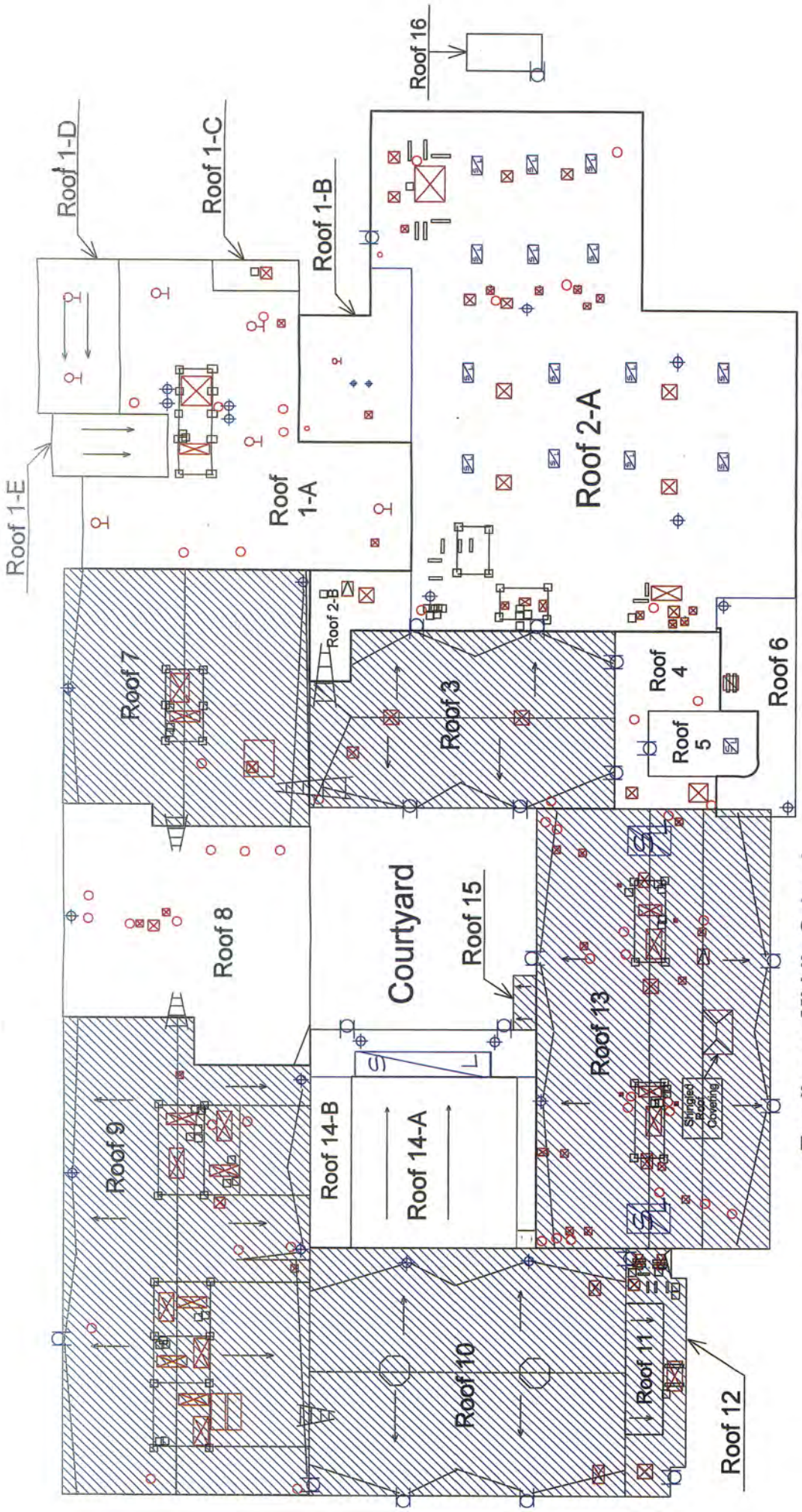
Remarks: _____

[Signature]
THOMAS CONLEY
CHIEF BUILDING OFFICIAL

DRAFT

EDUCATIONAL SPECIFICATIONS FOR TOMLINSON MIDDLE SCHOOL PARTIAL RE-ROOFING PROJECT

1. **Project Rationale:** Replace the roofing membrane, insulation and flashing on Tomlinson Middle School at multiple roof sections in order to provide a weather-tight building envelope and to protect the internal structures and materials.
2. **Long Range Plan:** A review of enrollment forecasts indicates that this school will be required to house Fairfield students for the foreseeable future.
3. **The Project:** To remove existing roofing materials and provide decking (as necessary), insulation, flashing, expansion joint restoration, surface membrane and structural components as need indicates. Roofing systems shall be cold applied multi-ply systems with a 20 year (no dollar limit/edge to edge) warranty.
4. **Enrollment Data:** The 10/01/2016 enrollment of this school was 684 students
5. **Learning Activities:** Learning activities are carried out using district-wide curriculum criteria.
6. **Support Facilities:** The building is a fully operational middle school and contains standard support such as administration, health, storage, school lunch, custodial, arts, physical education, etc.
7. **Community Uses:** The Fairfield Board of Education has a long-standing practice of making all school facilities available to community groups. Each year the general public uses our buildings through our reservations program. Schools will continue to be available to the community.
8. **Systems:** N.A.
9. **Environment:** Fairfield schools provide an environment that is conducive to the learning process. All aspects of environment have been considered. These include, but are not be limited to, adequate climate control, ventilation, appropriate lighting, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access, windows and doors.
10. **Equipment:** N.A.
11. **Site Development:** N.A.



Tomlinson Middle School
200 Unquowa Road
Fairfield Public Schools

2017 Re-roofs

Fairfield High School Solar Carport Proposals

About the Project:

- 980 kilowatts of photovoltaic solar energy systems will be mounted on carport structures in the student parking lots at Fairfield Ludlowe and Fairfield Warde High Schools.
- Once completed, the schools will produce about 2/3 of their electricity from solar power. The absolute minimum electricity savings from the carports will exceed \$1.2 Million.
- If approved before the end of the school year, the project can be completed during the summer of 2017.

A Major Step Toward a Clean Energy Future:

The Town of Fairfield is known for many wonderful things, including beautiful neighborhoods, outstanding schools, terrific beaches and open spaces, and an amazing sense of community and shared history. Increasingly, Fairfield is also known in Connecticut as a leader in the implementation and use of clean energy – in particular, solar. In recent years, Fairfield has completed dozens of clean energy projects that have improved our air quality, reduced dependence on unstable fuel supplies, enhanced the security of our energy sources, and provided long term savings. To-date, clean energy projects have an annual energy cost savings of \$2.4 million for the Town.

The high school solar carport projects are a huge, next step forward in realizing a clean energy future for Fairfield – but it also promises tremendous tangible benefits for our community **today**. Serving as a real educational opportunity for our entire student population to learn first-hand about clean energy -- the systems will serve as a striking symbol of Fairfield's clean energy leadership and our commitment to helping secure a better, more sustainable future for our families, our Town, and the world at large.



Artistic rendering of the proposed solar carports at Fairfield Warde High School

Powerful Benefits, Both Today and Tomorrow:

- ***Energy Cost Savings:*** The Town will save an average of \$60,000 per year on electricity costs. Over the 20-year life of the contracts, there is an estimated minimum ***\$1.2 Million in economic benefit to the Town, assuming no future increase in utility rates. If a conservative 3% utility increase is assumed, the estimated savings is well over \$2 Million.***
- ***Amenities for Communities:*** The installation will provide covered parking for students and visitors providing shelter from the elements and the occasional foul ball 😊
- ***A Positive Impact on Air and Health:*** Under a power purchase agreement (PPA) with solar vendor Skyview Ventures, the Town's cost for installation or maintenance of the system is ***zero.***

How a Power Purchase Agreement (PPA) Works:

Under the PPA, the solar power facility will be designed, financed, constructed, operated, insured, and maintained by Skyview, ***with zero cost for Fairfield.*** The Town simply agrees to purchase the solar-generated power at a lower rate than ***today's*** electricity rates, fixed for the next 20 years. After 20 years, the Town can own the solar system or can opt to have it removed. Solar systems have a typical lifespan of at least 30 years, so the remaining 10 years or more would be ***incredibly inexpensive power*** for the Town providing an additional \$2.4M plus in savings. The economic benefits of solar PPAs are greatly enhanced by federal and state incentives for such projects. Fairfield has successfully used PPA agreements on over two dozen solar projects in Town.



