



Board of Education Regular Meeting Agenda  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room  
September 25, 2018  
7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment\*
4. Presentation: Innovative Learning, Mr. Honohan  
(Enclosure No. 1)
5. Old Business
  - A. Approval of District Improvement Plan Update  
**Recommended Motion:** "that the Board of Education approve the District Improvement Plan as updated September 25, 2018"  
(Enclosure No. 2)
6. New Business
  - A. Mill Hill Building Committee Update, Mr. Quinn
  - B. Financial Review of 2017-2018 Fiscal Year, Ms. Munsell  
(Enclosure No. 3)
  - C. Special Education Audit, Mr. Mancusi  
(Enclosure No. 4)
  - D. Policies For First Read
    - Policy 5144.1 – Students/Use of Physical Force  
(Enclosure No. 5)
    - Policy 5125 – Students/Student Records - Confidentiality  
(Enclosure No. 6)
7. Approval of Minutes  
**Recommended Motion:** "that the Board of Education approve the *Special* Minutes of September 11, 2018 and the *Regular* Minutes of September 11, 2018"  
(Enclosure Nos. 7, 8)
8. Superintendent's Report
  - A. Staffing Report
9. Committee/Liaison Reports
10. Open Board Comment
11. Public Comment\*
12. 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.*

CALENDAR OF EVENTS

October 9, 2018 Regular Meeting	7:30 PM	501 Kings Hwy East 2 <sup>nd</sup> Floor Board Conference Room
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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 the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.*



Innovative Learning  
September 2018, Responses to Board Questions

Jen Jacobsen

1. If families decide not to take a Chromebook home from school, they will still possess the option to
  - a) use one in school

They will need to bring a device to school, or access a device in the Learning Commons.

- b) bring their own device, subject to the same policies as the school issued device - correct?

Yes, but the internet will be slower as they are on the Bring Your Own Device network, which is slower. Students at FLHS who initially used their own devices found that Chromebooks had faster connectivity, better battery life and were easier to carry due to the small size/weight compared to their laptops.

2. It was stated at the August 28th meeting that we have 190 loaner devices (30 at each middle school and 50 at each high school), are these the devices that will be used as replacements if a student's Chromebook is lost, stolen, or damaged beyond repair or is there a separate group of Chromebooks set aside for that purpose?

Yes, that is the intent. We will keep an eye on the impact and have our replacement of device funds set aside should additional units be required.

3. On the General Information page of the Innovative Learning website it says: "No software is stored on the Chromebook," however on the Privacy page it says: "The Chromebooks are school issued devices, and as such, will be equipped with monitoring software." For clarity, what software is on the Chromebooks?

There is no monitoring software on the Chromebooks, but there are monitoring systems in place when students use the Internet at school. There is also locked history for Internet use on the device ( e.g. students cannot erase their browsing history)

4. In January, I asked what the percentage of time was envisioned for instruction on a device during the day. The response at that time was that it had not been established. The goal was to establish a "minimum set of expectations for staff". Have those expectations been set and if so, what are they?  
There is no time limit established. The determinant of how students should learn will change from class to class and is based on the curricular objectives and the needs of students; these are the conditions we are using with teachers as they implement technology. It is good instructional practice to vary learning methods. Just as it is wrong to lecture on a daily basis it would be wrong to use technology on a daily basis.

We have encouraged teachers to leverage technology when it brings value to the teaching and learning process. As with any new resource, teachers are encouraged to collaborate and align their learning experiences. Finding the "right fit" will take some time. Having the flexibility to use the digital resources

at any time encourages teachers to explore innovative lessons. Previously, they would be restricted by the limited time and resources available at each building.

5. It was also stated in January that staff were going to be conscious of not having students “behind screens,” and that the “right balance” would need to be found. Has it been determined what that right balance is?

See above...

At middle school the teams could monitor their collective use.

6. What process has been established for feedback on this initiative? Who is the contact for such feedback?

During faculty meetings, open house sessions with parents, online Google Form. Contact for feedback - some grade-level, building level, district level...

Direct feedback may be brought to the next “level” as necessary and input or questions always begin at the lowest level and work the way up.

The Superintendent through the Executive Director, Director, and Principal/Headmaster teams will monitor and collate all data (rate of device repair, google form submission questions, teacher input surveys, student input discussions, ....)

8. What are the metrics for evaluation of effectiveness of the Innovative Learning Initiative?

Success is not always quantified by a number, and Innovative Learning which sparks high student engagement and teacher excitement will be one of the most effective measures.

For example

Teacher reflection of practice.... “I find that I am creating new performance based assessments that the students are actually excited to complete.” Student’s reflection of not only instructional use, but as a collaborative tool that standardized... for example, “I have a study group that uses Google Chat or Hangouts.” Through my teacher’s use of Google Classroom, I feel I have better feedback that is focused on my learning style.

In addition, staff will monitor the basic student achievement data as it is expected that having access to the tools students are actually assessed on will increase student academic performance from a metric standpoint.

9. What is the process in place for tracking damages, repairs, and replacements?

We have a Google form that students will use to report issues, which will be updated and tracked to a spreadsheet. Escalation of repairs that require parts or more intervention by our certified repair technician will be reported via tickets. Destiny is being used to track checkouts, loaners and replacements,

10. For students who would like a print out of any materials being worked on at school or for home, will they be able to print those at school?

Yes, within copyright rules, we have printing from the Chromebooks, and printing of materials is available to teachers as it has been in the past.

11. What PD has been provided to staff regarding the Chromebooks?

SAMR, start of school year overview of IL, on-going training throughout year using GSuite, Google

8/14

Google I - Training (9:30-11:30)

8/15

Google II - Training (9:30-11:30)

8/16

Chromebooks, Apps, Extensions and Add-ons - Training (9:30-11:30)

Level up your instruction with SAMR - Training (12:15-1:30)

During the 2017-2018 school year the 7<sup>th</sup> grade worked in their teams to prepare for 2018-2019.

12. Why did the user agreement that parents were told to sign and linked within the new Innovative Learning Initiative website contain different language than the user agreement that was on the district policy section of the FPS website?

There was a bad posting at one point which has been corrected. A question was posted regarding policy 6417, but that policy had been removed some time ago and is no longer active.

13. Is the user agreement compliant with all federal and state laws and board policies regarding the disclosure, access to, transmission, storage, destruction of FPS student education records by out of district third parties and any subsequent third parties?

The user agreement does not address student privacy responsibilities of the software vendors, as it is actually the reverse. The AUP states that the end user will comply with the publisher or contractor's terms of use, and abide by FPS rules of use when on our systems or using our devices.

The privacy act compliance in turn, is the vendor/publisher's contracted agreement to abide by state and federal student privacy protections and statutes which includes items such as disclosure, access, transmission, storage, destruction of student data.

14. Are all outside parties who receive or have access to student records via use of school resources I can only respond to those I am aware of, and we have obtained agreements or are in the process of updating or obtaining agreements from all parties used by the tech department that apply to student records.

15. For those who may wish at some point to have their accounts deleted can you explain the process established to do that, who the contact person is, and what would the implications be for accommodations for students in such a case?

The process is unique depending upon which accounts we are discussing. The parent/student would write a letter to the Superintendent requesting their account be deleted. The Superintendent would forward the records request to the Records Facilitator who would consult with the attorney on documents/items which are allowed to be deleted. The tech department, as advised by legal services, would take the appropriate action to remove the account and associated data.

There are some situations, such as state retention practices and obligations of the district where deletion is not allowed until a student has reached legal age, or has left/graduated. For example, final transcripts are required to be maintained for 50 years after graduation.

16. At the August 28th meeting it was stated that the Chromebooks have a rough lifespan of a high school career. Based upon that statement, can the Board expect that approximately every 4 years or so these devices will need to be replaced?

We have a replacement cycle for devices, which has been in place for several years. The replacement cycle will continue with one grade level being focused on every year (like incoming 9<sup>th</sup> graders) and every 4<sup>th</sup> year new 6<sup>th</sup> grade devices.

17. Did we lock in the \$203 per unit price going forward or is that subject to change in the future?

The price is locked until the product changes. We are currently using the Chromebook G6. The price for the G7 will be determined by the cost of that product, the volume of units the district predicts will be purchased in the next calendar year, and the state contract which is used as the foundation for our cost. The volume discount is applied to the state price, and is negotiated.

18. Also at the August 28th meeting, it was mentioned that the district will be requesting more devices in this upcoming budget cycle for 6th and 8th grade. Roughly how many additional Chromebooks is the district looking to purchase for that purpose?

Next year's 8th graders are this year's 7th graders and the current devices will move up with them. So, we will be purchasing for grade 6 next year and 7 next year. The projected number of 6th graders, at this writing is 781 and 7th graders is 752 across the three middle schools, for a total of 1533.

19. We are not charging parents/guardians for replacement or repair costs except in egregious situations correct?

Yes, that is correct. We will continue to monitor replacement and repair costs throughout the implementation year.

20. From a strictly security standpoint, now that these devices are going home with students, were these the best device of choice?

Chromebooks are managed by FPS.

Device cannot be used by anyone other than a FPS user.

Browsing history cannot be deleted by user.

Software cannot be installed. (Extensions/Chrome Web Store may be used).

Webcam stickers are provided.

FPS does not believe there is a difference in the security component with any device. They all provide access to the Internet.



# FAIRFIELD PUBLIC SCHOOLS

## Board of Education 2015

# District Improvement Plan

# 2015-2020

Philip Dwyer, Chairman  
John Convertito, Vice-Chairman  
Jessica Gerber, Secretary  
Paul Fattibene  
Donna Karnal  
Eileen Liu-McCormack  
John Llewellyn  
Jennifer Maxon-Kennelly  
Marc Patten

Approved by the Board of Education on July 9, 2015  
**DRAFT --- Revised September 25, 2018**

David Title, Superintendent  
Karen Parks, Assistant Superintendent  
Margaret Boice, Director of Secondary Education  
Thomas Cullen, Director of Operations  
Ann Leffert, Director of Human Resources  
Andrea Leonardi, Director of Special Education and Special Programs  
Doreen Munsell, Director of Finance and Business Services  
Michael Rafferty, Interim Director of Elementary Education

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2018 Board of Education:

*Philip Dwyer, Chairman*  
*Jennifer Jacobsen, Vice-Chairman*  
*Jessica Gerber, Secretary*  
*Nick Aysseh*  
*Jennifer Leeper*  
*Jennifer Maxon-Kennelly*  
*Jeff Peterson*  
*Trisha Pytko*  
*Christine Vitale*

2018 Administration

*Toni Jones, Superintendent*  
*Michael Cummings, Chief Academic Officer*  
*Colleen Deasy, Executive Director, Personnel and Legal Services*  
*Doreen Munsell, Executive Director, Finance and Business Services*  
*Tom Cullen, Executive Director, Operations*  
*Frank Arnone, Executive Director, Innovation: Curriculum and Programs PK-12*  
*Rob Mancusi, Executive Director, Special Education and Special Programs*  
*Tom Honohan, Executive Director, Digital Learning*



District  
Improvement  
Plan

Section 1

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# Introduction

**Introduction**

At the conclusion of the Fairfield Public Schools previous Strategic Plan on June 30, 2013, the Fairfield Board of Education began the process of developing a new Long-Range Plan. On January 15, 2013, the Board appointed the Advisory Committee on Mission and Goals to revise the school system's Mission and Goals<sup>1</sup>. This sub-committee met from February 2013 to the fall and submitted its recommendations to the Policy Committee. The Policy Committee brought forward its approved text to the full Board of Education in January 2014. On March 11, 2014, the Board of Education adopted a revised Mission and Goals, which describe the Board's long-term vision for the Fairfield Public Schools. A timeline of this process can be found on the next page.

The Board's Mission and Goals are aspirational. They are not a description of the current status of the school system; rather, they articulate the school system's loftiest aspiration - - a stretch, a challenge, to push itself to achieve what it had not previously achieved. The District Improvement Plan is designed to define the indicators that would represent the attainment of the Mission and Goals, as well as the actions necessary to achieve them over the next five years. The Mission and Goals are on page 5.

<sup>1</sup>*Policies 0100, 0110, and 0200*

## **Timelines**

### **Mission (0100), Long Range Goals (0110), Educational Goals (0200)**

1. **10/9/12**, BOE adopts Goal
2. **1/15/13**, BOE approves Goals Advisory Committee
3. **4/11/13 – 6/13/13**, Fourteen member Goals Advisory Committee meets 5 times
4. **6/25/13**, BOE Receives update on final Goals Advisory Committee Report. Final report and minutes posted to the website
5. **8/19/13 – 1/6/14**, Policy Committee discusses at 7 meetings and forwards to BOE
6. **1/14/14**, BOE first reading of policies
7. **3/11/14**, BOE approves policies

### **Five-Year District Improvement Plan Process**

1. **May – August 2014**, Superintendent and staff prepare District Improvement Plan Development Process
2. **9/9/14**, BOE reviews District Improvement Plan Process
3. **September - October**, Full Admin Team (PK-12) generates Student Performance Indicators
4. **October - November**, Central Office Leadership Team and District Data Team finalize Student Performance Indicators according to Criteria (page 16)
5. **12/9/2014**, BOE Reviews Student Performance Indicators
6. **January – March**, Full Admin Team (PK-12) generates and revises Specific Actions
7. **3/9/2015**, Draft Plan sent to all principals for feedback from teachers
8. **March – April**, Full Admin Team (PK-12) and Central Office Leadership Team refine and revise Specific Actions based on teacher and principal feedback, and Criteria on page 16
9. **4/9/2015**, Draft Plan review by Dr. Richard Lemons, Deputy Director of Connecticut Center for School Change, to ensure coherence among Core Strategies, Specific Actions, and Student Performance Indicators
10. **4/7/15 and 4/21/15**, BOE reviews draft of initial Plan and it is emailed to Town officials
11. **5/11/15**, District Data Team finalizes Student Performance Indicators based on BOE, public and staff feedback; identifies baseline data and 5-year targets
12. **5/19/15**, BOE receives First Draft of District Improvement Plan and it is posted on the website
13. **6/10/15**, BOE conducts town hall meeting focused on District Improvement Plan
14. **6/15/15**, District Data Team reviews BOE and community input
15. **6/23/15**, BOE reviews second draft of District Improvement Plan
16. **7/9/15**, BOE approves five year District Improvement Plan

## **Mission**

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

## **Long-Term Goal**

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

## **Educational Goals**

Fairfield Public School students will:

- achieve and exemplify mastery of the district FPS Academic Expectations; **\*\*New 2018**
- perform at high levels in regards to school-specific Social and Civic Expectations; **\*\*New 2018**
- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

## Development Process

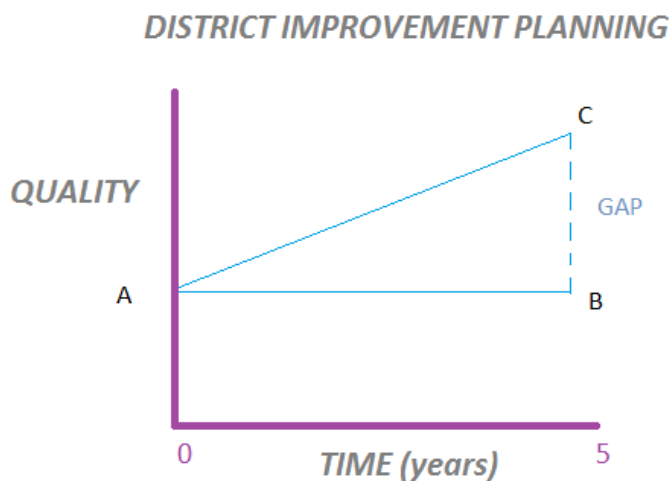
After the Board's adoption of its Mission and Goals on March 11, 2014, a process and timeline were developed to craft the District Improvement Plan to: 1) measure how to judge the school system's progress toward its Mission and Goals; and 2) identify the Core Strategies and Specific Actions the school system should undertake over the next five years to make substantial progress toward attaining its Mission and Goals.

The school system has been working on a number of improvement initiatives for several years. The intent of this Plan is to build on these efforts, not start over. Continuity is an important feature of any serious attempt to have a long-lasting impact on student learning.

At the same time, new ideas must be generated to move the school system along an improvement path that will lead to the attainment of the lofty aspiration articulated in the school system's Mission and Goals. This Plan, therefore, merges the benefits of sustained improvement efforts with new ideas into a single Plan.

The process of school system improvement over time can be represented by Figure 1. The vertical axis represents the school system quality and the horizontal axis represents time:

Figure 1



Point A represents the current state of the school system. Point B indicates that, if no improvement efforts are undertaken, at the end of five years, school system quality will be largely unchanged. Some would argue that, with no improvement efforts, Point B would actually be lower than Point A because of changes in the expectations of student learning that will occur over the next five years. Point C represents where the school system desires to be in terms of quality, as articulated by its Mission and Goals. The purpose of the Plan, therefore, is to design improvement efforts that will move the school system from Point B to Point C and measure the progress of these efforts in terms of student learning.

District Improvement Planning, whether labeled Strategic Planning, Long-Range Planning, Comprehensive Planning, or some other name, has evolved over the years. The approach we outlined at the start of this process was to focus the Plan on key improvements that would have the greatest chance of impacting the Instructional Core and therefore student learning. There would be a small number of Core Strategies that we would devote institutional resources toward implementation to achieve the Mission and Goals of the school system. After an analysis of the current status of the district (Point A), the document itself focuses on the future actions that we believe will improve student learning. This approach is captured on the graphic on the previous page.

We chose the term “District Improvement Plan” (rather than “Strategic Plan”) to parallel the language of improvement structures already in existence, such as School Improvement Plans and Departmental Improvement Plans.

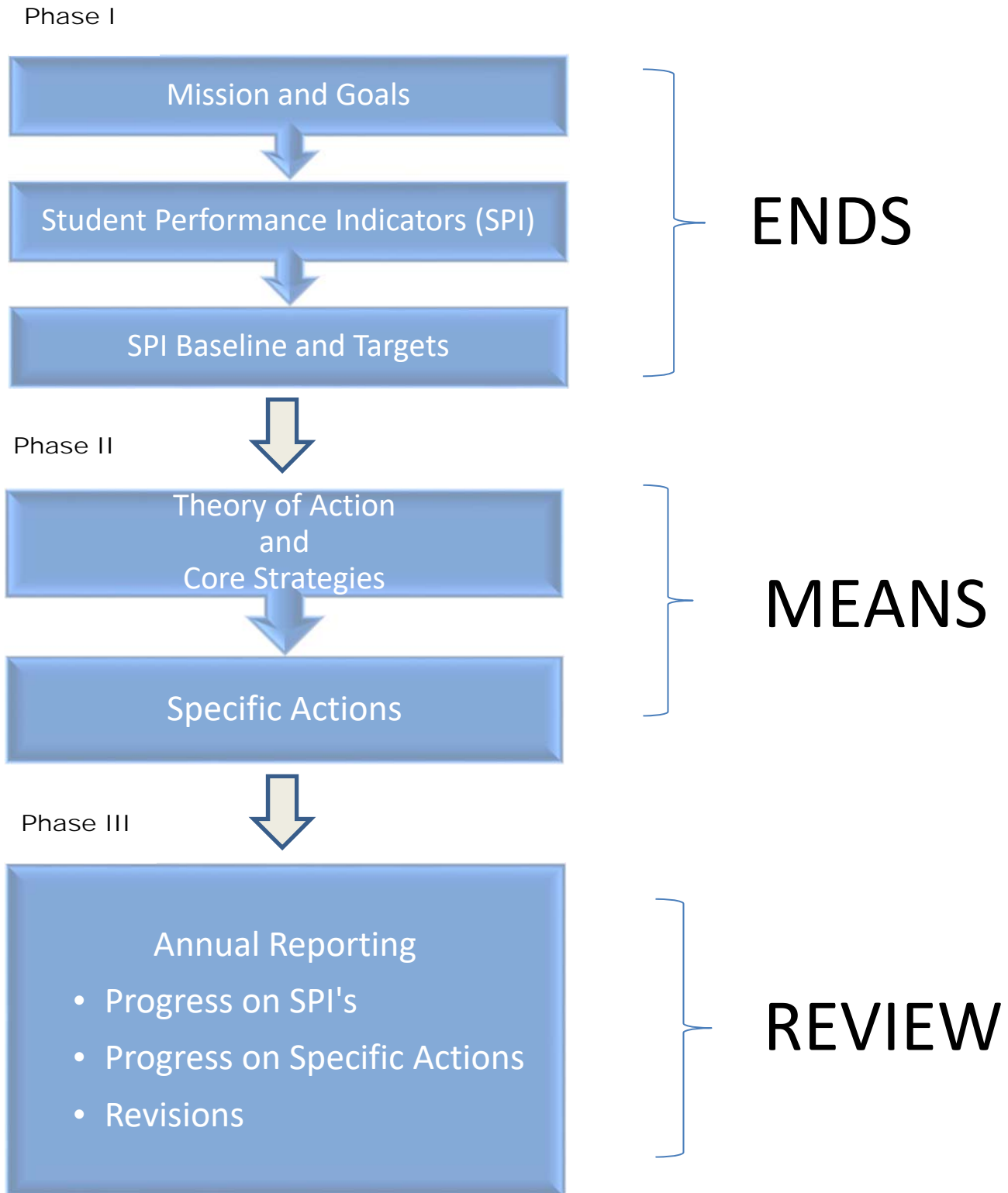
Long-range improvement consists of three distinct phases, represented in Figure 2 on the following page:

**Phase I** focuses on the ENDS, translating the lofty aspirations for our students into reliable and valid Student Performance Indicators.

**Phase II** focuses on MEANS – how we intend to improve student achievement.

**Phase III** focuses on REVIEW, which occurs after the first full year of implementation and data reporting.

**Figure 2**  
District Improvement Plan  
Stages of Development



### ***Part 1 -- Ends***

The first step in the process was determining the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C) of the school system. This was done in two phases:

1. Agreement on the Student Performance Indicators as outlined in the “Criteria for Quality Student Performance Indicators.” These indicators are stated in terms of student achievement, learning or outcomes.
2. Agreement on the five-year target for each Student Performance Indicator. Baseline data and targets are included in Section 2. Some SPI’s are new and therefore baseline data may not be available at this time and, as a result, no targets are listed. Because of the number and complexity of our SPI’s, this step was moved to the end of the process.

### ***Part 2 – Means***

The next step in the process was determining the Core Strategies to be employed to achieve the ends in Part 1. These Core Strategies, taken together, are referred to as a Theory of Action. These adult actions will lead to improvement in student learning, achievement or other important student outcomes embodied in the Mission and Goals. After the Core Strategies were identified, the next step was to determine the Specific Actions that, if enacted, would implement each of the Core Strategies over the next five years. The scheduling of Specific Actions for a given year is done on an annual basis, not up front for all five years of the Plan.

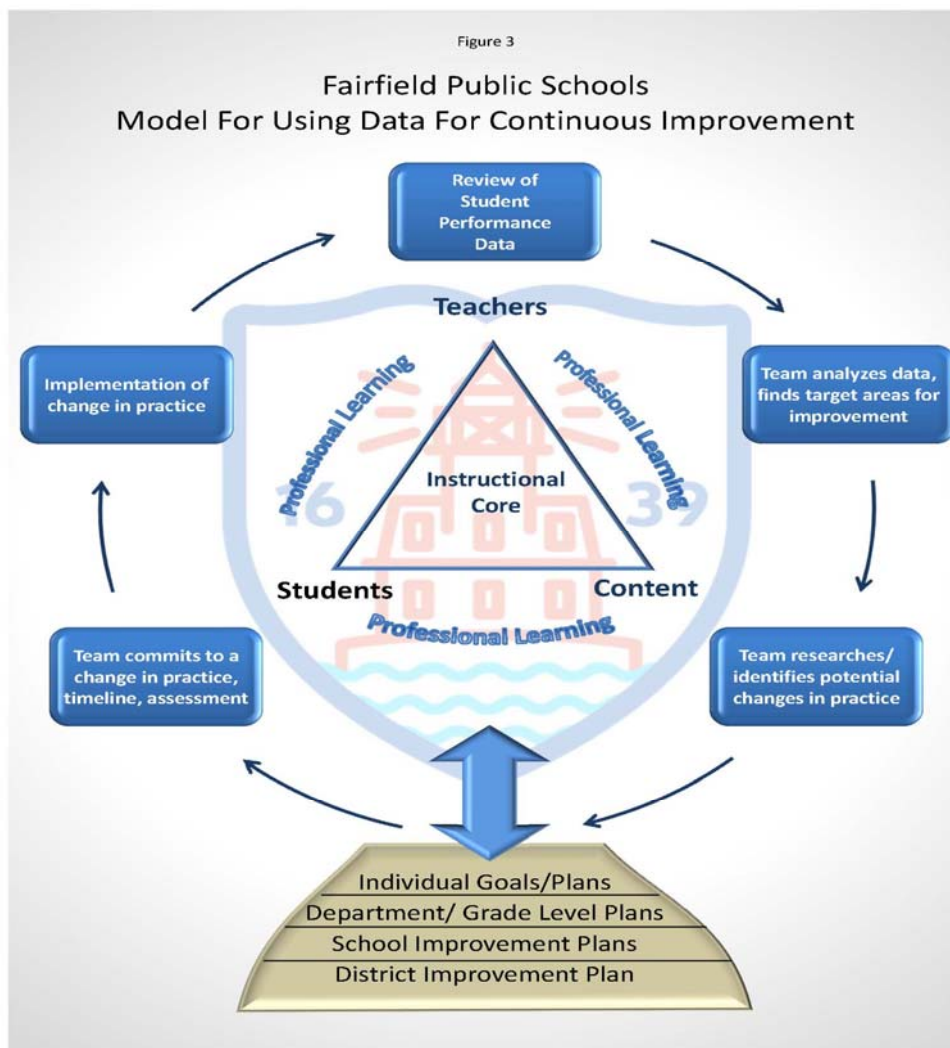
### ***Part 3 – Review Progress***

Because of a rapidly changing educational landscape, any Plan of this duration will need regular updating and review. District improvement is necessarily a continuous process. As such this District Improvement Plan must be reviewed by the Board of Education periodically, and at least annually. No later than the first BOE meeting in October of each year, the Superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education. The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year. In addition, we will set out the Specific Actions to be undertaken during the next school year. During the third year of implementation, a formal review of the Plan will be undertaken to determine if Specific Actions need to be modified, subtracted or added to the Plan for consideration and affirmance of the Board of Education.



## Model of Continuous Improvement

The school system has been working with a model of continuous improvement as represented in Figure 3. The base of the model represents a coherent set of Improvement Plans at the school system, school, department, grade, and individual level. The school system's Theory of Action is adapted at the department and school level to establish a through-line of consistency from the school system to the classroom levels. These Plans inform and are informed by the cycle of data analysis as represented in the diagram. Professional Learning, to improve the Instructional Core, is critical to the success of this model.



## **Theory of Action**

The purpose of a Theory of Action is to outline our Core Strategies to achieve the Mission and Goals of the school system.

There are four Core Strategies in our Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, we list a more specific description of the actions the school system proposes to undertake to support this strategy. These actions are school system priorities, some of which are already in some stage of implementation.

Underlying this Theory of Action is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement as shown in Figure 3.

### **Instructional Program**

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- Align and implement curriculum to state and national standards on a systematic schedule and ensure proper articulation
- Develop and implement common assessments aligned to the curriculum in all content areas
- Develop implementation guides in all content areas as curriculum is revised
- Hold staff accountable for consistent implementation of all approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate

## **Teams/School Improvement Plans**

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- Implement School system and School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement department-level improvement plans for vertical consistency, aligned to the school system and school improvement plans
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level and/or department data teams
- Implement a school system level data team
- Implement Instructional Rounds

## **Leadership Capacity**

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- Focus All PK-12 Leadership Meetings throughout the year on improvement of instruction
- Establish a common understanding of what effective teaching practice (Marzano) looks like in classrooms
- Ensure consistent, quality feedback to teachers, principals and central office leaders on implementation of school system and school priorities
- Implement Professional Growth and Evaluation Plans
- Demonstrate how education mandates/reforms can be used to leverage school system improvement efforts

## Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Recruit and retain highly qualified personnel for all vacant positions
- Align financial resources to enact school system priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Ensure a safe, clean learning environment in all schools

District  
Improvement  
Plan

Section 1A

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## Vision of a Graduate

# Fairfield Vision of a Graduate

What do we want our students to know and be able to do when they graduate from Fairfield Public Schools?



The fulfillment of the mission, for all students, PK-12+, demands our ongoing commitment to realize the Vision of a Graduate.

## All students will be:

Innovators

Communicators

Collaborators

Critical Thinkers

Responsible Citizens

Goal Directed- Resilient Learners

## How will our students demonstrate they met our FPS Vision of a Graduate?

### I. Academic Expectations PK-12+

Critical and Creative Thinking

Exploring and Understanding

Synthesizing and Evaluating

Creating and Constructing

Communicating and Collaborating

Convey Ideas

Using Communication (Media) Tools

Collaborating Strategically

### II. Social and Civic Expectations PK-12+

School site-specific focus on producing responsible citizens in an ever-changing global society

The **Work** going forward are the initiatives and supports our teachers and students need to accomplish the Fairfield Vision of a Graduate.

#### Guided by Learning Principles

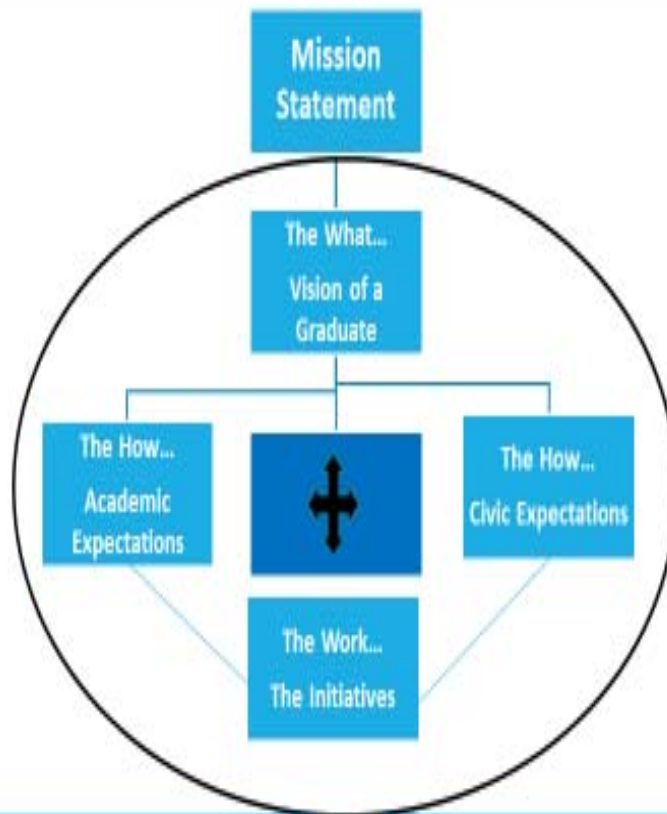
In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following **Learning Principles** –

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

# District Improvement Plan

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District  
Improvement  
Plan

Section 2

Student Performance Indicators

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the school system's Mission and Goals, given assessment tools readily available at this time.

### Criteria for Quality Student Performance Indicators:

- **Valid** – accurately reflects accomplishment of the Mission and Goals; worth dedicating scarce resources; reflects district priorities; creates appropriate incentives.
- **Reliable** – consistent, accurate measurement from one rater to another and over time.
- **Aligned to our curriculum** – so that staff receive consistent messages about the goals of instruction.
- **Publicly defensible and understood (or easily explained)** – may benchmark to other districts; publicly-reported student performance data is almost always included if curriculum alignment is present.
- **Good baseline data** exists or is easily gathered with existing resources.
- **Summative or highly predictive/critical point** (based on student data).
- **Not overly narrow in scope.**
- **Best available measures may be “proxies” in difficult-to-measure areas.**
- **Does not result in “over-testing” solely for the purposes of this Plan.**

## **FPS Student Performance Indicators**

1. Post High School Student Survey
2. School Climate Survey
3. Graduation Rate 4 Year Cohort as Received from State Reporting
4. AP Scores as Received
5. PSAT
6. SBAC
7. Academic Expectations
8. Calculus Participation
9. ST Physical Fitness
10. STAR Reading
11. STAR Math
12. STAR Early Literacy
13. Attendance
14. Next Generation Science Assessment
15. Student Growth Profile from State Reporting

District  
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Section 3

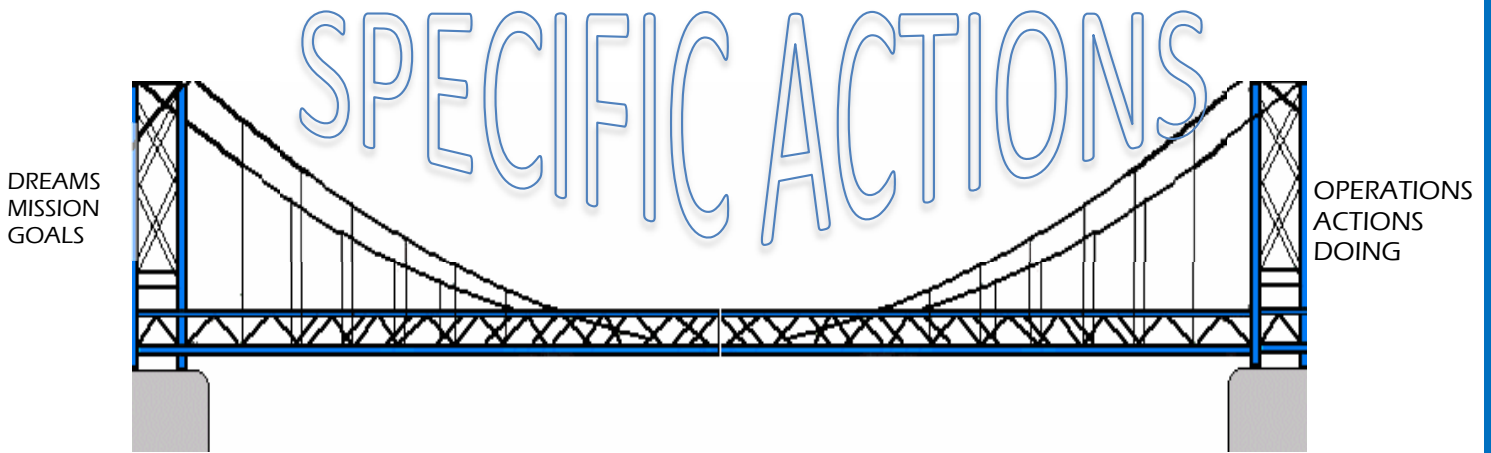
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## Specific Actions

One of the most difficult parts of planning is translating the lofty aspiration of the school system, as represented in its Mission and Goals, into actions that will make the Plan “come alive” and significantly impact student achievement. Most long-range plans fail not because the aspirations are not bold, but because of a school system’s inability to imbed the improvement efforts of the district into the “real world” of running a school system.

Figure 4 represents this dilemma as a continuum, with the lofty “Dreams” of the Mission and Goals on one side, and the reality of “Doing” on the other. To “bridge” this gap, and keep the improvement efforts from falling into the abyss between Dreaming and Doing, we create Specific Actions to implement over the five-year period. It is the enactment of these Specific Actions that will enable the school system to move toward achieving its Mission and Goals and reach its five-year targets on the Student Performance Indicators.

Figure 4



To be effective, Specific Actions must meet a set of criteria. These are listed on the next page. The inclusion of a Specific Action in this Plan commits the school system to undertaking this Action sometime during the life of the Plan. The list may appear daunting in the aggregate; however, there are two important points to keep in mind. First, this represents, in some cases, a continuation and deepening of existing work. These are not all new initiatives. Second, this is five years’ worth of work, not one.

For the past four years, at the start of each year, the administration has presented a list of improvement initiatives to be accomplished during that fiscal year. This list will continue to be published and used as the basis for our improvement efforts, as many of the items on the annual initiatives list will come directly from the District Improvement Plan. For each initiative, and for each Specific Action in a given year, a central office administrator will be given primary responsibility for ensuring its implementation, often with assistance from other staff in the central office and the schools. Assignments of responsibility are made on the basis of current position responsibilities, and that staff member is held accountable for implementation through the evaluation process. In that way, we have merged the operational work of the district leaders with the improvement work of this Plan, thereby minimizing the chances of improvement efforts falling into the abyss.

## Criteria for Specific Actions in the District Improvement Plan

### **The Action:**

- Will advance the District toward achieving its Mission and will improve one or more Student Performance Indicators
- Is aligned to the District Theory of Action
- Shows that the benefits of enacting this Action outweigh the costs (quantifiable and non-quantifiable)
- States a desired outcome that is either observable, demonstrable or measurable
- Is clear and understandable
- Requires a significant effort over at least a one-year period of time (may need to be several years) for full implementation
- Impacts the entire system or at least one complete level (elementary, middle, high school)

*Collectively, the set of Specific Actions is designed to help the school system achieve its Mission and Goals. Some of the Actions represent a continuation and deepening of existing change initiatives. Some represent new ideas worthy of implementation sometime over the next five years.*

*Specific Actions would be scheduled at some point in the five years of the Plan, with the goal of fully implementing all the Actions by the end of the Plan. Not all Specific Actions will commence in year 1 (2015-2016). Actions will be scheduled to balance the work over the five-year period. For those Actions that are anticipated to take more than one year to complete, the estimated number of years from initiation to full implementation is noted in parentheses.*

## 1. Specific Actions: Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

*\*New Key Implementations for Specific Actions are defined in the 2018-2020 Work Plan.*

<b>Curriculum Development and Implementation</b>	Complete	In progress	New Key Imp*
1-1 Develop and implement a K-5 World Language program at the elementary school level that reflects the best research-based practices in the field.			
1-2 Implement a K-12 sequence of experiences supporting the development of skills leading to a successful <b>Demonstration of Mastery</b>			
1-3 Develop a scope and sequence of technology skills PK-12 and embed in all subject areas.			
1-4 Implement the published curriculum renewal schedule, including status updates, as designed, each year.			
1-5 Develop and implement culturally competent curriculum PK-12 for social emotional learning and self-regulation that reflects the best research-based practices in the field and imbed in existing district structures (e.g., advisory, developmental guidance, health).			
1-6 For each curriculum revision, provide up-to-date instructional materials, including culturally relevant materials, to improve outcomes for our increasingly diverse population (including English Language Learners).			
1-7 Establish and implement a PK-12 scope and sequence for embedding executive functioning, study skills and independence into all curriculum areas.			
1-8 Improve the districtwide English Language Learners program and increase all teachers' capacity to serve this population of students.			
1-9 Develop a comprehensive transition program from grade 5 to grade 6, and from grade 8 to grade 9 to increase student success at grades 6 and 9.			
<b>Assessment Development and Implementation</b>			
1-10 Expand and standardize the use of academic rubrics, K-12.			
1-11 Develop and implement high school performance tasks in grades 9 and 10, linked to <b>mastery</b> and assess student performance using the academic expectations rubrics.			
1-12 Develop and implement performance tasks at the middle and elementary schools in Language Arts, Math, Social Studies and Science in grades 6-12.			
1-13 Analyze, align and revise the assessment calendar PK-12 and calibrate the scoring of common assessments.			

<b>Professional Learning</b>	Complete	In progress	New Key Imp*
1-14 Implement Professional Learning that will assist staff to analyze and use student performance data from district assessments.			
1-15 Develop an annual Professional Learning calendar for all certified and non-certified staff based on improvement initiatives and state mandates.			
1-16 Implement Professional Learning for all staff to improve our ability to address a diverse population of students and families.			
1-17 Provide Professional Learning on how to implement academic rubrics.			
1-18 Implement Professional Learning on “Teaching in the Block” to all high school teachers.			
1-19 Implement a web-based curriculum platform to enhance consistent teacher communication and sharing of effective curriculum resources.			
1-20 Provide Professional Learning to deepen subject specific knowledge and understanding.			
<b>Program Improvement</b>			
1-21 Implement the improved gifted model as designed in 2011-2012 in the elementary and middle schools.			
1-22 Revise high school graduation requirements.			
1-23 Review high school learning expectations regarding technology to implement a mastery-based requirement rather than a credit requirement.			
1-24 Review/revise district guidelines regarding homework to reflect the latest research.			
1-25 Implement a revised middle school schedule.			
1-26 Revise Unified Arts offerings at the middle school level to strengthen the link to high school courses.			
1-27 Develop and implement a middle school advisory program			



## 2. Specific Actions: Teams/Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

	Complete	In progress	New Key Imp*
2-1 Align all school improvement plans with the District Improvement Plan.			
2-2 Use vertical teams to develop curriculum, Department Improvement Plans, department-based Problems of Practice and Instructional Rounds in each content area.			
2-3 Implement mixed-level observations of professional practice and peer conferences to improve vertical alignment.			
2-4 Use data team meetings to analyze student performance and make instructional adjustments to improve learning of all students in all content areas.			
2-5 Use technology to facilitate the effective use of student performance data into district, school, department and grade-level data teams.			
2-6 Use best-practice models to improve the alternative high school program to engage every student in a challenging and rigorous program.			
2-7 Use the District Data Team to analyze district performance data and model effective Data Team practices.			
2-8 All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.			

## 3. Specific Actions: Leadership Capacity

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

	Complete	In progress	New Key Imp*
3-1 Use the Marzano teacher evaluation protocols and rubrics to improve and calibrate instructional practices			
3-2 Develop and implement a peer-coaching model for teachers and administrators.			
3-3 Identify and train at least one teacher in each school to serve as a “Teacher Leader” for each district/school initiative (Rounds, Data Teams, etc.).			
3-4 Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan.			
3-5 Implement an Administrators Academy to continually update the professional knowledge and skills for all school and district leaders.			

#### 4. Specific Actions: Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

<b><i>Talent Development</i></b>	Complete	In Progress	New Key Imp*
4-1 Implement a plan to recruit more broadly to deepen the pool of highly qualified applicants for vacant positions.			
4-2 Implement a research-based common protocol to select the most qualified applicant for vacant positions.			
4-3 Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers.			
4-4 Implement an elementary schedule, which provides teachers more common planning time.			
4-5 Implement common planning time for high school teachers.			
4-6 Implement a research-based common protocol for the use of common planning time across all levels.			
<b><i>Technology</i></b>			
4-7 Implement the 3-year Technology Plan as designed each year.			
4-8 Implement a consistent “Bring Your Own Device” program throughout the school system that makes most effective use of the technology.			
4-9 Expand the use of on-line learning throughout the system for enrichment, remediation, and low-enrollment courses.			
4-10 Develop and implement consistent practices in the proper use of technology by teachers and students outside of the school day.			
4-11 Use technology to enhance professional learning for all staff members.			
<b><i>Enhanced Services to Students</i></b>			
4-12 Develop a plan to minimize the impact of teacher absences on student learning.			
4-13 Identify profiles of non-graduating high school students and develop a preventative intervention plan to increase the graduation rate.			
4-14 Increase student access to assistance for emotional and mental health needs.			
4-15 Expand the continuum of services, using evidence-based practices, for academic and behavioral interventions with consistent processes and communication strategies.			
4-16 Increase instructional support beyond the school day for all struggling students to improve student achievement.			
4-17 Expand academic and non-academic enrichment opportunities to more K- 8 students.			

<b>Parents</b>	Complete	In progress	New Key Imp*
4-18 Research and develop an enhanced school-family partnership at each school as part of its School Improvement Plan.			
4-19 Expand Family Resource Center resources to all Pre-K to 5 families.			
4-20 Enhance communication efforts with parents through Infinite Campus, with a focus at the elementary level on the use of the teacher gradebook and parent portal for common assessments (similar to the middle and high school practice).			
<b>Communication</b>			
4-21 Enhance communication efforts using district and school websites and other technology, at each school and district-wide.			
4-22 Communicate changes in the instructional program to all stakeholders in the community.			
4-23 In partnership with the Fairfield Police Department, strengthen communication with all stakeholders on matters of school safety and security.			

### 5.0 Specific Actions: Facilities \*this section was new in 2017-2018

	Complete	In progress	New Key Imp*
5-1 Support the principal, staff, and students at Holland Hill through the construction phase (December 2019).			
5-2 Work with the Building Committee at Mill Hill to complete the planning phase (June 2019).			
5-3 Work with the Building Committee at Sherman to support the principal, staff and students through the Phase III Construction (June 2020).			
5-4 Update the FPS Waterfall Schedule (December 2018).			

### 6.0 Specific Actions: Safety and Security 5 Key Implementations \*this section was new in 2017-2018

	Complete	In progress	New Key Imp*
6-1 Find a solution to enhance building entry security PK-12 (June 2019).			
6.2 Complete all building window safety glazing (November 2018).			
6.3 Complete all duct cleaning at FLHS (September 2019).			
6.4 Practice relocation methods with at least 3 schools sites (June 2019).			
6.5 Implement solutions for all door strike plates, which provide options for locked doors at all times (September 2018).			



**To:** Dr. Toni Jones, Superintendent  
Board of Education  
Board of Finance  
Board of Selectmen  
Representative Town Meeting Leadership

**From:** Doreen Munsell, Executive Director of Finance and Business Services

**Date:** September 20, 2018

**Subject:** 2017 – 2018 Fiscal Year – Financial Statement as of July 31, 2018

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Attached you will find the final, pre-audit accounting of 2017 – 2018 Board of Education expenditures by major account classification. Projected expenditures and budget transfer requests (Col 1 and 2) were approved by the Board of Education on June 26, 2018 and provided to the First Selectman, and Chief Fiscal Officer on July 9, 2018.

The 2017-2018 fiscal year began without a state budget, which created uncertainty in state municipal funding. As a result, \$2.3 million of the Board of Education budget was placed in reserve. Reserves were released in late February to contract maintenance services, and later for technology capital. Since there was a projected deficit in pupil personnel, the remaining reserves were held to balance the budget.

In addition, \$1 million in health insurance savings were realized due to the implementation of SEBAC changes to the CT Partnership 2.0 plan in October 2017. During the 2018-2019 budget process, the BOE voted to use \$403,000 of the insurance savings to pre-purchase technology equipment for 2018-2019. The remaining \$600,000 was returned to the town as anticipated. The majority of 2017 – 2018 expenses were paid or encumbered by June 30, 2018. Once the school year ended, and expenditures were confirmed, available balances were used for instructional materials, STEAM resources, and collaborative space furniture, which essentially restored school site allocations that were held in reserve. The remaining balance on June 30, 2018, was \$42,142 (Col 3), not including the \$600,000 reserved for the town.

In July, wages earned and invoices incurred prior to June 30, were paid with 2017 - 2018 funds. At the same time, encumbrances were paid and/or released based on final invoices. On July 31, 2018, after these transactions, the 2017 – 2018 fiscal year was officially closed with an ending balance (Col 6) of \$600,006, which includes the savings from health insurance.

The attached information is considered final and was reported to the state in the new Education Financial System (EFS) by the September 4<sup>th</sup> deadline. In preparation for the September deadline, subsequent transfers were required to officially close the fiscal year by July 31. The 2017 -2018 fiscal year and EFS report will be audited by independent auditors, and an audited financial report will be issued prior to December 31.

**Fairfield Public Schools  
2017-2018  
Budget Transfers & Final Balances at July 31, 2018**

		(1)	(2)	(3)	(4)	(5)	(6)
	MAJOR CLASSIFICATION ACCOUNT DESCRIPTION	PROJECTED END OF YEAR BALANCES  6/20/2018	TRANSFERS APPROVED BY BOE  6/26/2018	ACTUAL BALANCES BEFORE BOE TRANSFERS  6/30/2018	ACTUAL BALANCE BEFORE FINAL TRANSFERS  7/31/2018	EOY FINAL TRANSFERS  7/31/2018	FINAL BALANCE  7/31/2018
<b>1</b>	<b>Personnel Services</b>						
2	Certified Salaries	\$ 661,496		\$ 655,733	\$ 19,287		\$ -
3	Substitutes	\$ (285,432)		\$ (169,702)	\$ (1,338)		\$ -
4	Sped Substitutes	\$ (109,967)		\$ (111,082)	\$ -		\$ -
5	Non-Certified Salaries	\$ (2,868)		\$ (46,892)	\$ (16,818)		\$ -
6	Custodial OT	\$ 100,000		\$ 117,929	\$ -		\$ -
7	Interns / Tchr Mentor Stipends	\$ 43,657		\$ 43,075	\$ -		\$ -
8	Sped Summer School Salaries / Clerical Extras	\$ (44,100)		\$ (42,376)	\$ (1,894)		\$ -
9	Extra Curricular Salaries	\$ 39,369		\$ 26,572	\$ -		\$ -
10	Wage & Benefit	\$ 129,359		\$ 129,685	\$ (42,471)		\$ -
<b>11</b>	<b>Total Personnel Services</b>	<b>\$ 531,514</b>	<b>\$ (500,000)</b>	<b>\$ 602,942</b>	<b>\$ (43,234)</b>	<b>\$ 43,240</b>	<b>\$ 6</b>
	<b>Fixed Charges</b>						
12	Health Insurance	\$ 602,674		\$ 602,674	\$ 600,000		\$ 600,000
13	Life Insurance / Disability	\$ 7,843		\$ 7,842	\$ -		\$ -
14	FICA/Medicare	\$ 16,819		\$ 20,393	\$ -		\$ -
15	Pension / 401(a)	\$ 16,371		\$ 17,897	\$ -		\$ -
<b>16</b>	<b>Total Fixed Charges</b>	<b>\$ 643,707</b>	<b>\$ (40,000)</b>	<b>\$ 648,806</b>	<b>\$ 600,000</b>	<b>\$ -</b>	<b>\$ 600,000</b>
	<b>Pupil Personnel Expenses</b>						
17	Total Pupil Personnel Expenses	\$ (1,446,954)	\$ 1,450,000	\$ (1,758,629)	\$ (32,202)	\$ 32,202	\$ -
	<b>School Expenses</b>						
18	School Balances	\$ 125,000		\$ 98,636	\$ (371)		\$ -
<b>19</b>	<b>Total School Expenses</b>	<b>\$ 125,000</b>	<b>\$ (120,000)</b>	<b>\$ 98,636</b>	<b>\$ (371)</b>	<b>\$ 371</b>	<b>\$ -</b>
	<b>Support Expenses</b>						
20	Travel / Dues & Fees	\$ 3,926		\$ (199)	\$ 856		\$ -
21	Legal Services	\$ -		\$ 7,142	\$ 44,139		\$ -
22	Professional Growth Tuition	\$ (33,556)		\$ (27,878)	\$ (5,398)		\$ -
23	Technology Supplies - District / Info Mgmt	\$ 52,800		\$ 50,432	\$ 17,557		\$ -
24	Magnet School Tuition	\$ 130,843		\$ 130,843	\$ -		\$ -
25	Copying / Printing / Postage / Medical Supplies	\$ 14,711		\$ 19,792	\$ 3		\$ -
26	Continuing Education	\$ (39,333)		\$ (11,544)	\$ -		\$ -
27	Instructional Services/Supplies	\$ (297,000)		\$ (124,410)	\$ (572)		\$ -
28	Budget Reserve Balance	\$ 1,098,162		\$ 1,098,162	\$ -		\$ -
<b>29</b>	<b>Total Support Expenses</b>	<b>\$ 930,553</b>	<b>\$ (917,000)</b>	<b>\$ 1,142,339</b>	<b>\$ 56,585</b>	<b>\$ (56,585)</b>	<b>\$ -</b>
	<b>Maint/Oper /Transp.</b>						
30	Maintenance Projects	\$ (3,575)		\$ (1,488)	\$ -		\$ -
31	Other Maintenance Accounts	\$ 2,659		\$ 65,605	\$ 5,492		\$ -
32	Telephone	\$ 3,271		\$ 3,601	\$ -		\$ -
33	Equipment Repairs	\$ (10,000)		\$ 9,733	\$ -		\$ -
34	Tech Sys & Equip Main / Tech Svc Contracts	\$ 68,800		\$ 109,894	\$ 17,300		\$ -
35	Transportation	\$ (83,051)		\$ (58,137)	\$ (6,017)		\$ -
36	Electric	\$ (126,697)		\$ (122,192)	\$ -		\$ -
37	Heat/Commercial Gas	\$ (26,651)		\$ (26,650)	\$ -		\$ -
38	Water	\$ 13,918		\$ 10,989	\$ (41)		\$ -
<b>39</b>	<b>Total Maint/Oper/Transp.</b>	<b>\$ (161,326)</b>	<b>\$ 145,000</b>	<b>\$ (8,645)</b>	<b>\$ 16,734</b>	<b>\$ (16,734)</b>	<b>\$ -</b>
	<b>Capital Outlay</b>						
40	Special Ed Equipment	\$ 65,671		\$ 68,667	\$ -		\$ -
41	Technology Equipment	\$ -		\$ (50)	\$ 2,460		\$ -
42	Oper Plant Equip / Equip Theft / Damage	\$ (9,426)		\$ (9,719)	\$ 199		\$ -
43	School Equipment	\$ (38,000)		\$ (142,206)	\$ (165)		\$ -
<b>44</b>	<b>Total Capital Outlay</b>	<b>\$ 18,245</b>	<b>\$ (18,000)</b>	<b>\$ (83,308)</b>	<b>\$ 2,494</b>	<b>\$ (2,494)</b>	<b>\$ -</b>
<b>45</b>	<b>TOTAL BALANCE @ 6/30/18</b>	<b>\$ 640,739</b>	<b>\$ -</b>	<b>\$ 642,142</b>	<b>\$ 600,006</b>	<b>\$ -</b>	<b>\$ -</b>
<b>46</b>	<b>Funds Returned to Town</b>	<b>\$ (600,000)</b>		<b>\$ (600,000)</b>	<b>\$ (600,000)</b>		<b>\$ (600,000)</b>
<b>47</b>	<b>NET BALANCE</b>	<b>\$ 40,739</b>	<b>\$ -</b>	<b>\$ 42,142</b>	<b>\$ 6</b>	<b>\$ -</b>	<b>\$ 6</b>

Statement of Account - Summary by  
Major Classification and Summary Object w/Reserve  
Fairfield Public Schools  
Fiscal Year 2018

12:23:02PM 7/30/2018

Major Classification / Summary Object	Appropriated Budget Less Reserve	Spec Appr And Trans	Reserve Transfers	Amended Appropriation	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
<b>PERSONNEL SERVICES</b>									
101 TEACHING STAFF	73,135,450	(1,483,908)	0	71,651,542	71,651,542.21	0.00	0.00	(0.21)	100.00%
103 CERTIFIED SUPPORT STAFF	6,900,086	(78,015)	0	6,822,071	6,822,073.61	0.00	0.00	(2.61)	100.00%
105 SCHOOL ADMIN STAFF	6,136,412	5,570	0	6,141,982	6,141,984.49	0.00	0.00	(2.49)	100.00%
107 CENTRAL ADMIN STAFF	939,345	(193,559)	0	745,786	745,786.77	0.00	0.00	(0.77)	100.00%
109 DIRECTOR/SUPERVISOR/MGR	677,938	178,596	0	856,534	856,533.78	0.00	0.00	0.22	100.00%
111 SECRETARIAL/CLERICAL STAFF	3,420,454	(3,460)	0	3,416,994	3,416,996.11	0.00	0.00	(2.11)	100.00%
113 PARAPROFESSIONAL STAFF	3,421,767	138,950	0	3,560,717	3,560,717.05	0.00	0.00	(0.05)	100.00%
115 CUSTODIAN STAFF	3,958,379	(68,143)	0	3,890,236	3,890,236.82	0.00	0.00	(0.53)	100.00%
117 MAINTENANCE STAFF	1,001,612	679	0	1,002,291	1,002,291.53	0.00	0.00	(0.53)	100.00%
121 SUPPORT STAFF	2,387,162	182,139	0	2,569,301	2,569,299.75	0.00	0.00	1.25	100.00%
125 SE TRAINER STAFF	1,067,713	(6,811)	0	1,060,902	1,060,901.50	0.00	0.00	0.50	100.00%
129 PART-TIME EMPLOYMENT	2,813,085	158,534	0	2,971,619	2,971,613.85	0.00	0.00	5.15	100.00%
131 WAGE/BENEFIT RESERVE	1,092,069	(401,307)	0	690,762	690,762.00	0.00	0.00	0.00	100.00%
133 STAFF REPLACEMENT	(1,288,000)	1,288,000	0	0	0.00	0.00	0.00	(0.29)	0.00%
135 DEGREE CHANGES	238,883	(238,883)	0	0	0.00	0.00	0.00	0.00	0.00%
307 OTHER SERVICES	1,389,842	(26,571)	0	1,363,271	1,363,270.45	0.00	0.00	0.55	100.00%
<b>TOTAL PERSONNEL SERVICES</b>	<b>\$107,292,197</b>	<b>(\$548,189)</b>	<b>\$0</b>	<b>\$106,744,008</b>	<b>\$106,744,009.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$1.92)</b>	<b>100.00%</b>
<b>FIXED CHARGES</b>									
201 HEALTH INSURANCE	21,237,869	(406,275)	0	20,831,594	20,231,593.39	0.00	0.00	600,000.61	97.12%
203 LIFE/DISABILITY INSURANCE	268,198	(7,843)	0	260,355	260,354.66	0.00	0.00	0.34	100.00%
205 SOCIAL SECURITY	2,366,437	21,379	0	2,387,816	2,387,816.33	0.00	0.00	(0.33)	100.00%
207 PENSION/RETIREMENT	2,157,359	(17,897)	129,000	2,268,462	2,268,462.37	0.00	0.00	(0.37)	100.00%
<b>TOTAL FIXED CHARGES</b>	<b>\$26,029,863</b>	<b>(\$410,636)</b>	<b>\$129,000</b>	<b>\$25,748,227</b>	<b>\$25,148,226.75</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$600,000.25</b>	<b>97.67%</b>
<b>PUPIL PERSONNEL EXPENSE</b>									
301 INSTRUCTIONAL SERVICES	46,000	5,257	0	51,257	51,258.72	0.00	0.00	(1.72)	100.00%
303 PUPIL PERSONNEL SERVICES	2,155,277	7,704	0	2,162,981	2,162,980.17	0.00	0.00	0.83	100.00%
307 OTHER SERVICES	597,568	167,746	0	765,314	765,313.57	0.00	0.00	0.43	100.00%
315 RENTALS	24,962	(267)	0	24,695	24,695.00	0.00	0.00	0.00	100.00%
317 STUDENT TRANSPORTATION	183,190	(22,877)	0	160,313	160,313.25	0.00	0.00	(0.25)	100.00%
319 CONFERENCE & TRAVEL	174,629	(4,471)	0	170,158	169,263.04	895.00	0.00	(0.04)	100.00%

Statement of Account - Summary by  
Major Classification and Summary Object w/Reserve  
Fairfield Public Schools  
Fiscal Year 2018

12:23:02PM 7/30/2018

Major Classification / Summary Object	Appropriated Budget Less Reserve	Spec Appr And Trans	Reserve Transfers	Amended Appropriation	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
327 PRINTING/COPYING	6,800	0	0	6,800	6,251.78	548.22	0.00	0.00	100.00%
329 TUITION	4,655,361	1,016,934	654,934	6,327,229	6,322,228.99	5,000.00	0.00	0.01	100.00%
401 INSTRUCTIONAL SUPLS/MATLS	135,000	8,993	0	143,993	143,992.22	0.00	0.00	0.78	100.00%
404 SPLS, BKS, MATLS-DIST SUPPORT	55,500	(41,383)	0	14,117	14,117.28	0.00	0.00	(0.28)	100.00%
411 TEXTBOOKS	12,000	(1,176)	0	10,824	10,635.81	187.90	0.00	0.29	100.00%
415 OTHER SUPPLIES/MATERIALS	2,250	830	0	3,080	3,079.67	0.00	0.00	0.33	99.99%
601 DUES AND FEES	1,750	(1,037)	0	713	713.50	0.00	0.00	(0.50)	100.07%
<b>TOTAL PUPIL PERSONNEL EXPENSE</b>	<b>\$8,050,287</b>	<b>\$1,136,253</b>	<b>\$654,934</b>	<b>\$9,841,474</b>	<b>\$9,834,843.00</b>	<b>\$6,631.12</b>	<b>\$0.00</b>	<b>(\$0.12)</b>	<b>100.00%</b>
<b>SCHOOL EXPENSES</b>									
129 PART-TIME EMPLOYMENT	10,105	3,281	0	13,386	13,386.29	0.00	0.00	(0.29)	100.00%
301 INSTRUCTIONAL SERVICES	19,110	(5,198)	0	13,912	13,911.39	0.00	0.00	0.61	100.00%
307 OTHER SERVICES	62,425	(589)	0	61,836	61,294.83	564.00	0.00	(22.83)	100.02%
315 RENTALS	129,022	(29,107)	0	99,915	44,414.87	55,500.00	0.00	0.13	100.00%
317 STUDENT TRANSPORTATION	36,434	(3,259)	0	33,175	32,004.39	1,167.44	0.00	3.17	99.99%
319 CONFERENCE & TRAVEL	51,978	(24,673)	0	27,305	27,178.31	150.00	0.00	(23.31)	100.04%
327 PRINTING/COPYING	232,918	7,546	0	240,464	205,930.41	34,533.22	0.00	0.37	100.00%
400 SUPPLIES, BOOKS & MATERIALS	1,308,704	(41,171)	499	1,268,032	1,226,511.09	41,509.77	0.00	11.14	100.00%
402 INSTRUCTIONAL SPLS-DIST SUPPR	40,000	(17,066)	0	22,934	20,601.70	2,332.03	0.00	0.27	100.00%
409 STUDENT ACTIVITY EXPENSES	552,422	4,571	0	556,993	551,714.01	5,284.10	0.00	(5.11)	100.00%
415 OTHER SUPPLIES/MATERIALS	14,370	1,933	0	16,303	15,788.38	482.16	0.00	32.46	99.86%
601 DUES AND FEES	23,745	(577)	0	23,168	23,159.94	0.00	0.00	8.06	99.97%
<b>TOTAL SCHOOL EXPENSES</b>	<b>\$2,481,233</b>	<b>(\$104,309)</b>	<b>\$499</b>	<b>\$2,377,423</b>	<b>\$2,235,895.61</b>	<b>\$141,522.72</b>	<b>\$0.00</b>	<b>\$4.67</b>	<b>100.00%</b>
<b>SUPPORT EXPENSES</b>									
301 INSTRUCTIONAL SERVICES	176,359	2,983	0	179,342	179,191.62	150.00	0.00	0.38	100.00%
305 PROFESSIONAL/TECHNICAL SVCS	720,142	(58,030)	0	662,112	662,112.93	0.00	0.00	(0.93)	100.00%
307 OTHER SERVICES	2,400,947	1,832	(2,379,317)	23,462	23,462.36	0.00	0.00	(0.36)	100.00%
309 SECURITY SVCS/EXPENSES	175,000	19,801	9,719	204,520	178,775.09	25,745.08	0.00	(0.17)	100.00%
313 MAINTENANCE SERVICES	855,445	(14,795)	0	840,650	839,949.95	700.00	0.00	0.05	100.00%
319 CONFERENCE & TRAVEL	48,900	(14,577)	0	34,323	34,323.13	0.00	0.00	(0.13)	100.00%
321 PROFESSIONAL DEVELOPMENT	337,191	72,140	0	409,331	380,771.62	28,538.49	0.00	20.89	100.00%
323 POSTAGE	72,824	(12,507)	0	60,317	57,422.41	2,932.69	0.00	(38.10)	100.06%

Statement of Account - Summary by  
Major Classification and Summary Object w/Reserve  
Fairfield Public Schools  
Fiscal Year 2018

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Major Classification / Summary Object	Appropriated Budget Less Reserve	Spec Appr And Trans	Reserve Transfers	Amended Appropriation	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
325 PERSONNEL/RECRUITMENT EXP	18,000	(6,516)	0	11,484	11,233.75	250.00	0.00	0.25	100.00%
327 PRINTING/COPYING	65,350	2,536	0	67,886	63,700.21	4,181.97	0.00	3.82	99.99%
329 TUITION	592,606	(130,843)	0	461,763	461,762.90	0.00	0.00	0.10	100.00%
401 INSTRUCTIONAL SUPLS/MATLS	721,463	(51,272)	172,014	842,205	766,936.72	75,247.32	0.00	20.96	100.00%
403 OFFICE/GENERAL SUPPLIES	15,250	(2,931)	0	12,319	12,247.79	71.15	0.00	0.06	100.00%
411 TEXTBOOKS	1,052	(26)	855	1,881	1,880.54	0.00	0.00	0.46	99.98%
415 OTHER SUPPLIES/MATERIALS	148,465	(57,392)	1,455	92,528	55,832.98	36,702.00	0.00	(6.98)	100.00%
424 OTHER SUPPLIES	8,000	(6,674)	0	1,326	1,326.20	0.00	0.00	(0.20)	100.02%
601 DUES AND FEES	54,746	(6,176)	0	48,570	48,569.78	0.00	0.00	0.22	100.00%
<b>TOTAL SUPPORT EXPENSES</b>	<b>\$6,411,740</b>	<b>(\$262,447)</b>	<b>(\$2,195,274)</b>	<b>\$3,954,019</b>	<b>\$3,779,499.98</b>	<b>\$174,518.70</b>	<b>\$0.00</b>	<b>\$0.32</b>	<b>100.00%</b>
<b>MAINT/OPER/TRANS</b>									
305 PROFESSIONAL/TECHNICAL SVCS	25,000	21,229	75,000	121,229	70,444.76	50,784.07	0.00	0.17	100.00%
311 UTILITY SERVICES	4,161,314	145,225	0	4,306,539	4,306,535.74	0.00	0.00	3.26	100.00%
313 MAINTENANCE SERVICES	3,188,204	(333,627)	930,787	3,785,364	3,068,219.19	717,140.56	0.00	4.25	100.00%
317 STUDENT TRANSPORTATION	7,983,051	64,150	0	8,047,201	8,020,074.31	27,130.97	0.00	(4.28)	100.00%
319 CONFERENCE & TRAVEL	34,100	804	0	34,904	34,904.52	0.00	0.00	(0.52)	100.00%
321 PROFESSIONAL DEVELOPMENT	58,745	(3,592)	0	55,153	53,904.86	1,248.77	0.00	(0.63)	100.00%
424 OTHER SUPPLIES	315,211	(4,148)	0	311,063	311,062.58	0.00	0.00	0.42	100.00%
429 MAINTENANCE/REPAIR SUPPLIES	504,000	(9,277)	11,594	506,317	501,343.56	4,973.76	0.00	(0.32)	100.00%
<b>TOTAL MAINT/OPER/TRANS</b>	<b>\$16,269,625</b>	<b>(\$119,236)</b>	<b>\$1,017,381</b>	<b>\$17,167,770</b>	<b>\$16,366,489.52</b>	<b>\$801,278.13</b>	<b>\$0.00</b>	<b>\$2.35</b>	<b>\$1.00</b>
<b>CAPITAL</b>									
501 CAPITAL OUTLAY	458,029	(92,578)	158,000	523,451	286,783.64	236,667.16	0.00	0.20	100.00%
503 TECHNOLOGY	1,731,516	401,142	235,460	2,368,118	2,195,914.45	172,203.19	0.00	0.36	100.00%
<b>TOTAL CAPITAL</b>	<b>\$2,189,545</b>	<b>\$308,564</b>	<b>\$393,460</b>	<b>\$2,891,569</b>	<b>\$2,482,698.09</b>	<b>\$408,870.35</b>	<b>\$0.00</b>	<b>\$0.56</b>	<b>100.00%</b>
<b>GRAND TOTAL</b>	<b>\$168,724,490</b>	<b>\$0</b>	<b>\$0</b>	<b>\$168,724,490</b>	<b>\$166,591,662.87</b>	<b>\$1,532,821.02</b>	<b>\$0.00</b>	<b>\$600,006.11</b>	<b>99.64%</b>



**Statement of Account - Summary by  
Major Classification w/Reserve  
Fairfield Public Schools  
Fiscal Year 2018**

12:24:25PM 7/30/2018

Major Classification	Appropriated Budget Less Reserve	Spec Appr And Trans	Reserve Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
PERSONNEL SERVICES	107,292,197	(548,189)	0	106,744,008	106,744,009.92	0.00	0.00	(1.92)	100.00%
FIXED CHARGES	26,029,863	(410,636)	129,000	25,748,227	25,148,226.75	0.00	0.00	600,000.25	97.67%
PUPIL PERSONNEL EXPENSE	8,050,287	1,136,253	654,934	9,841,474	9,834,843.00	6,631.12	0.00	(0.12)	100.00%
SCHOOL EXPENSES	2,481,233	(104,309)	499	2,377,423	2,235,895.61	141,522.72	0.00	4.67	100.00%
SUPPORT EXPENSES	6,411,740	(262,447)	(2,195,274)	3,954,019	3,779,499.98	174,518.70	0.00	0.32	100.00%
MAINT/OPER/TRANS	16,269,625	(119,236)	1,017,381	17,167,770	16,366,489.52	801,278.13	0.00	2.35	100.00%
CAPITAL	2,189,545	308,564	393,460	2,891,569	2,482,698.09	408,870.35	0.00	0.56	100.00%
<b>GRAND TOTAL</b>	<b>\$168,724,490</b>	<b>\$0</b>	<b>\$0</b>	<b>\$168,724,490</b>	<b>\$166,591,662.87</b>	<b>\$1,532,821.02</b>	<b>\$0.00</b>	<b>\$600,006.11</b>	<b>99.64%</b>

## FAIRFIELD PUBLIC SCHOOLS

# AN EDUCATION SERVICES ANALYSIS

### PROJECT CONTRIBUTORS

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*Respectfully Submitted:*

*September 2018*



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## INTRODUCTION

### EXECUTIVE PROCESS SUMMARY

The leadership of the Fairfield Public Schools (hereafter, referred to as the District) commissioned this review of specific areas that support struggling learners. In conducting this analysis, the review team employed proprietary methodology from a pre-established paradigm (i.e., an Educational Services Analysis), which triangulates information gleaned from qualitative and quantitative sources.