Artistic rendering of the proposed solar carports at Fairfield Ludlowe High School

For more information, please contact Scott Thompson, Town of Fairfield Clean Energy Task Force at fairfieldcleanenergy@gmail.com or 203-912-0211.

Frequently Asked Questions

1. Will the solar system reduce the number of parking spaces at schools?

There will be no permanent loss of parking spaces from the project. During construction (late June through end August 2017), parking spaces will be temporarily closed by construction activities. At Warde, an alternative drop off area for the on-site daycare center, which is in use during summer months, will be identified for use during construction of north section system.

2. Will the solar carports limit the ability of snow removal?

No, the carports are high enough for plows to go under them. Our experience with the Rec Center solar carports shows us that, unless the snow is very drifty, the amount of plowing will be reduced because only the gaps between the carports will need to be plowed. In fact, there have been no snow-related issues at the carports at the Rec Center over the past 3 winters.

3. What will happen if the parking lot needs to be paved in the future?

Paving equipment can fit under the carports. When raising the asphalt truck's dump body (which is higher than the carports), aversion techniques will be used similar to those used when working under tree canopies or power lines. Per correspondence from the Dept. of Public works, there will be no anticipated increase in future paving costs due to the carports.

4. How do the carport structures affect the existing overhead lighting in the parking lot?

There will be LED lighting provided under the carport structures so that students or visitors can continue to park safely and securely. Some overhead lights may therefore no longer be necessary and will be removed, thereby reducing neighborhood light pollution.

5. How will the parking structures affect the parking experience?

Traffic entering the parking lot will flow around the structures via existing traffic patterns for safe and efficient queueing. Cars parked under the carports will be shielded from weather, including snow and damaging UV radiation from the sun, representing an amenity for users. Several walkways will be covered by the carports and will provide protected means of egress across sections of the lots.

6. What color will the carport columns be?

The columns will be painted a custom color to closely match the schools' exterior.

7. If hail, foul balls, or other objects fall or are thrown on the carports will the panels break? If they do, who is responsible for cleanup and replacing the panels and for those costs?

The solar modules are rated for golf-ball sized hail and can, in most cases, withstand the impact of a foul ball. The modules are tempered glass; if damaged there will be no debris falling from the array. When necessary, modules will be replaced by Skyview at no cost to the Town. If panel damage issue is severe/chronic, netting may be erected by Skyview (at no cost to Town). Skyview is responsible for all maintenance of the solar system and carport structures.

8. How will carports affect general traffic?

Columns should serve as traffic “calming” features. Busses, fire trucks, and plows can all fit under low point of canopy (12’). Large tractor trailers may not fit under low end (signage can be placed) but will have adequate pathways to make deliveries. We have consulted with the school Transportation Manager, John Ficke, and he has corresponded that he has no concerns. At Ludlowe, two speed tables on the approach from Unquowa are planned to be added by the Town to further calm traffic.

9. What happens if the solar vendor goes bankrupt?

The project will be fully bonded, so the bonding entity would identify a replacement vendor and use the bond money to complete the project.

10. Will neighbor views be affected?

At Ludlowe there are no evident visual impacts to neighbors. At Warde the visual impact from homes on Knapps Hwy during leaf-on conditions is minimal/negligible but the system will be more visible during leaf-off (winter) conditions. The system may be visible to residents on Old Farm Rd during leaf-off conditions. We are working with the Tree Warden and, if possible, will add vegetative screening along the northern end of the Warde array.

11. What neighborhood and community outreach has been conducted?

A public meeting was held on February 27, 2017 to receive input from Fairfield Warde High School neighbors. Letters were sent to over 200 abutting and nearby neighbors and notices were posted through PeachJar and on the Town website. Eighteen people attended the meeting and no objections to the project were raised. Further email and door-to-door contact with neighbors has garnered more support. The Warde PTA was briefed on the project on March 8, 2017 and the Ludlowe PTA will be briefed at a future date.

12. Who is potentially liable if snow or ice or any other cause stemming from the carports and/or solar panels causes injury or property damages to cars or people?

Skyview, as the owner of the solar system, is responsible for damage caused by the carports. Snow guards will be erected to prevent snow from sliding off in sheets. The Town will handle plowing, salting, and sanding.

13. Do the solar panels generate any electricity if there is snow on them?

While generation will be reduced, the panels do have potential to generate some electricity while covered in snow. The estimated production of the system, and associated cost savings to the Town, takes into account loss of power due to snow cover.

14. Water discharged to the ground could result in freezing and cause safety hazards. How is melting snow runoff dealt with?

The existing stormwater drainage system will remain unchanged. Salt and sand will be applied to prevent or address potential ice formation.

15. What “smart” features will be included in the carports?

Prepared by Fairfield’s Clean Energy Task Force – April 6, 2017

The carports will be equipped with LED lighting, 120V exterior electrical outlets, and security cameras. The lighting and outlets will be timer-controlled. The security cameras will be tied to the school/FFPD system. The solar production will be recorded on a website for educational use by students.

16. Is electric vehicle (EV) charging provided? What is the cost?

Trickle charging an EV is possible using a standard wall outlet (120V) and an EV's portable cord. Outlet use will be on a timer and restricted to school hours for student use only. The electricity cost for a student charging an EV for 5-hours/day for 180 days/year would be \$150/year. If EV charging becomes prominent (e.g., 3 or more users), the school may choose to require a permit for EV charging. Assuming a 50% usage rate, the recommended permit fee would be \$75/year.

17. Can the carport parking spaces be considered "premium" parking?

The carports will provide protection from the elements, including precipitation and the sun's UV rays. Due to this amenity, the school may choose to designate the carport spaces as "premium" parking, and consider charging a higher parking fee to students. There are approximately 160 covered spaces at Warde and approximately 140 covered spaces at Ludlowe. If a \$25/year premium parking fee were charged per space, \$150,000 in additional revenue could be generated over the 20-year contract.

18. What other towns have installed solar carports?

Towns throughout Connecticut have installed solar systems. Carport mounted systems have been installed in parking lots in Fairfield (Rec Center), Woodbridge, Plainville, and Hamden among others.

19. What happens at the end of the 20 year PPA agreement?

The Town may opt to buy the system thereby getting free electricity, have the vendor remove the system, enter into an extended O&M agreement, or enter into a new solar agreement.

20. Is there a danger that, at the end of 20 years, the Town will be "stuck" with outmoded technology?

Solar technology, like most electronics, changes periodically. One could always wait for better technology, but while waiting would not experience the benefits of existing technology, financial or other. Solar panels have a life-span of 30 years, and will save the Town money and reduce emissions throughout that lifespan.

21. Was the selection of Skyview a competitive process?

Yes, Skyview was selected as one of the Town's system solar vendor through a competitive process administered by the Town. Skyview will also have to compete for the renewable energy credit incentives awarded by CT Green Bank for this project during the ZREC bidding process, before the PPA is finalized. Lastly, Skyview's proposal offers competitive solar power at a fixed 20-year rate that is lower than today's current utility prices.

22. What happens in case of a collision with a column?

Cushioning pads will be placed on the columns so that minor impacts to vehicles can be mitigated. In the case of significant damage, that would be expected to be resolved between the insurance companies of the owner of the system, Skyview, and the vehicle operator, not the Town.

23. Will pick or drop off areas be affected?

There will be no effect on pick up or drop off areas or their associated traffic patterns in the lots.

24. What are the environmental benefits of the project?

The environmental benefits are numerous, and include reduced air pollution and carbon emissions. Also, the parking lot, which is a highly degraded ecosystem, is turned into productive use, thereby reducing the need for solar development in other more sensitive areas.