More specifically, the qualitative analyses comprised: (1) a series of confidential interviews or surveys with special education teachers, general education teachers, related service providers, para-professionals, central office administrators, school-based administrators, School Committee members, parents, and stakeholders from out of district placements (as broken down in Appendix A); (2) a review of documents (i.e., IEPs) to ascertain the degree and appropriateness of educational programming and services; and (3) non-evaluative site visits to District programs to ascertain the continuum of services and programs.

Quantitative analyses included: (1) multidimensional analyses of information contained within the IEPs; (2) comparative analyses of staffing and corresponding workloads; and (3) student outcome data. Given the number of data points, the results that are reported within this document represent recurring themes.

### ACKNOWLEDGEMENTS

The authors wish to acknowledge District staff and school personnel. This project necessitated a great amount of effort in facilitating logistics and in securing documents; the team is grateful for the efforts of all central office and school-based staff. Throughout the entire process, the cooperative relationship between Futures and the District has enabled the team to work with District leadership in attaining its goals of finding ways to improve the efficiency and effectiveness of its special education services and programs.

### DOCUMENT ORGANIZATION

The staff of Futures is pleased to provide this report of the comprehensive analysis of the programs and services that was conducted from February through August of 2018. The primary purposes of this analysis are to describe, and to provide suggestions to improve, specific areas within its education delivery system that include:

- (1) Related Services
- (2) Utilization of Para-Professional Supports
- (3) Out of District Placements
- (4) Continuum of Services
- (5) The District's Pre-School Program
- (6) Organizational Structure and District Coordination of Programs and Services

Because these six areas are presumed to overlap, the report considers these with respect to *Organizational Considerations* and *Continuum of Services*. In turn, each area is divided into Component Overview, *Methodological Approach*, *Findings* (comprising *Driving Questions*), and *Areas of Opportunity*.

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## GLOSSARY OF ABBREVIATIONS

<b>ARI:</b>	Availability Ratio Index
<b>CLC:</b>	Complex Learner Cohort
<b>DRGA:</b>	Districts in District Reference Group A
<b>DRGB:</b>	Districts in District Reference Group B <sup>1</sup>
<b>ELA:</b>	English Language Arts
<b>FAPE:</b>	Free and Appropriate Public Education
<b>FTE:</b>	Full Time Equivalent
<b>OOD:</b>	Out of District Placements
<b>OT:</b>	Occupational Therapist
<b>PD:</b>	Professional Development
<b>PPT:</b>	Planning and Placement Team
<b>PT:</b>	Physical Therapist
<b>SESP:</b>	Special Education and Special Programs
<b>S-LP:</b>	Speech-Language Pathologist
<b>SRBI:</b>	Scientific Research Based Interventions
<b>SWDs:</b>	Students with Disabilities

---

## GLOSSARY OF TERMS

**Co-Teaching:** Where a special education teacher and a general education teacher jointly deliver instruction to a group of students.

**Ownership:** A phenomenon whereby general education teachers assume responsibility for special education students and special education teachers assume responsibility for general education students.

### **Horizontal**

**Alignment:** Practices that correlate special education instruction to grade-level expectations.

### **Vertical**

**Alignment:** The degree to which the transition of SWDs as they progress from one grade, school, or program to another, is seamless.

---

<sup>1</sup> District Reference Groups are a classification system in which districts that have public school students with similar socioeconomic status (SES) and need, are grouped together. Fairfield is in District Reference Group B, comprising: Avon, Brookfield, Cheshire, District No. 15, District No. 5, Fairfield, Farmington, Glastonbury, Granby, Guilford, Madison, Monroe, New Fairfield, Newtown, Simsbury, South Windsor, West Hartford, Woodbridge. District Reference Group A districts are: Darien, Easton, New Canaan, Redding, Ridgefield, Weston, Westport, and Wilton.

## ORGANIZATIONAL CONSIDERATIONS

### COMPONENT OVERVIEW

This segment of the analysis entailed a review of the District’s climate and culture, parental outreach, staff support, and staffing levels. By necessity this section encompasses the critical issue of vertical alignment, which requires consistent, uniform, and robust programming that ensures the needs of SWDs are consistently met and requires District-wide communication and consistency.

With respect to personnel as addressed in Driving Questions #3A and #3B, it is not possible to consider the efficacy of the District’s continuum of services and the horizontal and vertical alignment without an understanding of the current staffing models. To this end, the personnel under review available to support SWDs was gauged by benchmarking the number of full-time equivalent (FTE) staff members to this overall in-District special education population of 1,247 pre-K-12 SWDs (as per the most current data). This statistic is an “availability ratio index (ARI),” and allows an equivalent comparison to other districts.

### METHODOLOGICAL APPROACH

- Two hundred and sixteen (216) confidential interviews with central office leadership, school-based administration, certified teachers, non-certified teaching staff, related service providers. School Board members, and parents of students with disabilities (please see Appendix A).
- Non-evaluative walk-throughs to all District’s schools
- Analysis of the District’s central office Organizational Structure (as currently constituted)
- A review of document detailing Professional Development for District staff spanning 2015-2018
- Quantitative personnel comparisons
- A random, stratified review of IEPs (N=100)
- Student classification data from the Connecticut Department of Education website

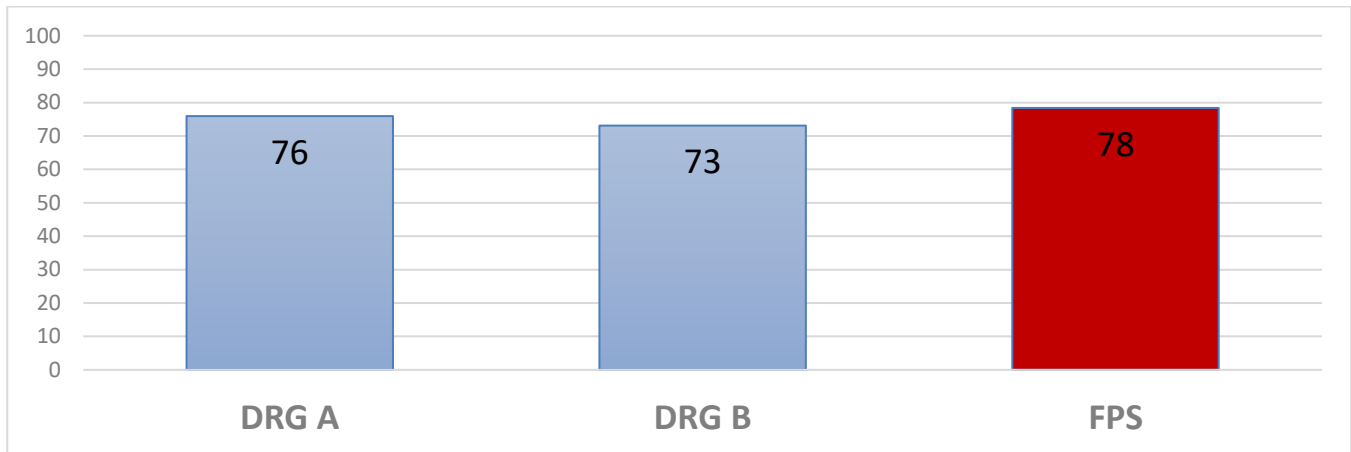
### FINDINGS

#### ***Driving Question #1A: With respect to culture, what is working well District-wide?***

- In general, the culture of ownership of accepting students with disabilities is strong across the District, and the capacity of principals to actualize this culture has improved in recent years.
- At the instructional level, it was expressed that those general education teachers who had had the opportunity to collaborate with their special education teacher colleagues through co-teaching, attendance of grade-level meetings, and participation in early intervening processes were most likely to evidence greater ownership for SWDs.

- It was reported that students with more significant needs who are enrolled in the Complex Learner Cohort (CLC) are accepted as part of the “fabric” of their schools.
- As indicated below in **Figure 1.**, the inclusionary philosophy and practices are validated by excellent LRE data. The District’s rate of 78% of the SWDs spending at least 80% of their day in the General Education environment is 2% higher than DRGA and 5% higher than DRGB districts.<sup>2</sup>

**Figure 1.** The Percentage of SWDs Spending At Least 80% of Their Day in General Education



***Driving Question #1B: With respect to culture, what could be working better?***

- There was an expressed concern that some general educators who were overly dependent upon special educators with respect to addressing the needs of SWDs and were adhering to “old school” thinking that SWDs were the responsibility of special educators.

***Driving Question #2A: Organizationally, what is working well in the Department of Special Education and Special Programs to Support Staff and Students?***

- Most interviewees stated that the District does provide an array of professional development (PD) opportunities.
- It was the consensus of those interviewed that instructional materials were available to faculty to sufficiently support and enable teaching and learning, most notably in Instructional Technology.
- It is notable that the District’s overall commitment to fund *Improvement of Instruction* has traditionally been significantly higher than State averages.

<sup>2</sup> The only exception to LRE is in the pre-school, where the placement data is impacted by the scarcity of typical peers. Data pertaining to pre-school outcomes can be found in **Appendix G.**

- There was consistent recognition and appreciation of the support from the Executive Director of Special Education and Special Programs (the Director), and the efforts he is making to build bridges to all stakeholders.
- The six (6) full time equivalent (FTE) central office administrative staff (the Executive Director of Special Education and Special Programs and five coordinators) is staffed to expected limits.

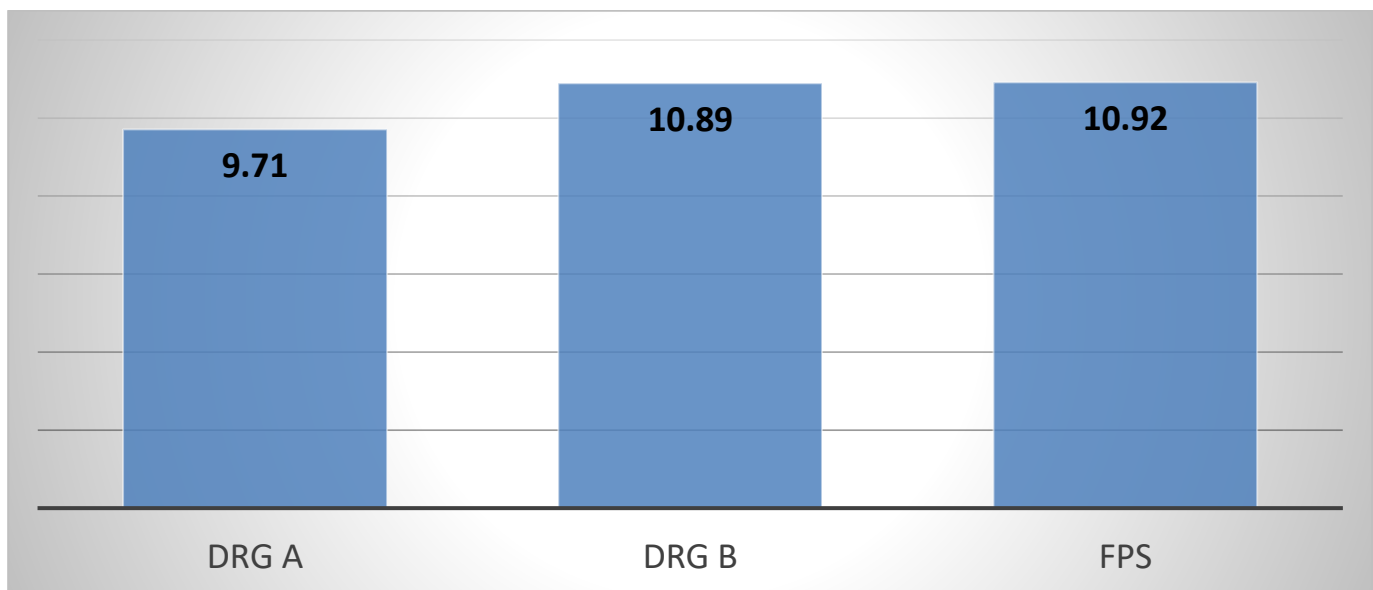
***Driving Question #2B: Organizationally, what could be working better in the Department of Special Education and Special Programs to Support Staff and Students?***

- Too many individuals responsible for the coordination and facilitation of the PPT processes and meetings at the secondary level, which is affecting the consistency of implementation of student programming.
- In response to the need for additional training with respect to facilitating PPT teams to ensure consistency across the District, leadership has recently instituted Elementary Program Facilitators.

***Driving Question #3A: With respect to staffing, in which areas is the District Within Expected Limits?***

**Special Education Teachers:** Currently, the District’s ARI of 10.92 compares with the DRGA ARI of 9.7:1 and DRGB ARI of 10.9:1. That is, it is less staffed than both DRGA and DRGB districts. It is notable that this represents 2016-17 data for comparative purposes; currently, the District employs 123 FTE special education teachers (for 2018-19 school year). Consequently this 10.14 ARI would place FPS within expectations.

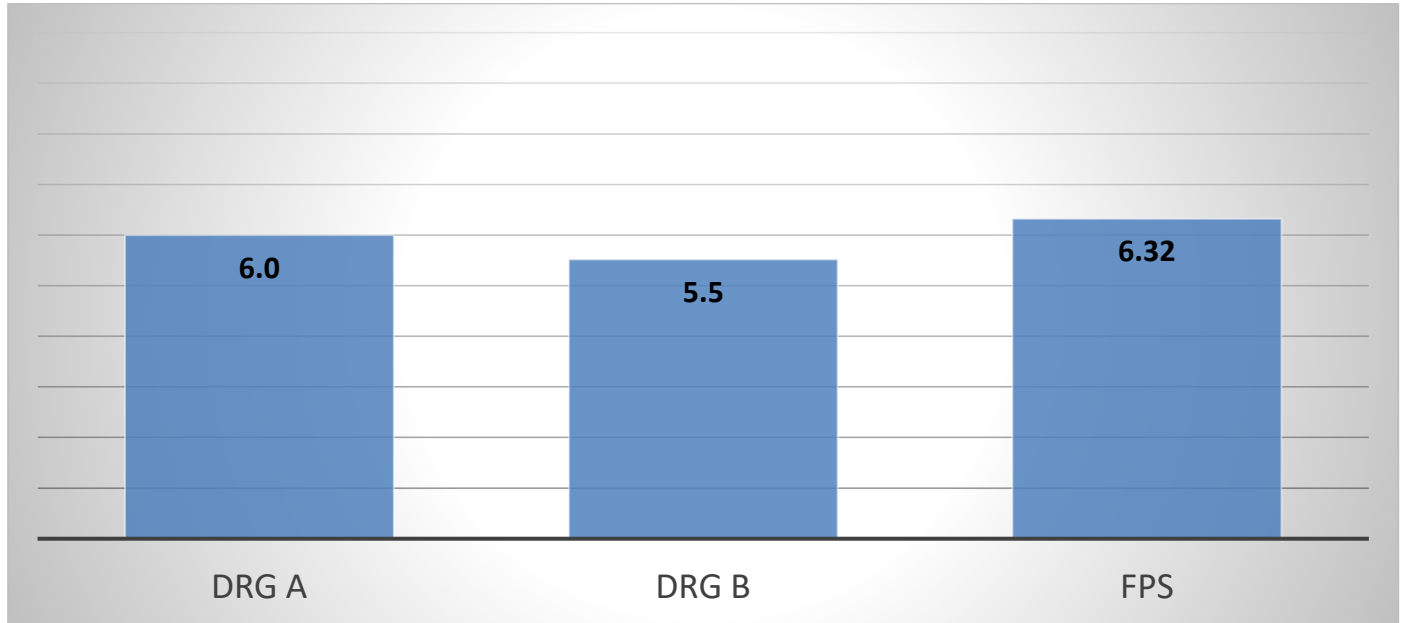
**Figure 2:** ARI of FPS Special Education Teachers Compared to DRGA and DRGB Averages. Please note the lower the ratio, the more generously staffed.





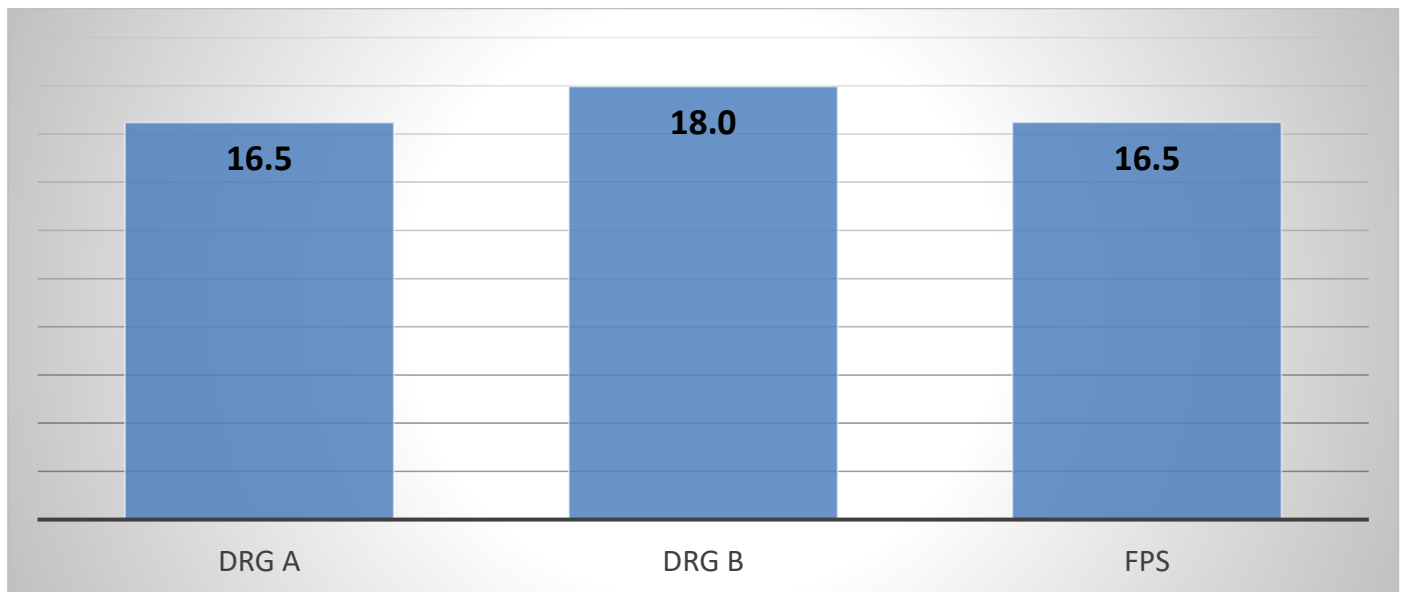
**Para-Educators (funded through Special Education):** Currently, the District’s ARI of 6.3:1 and compares with the DRGA ARI of 6.0:1 and DRGB ARI of 5.5:1; that is, it less generously staffed by comparison.

**Figure 3:** ARI of FPS Special Education para-educators compared to DRGA and DRGB Averages.



**Behavioral Health Staff** (comprising psychologists, counselors, and social workers): The ARI of 16.5 compares to the DRGA ARI of 16.5 and DRGB ARI of 18.0.

**Figure 4:** ARI of FPS Behavioral Health Providers Compared to DRGA and DRGB



**Physical Therapy Staff:** The 3.9 FTE in PT equates to an expected ARI of 320:1; efficiency data is within expectations.

**Driving Question #3A: With respect to staffing, in which areas is the District Higher than Expectations?**

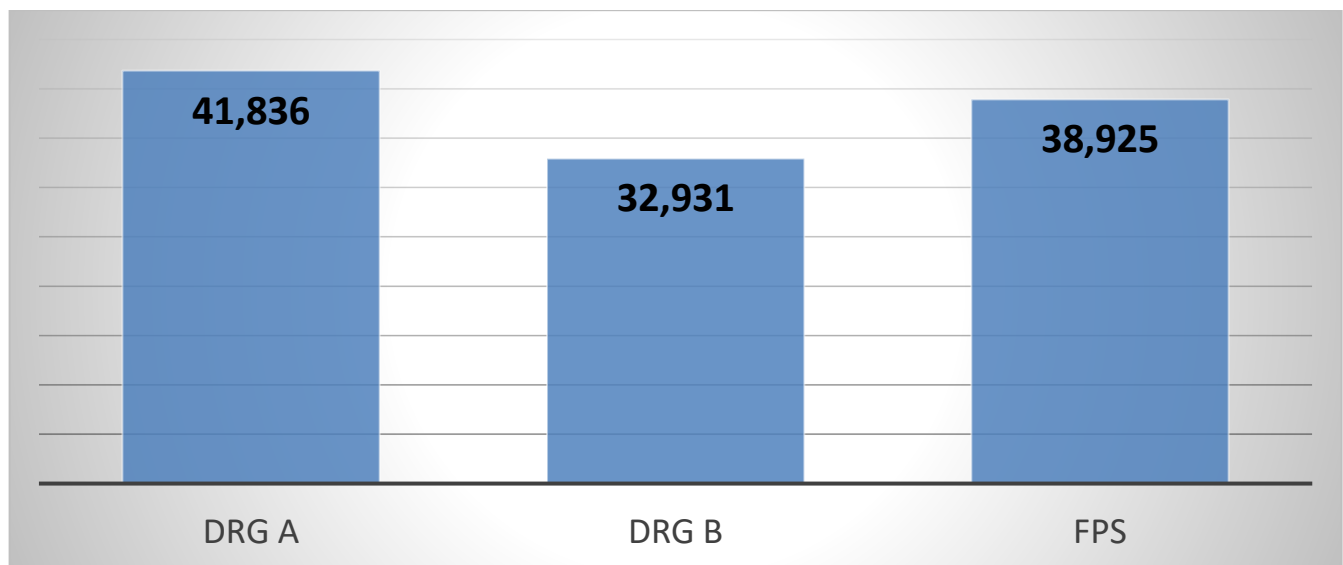
**Speech-Language Pathology Staff:** The 30.5 (budgeted) FTE equates to an ARI of 40.1:1, which compares to an expected ARI of 70:1<sup>3</sup>, suggesting the S-LP staff is 75% more generously staffed as would be expected. As indicated in **Appendix B**, the S-LPs are working efficiently with respect to direct service time (62%, comparing to a standard of 55-60%); however, the percentage of individual treatments of 54% is higher than expected. The average service minutes per week of 64 is excessive and warrants attention, especially with respect to the pre-school population, Least Restrictive Environment, and an Educational Model.

**Occupational Therapy Staff:** The 10.75 FTE OT an ARI of 116:1, compares to an expected ARI of 170:1. Although, as indicated in Appendix B, the percentage of direct services is high (78%); however, the percentage of individual services is high (78%) and is consistent with a medical model.

**Driving Question #4: Is the District Expending Adequate Financial Resources Towards Its Special Education**

- The District’s expenditures devoted to special education of 25% (of the total operating budget) compares to a DRGB average of 21% and a DRGA average of 23%. Alternatively, as indicated in **Figure 5**, expenditures per SWD of just under (\$39,000) is lower by comparison to the DRGA (of \$42,000 per SWD) but is higher than the DRGB average of \$32,600 per SWD.

**Figure 5.** Expenditures Per SWD (Expressed in Dollars).

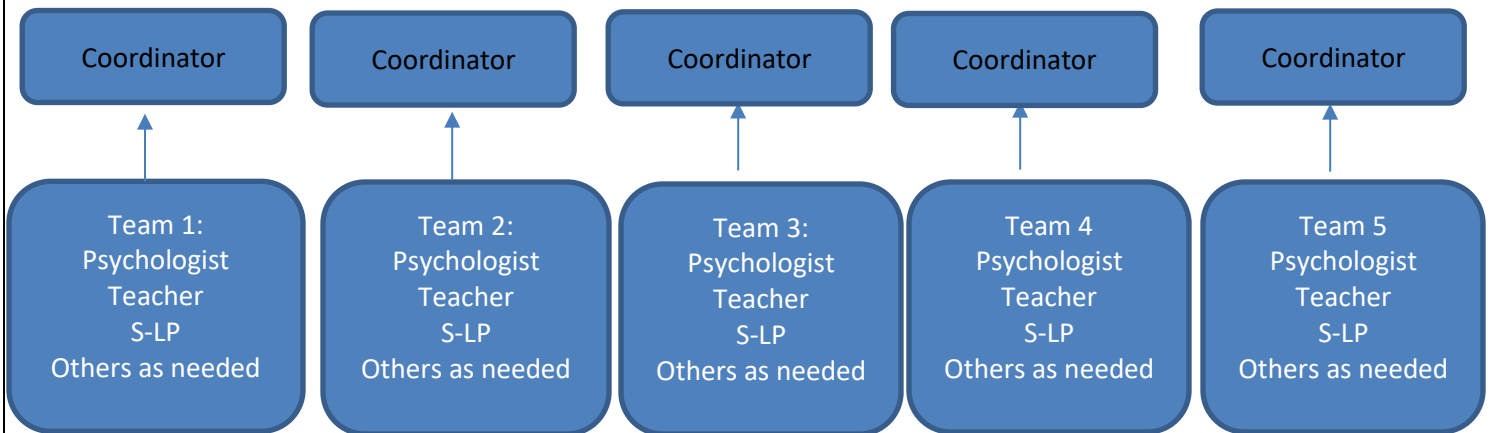


<sup>3</sup> Based on the following Connecticut Districts: Avon, East Lyme, Clinton, Middletown, Guilford, Wallingford, Region 15, and Region 17.

## AREAS OF OPPORTUNITY

- Consider creating central diagnostic teams to equalize access to services. Below, we provide a discussion of the advantages and disadvantages of each. Irrespective of the model, it is expected that that each team will comprise a school psychologist, an S-LP, a certified teacher, and other personnel as needed. In turn, each team will conduct approximately 80 three-year evaluations, 10-15 initial evaluations, and attend approximately 3 PPTs per week.

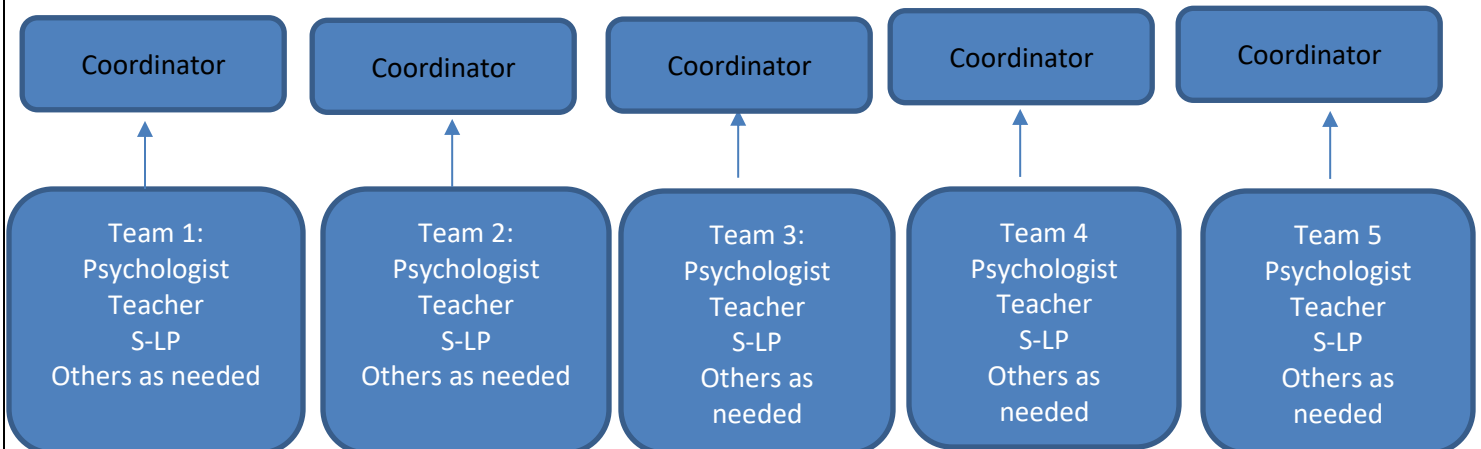
### Model 1 (Level-Based)



**Advantages:** Because this model is level-based, it allows for specializations where the evaluators can be assigned to populations that they feel most comfortable with.

**Disadvantages:** Because this model requires different diagnostic teams to conduct testing as the students age, it is not as seamless as other models.