25. What is the anticipated project schedule?

We are seeking approval of the project's conceptual design and PPA rates from BOE by May 9, 2017. Upon subsequent approval of the PPA by BOS, the detailed design will be finalized, final permits will be obtained, and materials will be ordered. Construction will be completed during summer months when school is out, and is expected to take about 10 weeks.

26. Will work impact other summertime construction activities?

Work will be coordinated with other simultaneous construction activities. Pre-construction phase planning has been initiated through the Fairfield School Construction and Safety office, and will continue to be coordinated with them in greater detail during construction.

27. Will school security be impacted?

The Fairfield Police Department has reviewed the proposal and "is in agreement with the project as it pertains to schools security." The Fairfield Fire Department has also reviewed the proposal and has no concerns. The carport structures may affect existing sight-lines. Security cameras will be mounted under the carports and connected to each buildings' security systems, providing a net security benefit.

28. How much will this project cost?

The project costs the Town nothing and the net savings, stated above, is significant. There is no capital investment required from the Town. The system is designed, built, operated, maintained, insured, owned, etc. by a 3rd party. The Town will agree to purchase power made by the system at a rate that is lower than current conventional electricity, and is fixed for 20 years. A Power Purchase Agreement will be developed and executed based on standard template that has been used for over 20 other Town solar projects.

29. What are the educational benefits of the project?

The solar carports will serve as a very tangible learning tool for the high schools. AP Environmental Science and AP Physics classes may benefit from the study of solar power production and low emissions vehicles. All grade levels can use these real structures as touchpoints or field trip destinations to study renewable, clean energy. The Clean Energy Task Force can support the integration of these learning tools into the school's curriculum and will continue its mission of raising awareness of these technologies and their benefits within the entire Fairfield community.

Fairfield High School Solar Carport Proposals

April 6, 2017

Solar Carports – Main Features & Benefits

- Financial
 - Reduce energy bills with no investment and little risk
 - Long term energy cost stability
- Environmental
 - Reduce emissions / improve air quality
 - Put degraded ecosystem (pavement) into productive use
 - Reduce lighting emissions
- Other
 - Reduce vehicle exposure to weather
 - Educational opportunities
 - Improve security conditions (cameras)

20-year PPA Electricity Savings

School	Solar Array Size (kW)	PPA Rate (\$/kWh)	Electricity Savings Escalation = 0%	Electricity Savings Escalation = 2%
Ludlowe	399	\$0.145	\$416,014	\$717,225
Warde	581	\$0.1325	\$797,856	\$1,246,669
Both	980		\$1,213,870	\$1,963,894

Notes: 0% escalation is town's "official" savings calculation. 2% escalation is used by CT Green bank and consistent with historical increases.

Warde



NEIGHBOR VIEW FROM KNAPPS HWY



CLOSER VIEW FROM KNAPPS HWY DURING LEAF-OFF CONDITIONS



SIDE VIEW SHOWING VEHICLE CLEARANCE



Ludlowe



Third Floor View from School



OLD



NEW

Solar Carports – Main Features & Benefits

- Financial
 - Reduce energy bills with no investment and little risk
 - Long term energy cost stability
- Environmental
 - Reduce emissions / improve air quality
 - Put degraded ecosystem (pavement) into productive use
 - Reduce lighting emissions
- Other
 - Reduce vehicle exposure to weather
 - Educational opportunities
 - Improve security conditions (cameras)

Questions?



April 6, 2017

Re: Power Purchasing Agreement (PPA) Quote for a 581.4 kW (DC) Project at Warde High School, Fairfield CT

Dear Dr. Jones:

Thank you for the opportunity to provide the attached PPA pricing quote for the 581.4 kW (DC) Project at Warde High School, Fairfield CT ("the Project").

Davis Hill Development, LLC ("DHD") is a wholly-owned subsidiary of Skyview Ventures, ("Skyview") which is a renewable energy finance, development and asset management company. DHD has developed over 75 projects over the last 7 years across the region, and is currently under contract to build arrays for two different school districts in Connecticut totaling over 2MW. We recently completed and energized more than 15 arrays in New England, and are under contract to build 5 more in the first quarter of 2017.

DHD provides Engineering, Procurement, and Construction (EPC) as well as operations and maintenance services with its partner All Electric and Construction, LLC ("All Electric"). All Electric, founded in 1997 with headquarters in New Haven CT, has licenses in Massachusetts, Connecticut, Maine and New Jersey. They have been involved in over 10.5 Megawatts of solar installations spanning several hundred projects. Through a focus on strong partnerships, streamlined processes, and continuous research and development into systems optimization, DHD has established itself as a regional leader in the PV industry.

We would welcome the opportunity to discuss our PPA quote and cost estimates in more detail. Thank you for your interest in Davis Hill Development, LLC.

Sincerely,

A handwritten signature in blue ink that reads "Andy Karetsky".

Andy Karetsky
President
Skyview Ventures
andy.karetsky@skyviewventures.com

PPA Pricing Summary

581.4kw (DC) Fairfield, CT Project

April 6, 2017



Project Summary

Davis Hill Development (“DHD”) is pleased to present this PPA pricing quote in partnership with All Electric. A brief summary of the project with assumptions made is presented below. See Exhibit A for preliminary project site plans.

DHD and All Electric propose to build a carport PV system for this project. This design is optimized to maximize revenue for the asset owner, while minimizing installed and operational expense. The system also includes real-time monitoring, control, and fault management of all aspects of the plant. The DHD system design is flexible with regards to technology; we choose PV modules, inverters and other components to optimize system design.

System Size (DC): 581.4kW

System Size (AC): 468.0kW

Annual Production: 746,300 kWh



Pricing Summary

Initial Term of PPA:	20 years from the commercial operation date of each PV System, which may be extended as agreed by the Parties.
PPA Rate:	\$0.1325 (\$/kWh), with a 0% annual escalator (See Exhibits B & C for Pricing Table and Estimated Savings Calculation)
System Size:	581.4 kilowatts-DC
System Output (first year):	746,300 kWh
Cost to Host to Install Solar:	Financier will incur all costs to install solar, including the costs of procuring incentives, financing, and permitting of the system installation.
Hardware Warranty:	Standard Manufacturer Warranty; Modules 20 year, Inverter 10 years, Racking 10 years
Purchase Option:	Financier may provide Host periodic early buyout option to acquire the solar array at the greater of an agreed-upon price or fair market value at the time of exercise. This option may be offered starting after year six of the PPA.
Energy Purchase:	Host will purchase 100% of the net electric output delivered by the PV Systems during the term of the PPA, as extended.
Environmental Attributes/Incentives:	Financier will own all environmental attributes, incentives, offsets and other non-electric products related to the PV Systems (and all proceeds from the sale of such Environmental Attributes) and shall be free to sell all or a portion of the Environmental Attributes to one or more third parties.
Risk of System Performance:	Financier will carry the risk of PV System performance. Host will only be required to purchase energy produced by the PV Systems, as specified above.
System Maintenance:	Financier will maintain the PV Systems at its sole cost and expense.
Access Rights:	<p>Host shall grant Financier recordable, insurable access to the Site for installation, operation and maintenance of the PV Systems, which may take the form of a lease, easement and/or other legal interest.</p> <p>If the Host does not own the Site, the Host's lease of the Site must be at least as long, with the same renewal options, as the PPA. The Site owner will become a party to the site access agreement, whether by lease or otherwise.</p>



Permits:	Host agrees to use reasonable efforts to provide Financier with any information in Host's control reasonably necessary for Financier to meet its obligations under the PPA, and otherwise to assist Financier, at Financier's expense, in obtaining necessary permits, licenses and approvals in connection with the installation, operation and maintenance of the PV Systems.
Options at the End of the Initial Term of PPA:	At the end of the Initial Term of the PPA, Host may, at its option, (a) direct Financier to remove PV System at Host's expense or (b) extend PPA with Financier for five (5) years at agreed upon rate or (c) purchase the PV System at the then fair market value of the PV System.