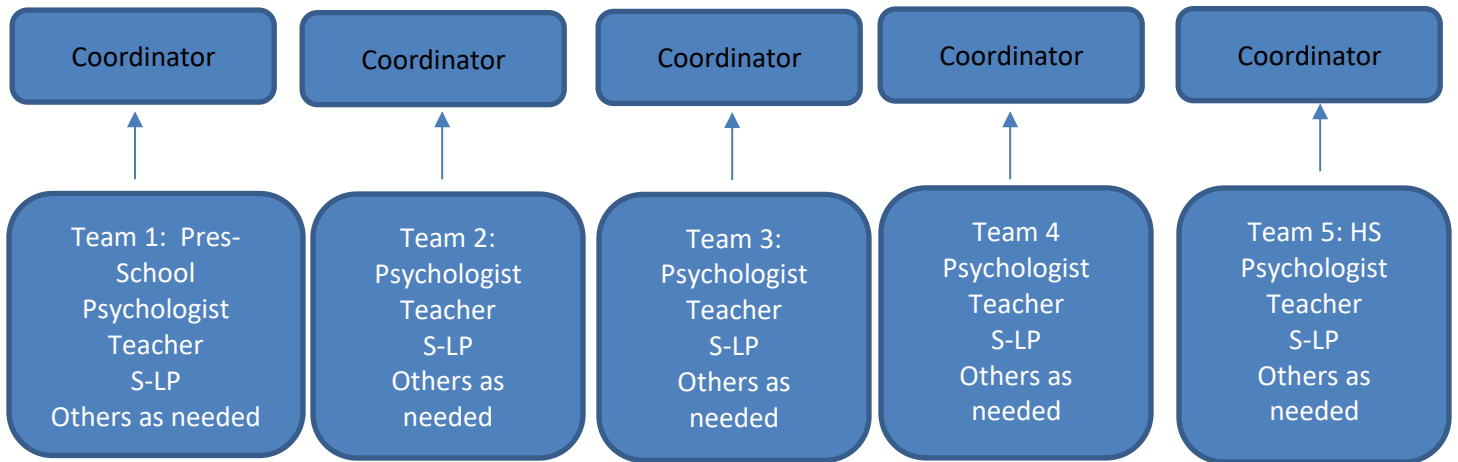
### Model 2 (Campus-Based)



**Advantages:** Because this model is campus-based, the teams “follow” the child, which allows excellent vertical articulation and connectivity to parents and guardians.

**Disadvantages:** This model requires teams to address the needs of students from Pre-K through graduation, and thus requires expertise in testing and educational considerations across multiple grades.

**Model 3 (Hybrid)**



**Advantages:** Teams 2-4 will be able “follow” the child from grades K-8, which allows excellent vertical articulation and connectivity to parents and guardians.

**Disadvantages:** This model may provide a challenge for the pre-school (Team 1) and the High School teams with respect to vertical articulation given the three teams they will need to collaborate with.

- Various re-organization of the coordinator model may also support the central diagnostic model. Below, we provide them according to both level models and campus models. The authors recommend that model that is chosen align, to the greatest extent possible, with the central diagnostic model.

**Models 1 and 2 (Level)**

6 Coordinators (Level-Model)

- ✓ 2 Pre-School/Elementary School Coordinators
- ✓ Middle School Coordinator
- ✓ High School Coordinator
- ✓ Walter Fitzgerald Campus
- ✓ Out of District Coordinator

## 7 Coordinators (Level Model)

- ✓ 2 Pre-School/Elementary School Coordinators
- ✓ Middle School Coordinator
- ✓ High School Coordinator
- ✓ Walter Fitzgerald Campus
- ✓ Related Service Coordinator
- ✓ Out of District Coordinator

**Advantages:** As with the Central Diagnostic Team model, this allows specialization where the coordinators can oversee populations that they have expertise.

**Disadvantages:** This model may impact vertical articulation given that the coordinators can only follow students for a finite amount of time.

## ***Models 3 and 4 (Campus Models)***

### 7 Coordinators

- ✓ 5 Campus/Feeder Areas
- ✓ Out of District Coordinator
- ✓ Related Services Coordinator

### 6 Coordinators

- ✓ 5 Campus/Feeder Areas including Out of District
- ✓ Related Services Coordinator

**Advantages:** This model allows for excellent vertical articulation because the coordinators “follow” the child from pre-school to graduation.

**Disadvantages:** This model requires expertise spanning Pre-K through High School for the coordinators.

- As is currently occurring, the District is strongly encouraged to re-visit systematic, District-wide entry and exit criteria for speech-language services. This document will ideally further address areas (e.g., vocabulary) that may be addressed by other professionals as well as the way the S-LPs can support students using an SRBI and consultative frameworks. As importantly, the frequency of service minutes that adhere to FAPE and LRE should be given the highest of priorities.
- With respect to the speech-language staff, as part of its long-term strategic planning, it is recommended that District consider utilization proportion of speech-language assistants to support the certified speech-language pathologists.

- The cost of the Occupational Therapy portion of the private contractor the District uses was approximately \$1.08 Million during the 2017-18 school year. As part of long-term strategic planning, bringing these services “in-house” could be done much more economically and efficiently, especially with a blended certified-assistant model.
- Consider establishing school-based Special Education Parent Teacher Association (SEPTA). Furthermore, to support representative parent engagement across the District, it may be beneficial to have the principals work in conjunction with Mr. Mancusi to ensure this initiative is well-represented at the school and District levels.

## CONTINUUM OF SUPPORTS

### COMPONENT OVERVIEW

Although the term “continuum of services” is associated with special education, it is useful to broaden this definition to “continuum of supports” because it can be used to conceptualize a system of instructional and programmatic provisions for all students (i.e., students with and without disabilities). Ideally, this continuum provides programming, personnel, and resources to appropriately address the educational needs of students in the general education classrooms; or, if needed, in special education programs designed to be closely integrated with the general education environment. For the purposes of this document, the Continuum of Services covers Scientific Research Based Interventions (SRBI) to SWDs with more significant needs who may require out of district placements.

The other framework that is inherent in a programmatic discussion encompasses the student-centric constructs of *horizontal alignment* and *vertical alignment*. Horizontal Alignment refers to practices that correlate special education instruction and supports to grade-level expectations; it can be measured academically by student achievement and more broadly by the quantity and quality of opportunities that SWDs have with their typical peers. Vertical Alignment is the degree to which the transition of SWDs as they progress from one grade, school, or program, is seamless; vertical alignment requires consistent, uniform, and robust programming that ensures the needs of SWDs are consistently met until they graduate or are deemed ineligible to receive special education services.

### METHODOLOGICAL APPROACH

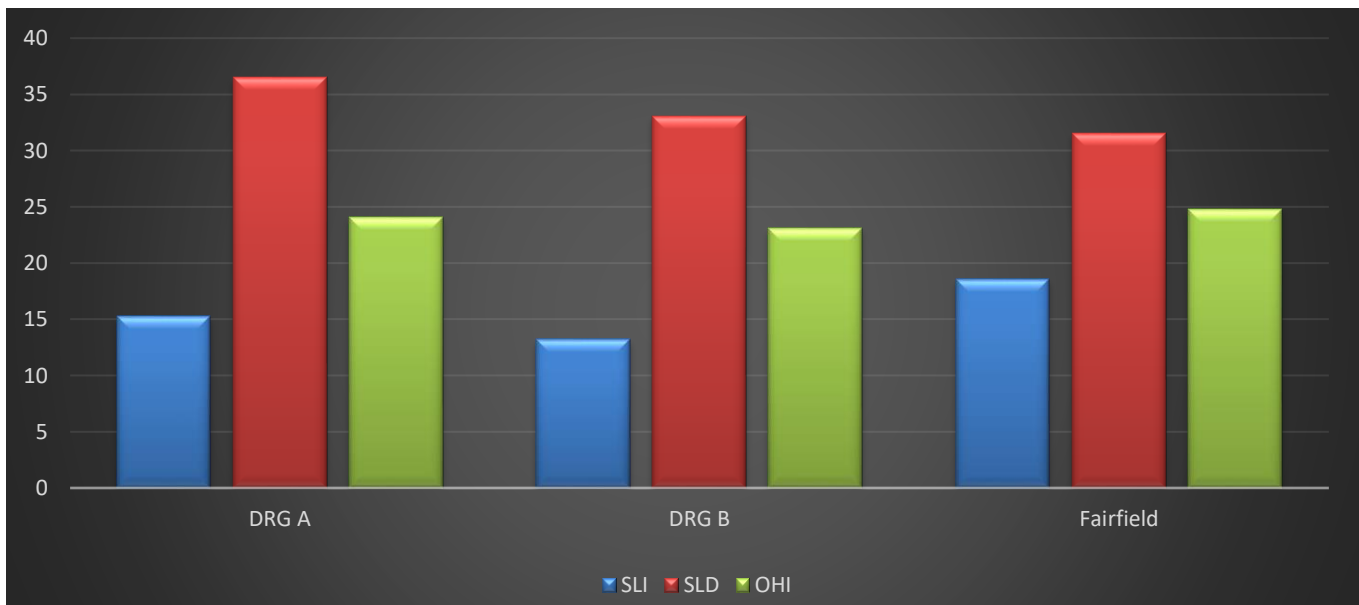
- Confidential interviews with central office leadership, school-based administration, certified teachers, non-certified teaching staff, related service providers. School Board members, and parents of students with disabilities (please see Appendix A).
- Non-evaluative walk-throughs to all District’s schools
- Non-evaluative walkthrough to Cooperative Educational Services (Trumbull Campus)
- A random, stratified review of IEPs (N=100)
- Student classification data from the Connecticut Department of Education website

## FINDINGS

### *Driving Question #1: As Currently Constituted, Is the Early Intervening Process Working Well?*

- The overriding perceptions among interviewees is that SRBI requires continued work to make it an effective process to support struggling students, and in general, there appears to be a lack of uniformity among the schools in the implementation of general and special education services. However, it is notable that the District has engaged two nationally renowned content experts in SRBI (Dr. Duhon from Oklahoma State University and Dr. Gabriel from the University of Connecticut) to support staff in its implementation “from the ground up.”
- Despite the challenges in the SRBI processes, the data with respect to the overall special education rates and percentages are in line with expectations. An indicator of an effective early intervening process is the degree to which high frequency-lower needs disability categories may be over-represented in that these students may not be receiving supports in general education that are meeting their instructional needs.
- As indicated in **Figure 6**, when considered as whole, there was not a disproportionate number of SWDs classified with the three primary areas of high-incidence, low needs disabilities (i.e., learning disabilities, other health impairment, or speech-language impairment). This suggests that SRBI is working well in this regard. However, as noted in Appendix C, there appears to be great variability across schools with respect to these eligibility categories.

**Figure 6.** The Percentage of the Speech or Language Impairment (SLI), Specific Learning Disability (SLD), and Health Impairment Disability Categories Among All SWDs



- Another indicator that the District’s SRBI process is improving is the percentage of students who qualified for special education when referred for an initial evaluation. That is, the percentage of “false positives” decreased as a trend. Commendably, the most recent data for the past academic year revealed that 95% of referrals to PPT qualified.

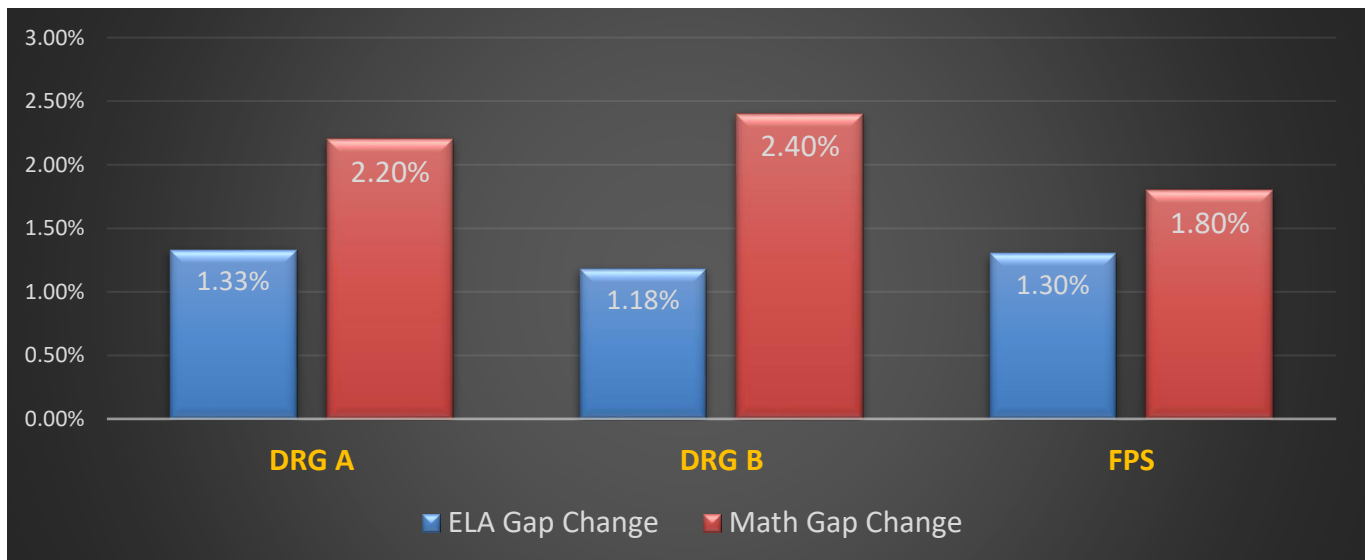
**Driving Question #2: Once Referred, Are the Processes to Identify Students Uniform and Consistent?**

- The specialists indicated that, although there may need to be some sharing of tests, they have the most up to date assessment batteries, protocols, and other elements for successful diagnostic practices. In a related matter the service providers across S-LP, OT, and psychology are using similar methodologies to determine eligibility.

**Driving Question #3: Is the Continuum of Services Within the District Meeting Student Needs?**

- To the degree that special education is meant to “level the playing field,” there are two primary IDEA indicators that are the most critical to determine if SWDs are attaining desired outcomes. The first is student achievement, as measured by proficiency on assessments. As depicted in **Figure 7**, a 3-year longitudinal review (spanning ASY 14-15 through 16-17) regarding performance for SWDs in the content areas of Math and ELA, suggests that achievement gaps in these areas have decreased relative to DRG B districts as well as being comparable in Math to DRGA.

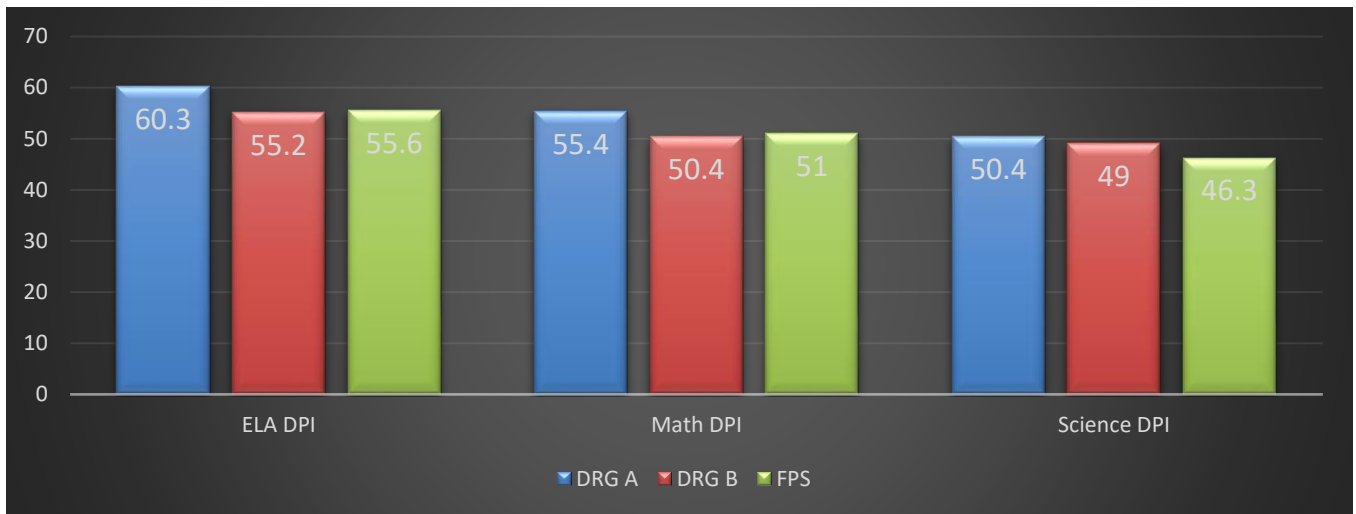
**Figure 7.** Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years



**Figure 8** represents the District Performance Index (DPI) for the SWD subgroup across ELA, Math and Science. As indicated below, although scores are slightly lower in Science, performance is essentially in-line with DRGA and DRGB.



**Figure 8.** District Performance Index Scores for the SWD Cohorts



- A review of IEPs does suggest a need for more explicit linkage of goals to and Grade Level Expectations as well as linkage of needs as identified in Present Levels of Academic Achievement and Functional Performance to the content areas addressed.
- As mentioned earlier, the District is doing extremely well with respect to keeping students in general education for at least 80% of their school day (5% higher than DRG and DRGA). However, this statistic may be somewhat misleading to the degree that pure co-teaching models are not occurring as much as staff may prefer. That is, although the co-teaching model may be occurring at schools or with certain dyads, co-teaching does not appear to be occurring in a uniform manner across the District.
- The District’s graduation rate of 80.4% for the SWD cohort is higher by comparison to the current DRGB average of 77% (as indicated in **Appendix E**). It is notable that the District is currently reviewing its procedures for issuing high school diplomas to SWDs.

***Driving Question #4: Are Students in Out of District Placements Appropriately Placed?***

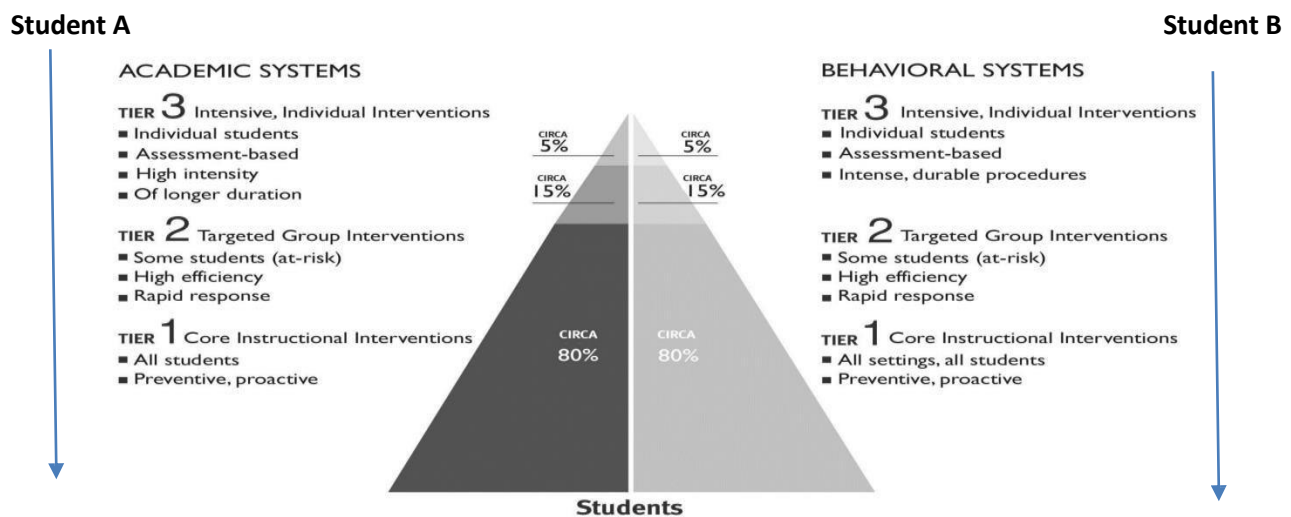
- Respondents expressed that staff made significant efforts to serve SWDs in programs within the District, and that every effort was put forth in attempts to avoid placing students in ODPs. Currently, approximately 5% of the District’s SWDs are in out of District placements as part of the PPT process, which is within expectation. When settlement agreements are factored in, approximately 6.7% of SWDs are outplaced, which essentially in line with DRG B districts and higher than DRG A districts.
- However, as of this writing, there are 30 students who are in OOD because of settlement agreements; this represents 30% of the entire OOD population, which is very high in our experience. With respect to budgetary considerations, the District is allocating approximately 9.37 Million towards OODs, 2.4 Million of which is for settlement agreements. Overall, this equates to approximately \$95,000 per student, which is lower by comparison to DRGB and DRGA districts.

## AREAS OF OPPORTUNITY

### SRBI<sup>4</sup>

- Once SRBI is more systematic and operational with respect to processes and procedures it may be “reversed” (i.e., the SRBI pyramid is in effect inverted) as a systematic step-down for students who are no longer eligible for IEPs. This is best illustrated by considering two hypothetical students. In this scenario, assuming the students were deemed eligible for exiting an IEP, the tiers comprising the SRBI model may be used to support the students in academic (Student A) and behavioral (Student B) domains.

**Figure 9. Utilization of the “Step Down” from an IEP**



### Continuum of Services

- Continue to work with staff on writing IEPs that are internally consistent, measurable, and attached to student needs.
- Re-focus the co-teaching model to ensure it remains a viable element in the District’s continuum of services. Referring to the leadership capacity, it will be essential for special education leadership and the principals to collaborate on: (1) requisite professional development for the co-teaching dyads; (2) effective scheduling of students; and (3) on-going problem solving. In this regard, to the degree that struggling students may have their needs addressed by strategy experts, co-teaching will be an excellent supplement to the aforementioned SRBI recommendations. The authors have provided additional information on co-teaching in Appendix F.

<sup>4</sup> These recommendations are meant to be process-oriented and to support those initiatives occurring in the District.

- Consider a credit-bearing peer mentorship program at the secondary level that will ensure that the peer interactions are systematic, meaningful, and interactive. The authors will provide District leadership with examples of these.
- As it pertains to engaging SWDs at the secondary level, and thus increasing the graduation rate, continue to provide the following:
  - Elective options focused on specific areas of interest, career and vocational preparation, etc. should be monitored to ensure these traditional and non-traditional options offer students a meaningful pathway to educational success culminating with high school graduation.
  - Create and implement a regular review process that identifies barriers to student success. This process should be completed on a three-year cycle.
  - Develop a process to ensure that SWDs receive the necessary supports that are outlined within their IEPs (e.g., ensure that the program is fitting the needs of the student and not fitting the student to the program) and that guidance counselors ensure all students can engage in Career Technical Education experiences.
  - Conduct post-hoc analyses of successful graduates and unsuccessful students and begin creating a data base of variables that can better predict student placements.

### ***Out of District Placements***

- As is currently occurring, re-visit the out of district placements with respect to the number of sites and “bring in” expertise to ensure SWDs may be appropriately programmed for within FPS.
- As it pertains to the potential “bring back” of students currently in the OOD programs, the challenge is for the District to provide the seminal elements of an “appropriate” educational program (as required by federal and state law) including environment, educational strategies, and (as required by law) to meet the special educational needs of students with disabilities. The number of net savings to the District, and ultimate short- and long-term success of the programs, centers around three primary issues, which District leadership continues to address on an annual basis:
  - Personnel capacity, or the degree to which staff in District programs have the requisite training, competence, and administrative support to serve students currently requiring OODs;
  - Physical plant capacity, or the degree to which the District can house the programs in a manner that will optimize educational outcomes.
  - Fiscal capacity-the degree to which staffing, building, and “other” costs will make investment a viable option for the District.

## SUMMARY AND FINAL COMMENTARY

It is hoped that the Findings and the Areas of Opportunity provided within this document will support the District's leadership in providing excellent services to all students. The authors postulate that the following areas may be of most immediate value in that they have both programmatic and fiscal implications as part of the District's strategic planning, and to further support what is many ways an already strong program:

### ***Organizational Considerations***

1. Consider re-organizing the administrative structure within the Special Education Department.
2. Consider creating central diagnostic teams to equalize access to services and vertical articulation (i.e., these teams will "follow" the child).
3. Develop a long-range plan to utilize the specialists in speech-language pathology and occupational therapy in a more efficient and effective manner in view of current and prospective needs.

### ***Continuum of Supports***

1. Continue to make co-teaching a featured aspect of the continuum of supports.
2. Re-visit the out of district placements with respect to the number of sites and "bring in" expertise to ensure SWDs may be appropriately programmed for within the Fairfield Public Schools.

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## APPENDIX A: INTERVIEW ROSTER (N=216)

Discipline	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5
<i>Central Office Staff</i>	6	4	5		
<i>Principals/Headmaster</i>	5		2	4	4
<i>Assistant Principals/House Master</i>	2		11	3	
<i>General Education Teachers</i>	7	1	3	4	3
<i>Special Education Teachers</i>	20	2	4	12	5
<i>Para-Professionals</i>	12		6	8	4
<i>Psychologists</i>	1	9		4	
<i>BCBA</i>		3			
<i>Speech-Language Staff</i>	12				
<i>Occupational Therapy Staff</i>	2				
<i>Physical Therapy Staff</i>	3				
<i>Social Workers</i>	2	4			
<i>Assistive Technology</i>	1				
<i>Adaptive Physical Education/PE</i>	2				
<i>SRBI Point Person</i>	2		6	12	4
<i>Parents</i>	5	2	1		
<i>Board Members</i>	2	2			
<b>Total Interviewees</b>	<b>84</b>	<b>27</b>	<b>38</b>	<b>47</b>	<b>20</b>

## APPENDIX B: WORKLOAD ANALYSES

### Explanatory Notes

1. Workloads are all student-directed activities that include both direct and indirect times and are used as opposed to caseloads given that workloads are a more valid metric to determine how the services providers are spending their time.
2. Direct services include therapy (individual or group) and consultation; “other” services are those such as preparation, paperwork, and non-travel activities.
3. The individual breakdown of each service providers’ time was calculated from weekly time studies and is reported as (actual) total weekly hours in each category and in percentages in the following pages.
4. A unit is defined as 30 minutes of treatment.

### Discipline Workload Summary - Speech and Language Pathology

Total Hours Analyzed	<b>736.75</b>	
Number of Staff	<b>23</b>	
Number Full Time Equivalent (FTE) Staff	<b>21.0</b>	
Total Hours Minus Testing	<b>717</b>	
Total Testing Hours ( % in italics)	<b>19.75</b>	<b>2.7%</b>
Total Direct Service Hours ( % in italics)	<b>446</b>	<b>62.2%</b>
Individual	<b>238.75</b>	53.5%
Group	<b>189</b>	42.4%
Consult	<b>18.25</b>	4.1%
Total Indirect Service Hours ( % in italics)	<b>271</b>	<b>37.8%</b>
Travel	<b>16.5</b>	6.1%
Meetings	<b>42.25</b>	15.6%
Other	<b>212.25</b>	78.3%
Therapist Caseload Ranges		
	<b>MIN</b>	<b>MAX</b>
caseload	7	38
weighted case	7	38

Therapist Workload Percentages

	<b>MIN</b>	<b>MAX</b>
group	9	80
individual	10	89
consult	0	18
direct	24	78
testing	0	14
meetings	0	25
other	6	62
travel	0	31

	<b>AVG</b>	<b>units/caseload</b>
caseload	23.5	2.12
weighted case	25.6	
units	58.3	

Individual Breakdown of Weekly Workload by Therapist

SLP#1									
<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>
group	2.5	1	0	1.5	1	6	0.71	7.00	7.00
individual	0	0.5	0	0	0.5	1	0.12		
consult	0.25	0.5	0.25	0.5	0	1.5	0.18		
direct	2.75	2	0.25	2	1.5	8.5	0.24		
testing	0.25	0.5	0.25	0.5	0	1.5	0.04		
meetings	0	0.5	2.5	0	1.5	4.5	0.13		
other	1	1	1.5	2	4	9.5	0.27		
travel	3	3	2.5	2.5	0	11	0.31		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#2									
<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>
group	0	1	2	1	0	4	0.38	12.00	25.00
individual	2.5	1.5	0.5	2	0	6.5	0.62		
consult	0	0	0	0	0	0	0.00		
direct	2.5	2.5	2.5	3	0	10.5	0.65		
testing	0	0	0	0	0	0	0.00		
meetings	0	0	0	0	0	0	0.00		
other	0.75	1	1	2	0	4.75	0.29		
travel	0.5	0.25	0.25	0	0	1	0.06		
<b>Total Hours</b>	<b>3.75</b>	<b>3.75</b>	<b>3.75</b>	<b>5</b>	<b>0</b>	<b>16.25</b>	<b>1.00</b>		



SLP#3

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	4.5	2.5	1	2.5	2	12.5	0.71	33.00	33.00
individual	1	2.5	0	1.5	0	5	0.29		
consult	0	0	0	0	0	0	0.00		
direct	5.5	5	1	4	2	17.5	0.50		
testing	0.5	0	1	0.5	3	5	0.14		
meetings	0	1	0	1.5	1.5	4	0.11		
other	1	1	5	1	0.5	8.5	0.24		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#4

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	2	1.5	2	0.5	2.5	8.5	0.34	38.00	38.00
individual	3	3.25	2.75	5	2.5	16.5	0.66		
consult	0	0	0	0	0	0	0.00		
direct	5	4.75	4.75	5.5	5	25	0.77		
testing	0	0	0	0	0	0	0.00		
meetings	0.5	0.25	0	0.5	0	1.25	0.04		
other	1	1.5	1.75	0.5	1.5	6.25	0.19		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>32.5</b>	<b>1.00</b>		

SLP#5

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	3.5	3	0.5	2.5	1.5	11	0.43	20.00	20.00
individual	1.5	2	4.5	3	2.5	13.5	0.53		
consult	0	0	0.5	0	0.5	1	0.04		
direct	5	5	5.5	5.5	4.5	25.5	0.73		
testing	0	0	0	0	0.5	0.5	0.01		
meetings	0.5	0.5	0	0	0	1	0.03		
other	1.5	1.5	1.5	1.5	2	8	0.23		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#6

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	1.25	0.75	3	3	1.5	9.5	0.43	27.00	27.00
individual	3.75	1.5	1.5	2	3	11.75	0.53		
consult	0	0	0.25	0	0.5	0.75	0.03		
direct	5	2.25	4.75	5	5	22	0.63		
testing	0.75	0	0.75	0.5	0	2	0.06		
meetings	0	0.5	0	0	0	0.5	0.01		
other	1.25	4.25	1.5	1.5	2	10.5	0.30		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#7

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	2	1.5	0	1	1.5	6	0.60	19.00	38.00
individual	1	1	0	0.5	1.5	4	0.40		
consult	0	0	0	0	0	0	0.00		
direct	3	2.5	0	1.5	3	10	0.63		
testing	0.5	0	0	0	0.5	1	0.06		
meetings	0	1	0	2.5	0.5	4	0.25		
other	0.5	0.5	0	0	0	1	0.06		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>1.00</b>		

SLP#8

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	2.5	2	1	2.5	1	9	0.36	19.00	19.00
individual	2.5	2.5	3.5	3	2.5	14	0.56		
consult	0	0.5	0	0	1.5	2	0.08		
direct	5	5	4.5	5.5	5	25	0.71		
testing	0	0	0	0	0.5	0.5	0.01		
meetings	1	0.5	0.5	0	0	2	0.06		
other	1	1.5	2	1.5	1.5	7.5	0.21		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#9

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	5.5	2	4	2	3	16.5	0.73	24.00	24.00
individual	0	1	1	0.5	2	4.5	0.20		
consult	0	1	0	0.5	0	1.5	0.07		
direct	5.5	4	5	3	5	22.5	0.64		
testing	0	0	0	0	0	0	0.00		
meetings	0	0.5	0	0	0.5	1	0.03		
other	1.5	2.5	2	4	1.5	11.5	0.33		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#10

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	3	2.5	2	1	3.5	12	0.48	20.00	20.00
individual	2	3	2.5	3	1.5	12	0.48		
consult	0.5	0	0.5	0	0	1	0.04		
direct	5.5	5.5	5	4	5	25	0.77		
testing	0	0	0	0	0	0	0.00		
meetings	0	0	0.5	1.5	0	2	0.06		
other	1	1	1	1	1.5	5.5	0.17		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>32.5</b>	<b>1.00</b>		

SLP#11									
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	3	3	2	3	2.5	13.5	0.59	28.00	28.00
individual	0.5	0.75	2.5	2.25	2.75	8.75	0.38		
consult	0.5	0	0	0	0	0.5	0.02		
direct	4	3.75	4.5	5.25	5.25	22.75	0.65		
testing	0	0.5	0	0	0	0.5	0.01		
meetings	1.5	1	0.5	0.5	0.5	4	0.11		
other	1.5	1.75	2	1.25	1.25	7.75	0.22		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#12									
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	0	2.5	1.5	1.25	1.5	6.75	0.32	14.00	14.00
individual	4.5	2	1.25	2	2.25	12	0.56		
consult	0	0	2	0	0.5	2.5	0.12		
direct	4.5	4.5	4.75	3.25	4.25	21.25	0.65		
testing	0	0	0	0.75	0.5	1.25	0.04		
meetings	0	0.75	0	0.75	0	1.5	0.05		
other	2	1.25	1.75	1.75	1.75	8.5	0.26		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>6.5</b>	<b>32.5</b>	<b>1.00</b>		

SLP#13									
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	2	2	1.5	1	1	7.5	0.32	16.00	16.00
individual	3	1.5	2.5	4	3.5	14.5	0.62		
consult	0	0	1	0	0.5	1.5	0.06		
direct	5	3.5	5	5	5	23.5	0.63		
testing	0.5	0.5	0.5	0.5	0	2	0.05		
meetings	0	0.5	0	0	0.5	1	0.03		
other	2	3	2	2	2	11	0.29		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7.5</b>	<b>7.5</b>	<b>7.5</b>	<b>7.5</b>	<b>7.5</b>	<b>37.5</b>	<b>1.00</b>		

SLP#14									
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	1.25	0	0	2.25	1.5	5	0.34	25.00	25.00
individual	2.25	2.25	1.5	0.75	2.25	9	0.61		
consult	0	0	0.75	0	0	0.75	0.05		
direct	3.5	2.25	2.25	3	3.75	14.75	0.42		
testing	0	0	0	0	0	0	0.00		
meetings	0	1.5	0	0	0	1.5	0.04		
other	3.5	3.25	4.75	4	3.25	18.75	0.54		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#15

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	1	1.5	2	2.25	1.5	8.25	0.41	30.00	32.00
individual	3	2.25	3	1	2	11.25	0.56		
consult	0.25	0	0	0.25	0.25	0.75	0.04		
direct	4.25	3.75	5	3.5	3.75	20.25	0.68		
testing	0.25	0.5	0	0.25	0.25	1.25	0.04		
meetings	0	0	0	1	0	1	0.03		
other	1.5	1.75	1	1.25	2	7.5	0.25		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>30</b>	<b>1.00</b>		

SLP#16

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	2.75	1.5	2.25	0.75	0	7.25	0.32	20.00	20.00
individual	1.5	3	2	3.75	3.5	13.75	0.60		
consult	0	0	0.75	0.25	0.75	1.75	0.08		
direct	4.25	4.5	5	4.75	4.25	22.75	0.65		
testing	0.25	0	0.25	0.25	0.25	1	0.03		
meetings	0.75	0.75	0	0	0	1.5	0.04		
other	1.75	1.75	1.75	2	2.5	9.75	0.28		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#17

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	1.25	1.5	2.75	2	1.25	8.75	0.69	26.00	26.00
individual	1.25	0	0.75	0	1.25	3.25	0.25		
consult	0	0	0	0.75	0	0.75	0.06		
direct	2.5	1.5	3.5	2.75	2.5	12.75	0.36		
testing	0	0	0	0	0	0	0.00		
meetings	0	0.5	0	0	0	0.5	0.01		
other	4.5	5	3.5	4.25	4.5	21.75	0.62		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#18

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted
group	1.25	2	2	1	1.25	7.5	0.43	31.00	31.00
individual	2	0.75	1.25	3.25	2	9.25	0.54		
consult	0.5	0	0	0	0	0.5	0.03		
direct	3.75	2.75	3.25	4.25	3.25	17.25	0.49		
testing	0	0	0	0	0	0	0.00		
meetings	0	0	0	0	0	0	0.00		
other	3.25	4.25	3.5	2.5	3.75	17.25	0.49		
travel	0	0	0.25	0.25	0	0.5	0.01		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

SLP#19								Caseload	Weighted
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s		
group	2	1.5	0.5	1.5	0	5.5	0.49	NR	NR
individual	1.25	1	0.5	0.5	2	5.25	0.47		
consult	0	0	0	0.5	0	0.5	0.04		
direct	3.25	2.5	1	2.5	2	11.25	0.52		
testing	0	0	0	0	0	0	0.00		
meetings	0	0	2	0.5	0	2.5	0.12		
other	1.25	1	1.5	0	0.5	4.25	0.20		
travel	0.5	0.5	0.5	1.5	0.5	3.5	0.16		
<b>Total Hours</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4.5</b>	<b>3</b>	<b>21.5</b>	<b>1.00</b>		

SLP#20								Caseload	Weighted
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s		
group	0.5	0.5	0	1	0	2	0.09	NR	NR
individual	4.5	3.75	4	4	4.5	20.75	0.89		
consult	0	0	0	0	0.5	0.5	0.02		
direct	5	4.25	4	5	5	23.25	0.78		
testing	0	0	0.5	0	0	0.5	0.02		
meetings	0	0.5	0.5	0	0	1	0.03		
other	1	1.25	1	1	1	5.25	0.18		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>30</b>	<b>1.00</b>		

SLP#21								Caseload	Weighted
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s		
group	2.5	1.5	1.75	0.5	1.75	8	0.42	30.00	38.00
individual	1.5	2.5	2	2.25	2.75	11	0.58		
consult	0	0	0	0	0	0	0.00		
direct	4	4	3.75	2.75	4.5	19	0.68		
testing	0	0	0	0	0	0	0.00		
meetings	0.5	0	0	1.25	0	1.75	0.06		
other	1	1.75	1.5	1.5	1	6.75	0.24		
travel	0	0	0.5	0	0	0.5	0.02		
<b>Total Hours</b>	<b>5.5</b>	<b>5.75</b>	<b>5.75</b>	<b>5.5</b>	<b>5.5</b>	<b>28</b>	<b>1.00</b>		

SLP#22								Caseload	Weighted
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s		
group	2	2	1	1.5	2	8.5	0.36	31.00	31.00
individual	2.5	2.5	2.5	3.5	3.5	14.5	0.62		
consult	0	0	0	0.5	0	0.5	0.02		
direct	4.5	4.5	3.5	5.5	5.5	23.5	0.59		
testing	0	0.5	0	0	0	0.5	0.01		
meetings	1	0	2	0	0	3	0.08		
other	2.5	3	2.5	2.5	2.5	13	0.33		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>40</b>	<b>1.00</b>		

SLP#23

<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>
group	0	1.5	1.5	1.5	1	5.5	0.25	NR	NR
individual	4.5	4.5	3.5	2.25	2	16.75	0.75		
consult	0	0	0	0	0	0	0.00		
direct	4.5	6	5	3.75	3	22.25	0.64		
testing	0.75	0	0	0.75	0.75	2.25	0.06		
meetings	0	0	2	0	0.75	2.75	0.08		
other	1.75	1	0	2.5	2.5	7.75	0.22		
travel	0	0	0	0	0	0	0.00		
<b>Total Hours</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>	<b>1.00</b>		

**Discipline Workload Summary - Occupational Therapy**

Total Hours Analyzed	<b>375.75</b>	
Number of Staff	<b>16</b>	
Number Full Time Equivalent (FTE) Staff	<b>10.75</b>	
Total Hours Minus Testing	<b>370.25</b>	
Total Testing Hours ( % in italics)	<b>5.5</b>	<b>1.5%</b>
Total Direct Service Hours ( % in italics)	<b>288.75</b>	<b>78.0%</b>
Individual	<b>223.75</b>	<b>77.5%</b>
Group	<b>41</b>	<b>14.2%</b>
Consult	<b>24</b>	<b>8.3%</b>
Total Indirect Service Hours ( % in italics)	<b>81.5</b>	<b>22.0%</b>
Travel	<b>12.25</b>	<b>15.0%</b>
Meetings	<b>17</b>	<b>20.9%</b>
Other	<b>52.25</b>	<b>64.1%</b>

**Therapist Caseload Ranges**

	<b>MIN</b>	<b>MAX</b>
caseload	8	30
weighted case	16	45

**Therapist Workload Percentages**

	<b>MIN</b>	<b>MAX</b>
group	0	35
individual	58	95
consult	3	15
direct	57	86
testing	0	11

meetings	0	10
other	8	25
travel	0	8

	<b>AVG</b>	<b>units/caseload</b>
caseload	21	1.86
weighted case	31.7	
units	39.1	

Individual Breakdown of Weekly Workload by Therapist

OT#1										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1	0.5	1	0.5	0	3	0.17	25.00	40.00	40.00
individual	2	1.5	2.75	4	2.5	12.75	0.73			
consult	0.5	0.5	0.25	0.5	0	1.75	0.10			<b>SRBI</b>
direct	3.5	2.5	4	5	2.5	17.5	0.80			0
testing	0.25	0.25	0	0	0	0.5	0.02			
meetings	0.25	0.25	0	0	0	0.5	0.02			
other	0.5	0	1	0.25	0.75	2.5	0.11			
travel	0	0	0.5	0.5	0	1	0.05			
<b>Total Hours</b>	4.5	3	5.5	5.75	3.25	22	1.00			

OT#2										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	0	0	0	0	0.00	8.00	16.00	18.00
individual	2	2	4.5	0.5	0	9	0.92			
consult	0	0.5	0	0.25	0	0.75	0.08			<b>SRBI</b>
direct	2	2.5	4.5	0.75	0	9.75	0.57			0
testing	0	0.5	0.5	0	0	1	0.06			
meetings	0.5	0	0.5	0	0	1	0.06			
other	3	0	1	0.25	0	4.25	0.25			
travel	0.5	0	0	0.5	0	1	0.06			
<b>Total Hours</b>	6	3	6.5	1.5	0	17	1.00			

OT#3										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1.5	0	1.5	0.5	0.5	4	0.18	28.00	35.00	48.00
individual	2.5	3.5	2.25	4	3.5	15.75	0.72			
consult	0.5	0	1	0	0.5	2	0.09			<b>SRBI</b>
direct	4.5	3.5	4.75	4.5	4.5	21.75	0.78			0
testing	0.5	0	0	0	0	0.5	0.02			
meetings	0	0	0.25	0.5	0	0.75	0.03			
other	1	0.5	1	1	0.5	4	0.14			
travel	0	0.5	0.5	0	0	1	0.04			
<b>Total Hours</b>	6	4.5	6.5	6	5	28	1.00			

**OT#4**

<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>	<b>Units</b>
group	0.75	0	1.25	0	0	2	0.11	18.00	23.00	37.00
individual	3.5	3.5	2.5	4.5	0	14	0.79			
consult	0.5	0.25	0.5	0.5	0	1.75	0.10			<b>SRBI</b>
direct	4.75	3.75	4.25	5	0	17.75	0.66			0
testing	0.5	0.5	0	0	0	1	0.04			
meetings	0	0	0.5	0.75	0	1.25	0.05			
other	1	1.5	1.75	1	0	5.25	0.19			
travel	1	0.25	0.5	0	0	1.75	0.06			
<b>Total Hours</b>	<b>7.25</b>	<b>6</b>	<b>7</b>	<b>6.75</b>	<b>0</b>	<b>27</b>	<b>1.00</b>			

**OT#5**

<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>	<b>Units</b>
group	1.25	0.5	1	2	0	4.75	0.19	28.00	28.00	56.00
individual	5	3.75	3.5	2.75	3.75	18.75	0.75			
consult	0	0.5	0	0.75	0.25	1.5	0.06			<b>SRBI</b>
direct	6.25	4.75	4.5	5.5	4	25	0.72			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0	0.25	1	0	1.25	0.04			
other	0.5	1.5	1.75	0	2	5.75	0.17			
travel	0.5	0.5	0.5	0.5	0.5	2.5	0.07			
<b>Total Hours</b>	<b>7.25</b>	<b>6.75</b>	<b>7</b>	<b>7</b>	<b>6.5</b>	<b>34.5</b>	<b>1.00</b>			

**OT#6**

<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>	<b>Units</b>
group	0.75	0.75	0	0.75	0	2.25	0.23	10.00	27.00	26.00
individual	1.25	1.25	0	4.25	0	6.75	0.68			
consult	0.25	0	0	0.75	0	1	0.10			<b>SRBI</b>
direct	2.25	2	0	5.75	0	10	0.77			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0.75	0	0.5	0	1.25	0.10			
other	0.5	0.5	0	0.25	0	1.25	0.10			
travel	0.5	0	0	0	0	0.5	0.04			
<b>Total Hours</b>	<b>3.25</b>	<b>3.25</b>	<b>0</b>	<b>6.5</b>	<b>0</b>	<b>13</b>	<b>1.00</b>			

**OT#7**

<b>Service</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Friday</b>	<b>Totals</b>	<b>%s</b>	<b>Caseload</b>	<b>Weighted</b>	<b>Units</b>
group	2	1.5	0	0.5	1	5	0.20	30.00	36.00	54.00
individual	4	2.5	2	5.5	4	18	0.72			
consult	1	0.25	0	0.5	0.25	2	0.08			<b>SRBI</b>
direct	7	4.25	2	6.5	5.25	25	0.86			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0.25	0.5	0	0	0.75	0.03			
other	0	1	0	0.5	1.75	3.25	0.11			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>7</b>	<b>5.5</b>	<b>2.5</b>	<b>7</b>	<b>7</b>	<b>29</b>	<b>1.00</b>			



OT#8

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0.5	0	0.5	0	0	1	0.05	24.00	31.00	54.00
individual	5.5	3.5	1.75	2.5	6	19.25	0.90			
consult	0	0.25	0.25	0.25	0.5	1.25	0.06			<b>SRBI</b>
direct	6	3.75	2.5	2.75	6.5	21.5	0.80			0
testing	0	0	0	0	0	0	0.00			
meetings	0.5	0.75	0	0	0	1.25	0.05			
other	1	0.75	0.75	0.5	0.5	3.5	0.13			
travel	0	0	0.5	0	0	0.5	0.02			
<b>Total Hours</b>	<b>7.5</b>	<b>5.25</b>	<b>3.75</b>	<b>3.25</b>	<b>7</b>	<b>26.75</b>	<b>1.00</b>			

OT#9

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	0	0	0	0	0.00	19.00	28.00	40.00
individual	4.5	4	4.5	5	0	18	0.95			
consult	0.5	0	0.5	0	0	1	0.05			<b>SRBI</b>
direct	5	4	5	5	0	19	0.80			0
testing	0	0	0	0.5	0	0.5	0.02			
meetings	0.75	0	0.5	0	0	1.25	0.05			
other	0.75	0.5	1.25	0.5	0	3	0.13			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>6.5</b>	<b>4.5</b>	<b>6.75</b>	<b>6</b>	<b>0</b>	<b>23.75</b>	<b>1.00</b>			

OT#10

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1.5	0.5	0	1	2.5	5.5	0.35	20.00	36.00	31.00
individual	3	2.5	0	3.5	0	9	0.58			
consult	0	0.5	0	0.5	0	1	0.06			<b>SRBI</b>
direct	4.5	3.5	0	5	2.5	15.5	0.81			0
testing	0	0.5	0	0	0	0.5	0.03			
meetings	0.25	0	0	0	0	0.25	0.01			
other	0.5	0.5	0	0.5	0	1.5	0.08			
travel	0.5	0.5	0	0	0.5	1.5	0.08			
<b>Total Hours</b>	<b>5.75</b>	<b>5</b>	<b>0</b>	<b>5.5</b>	<b>3</b>	<b>19.25</b>	<b>1.00</b>			

OT#11

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0.5	0.5	0	0	1	0.10	18.00	45.00	22.00
individual	0	3	4.5	0	0	7.5	0.75			
consult	0	0.75	0.75	0	0	1.5	0.15			<b>SRBI</b>
direct	0	4.25	5.75	0	0	10	0.71			0
testing	0	1.5	0	0	0	1.5	0.11			
meetings	0	0	0	0	0	0	0.00			
other	0	0.75	0.75	0	0	1.5	0.11			
travel	0	0.5	0.5	0	0	1	0.07			
<b>Total Hours</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>1.00</b>			

OT#12

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0.5	0.5	1	1.5	0.5	4	0.19	26.00	36.00	45.00
individual	4	2	3.5	2.5	3	15	0.71			
consult	1	0	0.5	0.5	0.25	2.25	0.11			SRBI
direct	5.5	2.5	5	4.5	3.75	21.25	0.84			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0.5	0	0	0	0.5	0.02			
other	0.5	0.5	1	1	0.5	3.5	0.14			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>6</b>	<b>3.5</b>	<b>6</b>	<b>5.5</b>	<b>4.25</b>	<b>25.25</b>	<b>1.00</b>			

OT#13

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1.25	0	0.5	0.75	0	2.5	0.10	25.00	26.00	48.00
individual	3.25	3	4.75	4	4.25	19.25	0.78			
consult	0	0.75	0.5	0.5	1.25	3	0.12			SRBI
direct	4.5	3.75	5.75	5.25	5.5	24.75	0.74			0
testing	0	0	0	0	0	0	0.00			
meetings	0.5	1.25	0	0.5	0	2.25	0.07			
other	1.5	0.5	1.25	1	1	5.25	0.16			
travel	0.5	0	0	0	0.5	1	0.03			
<b>Total Hours</b>	<b>7</b>	<b>5.5</b>	<b>7</b>	<b>6.75</b>	<b>7</b>	<b>33.25</b>	<b>1.00</b>			

OT#14

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	0	0	0.5	0.5	0.07	9.00	34.00	15.00
individual	0	1.5	0	0	5	6.5	0.87			
consult	0	0	0	0	0.5	0.5	0.07			SRBI
direct	0	1.5	0	0	6	7.5	0.81			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0	0	0	0.25	0.25	0.03			
other	0	0.5	0	0	0.5	1	0.11			
travel	0	0.5	0	0	0	0.5	0.05			
<b>Total Hours</b>	<b>0</b>	<b>2.5</b>	<b>0</b>	<b>0</b>	<b>6.75</b>	<b>9.25</b>	<b>1.00</b>			

OT#15

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1	0	0.5	1.5	0	3	0.15	26.00	36.00	46.00
individual	4	3.5	4.5	4	0	16	0.82			
consult	0.5	0	0	0	0	0.5	0.03			SRBI
direct	5.5	3.5	5	5.5	0	19.5	0.76			0
testing	0	0	0	0	0	0	0.00			
meetings	1	1.5	0	0	0	2.5	0.10			
other	0.5	0	1.5	1.5	0	3.5	0.14			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>7</b>	<b>5</b>	<b>6.5</b>	<b>7</b>	<b>0</b>	<b>25.5</b>	<b>1.00</b>			

OT#16

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0.5	1	1	0	2.5	0.11	22.00	30.00	46.00
individual	4	3.5	3	3.5	4.25	18.25	0.79			
consult	1	0.5	0	0	0.75	2.25	0.10			<b>SRBI</b>
direct	5	4.5	4	4.5	5	23	0.81			0
testing	0	0	0	0	0	0	0.00			
meetings	1	0	1	0	0	2	0.07			
other	0.5	0.25	1	1	0.5	3.25	0.12			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>6.5</b>	<b>4.75</b>	<b>6</b>	<b>5.5</b>	<b>5.5</b>	<b>28.25</b>	<b>1.00</b>			

### Discipline Workload Summary - Physical Therapy

Total Hours Analyzed	<b>137.25</b>	
Number of Staff	<b>8</b>	
Number Full Time Equivalent (FTE) Staff	<b>3.90</b>	
Total Hours Minus Testing	<b>129.75</b>	
Total Testing Hours ( % in italics)	<b>7.5</b>	<b>5.5%</b>
Total Direct Service Hours ( % in italics)	<b>88.5</b>	<b>68.2%</b>
Individual	<b>73.25</b>	<b>82.8%</b>
Group	<b>5.5</b>	<b>6.2%</b>
Consult	<b>9.75</b>	<b>11.0%</b>
Total Indirect Service Hours ( % in italics)	<b>41.25</b>	<b>31.8%</b>
Travel	<b>9.25</b>	<b>22.4%</b>
Meetings	<b>15</b>	<b>36.4%</b>
Other	<b>17</b>	<b>41.2%</b>

### Therapist Caseload Ranges

	<b>MIN</b>	<b>MAX</b>
caseload	6	20
weighted case	16	51

### Therapist Workload Percentages

	<b>MIN</b>	<b>MAX</b>
group	0	20
individual	70	89
consult	0	20

direct	57	76
testing	0	14
meetings	2	21
other	3	27
travel	0	14

	<b>AVG</b>	<b>units/caseload</b>
caseload	12.1	1.63
weighted case	28.4	
units	19.8	

Individual Breakdown of Weekly Workload by Therapist

PT#1								Caseload	Weighted	Units
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s			
group	0	0	0	0	0	0	0.00	14.00	16.00	27.00
individual	3.25	2.5	2.75	3	2.5	14	0.80			
consult	1	0.5	0.75	0.5	0.75	3.5	0.20			<b>SRBI</b>
direct	4.25	3	3.5	3.5	3.25	17.5	0.58			0
testing	0	0	0	0	0	0	0.00			
meetings	0.5	2	1	1.5	1.25	6.25	0.21			
other	1.75	0.5	0.5	0	0.5	3.25	0.11			
travel	0.5	0.5	1	0.5	0.5	3	0.10			
<b>Total Hours</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5.5</b>	<b>5.5</b>	<b>30</b>	<b>1.00</b>			

PT#2								Caseload	Weighted	Units
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s			
group	0	0	0	0	0	0	0.00	8.00	30.00	11.00
individual	0	3	0.5	2.5	0	6	0.89			
consult	0	0	0.25	0.5	0	0.75	0.11			<b>SRBI</b>
direct	0	3	0.75	3	0	6.75	0.73			0
testing	0	0	0	0	0	0	0.00			
meetings	0	1	0	0	0	1	0.11			
other	0	0	0.25	0	0	0.25	0.03			
travel	0	0	0.5	0.75	0	1.25	0.14			
<b>Total Hours</b>	<b>0</b>	<b>4</b>	<b>1.5</b>	<b>3.75</b>	<b>0</b>	<b>9.25</b>	<b>1.00</b>			

PT#3								Caseload	Weighted	Units
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s			
group	0	0	0	0.5	0	0.5	0.08	9.00	27.00	13.00
individual	0	2.5	0	3	0	5.5	0.85			
consult	0	0.25	0	0.25	0	0.5	0.08			<b>SRBI</b>
direct	0	2.75	0	3.75	0	6.5	0.57			0
testing	0	1.5	0	0	0	1.5	0.13			
meetings	0	0.25	0	0	0	0.25	0.02			
other	0	1	0	1.25	0	2.25	0.20			
travel	0	0.5	0	0.5	0	1	0.09			
<b>Total Hours</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>5.5</b>	<b>0</b>	<b>11.5</b>	<b>1.00</b>			

PT#4

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0.5	1	0	0.5	0	2	0.20	12.00	29.00	17.00
individual	3	1	2	1	0	7	0.70			
consult	0.25	0.25	0.5	0	0	1	0.10			<b>SRBI</b>
direct	3.75	2.25	2.5	1.5	0	10	0.70			0
testing	0	0	0.5	0	0	0.5	0.04			
meetings	0	0	0.25	0	0	0.25	0.02			
other	0.25	0.75	0.5	0.5	0	2	0.14			
travel	0.5	0	0.5	0.5	0	1.5	0.11			
<b>Total Hours</b>	<b>4.5</b>	<b>3</b>	<b>4.25</b>	<b>2.5</b>	<b>0</b>	<b>14.25</b>	<b>1.00</b>			

PT#5

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	0	0.5	0	0.5	0.03	16.00	24.00	30.00
individual	4.75	3.5	4.5	2.5	0	15.25	0.87			
consult	0.75	0.5	0	0.5	0	1.75	0.10			<b>SRBI</b>
direct	5.5	4	4.5	3.5	0	17.5	0.76			0
testing	0	0.5	0	0	0	0.5	0.02			
meetings	1	0	1.25	0	0	2.25	0.10			
other	0	0.5	0.75	1	0	2.25	0.10			
travel	0	0.5	0	0	0	0.5	0.02			
<b>Total Hours</b>	<b>6.5</b>	<b>5.5</b>	<b>6.5</b>	<b>4.5</b>	<b>0</b>	<b>23</b>	<b>1.00</b>			

PT#6

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0.5	0	0	0	0.5	0.14	6.00	51.00	8.00
individual	0	1.5	0	1.5	0	3	0.86			
consult	0	0	0	0	0	0	0.00			<b>SRBI</b>
direct	0	2	0	1.5	0	3.5	0.64			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0	0	0.5	0	0.5	0.09			
other	0	0.5	0	1	0	1.5	0.27			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	<b>0</b>	<b>2.5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>5.5</b>	<b>1.00</b>			

PT#7

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	1	0	0.5	0	1.5	0.09	20.00	27.00	31.00
individual	3	2.5	5	3	0	13.5	0.84			
consult	0	0	0.5	0.5	0	1	0.06			<b>SRBI</b>
direct	3	3.5	5.5	4	0	16	0.62			0
testing	1	0	0	1.5	0	2.5	0.10			
meetings	2	1.5	0	0	0	3.5	0.14			
other	0.5	0.25	1.5	0.5	0	2.75	0.11			
travel	0.5	0	0	0.5	0	1	0.04			
<b>Total Hours</b>	<b>7</b>	<b>5.25</b>	<b>7</b>	<b>6.5</b>	<b>0</b>	<b>25.75</b>	<b>1.00</b>			

PT#8 Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	0	0.5	0	0.5	0.05	12.00	23.00	21.00
individual	0	3.25	2.75	3	0	9	0.84			
consult	0	0.75	0	0.5	0	1.25	0.12			<b>SRBI</b>
direct	0	4	2.75	4	0	10.75	0.60			0
testing	0	0.5	1	1	0	2.5	0.14			
meetings	0	0	0.5	0.5	0	1	0.06			
other	0	1.5	0.75	0.5	0	2.75	0.15			
travel	0	0.5	0	0.5	0	1	0.06			
<b>Total Hours</b>	<b>0</b>	<b>6.5</b>	<b>5</b>	<b>6.5</b>	<b>0</b>	<b>18</b>	<b>1.00</b>			

### Discipline Workload Summary - Social Workers

Total Hours Analyzed	<b>162</b>	
Number of Staff	<b>6</b>	
Number Full Time Equivalent (FTE) Staff	<b>4.60</b>	
Total Hours Minus Testing	<b>162</b>	
Total Testing Hours ( % in italics)	<b>0</b>	<b>0.0%</b>
Total Direct Service Hours ( % in italics)	<b>99.75</b>	<b>61.6%</b>
Individual	<b>45.75</b>	<b>45.9%</b>
Group	<b>42</b>	<b>42.1%</b>
Consult	<b>12</b>	<b>12.0%</b>
Total Indirect Service Hours ( % in italics)	<b>62.25</b>	<b>38.4%</b>
Travel	<b>1.5</b>	<b>2.4%</b>
Meetings	<b>22.25</b>	<b>35.7%</b>
Other	<b>38.5</b>	<b>61.8%</b>

### Therapist Caseload Ranges

	<b>MIN</b>	<b>MAX</b>
caseload	14	29
weighted case	14	29

### Therapist Workload Percentages

	<b>MIN</b>	<b>MAX</b>
group	17	73
individual	0	65
consult	4	27
direct	39	88

testing	0	0
meetings	0	25
other	10	43
travel	0	2

	<b>AVG</b>	<b>units/caseload</b>
caseload	20.8	1.38
weighted case	22.3	
units	38	

Individual Breakdown of Weekly Workload by Therapist

SW#1										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	3.5	2.5	3.5	2	4.5	16	0.57	14.00	14.00	20.00
individual	2.5	2.5	2.25	2.5	1.5	11.25	0.40			
consult	0	0.5	0	0	0.5	1	0.04			<b>SRBI</b>
direct	6	5.5	5.75	4.5	6.5	28.25	0.88			0
testing	0	0	0	0	0	0	0.00			
meetings	0	0	0	0	0	0	0.00			
other	0.5	0.75	0.5	1	0.5	3.25	0.10			
travel	0	0	0	0.5	0	0.5	0.02			
<b>Total Hours</b>	6.5	6.25	6.25	6	7	32	1.00			

SW#2										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1	0.5	1.5	0.5	0.5	4	0.17	29.00	29.00	41.00
individual	1.5	4	2.5	3.5	2.5	14	0.61			
consult	1.5	0.5	1	1	1	5	0.22			<b>SRBI</b>
direct	4	5	5	5	4	23	0.61			20
testing	0	0	0	0	0	0	0.00			
meetings	2.5	1	1	1.5	2.5	8.5	0.23			
other	1	1.5	1.5	1	1	6	0.16			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	7.5	7.5	7.5	7.5	7.5	37.5	1.00			

SW#3										
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1	1	0	1	1	4	0.20	18.00	18.00	53.00
individual	2.5	2.5	2	3.5	2.5	13	0.65			
consult	0	1	2	0	0	3	0.15			<b>SRBI</b>
direct	3.5	4.5	4	4.5	3.5	20	0.54			20
testing	0	0	0	0	0	0	0.00			
meetings	1.5	1.5	1.5	1.5	1.5	7.5	0.20			
other	2	1.5	1.5	1.5	2.5	9	0.24			
travel	0	0	0.5	0	0	0.5	0.01			
<b>Total Hours</b>	7	7.5	7.5	7.5	7.5	37	1.00			

SW#4

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	0	0	2	0	2	4	0.73	NR	NR	NR
individual	0	0	0	0	0	0	0.00			
consult	0	0	1	0	0.5	1.5	0.27			SRBI
direct	0	0	3	0	2.5	5.5	0.39			NR
testing	0	0	0	0	0	0	0.00			
meetings	0	0	1.5	0	2	3.5	0.25			
other	0	0	2.5	0	2.5	5	0.36			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	0	0	7	0	7	14	1.00			

SW#6

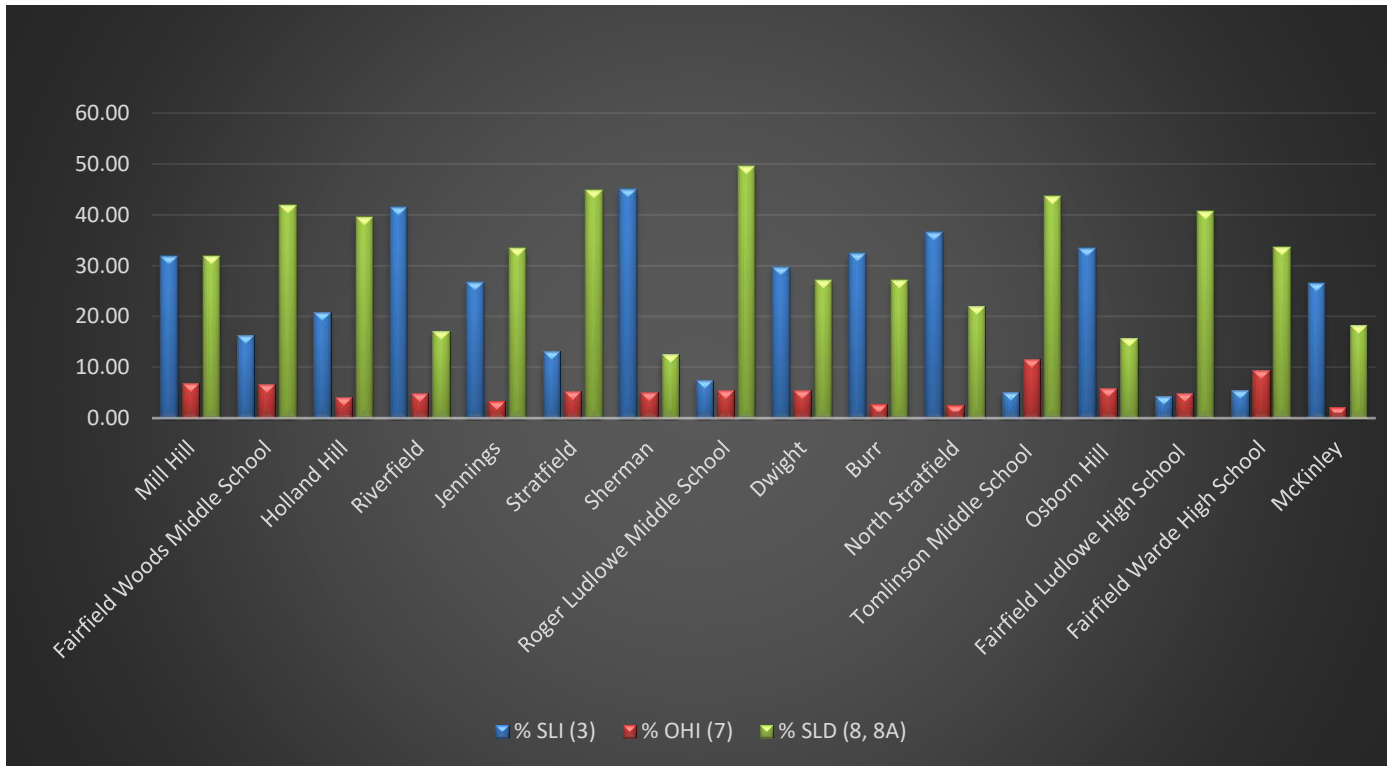
Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	1.5	0	0.5	1.5	0	3.5	0.50	NR	NR	NR
individual	1.5	0	1.5	0.5	0	3.5	0.50			
consult	0	0	0	0	0	0	0.00			SRBI
direct	3	0	2	2	0	7	0.52			NR
testing	0	0	0	0	0	0	0.00			
meetings	0.75	0	0	0	0	0.75	0.06			
other	3.25	0	1.25	1.25	0	5.75	0.43			
travel	0	0	0	0	0	0	0.00			
<b>Total Hours</b>	7	0	3.25	3.25	0	13.5	1.00			

SW#7

Service	Mon	Tues	Wed	Thurs	Friday	Totals	%s	Caseload	Weighted	Units
group	2.5	3.5	0	2	2.5	10.5	0.66	22.00	28.00	NR
individual	0.5	1.5	0	1	1	4	0.25			
consult	0.5	0	0	0.5	0.5	1.5	0.09			SRBI
direct	3.5	5	0	3.5	4	16	0.57			101
testing	0	0	0	0	0	0	0.00			
meetings	0.5	0.5	0	0.5	0.5	2	0.07			
other	2.5	1.5	0	3	2.5	9.5	0.34			
travel	0.5	0	0	0	0	0.5	0.02			
<b>Total Hours</b>	7	7	0	7	7	28	1.00			