Proposal Qualifications

- DHD will apply for a ZREC with permission of the Owner, and pricing is contingent on being awarded a Large ZREC valued at \$75. If the first round of \$75 is not awarded, DHD will reapply and if awarded will value the PPA at a price no higher than \$0.145/kWh
- After being awarded the ZREC in Q2-Q3 2017, we would expect to execute a PPA in 90 days
- Proposal is contingent on review of structural analysis
- Proposal assumes a main service breaker upgrade, which is included in the cost of the PPA
- Proposal assumes local zoning and planning permits without a special use permit
- Proposal assumes 1 month design, 1 month permitting and interconnection approval, and 2 months for installation
- Includes 1 year limited warranty

Utility Site Evaluation/Interconnection Process

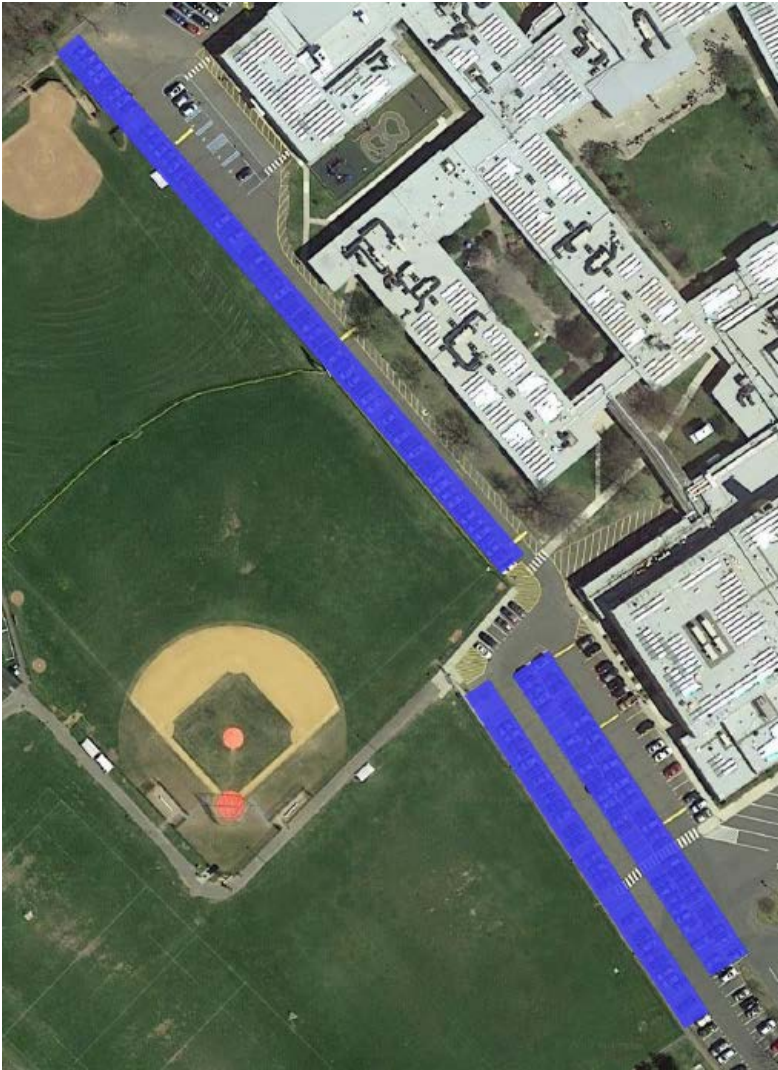
DHD and All Electric have built many projects in the area with United Illuminating, and are well versed in the Interconnection Process. We do not anticipate any issues.

Project Permitting Summary

The project will require local permits for electrical work that will be done. It is expected that permitting should not take longer than 15-30 days from application to approval.

Exhibit A

Project Conceptual Site Plan



DC System Size: 581.4 kW

AC System Size: 468.0 kW

Modules: Canadian Solar 340W

Total # of Modules: 1,710

Inverters: Solectria

Total # of Inverters: 13

Exhibit B**PPA 20-year Pricing Table**

Warde HS	
Year	Price
1	\$0.1325
2	\$0.1325
3	\$0.1325
4	\$0.1325
5	\$0.1325
6	\$0.1325
7	\$0.1325
8	\$0.1325
9	\$0.1325
10	\$0.1325
11	\$0.1325
12	\$0.1325
13	\$0.1325
14	\$0.1325
15	\$0.1325
16	\$0.1325
17	\$0.1325
18	\$0.1325
19	\$0.1325
20	\$0.1325

Exhibit C

Estimated PPA Savings Model

Project Information							
System Size 581.40 kW DC		System Output 746,345 kWh		Insolation Factor 1.2837		Degredation 0.50%	
Current Electricity Costs \$0.158		Assumed Electricity Escalator 10% for 2 years		PPA Price \$0.1325		PPA Escalator 0.00%	
Host Savings							
Inputs						Savings	
Period	Electricity Output (kWh)	Energy Rate (\$/kWh)	PPA Rate (\$/kWh)	Cost Offset by Solar	PPA Charges	Net Cash Savings	Cumulative Cash Savings
1	746,345	\$0.158	\$0.1325	\$117,923	\$98,891	\$19,032	\$19,032
2	742,613	\$0.17	\$0.1325	\$129,066	\$98,396	\$30,670	\$49,702
3	738,900	\$0.191	\$0.1325	\$141,263	\$97,904	\$43,359	\$93,060
4	735,206	\$0.191	\$0.1325	\$140,557	\$97,415	\$43,142	\$136,202
5	731,530	\$0.191	\$0.1325	\$139,854	\$96,928	\$42,926	\$179,128
6	727,872	\$0.191	\$0.1325	\$139,155	\$96,443	\$42,712	\$221,840
7	724,233	\$0.191	\$0.1325	\$138,459	\$95,961	\$42,498	\$264,338
8	720,612	\$0.191	\$0.1325	\$137,767	\$95,481	\$42,285	\$306,623
9	717,008	\$0.191	\$0.1325	\$137,078	\$95,004	\$42,074	\$348,697
10	713,423	\$0.191	\$0.1325	\$136,392	\$94,529	\$41,864	\$390,561
11	709,856	\$0.191	\$0.1325	\$135,710	\$94,056	\$41,654	\$432,216
12	706,307	\$0.191	\$0.1325	\$135,032	\$93,586	\$41,446	\$473,662
13	702,775	\$0.191	\$0.1325	\$134,357	\$93,118	\$41,239	\$514,900
14	699,262	\$0.191	\$0.1325	\$133,685	\$92,652	\$41,033	\$555,933
15	695,765	\$0.191	\$0.1325	\$133,016	\$92,189	\$40,828	\$596,761
16	692,286	\$0.191	\$0.1325	\$132,351	\$91,728	\$40,623	\$637,384
17	688,825	\$0.191	\$0.1325	\$131,690	\$91,269	\$40,420	\$677,804
18	685,381	\$0.191	\$0.1325	\$131,031	\$90,813	\$40,218	\$718,022
19	681,954	\$0.191	\$0.1325	\$130,376	\$90,359	\$40,017	\$758,039
20	678,544	\$0.191	\$0.1325	\$129,724	\$89,907	\$39,817	\$797,856
Total:					\$	797,856	

*Preliminary PPA Price based on \$75 ZREC

Davis Hill Select Projects

Fairfield Theater Company

📍 Fairfield, CT

	System Size	79 kW
	Financing	Self-Financed by DHD
	DHD Role	Developer

DC Low Income Housing

📍 Washington, DC

	System Size	350 kW
	Financing	Self Financed by DHD
	DHD Role	Co-Developer

General Electric Carport

📍 Plainville, CT

	System Size	100 kW
	Financing	Capital Purchase
	DHD Role	Developer

Pricesmart Barbados

📍 Warrens, Barbados

	System Size	149 kW
	Financing	Capital Purchase
	DHD Role	Developer

Fischel Sportsplex

📍 Fairfield, CT

	System Size	200 kW
	Financing	Third Party Financing
	DHD Role	Developer

Darien Wholefoods

📍 Darien, CT

	System Size	50 kW
	Financing	Self-Financed by DHD
	DHD Role	Developer, Financier



April 6, 2017

Re: Power Purchasing Agreement (PPA) Quote for a 398.8 kW (DC) Project at Ludlowe High School, Fairfield CT

Dear Dr. Jones:

Thank you for the opportunity to provide the attached PPA pricing quote for the 398.8 kW (DC) Project at Ludlowe High School, Fairfield CT ("the Project").

Davis Hill Development, LLC ("DHD") is a wholly-owned subsidiary of Skyview Ventures, ("Skyview") which is a renewable energy finance, development and asset management company. DHD has developed over 75 projects over the last 7 years across the region, and is currently under contract to build arrays for two different school districts in Connecticut totaling over 2MW. We recently completed and energized more than 15 arrays in New England, and are under contract to build 5 more in the first quarter of 2017.

DHD provides Engineering, Procurement, and Construction (EPC) as well as operations and maintenance services with its partner All Electric and Construction, LLC ("All Electric"). All Electric, founded in 1997 with headquarters in New Haven CT, has licenses in Massachusetts, Connecticut, Maine and New Jersey. They have been involved in over 10.5 Megawatts of solar installations spanning several hundred projects. Through a focus on strong partnerships, streamlined processes, and continuous research and development into systems optimization, DHD has established itself as a regional leader in the PV industry.

We would welcome the opportunity to discuss our PPA quote and cost estimates in more detail. Thank you for your interest in Davis Hill Development, LLC.

Sincerely,

A handwritten signature in blue ink that reads "Andrew Karetzky". The signature is written in a cursive, flowing style.

Andy Karetzky
President
Skyview Ventures
andy.karetzky@skyviewventures.com

PPA Pricing Summary

398.8kw (DC) Fairfield, CT Project

April 6, 2017



Project Summary

Davis Hill Development (“DHD”) is pleased to present this PPA pricing quote in partnership with All Electric. A brief summary of the project with assumptions made is presented below. See Exhibit A for preliminary project site plans.

DHD and All Electric propose to build a carport PV system for this project. This design is optimized to maximize revenue for the asset owner, while minimizing installed and operational expense. The system also includes real-time monitoring, control, and fault management of all aspects of the plant. The DHD system design is flexible with regards to technology; we choose PV modules, inverters and other components to optimize system design.

System Size (DC): 398.8kW

System Size (AC): 324.0kW

Annual Production: 500,900 kWh



Pricing Summary

Initial Term of PPA:	20 years from the commercial operation date of each PV System, which may be extended as agreed by the Parties.
PPA Rate:	\$0.145 (\$/kWh), with a 0% annual escalator (See Exhibits B & C for Pricing Table and Estimated Savings Calculation)
System Size:	398.8 kilowatts-DC
System Output (first year):	500,900 kWh
Cost to Host to Install Solar:	Financier will incur all costs to install solar, including the costs of procuring incentives, financing, and permitting of the system installation.
Hardware Warranty:	Standard Manufacturer Warranty; Modules 20 year, Inverter 10 years, Racking 10 years
Purchase Option:	Financier may provide Host periodic early buyout option to acquire the solar array at the greater of an agreed-upon price or fair market value at the time of exercise. This option may be offered starting after year six of the PPA.
Energy Purchase:	Host will purchase 100% of the net electric output delivered by the PV Systems during the term of the PPA, as extended.
Environmental Attributes/Incentives:	Financier will own all environmental attributes, incentives, offsets and other non-electric products related to the PV Systems (and all proceeds from the sale of such Environmental Attributes) and shall be free to sell all or a portion of the Environmental Attributes to one or more third parties.
Risk of System Performance:	Financier will carry the risk of PV System performance. Host will only be required to purchase energy produced by the PV Systems, as specified above.
System Maintenance:	Financier will maintain the PV Systems at its sole cost and expense.
Access Rights:	<p>Host shall grant Financier recordable, insurable access to the Site for installation, operation and maintenance of the PV Systems, which may take the form of a lease, easement and/or other legal interest.</p> <p>If the Host does not own the Site, the Host's lease of the Site must be at least as long, with the same renewal options, as the PPA. The Site owner will become a party to the site access agreement, whether by lease or otherwise.</p>



Permits:	Host agrees to use reasonable efforts to provide Financier with any information in Host's control reasonably necessary for Financier to meet its obligations under the PPA, and otherwise to assist Financier, at Financier's expense, in obtaining necessary permits, licenses and approvals in connection with the installation, operation and maintenance of the PV Systems.
Options at the End of the Initial Term of PPA:	At the end of the Initial Term of the PPA, Host may, at its option, (a) direct Financier to remove PV System at Host's expense or (b) extend PPA with Financier for five (5) years at agreed upon rate or (c) purchase the PV System at the then fair market value of the PV System.

Proposal Qualifications

- DHD will apply for a ZREC with permission of the Owner, and pricing is contingent on being awarded a Large ZREC
- After being awarded the ZREC in Q2-Q3 2017, we would expect to execute a PPA in 90 days
- Proposal is contingent on review of structural analysis
- Proposal assumes a main service breaker upgrade, which is included in the cost of the PPA
- Proposal assumes local zoning and planning permits without a special use permit
- Proposal assumes 1 month design, 1 month permitting and interconnection approval, and 2 months for installation
- Includes 1 year limited warranty

Utility Site Evaluation/Interconnection Process

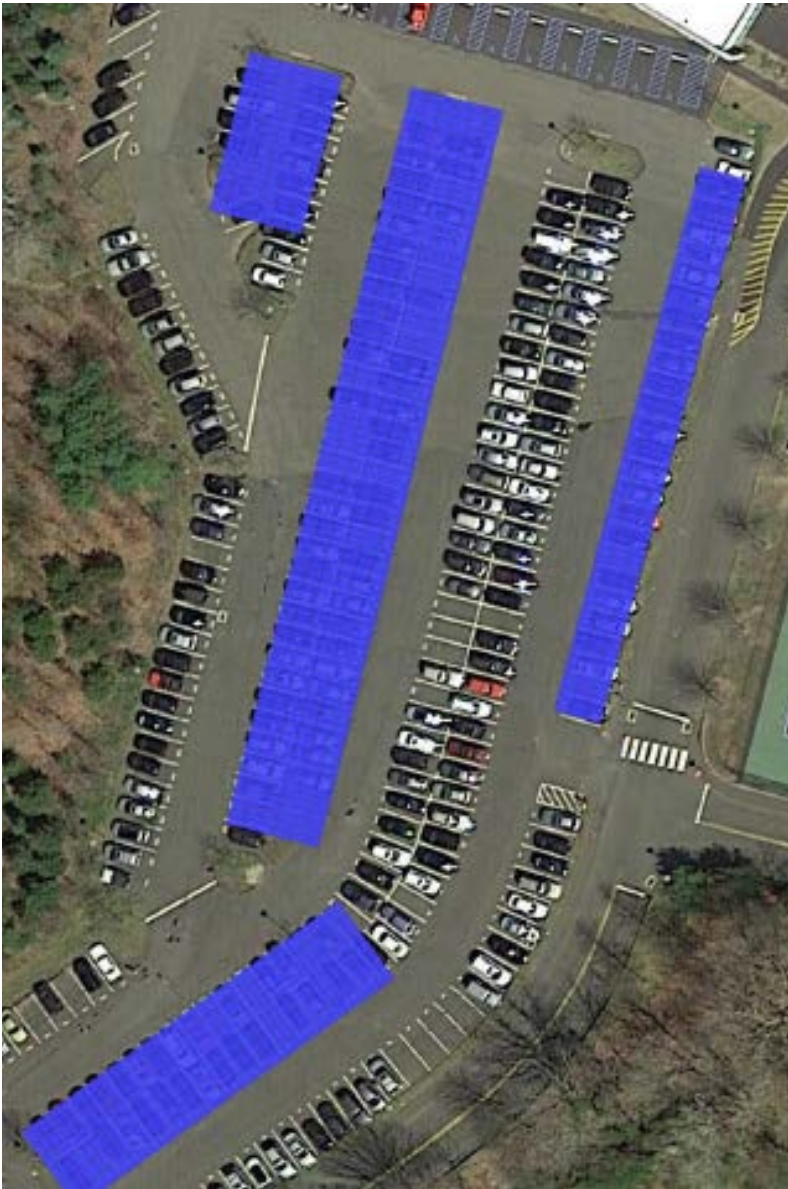
DHD and All Electric have built many projects in the area with United Illuminating, and are well versed in the Interconnection Process. We do not anticipate any issues.