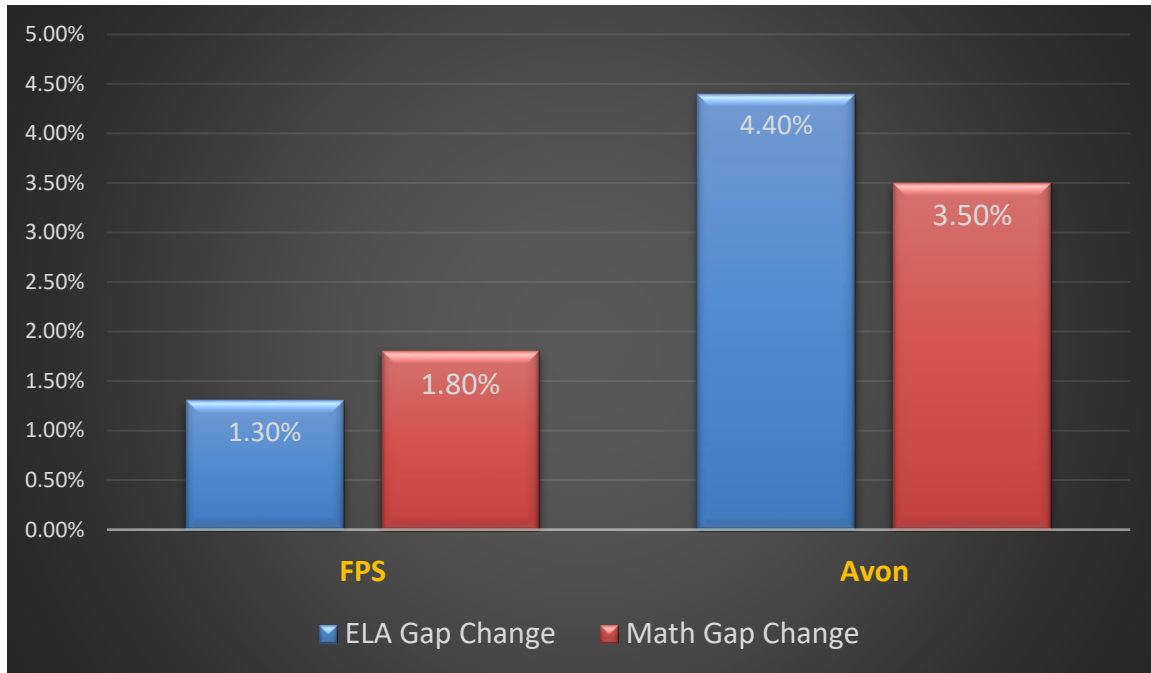
**APPENDIX C: RELATIVE FREQUENCY OF SLD, SLI, AND OTHER HEALTH IMPAIRMENTS AT INDIVIDUAL DISTRICT SCHOOLS -EXPRESSED AS PERCENTAGES**



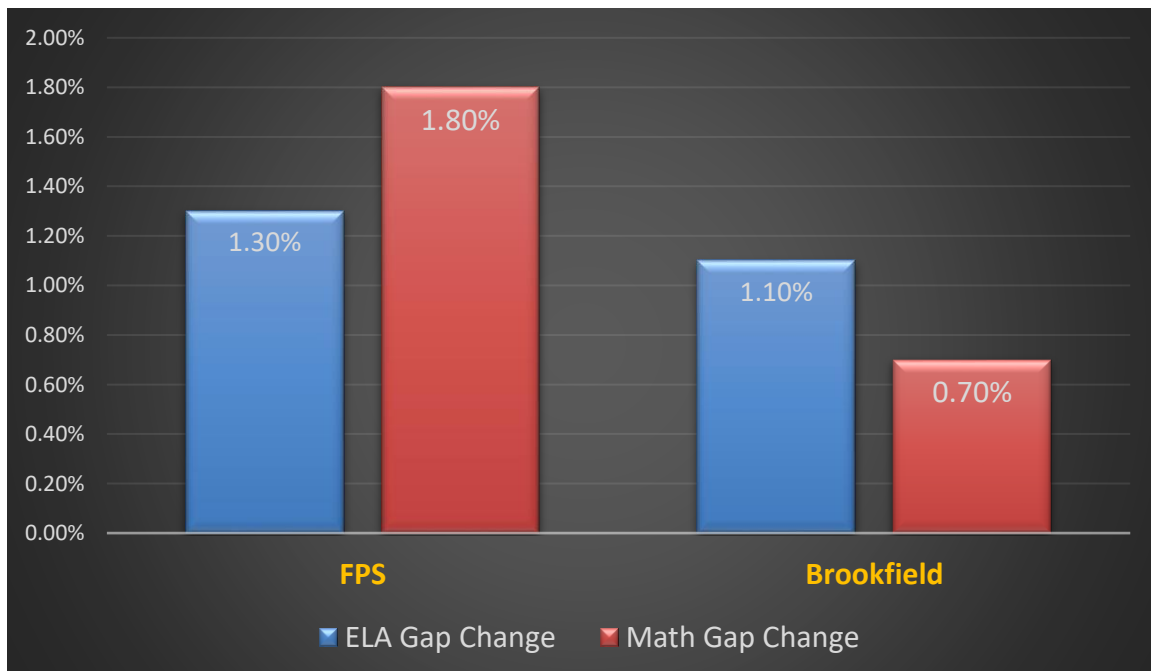
## APPENDIX D: ACHIEVEMENT GAP DATA

### DRG B Districts

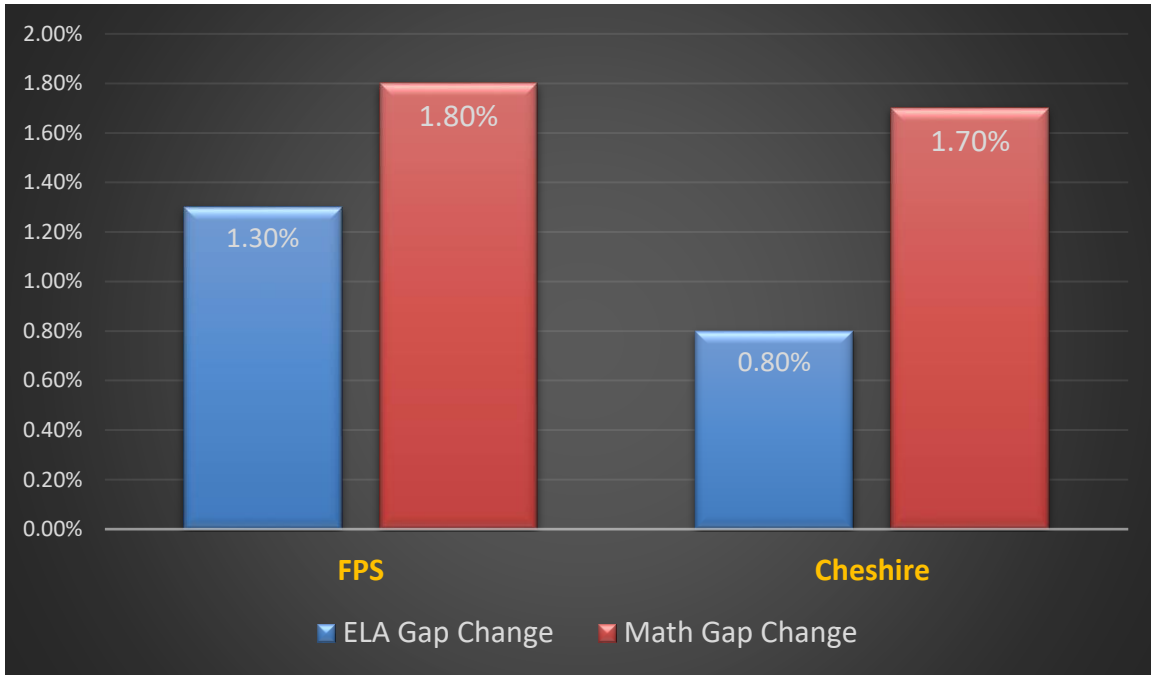
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Avon



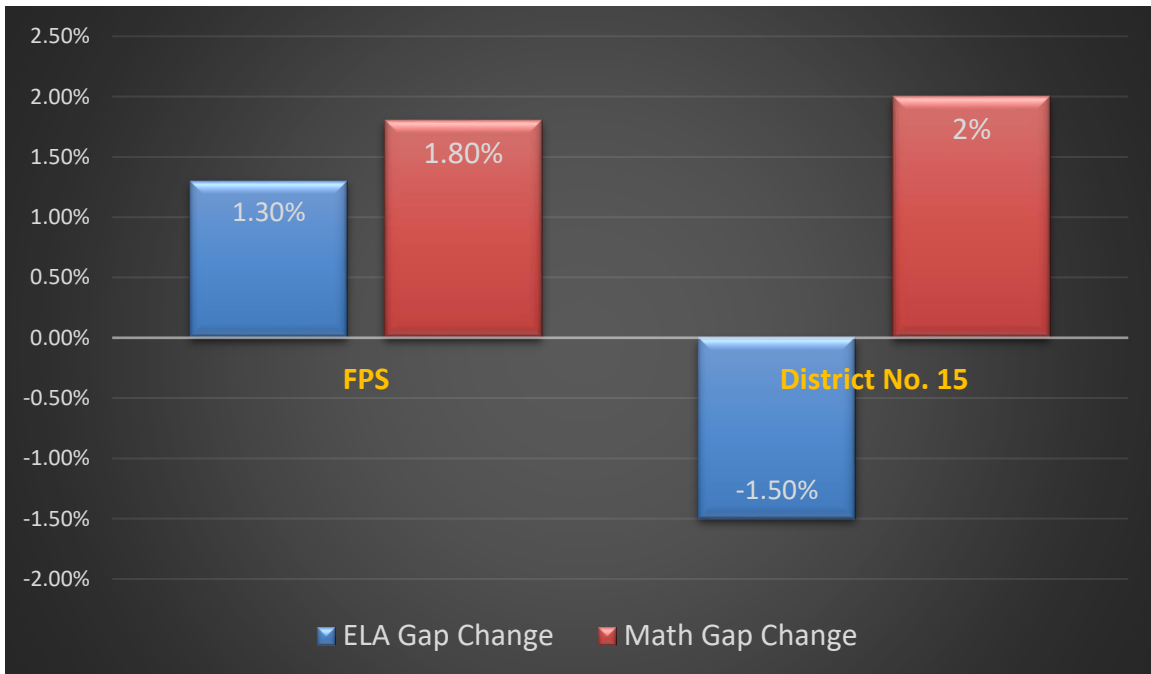
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Brookfield



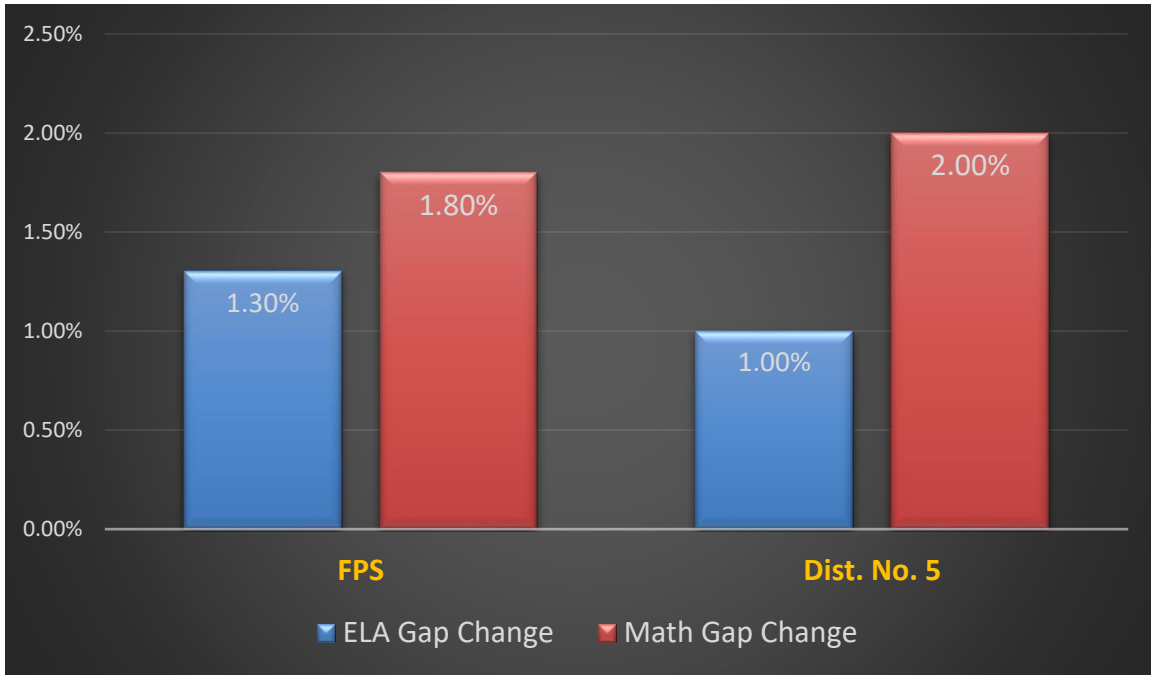
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Cheshire



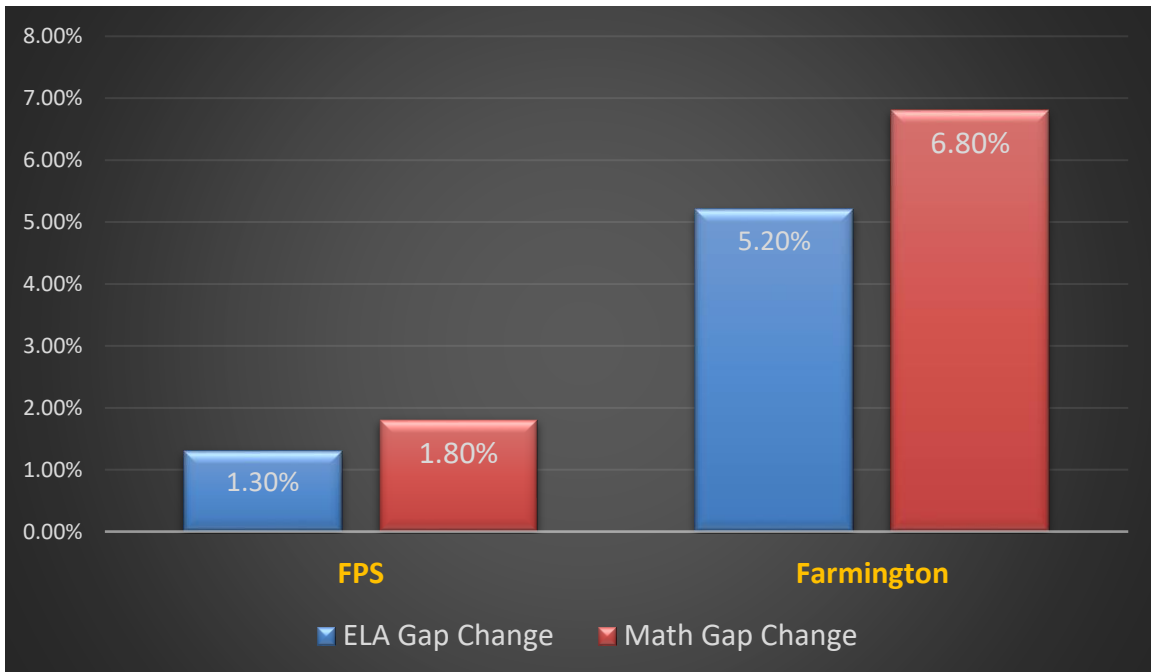
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Dist. No. 15



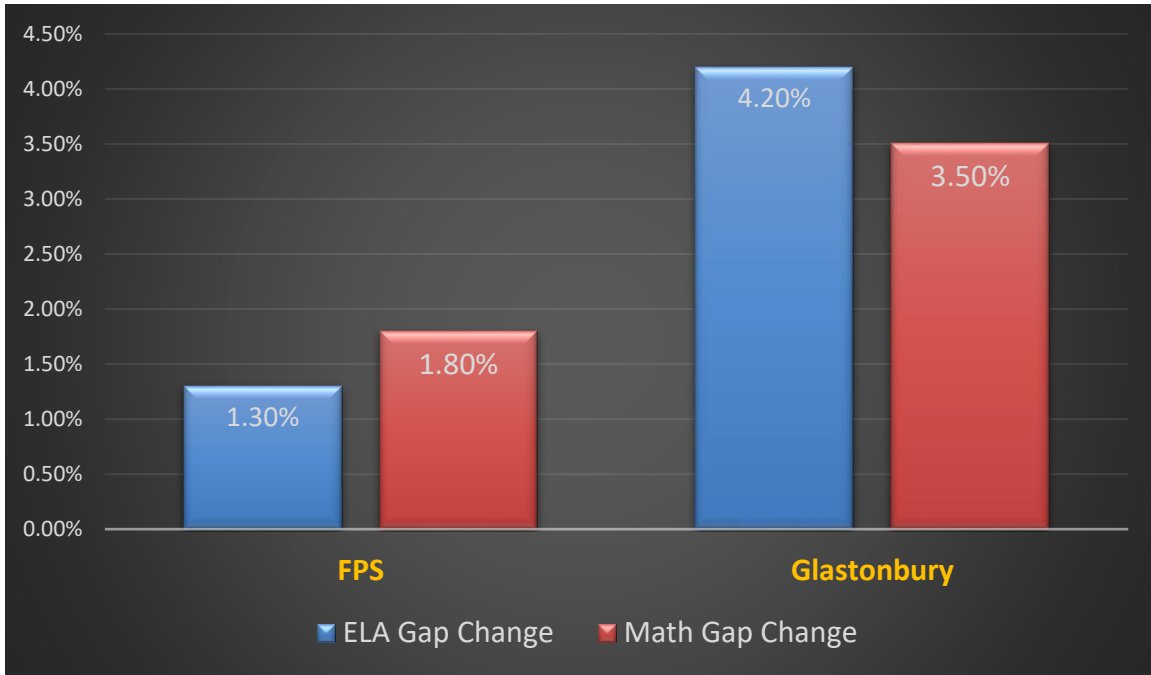
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Dist. No. %



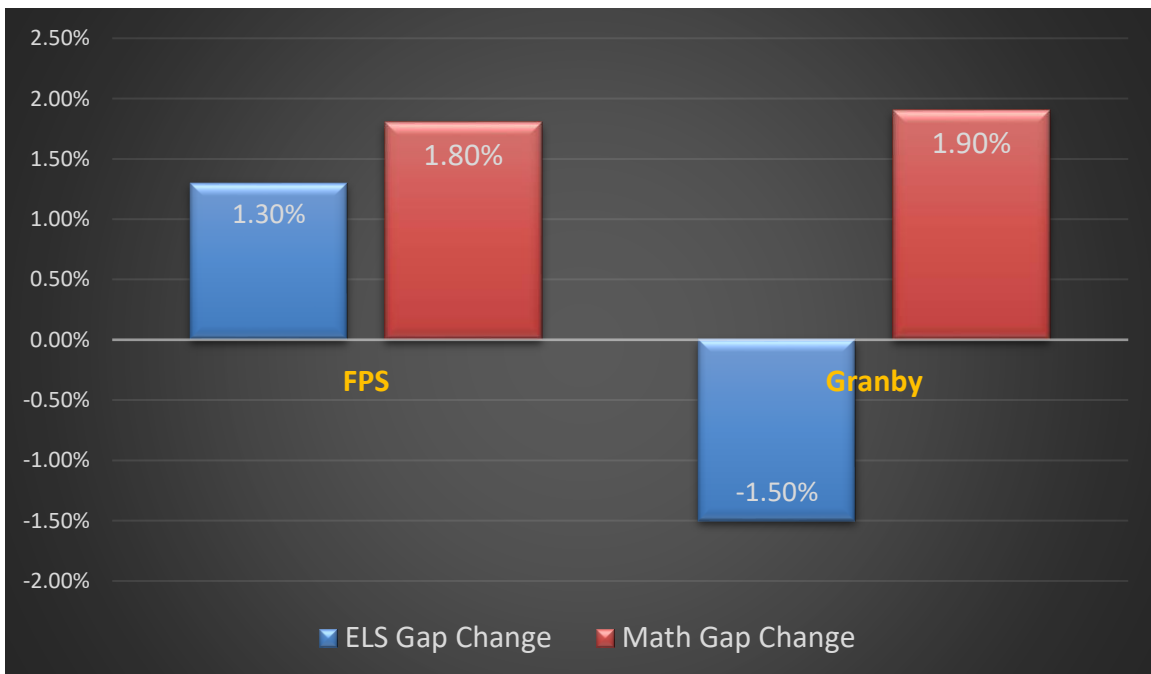
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Farmington



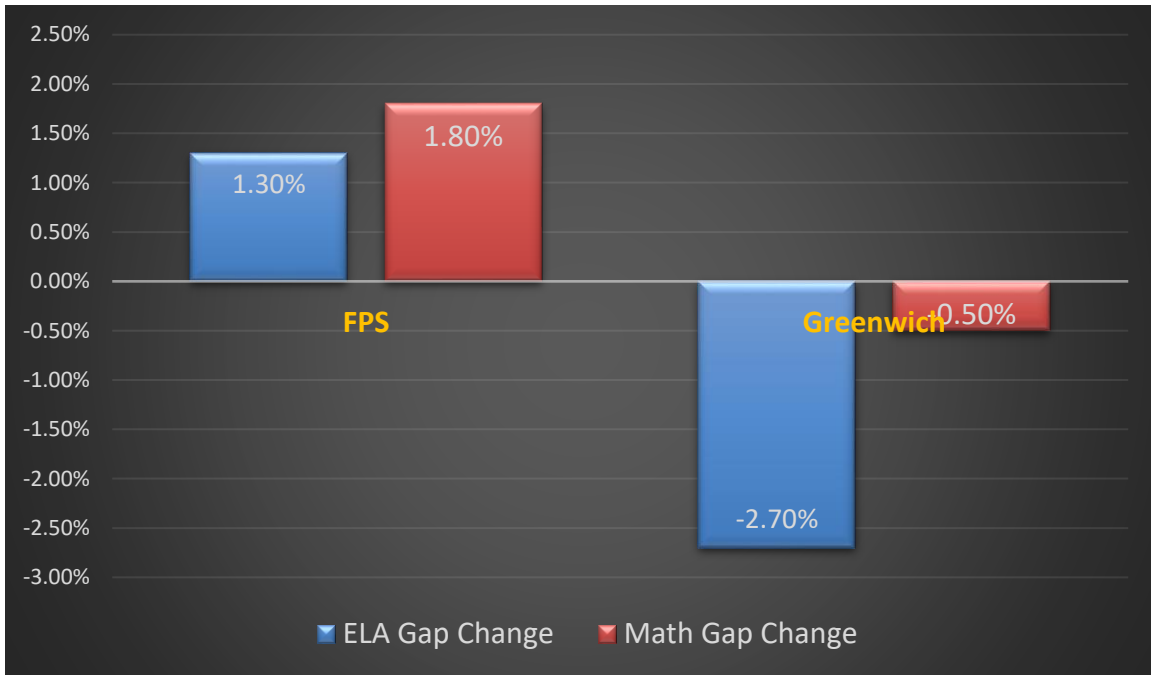
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Glastonbury



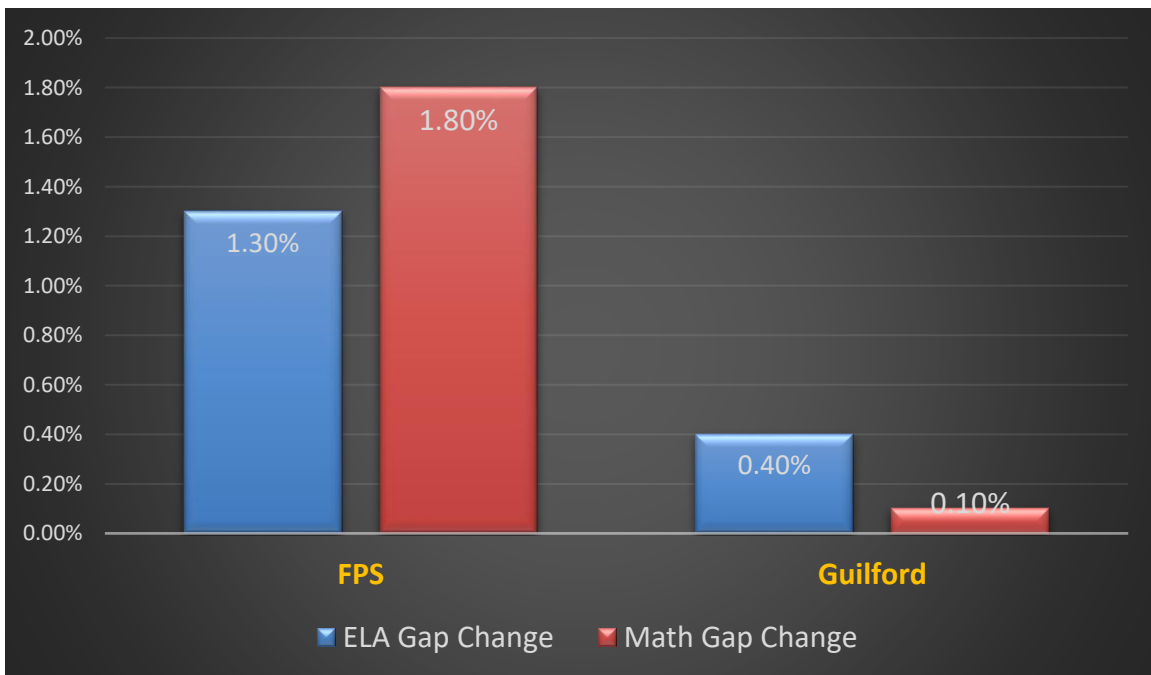
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Granby



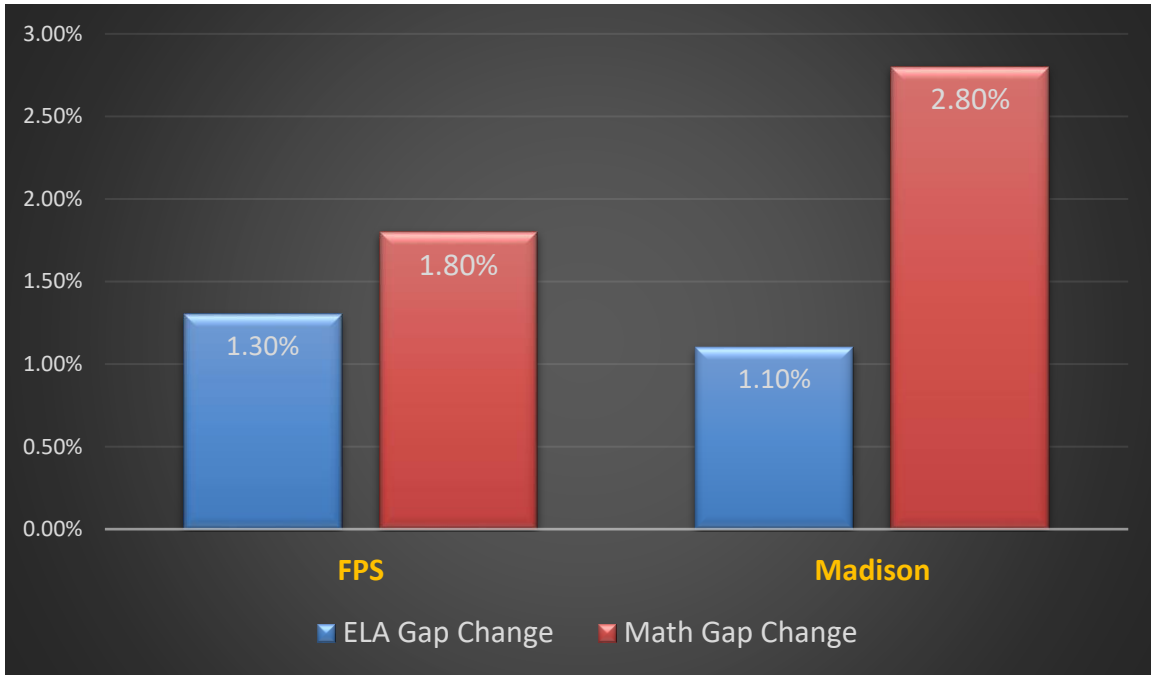
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Greenwich



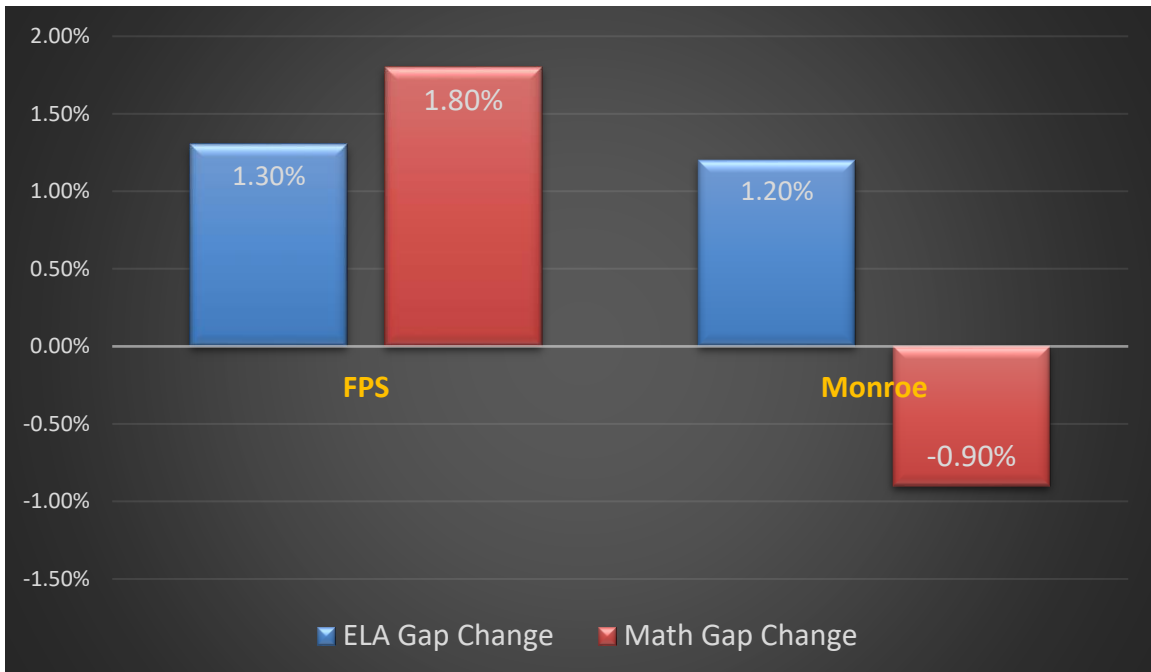
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Guilford



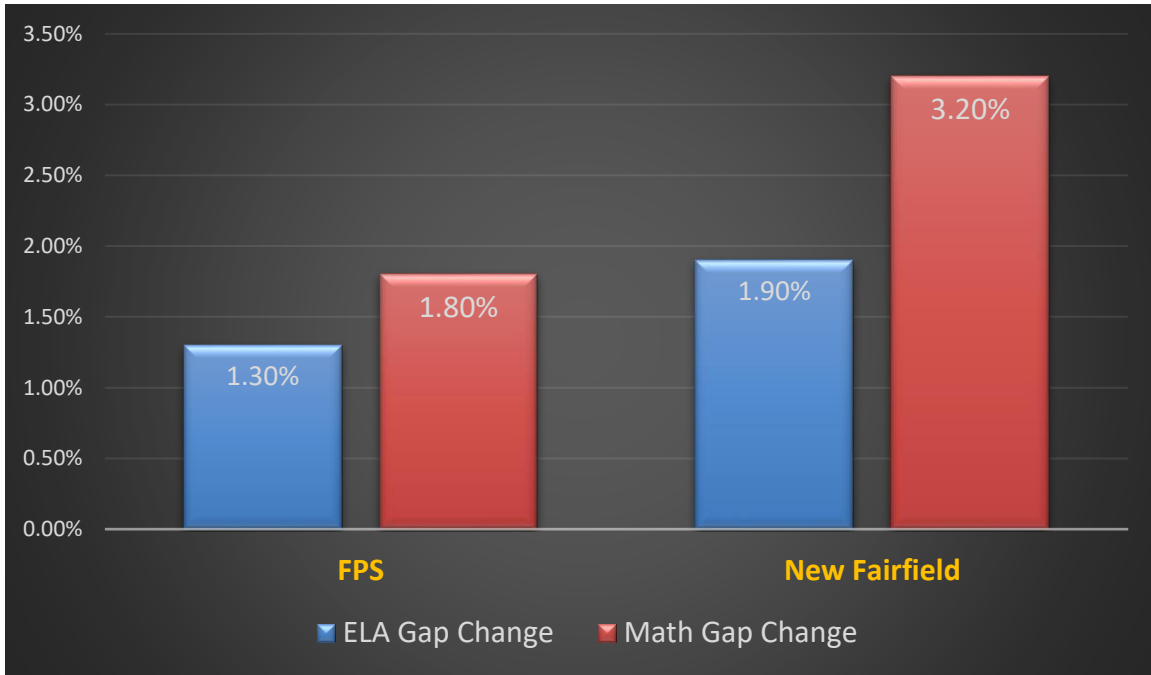
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Madison



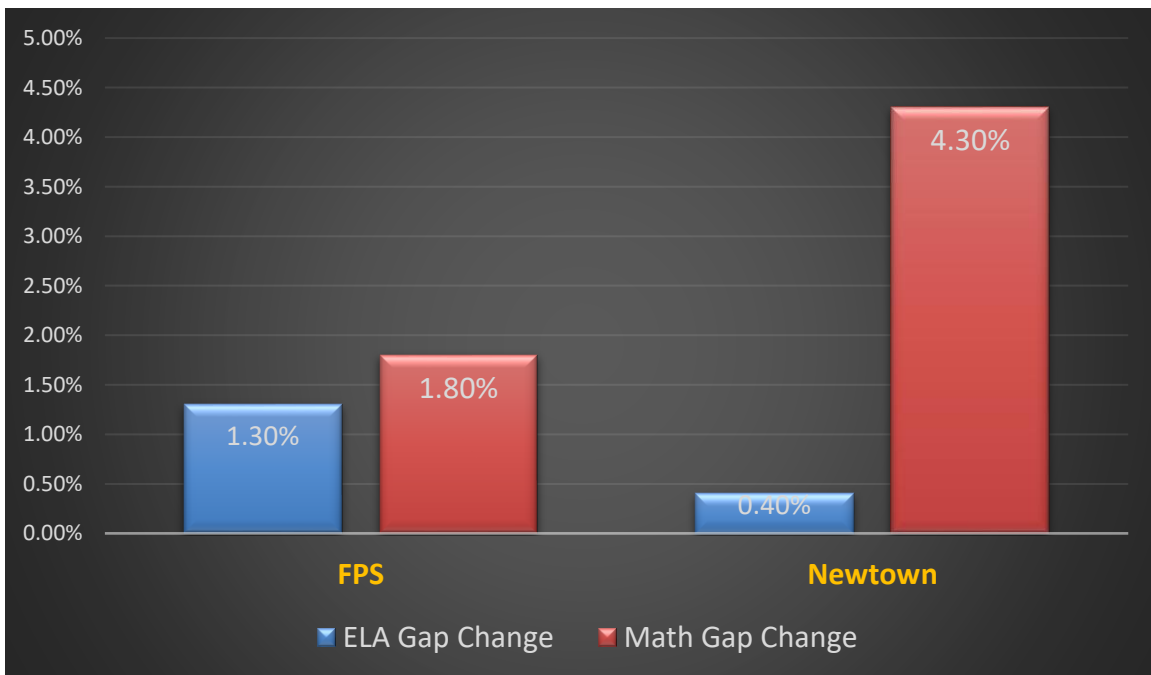
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Monroe



Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. New Fairfield

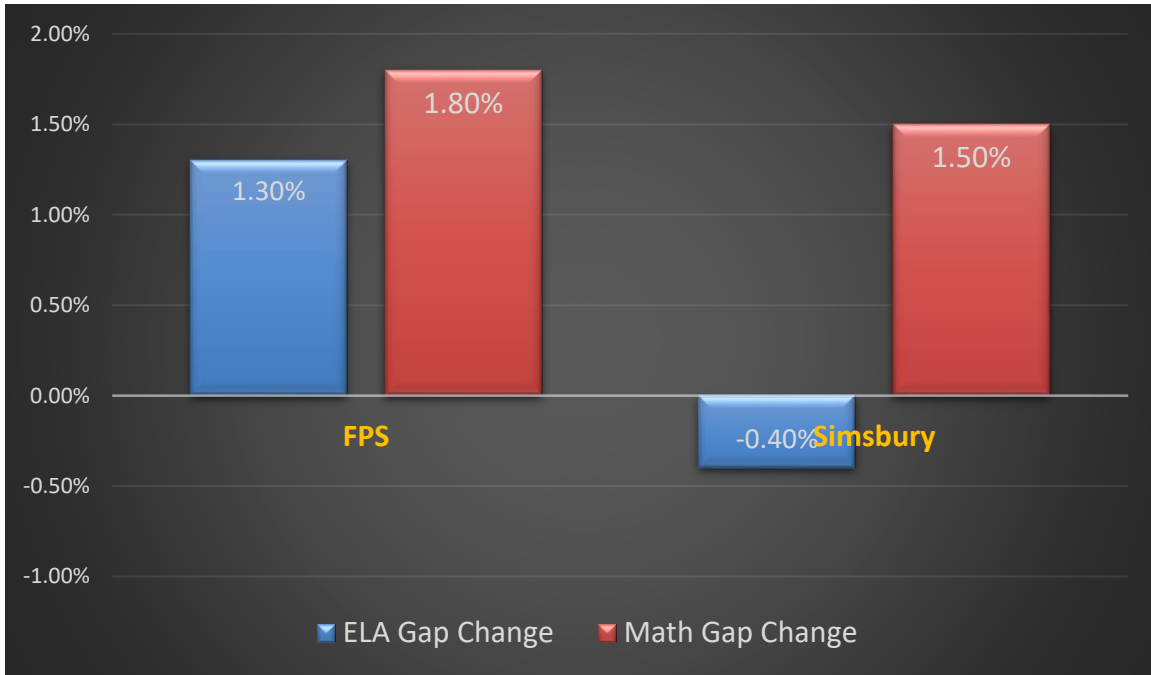


Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Newtown

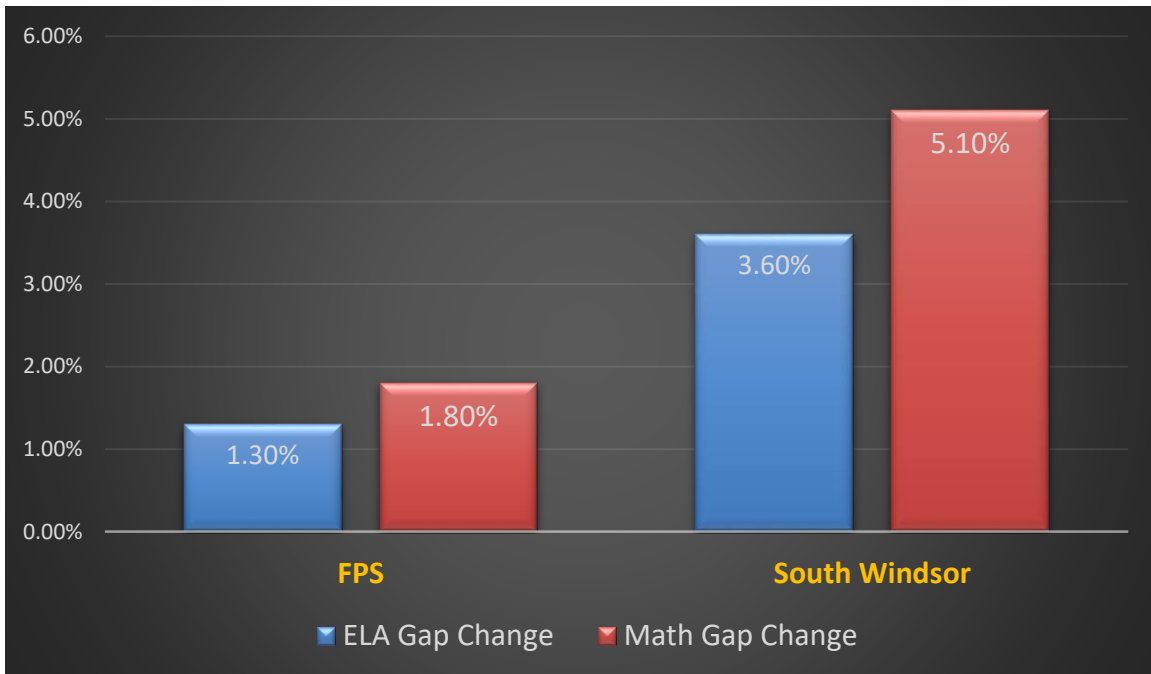




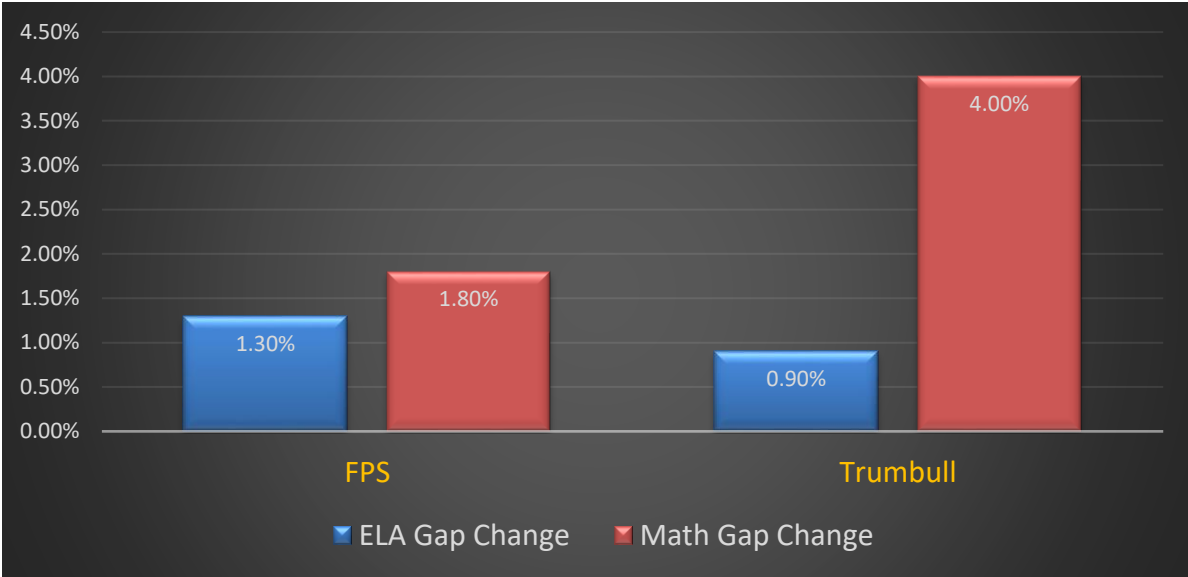
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Simsbury



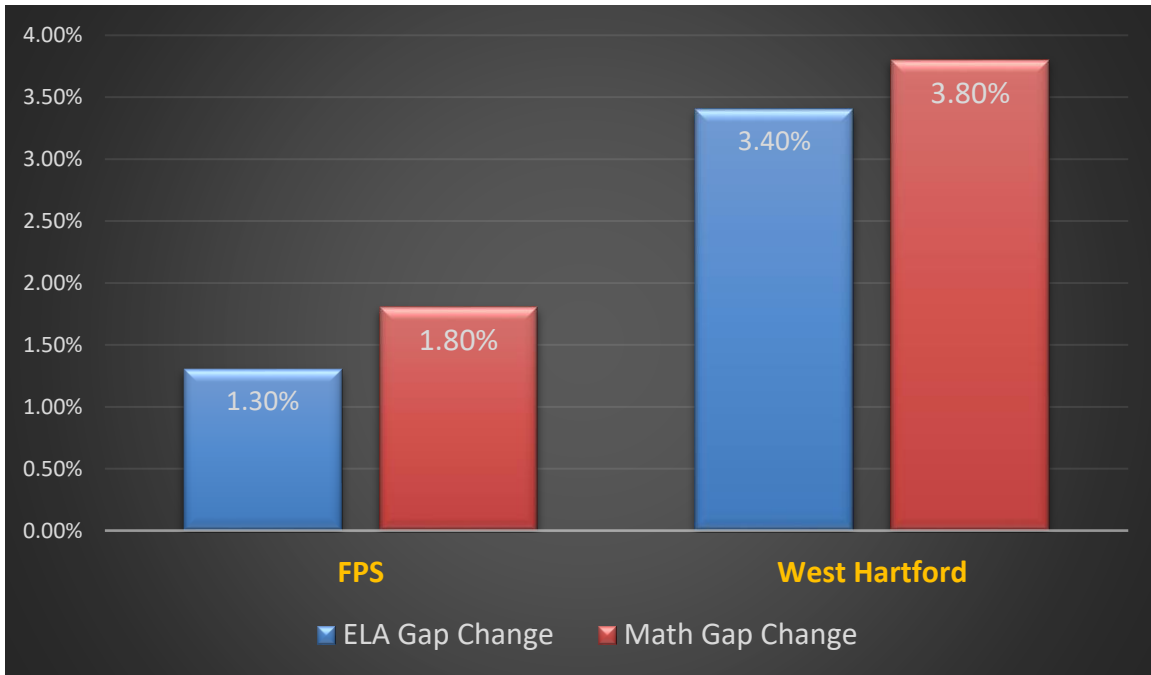
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. South Windsor



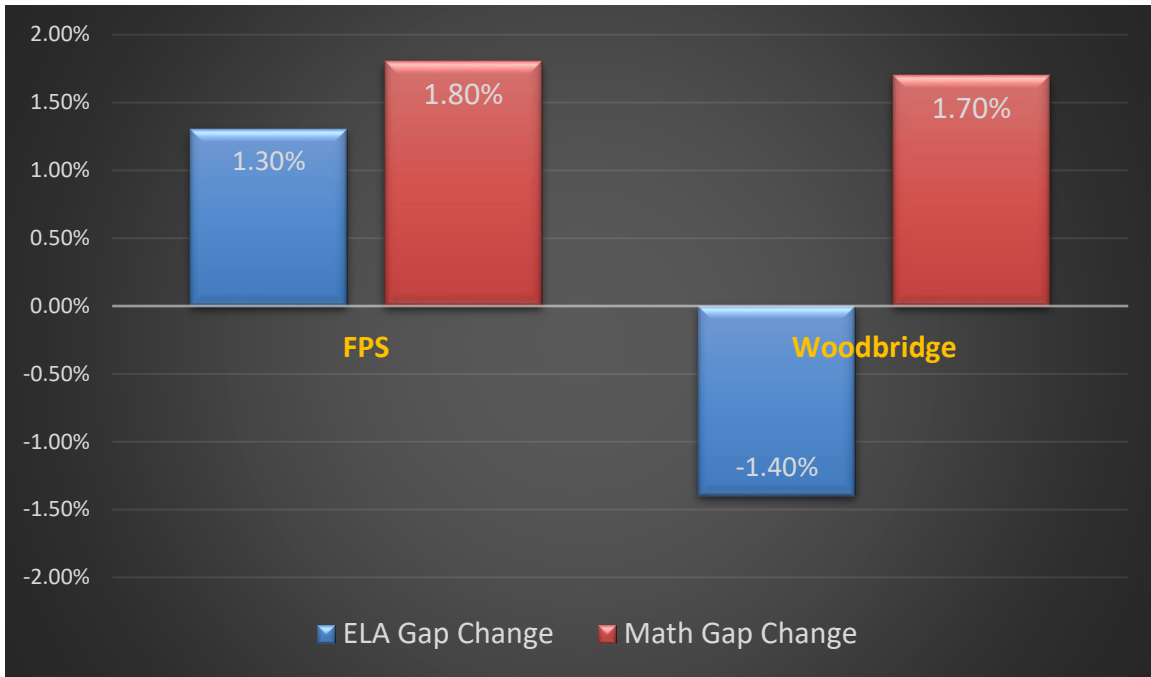
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Trumbull



Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. West Hartford

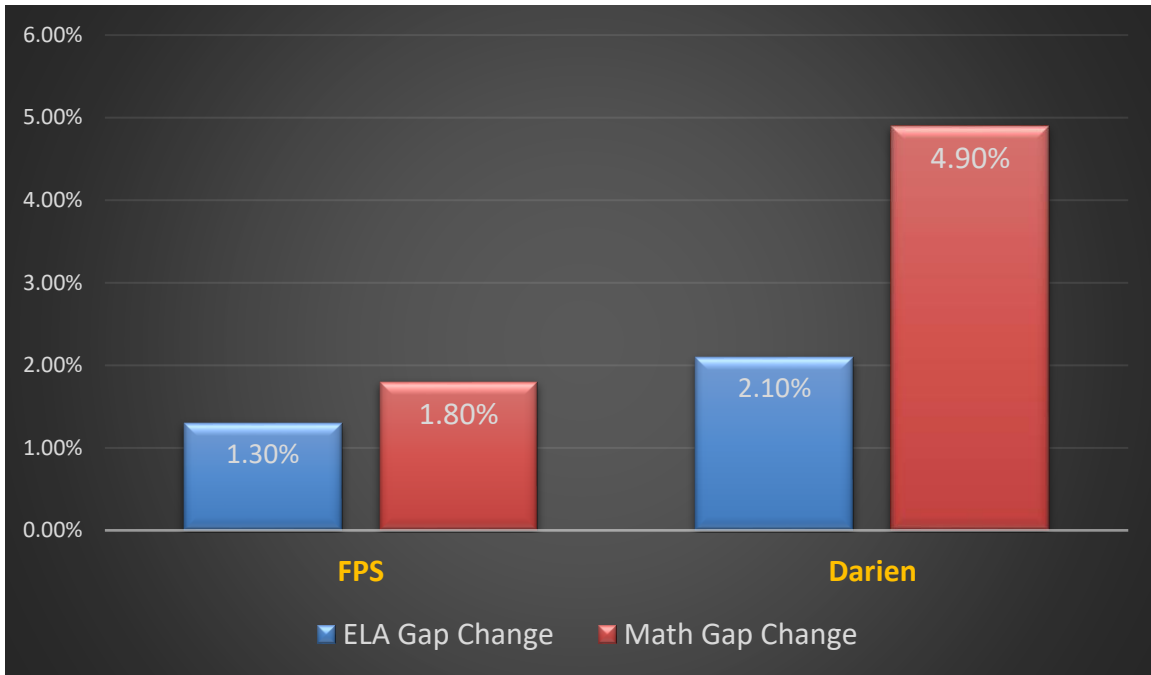


Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Woodbridge

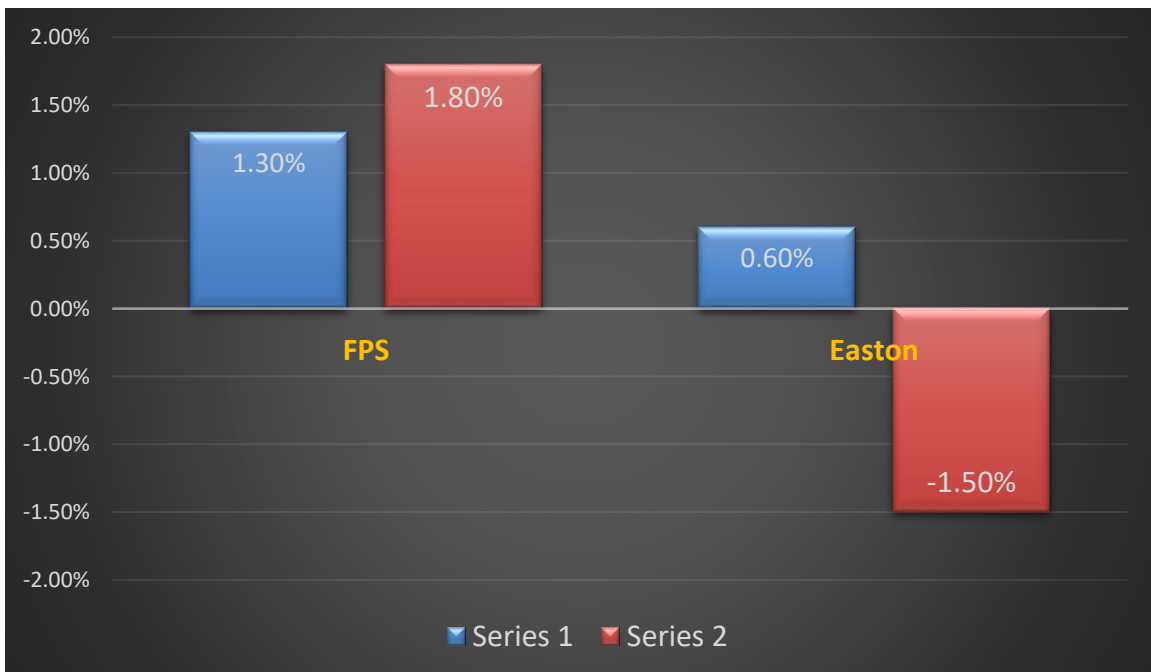


## DRGA DISTRICTS

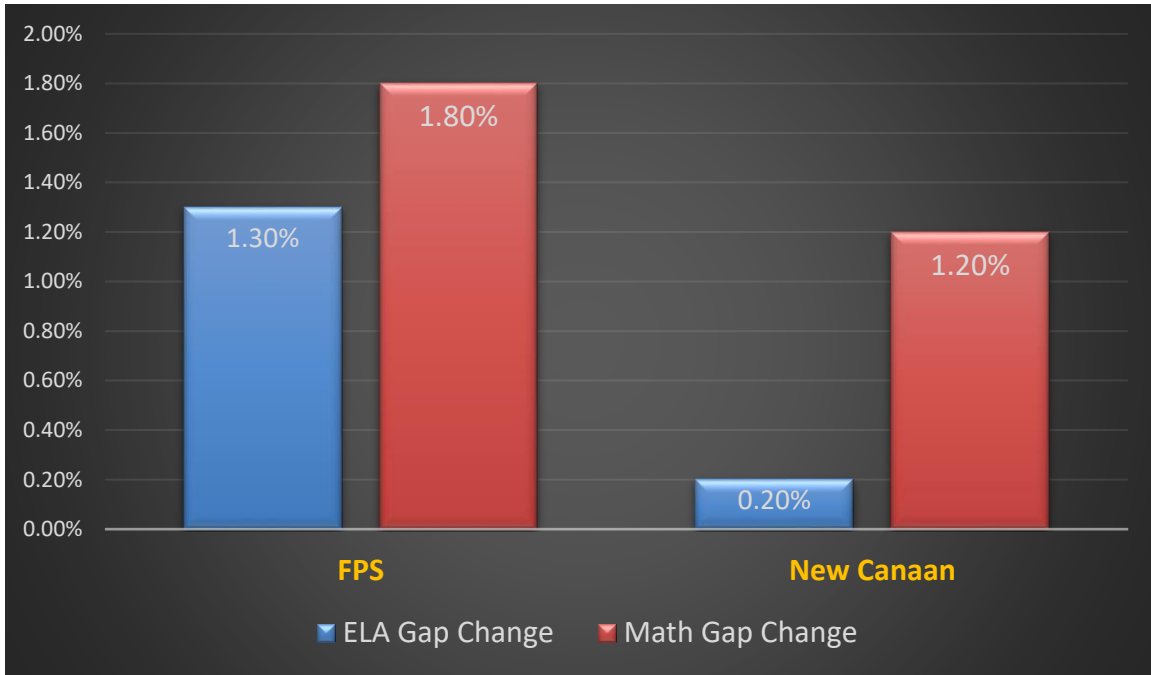
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Darien



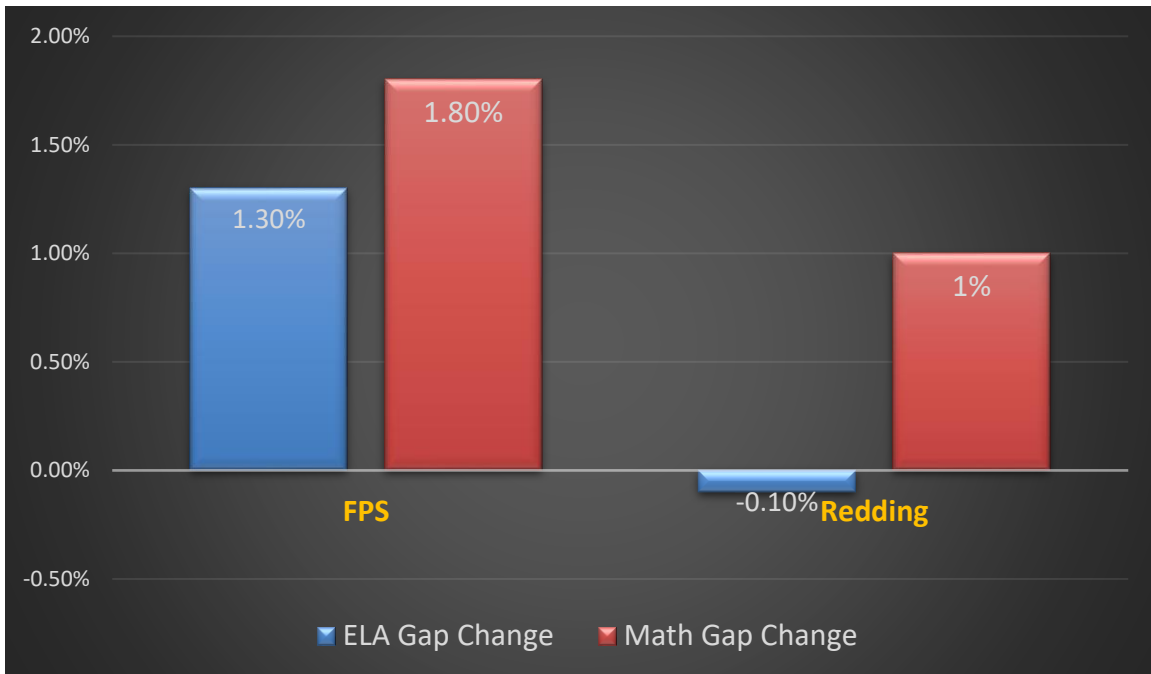
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Easton



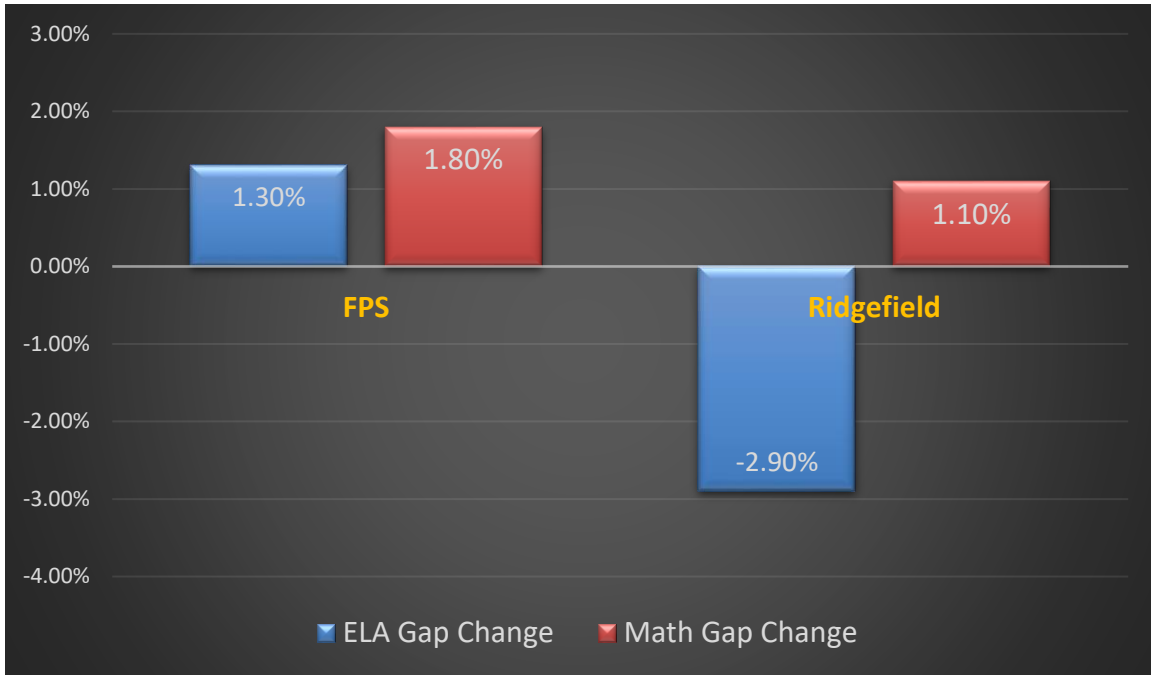
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. New Canaan



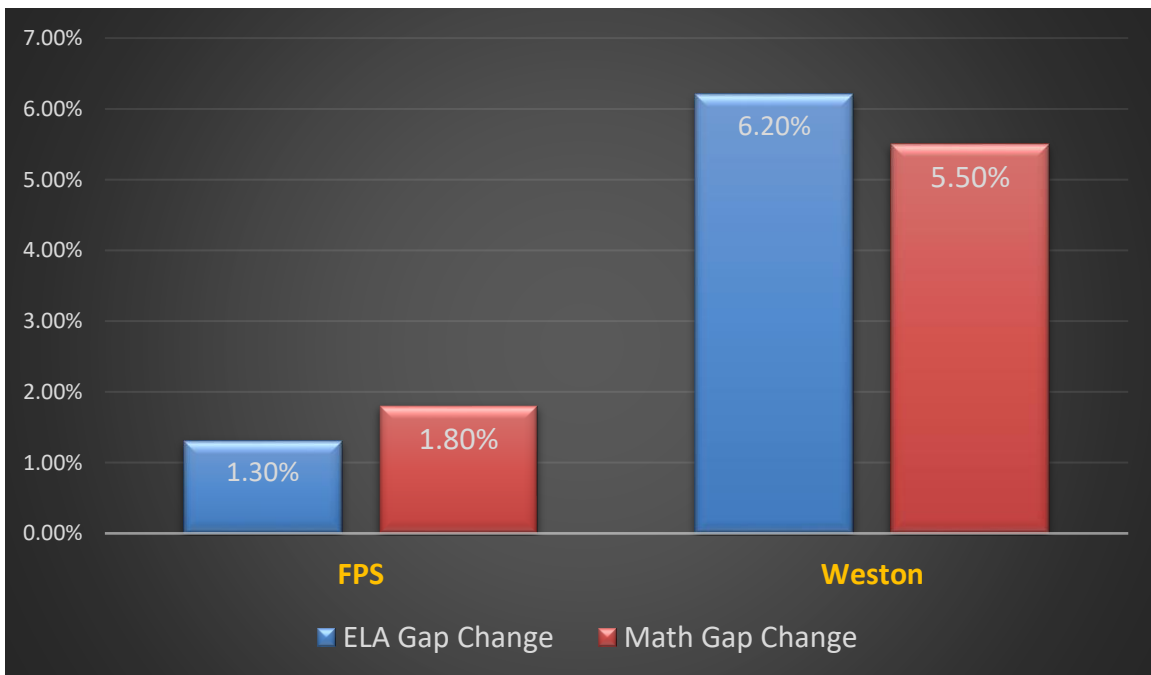
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Redding



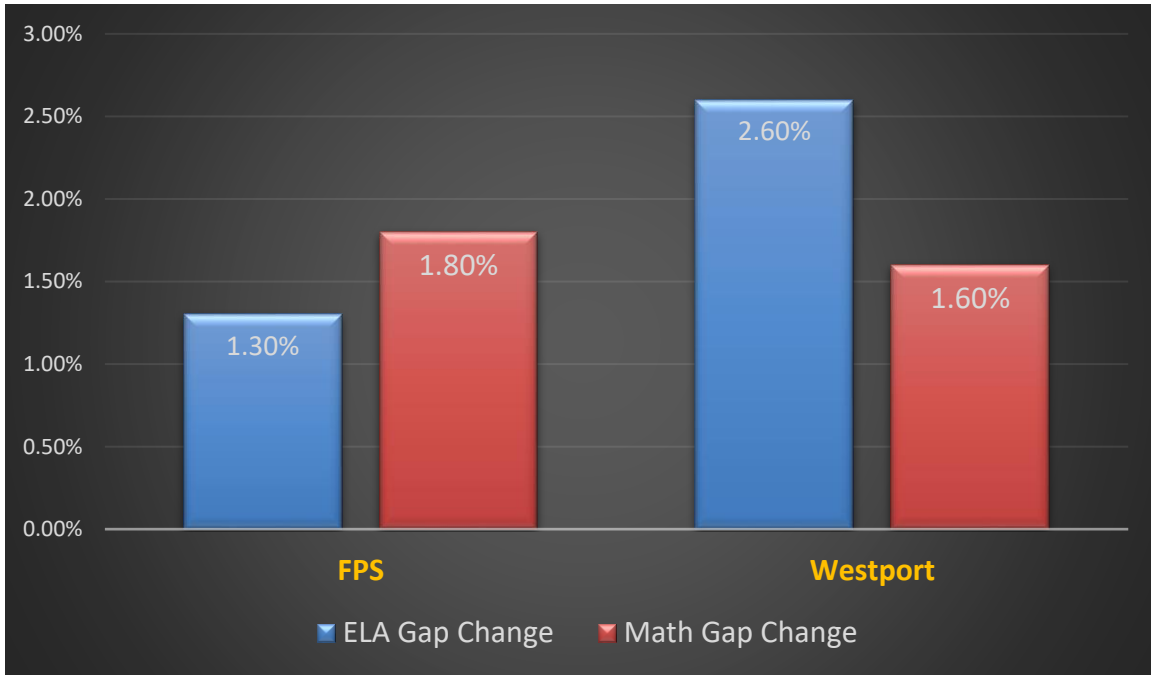
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Ridgefield