Project Permitting Summary

The project will require local permits for electrical work that will be done. It is expected that permitting should not take longer than 15-30 days from application to approval.

Exhibit A

Project Conceptual Site Plan



DC System Size: 398.8 kW

AC System Size: 324.0 kW

Modules: Canadian Solar 340W

Total # of Modules: 1,173

Inverters: Solectria

Total # of Inverters: 9

Exhibit B**PPA 20-year Pricing Table**

Ludlowe HS	
Year	Price
1	\$0.145
2	\$0.145
3	\$0.145
4	\$0.145
5	\$0.145
6	\$0.145
7	\$0.145
8	\$0.145
9	\$0.145
10	\$0.145
11	\$0.145
12	\$0.145
13	\$0.145
14	\$0.145
15	\$0.145
16	\$0.145
17	\$0.145
18	\$0.145
19	\$0.145
20	\$0.145

Exhibit C

Estimated PPA Savings Model

Project Information							
System Size 398.80 kW DC		System Output 500,893 kWh		Insolation Factor 1.2560		Degredation 0.50%	
Current Electricity Costs \$0.158		Assumed Electricity Escalator 10% for 2 years		PPA Price \$0.1450		PPA Escalator 0.00%	
Host Savings							
Inputs						Savings	
Period	Electricity Output (kWh)	Energy Rate (\$/kWh)	PPA Rate (\$/kWh)	Cost Offset by Solar	PPA Charges	Net Cash Savings	Cumulative Cash Savings
1	500,893	\$0.158	\$0.1450	\$79,141	\$72,629	\$6,512	\$6,512
2	498,389	\$0.17	\$0.1450	\$86,620	\$72,266	\$14,354	\$20,865
3	495,897	\$0.191	\$0.1450	\$94,806	\$71,905	\$22,901	\$43,766
4	493,417	\$0.191	\$0.1450	\$94,331	\$71,545	\$22,786	\$66,552
5	490,950	\$0.191	\$0.1450	\$93,860	\$71,188	\$22,672	\$89,224
6	488,495	\$0.191	\$0.1450	\$93,391	\$70,832	\$22,559	\$111,782
7	486,053	\$0.191	\$0.1450	\$92,924	\$70,478	\$22,446	\$134,228
8	483,623	\$0.191	\$0.1450	\$92,459	\$70,125	\$22,334	\$156,562
9	481,204	\$0.191	\$0.1450	\$91,997	\$69,775	\$22,222	\$178,784
10	478,798	\$0.191	\$0.1450	\$91,537	\$69,426	\$22,111	\$200,895
11	476,404	\$0.191	\$0.1450	\$91,079	\$69,079	\$22,000	\$222,895
12	474,022	\$0.191	\$0.1450	\$90,624	\$68,733	\$21,890	\$244,786
13	471,652	\$0.191	\$0.1450	\$90,170	\$68,390	\$21,781	\$266,567
14	469,294	\$0.191	\$0.1450	\$89,720	\$68,048	\$21,672	\$288,239
15	466,948	\$0.191	\$0.1450	\$89,271	\$67,707	\$21,564	\$309,802
16	464,613	\$0.191	\$0.1450	\$88,825	\$67,369	\$21,456	\$331,258
17	462,290	\$0.191	\$0.1450	\$88,381	\$67,032	\$21,349	\$352,607
18	459,978	\$0.191	\$0.1450	\$87,939	\$66,697	\$21,242	\$373,848
19	457,678	\$0.191	\$0.1450	\$87,499	\$66,363	\$21,136	\$394,984
20	455,390	\$0.191	\$0.1450	\$87,061	\$66,032	\$21,030	\$416,014
Total:					\$	416,014	

*Preliminary PPA Price based on Large ZREC Award

Davis Hill Select Projects

Fairfield Theater Company

📍 Fairfield, CT

	System Size	79 kW
	Financing	Self-Financed by DHD
	DHD Role	Developer

DC Low Income Housing

📍 Washington, DC

	System Size	350 kW
	Financing	Self Financed by DHD
	DHD Role	Co-Developer

General Electric Carport

📍 Plainville, CT

	System Size	100 kW
	Financing	Capital Purchase
	DHD Role	Developer

Pricesmart Barbados

📍 Warrens, Barbados

	System Size	149 kW
	Financing	Capital Purchase
	DHD Role	Developer

Fischel Sportsplex

📍 Fairfield, CT

	System Size	200 kW
	Financing	Third Party Financing
	DHD Role	Developer

Darien Wholefoods

📍 Darien, CT

	System Size	50 kW
	Financing	Self-Financed by DHD
	DHD Role	Developer, Financier

Existing policy, #6423 adopted 8/27/04, recodified and revised to comply with PA 15-238.

Instruction

Instructional Resources

Instructional Resources for Teachers

Testing

Appropriate standardized tests, as well as criterion-referenced tests, where applicable, shall be administered to designated grade levels to provide data for educational planning and to assess student learning. Further, the Fairfield Public Schools shall be in compliance with all federal and Connecticut laws regarding administration of statewide mastery examinations.

Statewide Proficiency/Mastery Examinations

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during any month of the school year. (Currently administered during the last 12 weeks of the school year). Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. Each student enrolled in grade five, eight, and **ten** (grade 11 as of 2018-19) shall, annually, in March or April, take a state-wide mastery examination that measures essential and grade appropriate skills in science. The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

(cf. 5121 - Examination/Grading/Rating)

(cf. 5125 - Student Records; Confidentiality)

(cf. 6146 - Graduation Requirements)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination.

Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217 and PA 15-238)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PA 15-238 An Act Concerning Students Assessments

PL 107-110 – Title I, 34 CFR Part 200

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Current Policy

Fairfield Public Schools
Board of Education
Policy Guide

Instruction

TESTING

6162.3

Appropriate standardized tests, as well as criterion-referenced tests, where applicable, shall be administered to designated grade levels to provide data for educational planning and to assess student learning. Further, the Fairfield Public Schools shall be in compliance with all federal and Connecticut laws regarding administration of Smarter Balance Assessment (SBAC) and the Connecticut Academic Performance Test, and the SAT.

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination

Adopted 8/27/2004

Existing policy #6223 adopted 8/27/04, recodified and with required revisions to comply with recent legislation and with addition of legal references.

Instruction

Curriculum

Basic Instructional Program

Dissection of Animals in the Classroom

Dissection of animals is one of many valid instructional methods used to enable students to achieve specific learning outcomes in life science courses at the middle school and high school levels. Laboratory and dissection activities will be conducted with sensitivity and appreciation for the organisms and the students.

A student may choose teacher-determined alternative(s) to dissection, if a written request has been made by the student's parent/guardian that such student be excused from participating in or observing dissection of an animal as part of classroom instruction, which enable the student to achieve the specific learning outcomes of the course. If a student chooses the teacher-determined alternative to dissection, teacher guidance and assistance will be available. The selection of an alternative will not in and of itself affect the student's grade.

Legal Reference: Connecticut General Statutes

P.A. 13-272 An Act Concerning Dissection Choice

Policy adopted: August 27, 2004
Policy revised:

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut



Fairfield Public Schools
Board of Education
Policy Guide

Instruction

DISSECTION OF ANIMALS IN THE CLASSROOM

6163.31

Dissection of animals is one of many valid instructional methods used to enable students to achieve specific learning outcomes in life science courses at the middle school and high school levels. Laboratory and dissection activities will be conducted with sensitivity and appreciation for the organisms and the students.

A student may choose teacher-determined alternative(s) to dissection, which enable the student to achieve the specific learning outcomes of the course. If a student chooses the teacher-determined alternative to dissection, teacher guidance and assistance will be available. The selection of an alternative will not in and of itself affect the student's grade.

Adopted 8/27/2004

April 6, 2017

DRAFT

**Special Meeting Minutes
Fairfield BoE, March 16, 2017**

NOTICE: A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

Call to Order of the Special Meeting of the Board of Education and Roll Call

Chairman Philip Dwyer called the Special meeting to order at 6:55PM. Present were members Marc Patten (arrived 8:12PM), Donna Karnal (arrived 6:56PM), Jessica Gerber, Philip Dwyer, Anthony Calabrese, Trisha Pytko, Jennifer Maxon-Kennelly and John Llewellyn. Eileen Liu-McCormack was not present. Others present were Superintendent Dr. Toni Jones, members of the central office leadership team, and approximately 100 members of the public.

Racial Imbalance Hearing - Timeline

Mr. Dwyer said the Racial Imbalance Plan Timeline is expected to be placed on the April 6 agenda for approval. He opened the floor to public commenters for this item.

Public Comment:

Sally Connelly, McKinley Parent: Supports McKinley school; suggested performing a no-cost parent survey and creating a PR letter highlighting what McKinley has to offer.

With no other public commenters, Mr. Dwyer closed the Hearing.

Business Items

Racial Imbalance Timeline

Dr. Jones stated that the CT. State Board of Education approved the current Racial Imbalance Plan with conditions that a timeline be added; the portion that is new starts on page 7 and includes benchmark planning and a timeline for: Community Engagement, Pre-K focus, Open Choice, Magnet or other Program Options and Redistricting Elementary Schools.

Mrs. Gerber asked about publicizing McKinley – would it be possible to have packets of information available at kindergarten and new student registration? What would a community survey entail – could this be done sooner than December? Dr. Jones cautioned that McKinley, while built as a 504 school, has smaller class sizes. The December timeline ensures consideration of fall enrollment numbers.

Mr. Llewellyn:

- Should the magnet option be removed, given that limited seats are available? Dr. Jones said we will need to calculate the number of seats available and the type of program that might be offered.
- Should the 3.2, Open Choice cost analysis, actually be March 2017? Dr. Jones said no, it is March 2018.
- Requested a report on special education costs for Open Choice students and noted that he has requested this several times.
- If state does not fund Open Choice, or if the funding is reduced – would we still expand the program? Mr. Dwyer said it would be difficult to bring in new students if funding were eliminated or reduced.

Mrs. Maxon-Kennelly

- Noted the date on page 1, first paragraph – should be corrected to January 4, 2017.
- Page 10 - 2.0 PK program - unclear on target date of January 2018. Dr. Jones said the January date factors in September actual enrollment numbers, and will determine if the program shift has had an impact. Mr. Dwyer added that official state numbers won't be known until the spring.
- Page 11. Why June 2018 for 3.4 – Analyze impact to Racial Imbalance? Dr. Jones said there will be many checkpoints along the way and into the future.
- Page 12. Shared that having served on the Cultural Diversity Task Force, June is a bad time for surveys. Was fairly certain that their survey was not reliable, given the response rate.
- Page 12. Why wait so long to get technical assistance from the state? Dr. Jones said everything in this plan is on or before the date listed, which means we are working on this now.

Mr. Llewellyn said the state would want updated renovation numbers referenced on page 7. Dr. Jones said the plan has already been approved; section 6 is the only section for review; we shouldn't go back on what has already been approved. Mr. Dwyer added that an accurate number won't be known until the RTM acts.

Ms. Karnal questioned the project completion dates listed for Holland Hill. Mr. Dwyer said he would check on the completion dates with the Holland Hill Building Committee (HHBC). Mr. Cullen said the HHBC hasn't announced the start date; the waterfall could accommodate the start of one project before the completion of another. Dr. Jones added that the Board voted on the plan with information available at the time; the CSBE did not ask for plan updates.

First Reading of Policies

Policy 5145.15 Students - Directory Information

Policy 6111 Instruction-Schedules-Student Calendar

Mrs. Maxon-Kennelly said the policies are fairly straightforward and asked for any comments or questions.

Mrs. Gerber asked what was new in the Directory policy. Mrs. Maxon-Kennelly said she will get that information.

Mr. Llewellyn asked if the 4 items listed in the Directory policy - student name, address, telephone, parent/guardian electronic address is what can be released; suggested the policy should also include other items such as graduation year and sports participation. Mrs. Maxon-Kennelly said the four items are what is referred to as the Directory Information throughout the policy, but she will discuss this at the next policy meeting.

Discussion of 2017-2018 Budget Changes

Mr. Dwyer said budget changes are being reviewed earlier than usual due to the governor's proposal and the First Selectman's proposal to reduce the education budget, resulting in a \$4.3M target.

Dr. Jones handed out a document with Tier 1 and Tier 2 lists of possible budget reductions and said the reduction is ranging from \$4.2M to \$6.2M, as shown on the bottom. This is a huge number for an already lean budget.

For Tier 1:

- Homebound Instruction – Tutoring for expelled students. Legislation mandating tutoring might not get passed this year. This is a bit of a gamble.
- One Bus Reduction – May be a challenge.
- Two PE positions – Currently vacancies. If not filled, would require shuffling of staff.
- Program supplies
- Maintenance and Capital Projects including: FWHS and FLHS tennis courts, FWMS music suite flooring, preventative building maintenance, paving, playground maintenance, Mill Hill flooring project, permanent PK playground at Stratfield, maintenance/technical consultants. This is just kicking the can down the road.

For Tier 2:

- Student Activity Fee, based on number of students currently participating in sports - would need a lot of discussion.
- Building rental fee increase, don't want to increase too much and lose renters.
- World Language, grades 3-5, 4.8 FTE – this is a big valued item that the Board has worked hard to implement.
- 4th grade orchestra
- No summer curriculum work
- District Professional Development
- 10% School allocation reduction for supplies
- District Improvement Plan Program implementations
- Aquatics Program K-12
- Freeze secondary CO administrator

Tier 3 reductions have only been discussed at the community level and would be a challenge to explore:

- Music lesson fees
- Furlough day
- Close one elementary school
- Consolidate to one high school
- House system structure change
- Gifted Program, K-8
- Middle School Secretary
- Reduction of Days for Dean
- Reduction of Days for Counselor
- Relocate Walter Fitzgerald Campus
- Relocate Central Office to a school
- No 9th grade sports
- Change to ½ day Kindergarten
- Elimination of Curriculum Leaders

Staff has repeatedly reduced. In listening to teachers, we need to make sure that we are not stressing staff, keeping in mind that multiple previous reductions have not been restored such as:

- Paras in 1st and 2nd grades
- World Language in Elementary – 3 days a week
- Gifted Positions
- Smaller Class Size in Elementary
- Central Office Clerical
- Library Media Clerical at High Schools
- High School Receptionist
- Para Reduction of 2 work days district-wide
- 10.5 Reduced Days
- Computer Para for high school
- Library para at high school

Mr. Dwyer thanked Dr. Jones for the initial list; none of these suggestions are made lightly and some will not move forward.

Mr. Calabrese noted that the BOE budget is still short \$1.2M even with Tier 1 and 2 ideas.

Mr. Dwyer explained how the \$4.25M number was arrived at:

\$1M additional residential outplacement cost if legislation passes

\$1.250M – reduction in special education grant

\$2M reduction by First Selectman

The state will give \$2M to the Town for special education; it is the First Selectman's recommendation to transfer that to the BOE; if that is not done, the resulting cut would then be \$6.25M.

Mr. Llewellyn asked about the \$9M pension number that Governor Malloy pushed to the Town; is this legal?

Mr. Dwyer said he has not heard of one legislator in support of this and encouraged all citizens to send sentiments to public officials. The Town was given the \$9M bill, \$2M of which the Town assigned to the BOE. The BOE budget has always been a target, as it is a high number.

Ms. Pytko acknowledged receipt of numerous emails from advocates and understands and appreciates that these are more than just numbers.

Mrs. Gerber mentioned the worst case scenario in light of the \$9M - the BOE budget could be further reduced.

Mrs. Maxon-Kennelly said the public can advocate for the restoration; the BOS and BOF could choose to put \$9M back in the Town budget.

Mr. Dwyer mentioned that Westport and Greenwich chose not to budget for shared pension costs, and deal with the issue as a special assessment, if needed. The BOF and BOS could restore the \$2M. Once it gets to the RTM, the only thing that could be restored is the \$2M, which would require a 2/3 vote.

Mrs. Maxon-Kennelly

- Noted that the state is now considering sports participation as PE; an idea she brought up a few years ago. Dr. Jones said she will look into that.
- Concerned with preventative maintenance. Mr. Cullen said there are six areas to be impacted: painting, roof preventative maintenance and building envelope PM, ADA studies and fixes,

maintenance code and safety systems, HVAC system cleaning and professional cleaning of circuit boards and devices.

Mr. Llewellyn - Is the \$30K for studies only? Mr. Cullen said it also includes working with an architect and engineer, and the ramp implementation.

Mrs. Maxon-Kennelly

- The one bus reduction – could we also look into flexible school start times? Dr. Jones said yes.
- The student activity fee is like a parent tax, can we get the full picture? Dr. Jones said this will involve significant staff time to investigate. If the majority of the Board is in favor of this, she will look into this further.
- DIP Program Implementation – what would we not be moving forward with? Dr. Jones said she will get that information.
- Asked about the possible savings with the solar carport panels project being proposed at the high schools. Dr. Jones said other factors are involved such as paving costs; the project needs to be economically feasible.

Mr. Dwyer said the Board is considering moving the budget adjustment agenda item to June 13 to have the best available information. Will assume another discussion in April, and May for research, vote in June.

Ms. Pytko

- Asked whether the BOF/BOS was attempting to delay the budget vote. Mr. Dwyer said legislation is being considered to allow a delayed budget vote; Fairfield's charter requires that the budget is due in early May.
- What is the Aquatic Program? Ms. Leonardi said it serves the most vulnerable students and is a wonderful swimming program that students attend accompanied by staff. Rental fees and transportation account for the cost.

Mrs. Gerber

- What is the impact of summer curriculum work reduction? Dr. Jones said this is part of a bigger discussion; if reduced to zero, may have to have more early releases to do some curriculum work and PD.
- Tier 3 is an unpleasant list, but noticed the absence of increasing elementary class size. While not in favor of it, has heard it mentioned in the past. Dr. Jones said this will be done if needed. Some of the classrooms are very small and may not accommodate more students.

Ms. Karnal

- What is homebound instruction? Dr. Jones said that is tutoring for expelled students. There won't be an impact if legislation does not pull through.
- What do the maintenance technical consultants cover? Mr. Cullen said this covers smaller projects that require architectural engineering services, indoor air quality testing, hazard materials testing, among others.
- Why the different pricing for the tennis courts? Mr. Cullen said FLHS is a repair and FWHS includes an underground sprinkler system.

Mr. Dwyer acknowledged the importance of maintaining quality facilities.

Mr. Llewellyn asked if magnet students and ½ day magnet program students are included in enrollment – could we legally charge for those students? Mr. Dwyer said magnet students are not included in the enrollment numbers; there is a requirement to provide magnet program information to all students.

Mr. Patten

- Where are the 2 PE positions? Dr. Jones said there are 2 openings at the elementary level; we would have to look within the department for coverage.
- What categories of sports would be included in student activity fees? Dr. Jones said all competitive sports as well as other areas. Would need to work with staff to ensure participation does not suffer.
- Would this eliminate the entire World Language Elementary Program? Dr. Jones said yes. There is a sense that it is not adequately funded even today; we would look for other ways to infuse vocabulary into the building such as with apps.

Ms. Pytko – Do closing an elementary school and combining high schools belong on the Tier 3 list, given our large district? Dr. Jones said community discussions would be required and it would be a tremendous amount of work over a multi-year period. It would not affect next year’s numbers.

Mr. Dwyer requested that Board members submit suggestions to Dr. Jones. Dr. Jones added that she has an excel tool that can be used to simplify Board suggestions and will help to determine which ideas should be researched more fully; this will be sent out shortly.

Approval of Minutes

Approval of the Minutes of the February 14, 2017 Regular Meeting

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Minutes of the Regular Meeting of February 14, 2017.

Motion Passed: 6-1-1

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

Oppose: Mr. Llewellyn

Abstain: Ms. Karnal

Superintendent Report

Dr. Jones thanked the Town for help and input during the snow days, which can be difficult calls to make. The process begins as early as 4:00 am.

Budget reductions mentioned are a first pass-through; more work is needed.

Thanked the Board for its service in honor of Board Appreciation Month. Board members give of their time voluntarily and perform a valuable service that is appreciated by staff and community.

Committee Liaison Reports

Ms. Pytko reported the SEPTA Fundraiser takes place on April 1 at Anna Liffey’s. The BOF holds its Budget Open Forum on Saturday at 9:30 am at FLHS. CES Transition Resource Expo will take place on March 22; Special Needs Planning Seminar on March 30; SEPTA teen night at the YMCA on March 31st. Ms. Maxon-Kennelly thanked Dr. Jones for attending the budget-focused PTAC meeting; many good questions were generated.

Mr. Patten reported for the Board of Health: Several tools for nurses exist in the schools to keep students safe with regards to substance abuse and other issues; a new free bike rental program is available; the new Chair of the Board of Health, Dr. Henry Yoon is very knowledgeable and is most willing to work with the Policy Committee on health issues.

Mr. Dwyer said the HHBC is moving forward to the design/development phase of drawings; its primary task is to get through the Town Commissions.

Open Board Comment

Mrs. Maxon-Kennelly wished the best of luck to the Odyssey of the Mind teams competing at the March 18 state competition.

Mr. Calabrese mentioned the importance of advocating for the BOE budget restoration of \$2M and encouraged public participation.

Mr. Dwyer appreciated the invitation to read to Riverfield students and very much enjoyed his visit. The Special Election will take place on June 6 and will be on the April 6 agenda regarding the school calendar.

Public Comment

Matt Hutzemann, Fairfield Resident: Supports sports and other programming; would rather have fees than service elimination.

Suzanne Miska, Ryegate Road: The Town should come together about the Racial Imbalance Plan; does not feel time is right for Open Choice program.

Jennifer Biondo, Fairfield Resident: Supports aquatic therapy.

Sarah Hoefler, FPS Music Coordinator: Eliminating 4th grade orchestra would be a detrimental cut and would impact the whole program.

Carolyn Trabuco, Fairfield Resident: Structural changes are needed; we are asset-heavy with many buildings.

Amy Dutter, Cider Mill Lane: Stressed importance of music program.

Ellen Blomberg, Fairview Avenue: Supports Fairfield education and programming; volunteers can help in many areas.

Dawn Llewellyn, Fairfield Resident: Does not support Open Choice and PK in Racial Imbalance Plan. Should redistrict to save money.

Girlye Jasper, Burr Parent: Glad to see the Board is concerned about the students; is hopeful that students' best interests are placed first.

John Convertito, PTAC President: Urged Board to stop looking at programming and focus on asset utilization and consolidation.

Rabab Hussain Syed, Judd Street: Students have benefitted and thrived in Fairfield Public Schools. Agrees that programs should not be cut.

Steve Cerny, Fairfield Resident: Racial Imbalance Plan timeline involves a lot of work; stop new enrollments in Open Choice; incentivize McKinley families to attend other schools.

Bob Smoler, FEA President: The \$9M cut will not come through and is a false narrative. Staff is already stressed - need to make sure that staff is sane and can work well with children and deliver services. Make sure that whatever we end up with we can do well. Pressure should be applied to public officials to get out of this false narrative.

Patti Bilotto, Fairfield Resident: Supports music program.

John Platner, Church Hill Road: Appreciates transparency and urges Board to look at structural opportunities. Volunteers can help in many areas.

Superintendent Evaluation

Mrs. Gerber moved, Ms. Karnal seconded that the Board of Education hereby moves into Executive Session to discuss superintendent employment and performance in accordance with CGS 1-200(6)(A).

Motion Passed: 6-0

(Ms. Pytko and Mrs. Maxon-Kennelly were not in the room)

The Board went into executive session at 9:24PM.

The Board came out of Executive Session at 10:45PM

Adjournment

Mrs. Gerber moved, Ms. Karnal seconded that this Special Meeting of the Board of Education adjourn.

Motion Passed 8-0

Meeting adjourned at 10:45PM

*Jessica Gerber
Fairfield Board of Education
Secretary*