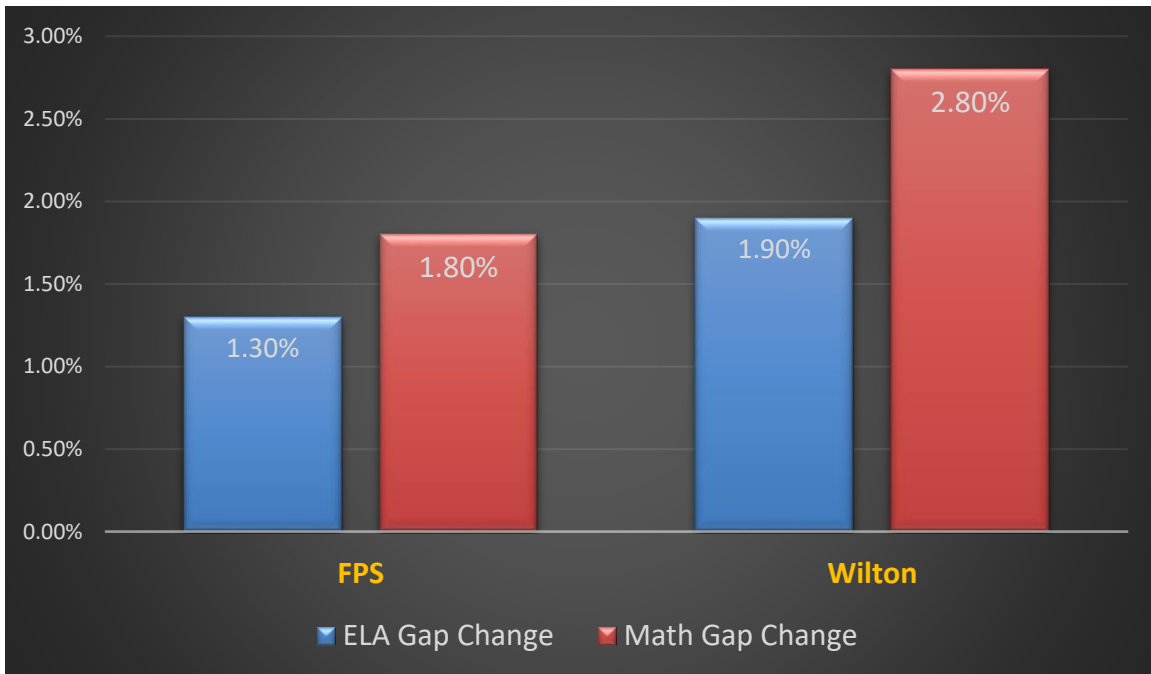
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Weston



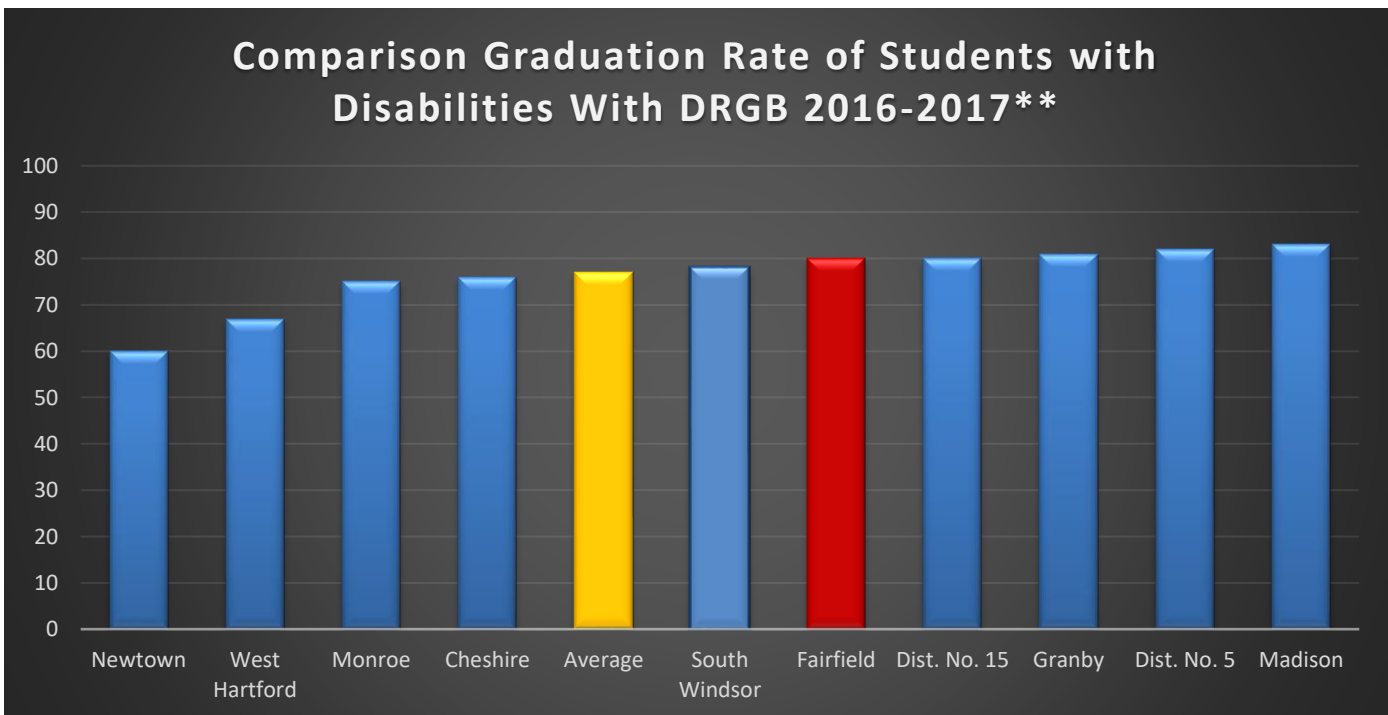
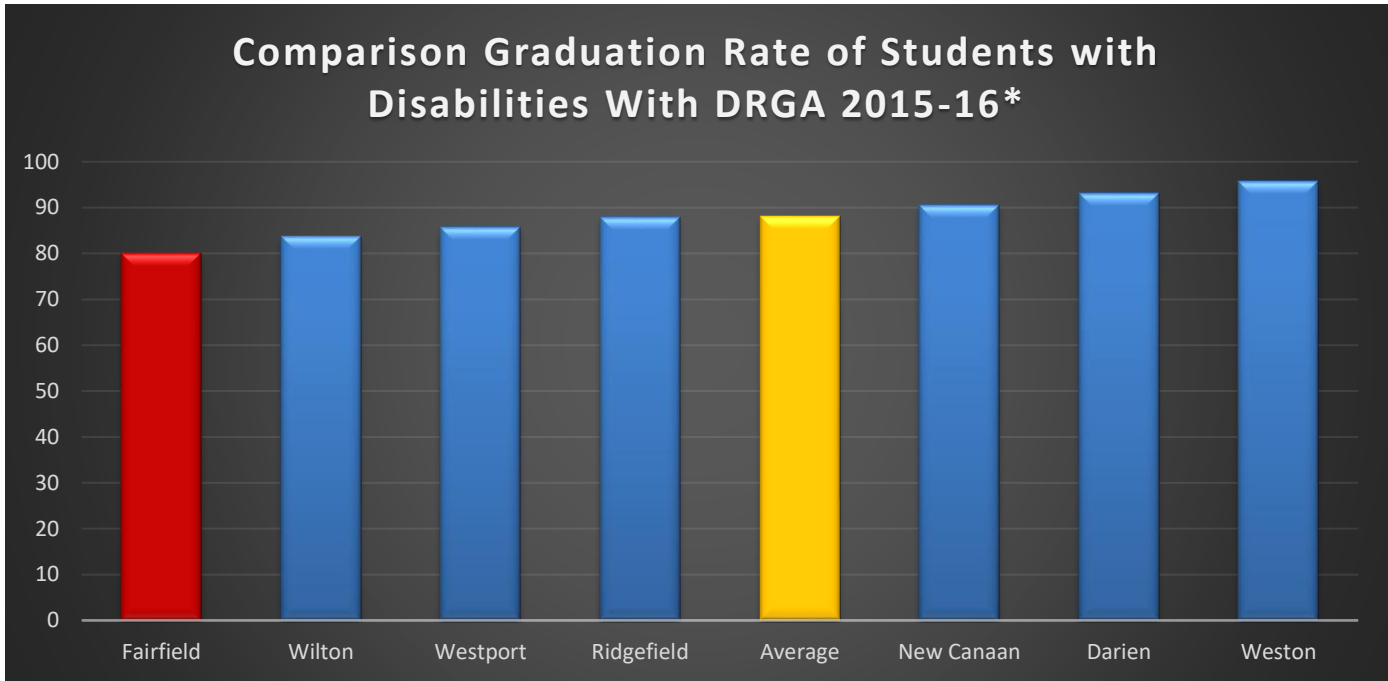
Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Westport



Change in Achievement Gap for ELA and Math Across the Past Three Reporting Years Fairfield v. Wilton



**APPENDIX E: GRADUATION DATA**



\*Only 2 DRGA districts reported for the 2016-17 Academic School Year

\*\* Only those reported

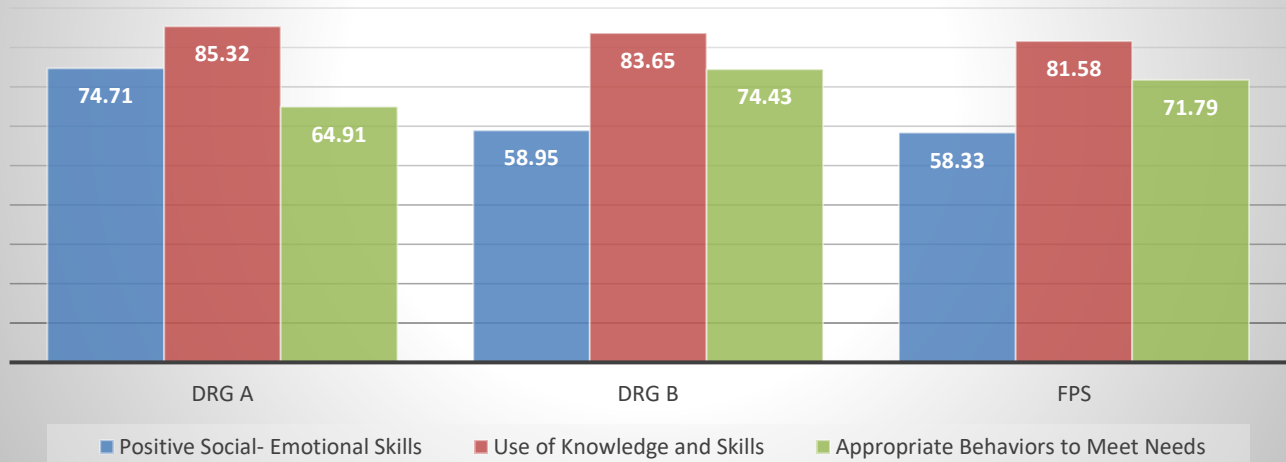


## APPENDIX F: PRINCIPLES OF CO-TEACHING

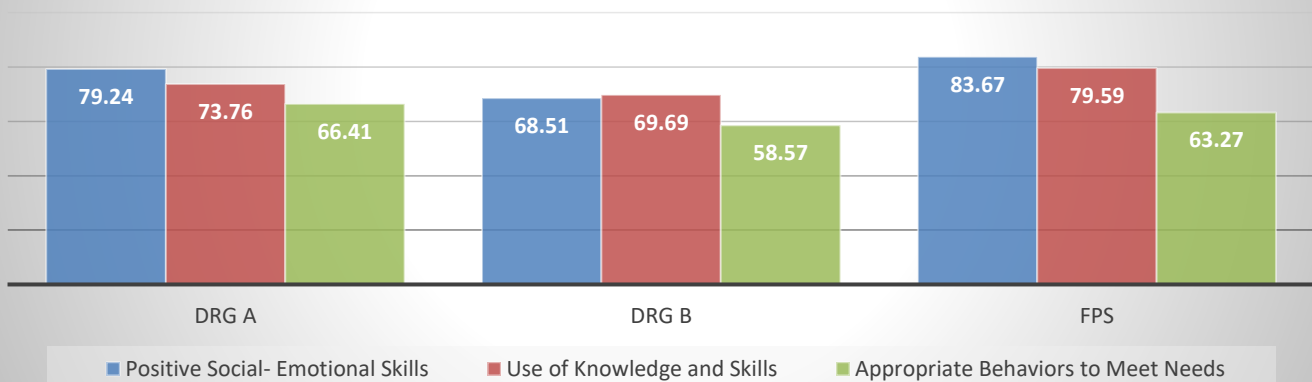
- Co-Teaching can be misunderstood to mean one general education teacher and one special education teacher in a classroom all day long. That may not always be the case. Co-teaching, like every other model on the continuum, can vary each day and for every class period. It does mean that based on Co-Planning, Co-Teaching, and Co-Reflection, teachers (general and special) make day to day and class to class decisions based on: (1) the needs of the special education student(s); (2) the IEP requirements; (3) the core content; and (4) the instructional requirements of these class periods.
- When new concepts are introduced, it is often important that the special education teacher conduct some pre-introduction for younger SWDs. This preview of material could be accomplished in many ways (resource room, alternative co-teaching model for a short period of time, etc.).
- During the actual direct instruction time, the co-teaching model (team teaching, station teaching, parallel teaching or alternative teaching) is most useful. However, it should be noted that when students are practicing, the general education teacher in consultation with the special education teacher, should develop the classroom practices such that the special needs student(s) can participate without the special education teacher having to be present the entire time.
- The key to good co-teaching is the effective and efficient use of teacher time. That does not necessarily mean being in the general classroom every minute. Co-planning is critical to ensure that special education teacher is utilized in the most effective and efficient manner; being in the classroom and “helping, assisting, or tutoring” is not an efficient use of a special education teacher’s time if a paraprofessional or peer can assist the student.
- To the extent that continuity of team partnerships typically supports student achievement via mutual respect, collegiality, competence, and the acceptance of total ownership for all students, District leadership may consider maintaining the continuity of these teams when possible and to provide the teams with as much common planning as is possible and practicable.

## APPENDIX G: PRE-SCHOOL DATA

### Percent of Preschool Children Who Entered or Exited the Program Below Age Expectations but Substantially Increased Their Rate of Growth by Age Six or Exiting the Program



### The Percent of Preschool Children Who Were Functioning Within Age Expectations by the Time They Exited the Program



## Students

### USE OF PHYSICAL FORCE

5144.1(a)

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

### Definitions

**Exclusionary Time-Out** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

**Life-threatening physical restraint** means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

**Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; ~~or~~ helmets, mitts, and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury; or an exclusionary time-out.

**School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or

coach employed by the District or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the District.

## Students

### USE OF PHYSICAL FORCE

5144.1(b)

#### Definitions (continued)

**Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

**Student** means a child (A) enrolled in grades kindergarten to twelve, (B) receiving special education and related services in an institution or facility operating under contract with the District, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion
- C. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

## Students

### USE OF PHYSICAL FORCE

5144.1(c)

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion

- D. No student shall be placed in seclusion unless:
1. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
  2. Such student is continually monitored by a trained school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
  3. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- E. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- F. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
1. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
    - a. Conducting or revising a behavioral assessment of the student;
    - b. Creating or revising any applicable behavioral intervention plan; and
    - c. Determining whether such student may require special education.

## Students

### USE OF PHYSICAL FORCE

5144.1(d)

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion (continued)

2. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- G. A reasonable effort shall be made to provide the student's parent/guardian with notification immediately after such physical restraint or seclusion is initiated; however this notification must occur not later than twenty-four hours after the student is placed in physical restraint or seclusion. If the behavior of the student who was placed in seclusion and/or restraint is such that there is a concern about safely dismissing the student, the school principal or designee will determine the proper course of action regarding the student's dismissal.
- H. The District, and each institution or facility operating under contract with the District to provide special education for children, including any approved private special education program, shall:
  1. Record each instance of the use of physical restraint or seclusion on a student;
  2. Specify whether the use of seclusion was in accordance with an individualized education program;
  3. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
  4. Include such information in an annual compilation on its use of such restraint and seclusion on students. These facilities must provide information on each instance to the District Liaison for that facility.
- I. The District and institutions or facilities operating under contract with the District to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

## Students

### USE OF PHYSICAL FORCE

5144.1(e)

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion (continued)

- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
1. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
  2. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. **Seclusion shall not be used as a planned intervention in a student's behavior intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.**
- L. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

#### Required Training and Prevention Training

Training shall be provided by the District to ~~school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015,~~ **and shall the members of the crisis intervention team for each school in the District. Such training shall** include, but not be limited to:

- A. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students.

The creation of a plan by which the District will provide school ~~professionals, paraprofessional staff members and administrators with~~ training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students. ~~Such plan is to be implemented not later than July 1, 2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.~~





## Students

### USE OF PHYSICAL FORCE

5144.1(f)

#### Required Training and Prevention Training (continued)

- B. ~~The District will create a plan, to be implemented not later than July 1, 2017, requiring the training of all school professionals, paraprofessional staff members and administrators by~~ **The District's plan requires training** regarding the proper means of ~~physically restraining~~ **physical restraint** or ~~secluding~~ **seclusion** of a student, ~~including,~~ **and includes,** but **is** not limited to:
1. Verbal defusing and de-escalation;
  2. Prevention strategies;
  3. Various types of physical restraint and seclusion;
  4. The differences between life-threatening physical restraint and other varying levels of physical restraint;
  5. The differences between permissible physical restraint and pain compliance techniques;  
**and**
  6. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; **and**
  7. Recording and reporting procedures on the use of physical restraint and seclusion.

#### Crisis Intervention Teams

~~Annually, each~~ **Each** school in the District will identify a crisis intervention team. Such team shall consist of **any teacher, administrator,** school ~~professionals, paraprofessional staff members~~ **professional or other school employee designated by the school principal** and ~~administrators who has direct contact with the student and is~~ trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

## Students

### USE OF PHYSICAL FORCE

5144.1(g)

#### ~~Dissemination of Policy~~

~~This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.~~

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted 8/4/2009

Revised and Adopted 6/13/2017

## Students

### USE OF PHYSICAL FORCE

### 5144.1(a)

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

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**Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; ~~or~~ helmets, mitts, and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury; or an exclusionary time-out.

**School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or

coach employed by the District or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the District.

## Students

### USE OF PHYSICAL FORCE

5144.1(b)

#### Definitions (continued)

**Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

**Student** means a child (A) enrolled in grades kindergarten to twelve, (B) receiving special education and related services in an institution or facility operating under contract with the District, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion
- C. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(c)**

#### **Conditions Pertaining to the Use of Physical Restraint and / or Seclusion**

- D. No student shall be placed in seclusion unless:
1. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
  2. Such student is continually monitored by a trained school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
  3. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- E. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- F. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
1. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
    - a. Conducting or revising a behavioral assessment of the student;
    - b. Creating or revising any applicable behavioral intervention plan; and
    - c. Determining whether such student may require special education.

## Students

### USE OF PHYSICAL FORCE

5144.1(d)

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion (continued)

2. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- G. A reasonable effort shall be made to provide the student's parent/guardian with notification immediately after such physical restraint or seclusion is initiated; however this notification must occur not later than twenty-four hours after the student is placed in physical restraint or seclusion. If the behavior of the student who was placed in seclusion and/or restraint is such that there is a concern about safely dismissing the student, the school principal or designee will determine the proper course of action regarding the student's dismissal.
- H. The District, and each institution or facility operating under contract with the District to provide special education for children, including any approved private special education program, shall:
1. Record each instance of the use of physical restraint or seclusion on a student;
  2. Specify whether the use of seclusion was in accordance with an individualized education program;
  3. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
  4. Include such information in an annual compilation on its use of such restraint and seclusion on students. These facilities must provide information on each instance to the District Liaison for that facility.
- I. The District and institutions or facilities operating under contract with the District to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.



## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(e)**

#### **Conditions Pertaining to the Use of Physical Restraint and / or Seclusion** (continued)

- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
1. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
  2. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Seclusion shall not be used as a planned intervention in a student's behavior intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.
- L. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

#### **Required Training and Prevention Training**

Training shall be provided by the District to the members of the crisis intervention team for each school in the District. Such training shall include, but not be limited to:

- A. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students.

The creation of a plan by which the District will provide school training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(f)**

#### **Required Training and Prevention Training (continued)**

- B. The District's plan requires training regarding the proper means of physical restraint or seclusion of a student, and includes, but is not limited to:
1. Verbal defusing and de-escalation;
  2. Prevention strategies;
  3. Various types of physical restraint and seclusion;
  4. The differences between life-threatening physical restraint and other varying levels of physical restraint;
  5. The differences between permissible physical restraint and pain compliance techniques;  
**and**
  6. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
  7. Recording and reporting procedures on the use of physical restraint and seclusion.

#### **Crisis Intervention Teams**

Each school in the District will identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with the student and is trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

**Students**

**USE OF PHYSICAL FORCE**

**5144.1(g)**

(cf. 4148/4248 - Employee Protection)  
(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.  
10-76d Duties and powers of boards of education to provide special education programs and services.  
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)  
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.  
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)  
53a-18 Use of reasonable physical force or deadly physical force generally.  
53a-19 Use of physical force in defense of person.  
53a-20 Use of physical force in defense of premises.  
53a-21 Use of physical force in defense of property.  
PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.  
PA 15-141 An Act Concerning Seclusion and Restraint in Schools.  
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted 8/4/2009  
Revised and Adopted 6/13/2017

Fairfield Public Schools  
Board of Education  
Policy Guide

## Students

### **STUDENT EDUCATION RECORDS: CONFIDENTIALITY** **5125**

The Board of Education ~~will comply~~ **complies** with applicable **state and federal laws and regulations regarding confidentiality of, and access to, and amendment of all student education records.** ~~The Superintendent shall implement procedures that ensure strict confidentiality of student records while providing proper parental and/or student access to records.~~ **The Superintendent or designee shall implement procedures that protect the privacy of students, and confidentiality of student education records while providing proper access to records.** Availability of these regulations and procedures shall be made known annually to all parents/guardians of children ~~within the District~~ **currently in attendance and eligible students currently in attendance.**

Legal Reference: Connecticut General Statutes  
1-19(b)(11) Access to public records. Exempt records.  
7-109 Destruction of documents.  
10-15b Access of parent or guardians to student's records.  
10-154a Professional communications between teacher or nurse & student.  
10-209 Records not to be public.  
10-221b Boards of education to establish written uniform policy re: treatment of recruiters.  
11-8a Retention, destruction and transfer of documents  
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.  
46b-56 (e) Access to Records of Minors.  
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).  
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).  
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011  
USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331  
P.L. 107-110 "No Child Left Behind Act of 2001" Sections 5208 and 9528  
P.L. 112-278 "The Uninterrupted Scholars Act"  
*Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)*

Adopted 8/27/2004

Revised and Adopted 1/10/2017

## Students

### EDUCATION RECORDS: CONFIDENTIALITY

5125

The Board of Education complies with applicable state and federal laws and regulations regarding confidentiality of, access to, and amendment of all education records. The Superintendent or designee shall implement procedures that protect the privacy of students, and confidentiality of student education records while providing proper access to records. Availability of these regulations and procedures shall be made known annually to all parents/guardians of children currently in attendance and eligible students currently in attendance.

Legal Reference: Connecticut General Statutes  
1-19(b)(11) Access to public records. Exempt records.  
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Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011  
USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331  
P.L. 107-110 “No Child Left Behind Act of 2001” Sections 5208 and 9528  
P.L. 112-278 “The Uninterrupted Scholars Act”  
*Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)*

Adopted 8/27/2004

Revised and Adopted 1/10/2017

**Special Meeting Draft Minutes  
Fairfield BoE; September 11, 2018**

**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 6:19PM. Present were members Jennifer Leeper, Christine Vitale, Jessica Gerber, Philip Dwyer, Trisha Pytko (arrived 6:34PM), Jennifer Jacobsen, Nick Aysseh, Jennifer Maxon-Kennelly and Jeff Peterson. Others present were Superintendent Dr. Toni Jones, Attorney Colleen Deasy, Attorney Stephen Sedor, the employee who is the subject of the grievance, UPSEU representative Mark Sheehan, Debbie Jackson, Jeff Pressler, and Robert Brunetti.

**Board Discussion Regarding Grievance**

Mrs. Gerber moved/Mr. Aysseh seconded the recommended motion "it is hereby moved to enter into Executive Session to discuss the employment and/or dismissal of an employee of the Board of Education in accordance with Connecticut General Statutes Section 1-200(6)(A); and to discuss matters and documents related to collective bargaining and, more specifically the discussion if the UPSEU grievance in accordance with the Connecticut General Statutes section 1-200(6)(E) and 1-210-(b)(9). The Board further invites into executive session:

- 1) Superintendent Toni Jones,
- 2) Coleen Deasy
- 3) Attorney Stephen M. Sedor
- 4) The employee who is the subject of this grievance
- 5) UPSEU representative Mark Sheehan
- 6) Debbie Jackson
- 7) Jeff Pressler
- 8) Robert Brunetti

Motion passed 8-0 (Ms. Pytko was not present for this vote)

The Board came out of Executive Session at 7:48PM

Mr. Peterson moved/Ms. Leeper seconded the motion "The Board of Education hereby moves to deny the grievance in this matter and to uphold the termination of the employee discussed in executive session. The Board further delegates to the Board Chairman the authority to work with Board counsel to prepare and sign a written decision of the Board that denies the grievance and sets forth the decision of the Board."

Motion passed 7-2 (Ms. Pytko, Ms. Leeper, Mrs. Vitale, Mrs. Gerber, Mr. Dwyer, Mrs. Jacobsen, Mr. Peterson in favor; Mr. Aysseh, Mrs. Maxon-

DRAFT

Kennelly against).

**Adjournment**

Mrs. Gerber moved/Mr. Aysseh seconded the recommended motion "that this Special Meeting of the Board of Education adjourn." Motion passed 9-0. Meeting adjourned at 7:58PM



**Regular Meeting Minutes  
Fairfield BoE, September 11, 2018**

**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.

## Voting Summary:

### *Call to order of the Regular Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Regular meeting to order at 8:07PM. Present were members Trisha Pytko, Jennifer Leeper, Christine Vitale, Jessica Gerber, Philip Dwyer, Jennifer Jacobsen, Nick Aysseh, Jennifer Maxon-Kennelly and Jeff Peterson. Others present were Superintendent Dr. Toni Jones, members of the central office leadership team, and approximately 75 members of the public.

### *Old Business*

#### Approval of WFC Tuition Program

Mr. Aysseh moved/Mrs. Maxon-Kennelly seconded the recommended motion “that the Board of Education approve the WFC tuition program, per the August 28, 2018 WFC Tuition Program – Update Memo” Motion passed 7-2 (Ms. Leeper, Mrs. Vitale, Mrs. Gerber, Mr. Dwyer, Mrs. Jacobsen, Mrs. Maxon-Kennelly, Mr. Peterson in favor; Ms. Pytko, Mr. Aysseh against.)

Mrs. Maxon-Kennelly moved/Ms. Pytko seconded to postpone to an October meeting the Discussion of Board Goals. Motion passed 9-0.

### *Approval of Minutes*

Mrs. Gerber moved/Mrs. Vitale seconded the recommended motion “that the Board of Education approve the *Special Minutes* of August 28, 2018 and the *Regular Minutes* of August 28, 2018.” Motion passed 9-0.

Mrs. Gerber moved/Ms. Leeper seconded to suspend the rules and extend the meeting to 11:45PM. Motion passed 6-3 (Ms. Leeper, Mrs. Vitale, Mrs. Gerber, Mr. Dwyer, Mrs. Jacobsen, Mr. Peterson in favor; Ms. Pytko, Mr. Aysseh and Mrs. Maxon-Kennelly against).

### *Adjournment*

Ms. Pytko moved/Mrs. Gerber seconded the recommended motion “that this Regular Meeting of the Board of Education adjourn.” Motion passed 9-0. Meeting adjourned at 11:39PM.

## Detailed Minutes:

Following the Pledge, the Board observed a moment of silence in honor of September 11.

### Public Comment:

The following spoke in support of keeping ECC centralized:

*Gina Hallock, Melissa Travis, Amanda Moitoso, Dr. Heitzman (letter read by Ashley Walsh), Christy Vitale, Matt Wilcox, Katie Flynn, Sally Connelly, Eric Sundman*

*Frank Sahagain, Chelsea Street:* Would be more helpful to use actual enrollment numbers during the budget process.

### **ECC Facilities and Programming Presentation**

Dr. Jones noted that this topic will be back on the agenda in October and November; this is an informational presentation to inform the Board of space issues.

Mr. Mancusi, Executive Director of Special Education and Kristen Bruno, Special Education Coordinator (ECC and KDG), led the presentation. The ECC is at maximum capacity, impacting the ratio of students with disabilities to nondisabled peers as well as special education teacher caseloads. Students enroll in ECC through Birth-3, direct referrals, Child-Find, a Sped-eligible student move into Fairfield, and enrollment of non-disabled peers. ECC classes do not have a maximum enrollment.

In response to increasing ECC enrollment, an additional classroom was added in 2016-2017, and an ECC classroom at Stratfield School was added in 2017-2018. Student programs and services are individually designed based on student needs and may include itinerant services (speech and language, social skills, occupational therapy, physical therapy), and classroom programming. Currently, FPS has a hybrid of centralized (ECC) and decentralized (ECC at Stratfield) programming.

The current challenges are: the ECC facility is at capacity, class sizes are too large, the peer ratio is lower than ideal, the program now operates out of 2 locations, and the transition from preschool to Kindergarten can be difficult. Communication and information gathering is occurring now through meetings with ECC staff and CES consultants, visiting other district programs, and speaking with the Stratfield ECC program parents.

Next steps include more program visits and information gathering at programs outside the district, communicating with SEPTA and ECC parents, and follow up meetings with ECC staff and the BOE. A staffing formula will be developed by October for the Superintendent to review.

Dr. Jones, Mr. Mancusi and Ms. Bruno responded to BOE questions:

Mrs. Gerber asked if a long-term solution might be two ECC's, given the high value placed on centralization and the current capacity issues. Mr. Mancusi said that was a possibility; he was researching centralized vs. decentralized programming in various forms. Staff caseloads impact the integrity of programming, and some are currently higher than optimal. Options for the ECC will be about quality programming done the right way.

Ms. Pytko did not want changes to a model that works and suggested adding a 5's program for students who need an extra year of transition. Ms. Bruno will provide more detailed enrollment numbers for itinerant students.

- Why have we not heard about the Special Education audit? Mr. Dwyer said that will be addressed at the 9/25 Board meeting.
- Is there a push to move WFC to the ECC site? Dr. Jones said there are 2 separate issues. ECC has outgrown its facility and the WFC site is in disrepair with its lease up for renewal. Whether those 2 items fit together will be the Board's decision. The Board has toured both facilities and will decide on the best solutions. The Town manages the WFC lease renewal and the BOE will be notified of the lease details.
- Was the entire ECC staff invited to the ECC facility meeting? Mr. Mancusi said yes. Facility challenges were presented, but decentralization was not mentioned.

Mrs. Maxon-Kennelly thanked staff for the presentation and asked if FPS had committed to decentralization. Dr. Jones said no; proposals need to be brought to the Board. Ms. Bruno clarified that gen-ed students and itinerant students are not included in the classroom enrollment counts.

Mr. Peterson felt the tone was similar to the former topic of splitting the high schools. If there is a model preference, he would like to know that. Is there an option to expand the facility and why is the population increasing? Mr. Mancusi said ChildFind services and targeted evaluations have improved. Mr. Dwyer said expansion is an option.

Ms. Jacobsen thanked the audience for sharing personal and profound stories and asked about the recommended timeline. Mr. Mancusi said the plan is to have a timeline with fiscal analysis prior to the October meeting.

Ms. Vitale thanked the staff and parents for all the emails. Given the concern over caseloads, how proactive is the staff with enrollment? Ms. Bruno said enrollment is obtained in various ways, but caseloads are hard to discern until evaluations are completed. Stratfield PPTs are attended by either Ms. Bruno or Ms. McGoey.

Mr. Dwyer added that the Board made a commitment to address caseloads and is committed to serving students needing Special Education.

## Old Business

### *Approval of WFC Tuition Program*

Mr. Aysseh moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the WFC tuition program, per the August 28, 2018 WFC Tuition Program Update Memo.

Mr. Aysseh said his biggest concern was the WFC facility and felt the tuition should be higher than \$35K so as to provide a buffer. He was not comfortable making a commitment, given that WFC enrollment is going down. Dr. Jones said the tuition amount will be a part of the yearly budget process, but we have not yet had any tuition students. Mr. Mancusi said there is a maximum WFC enrollment of 50, without impacting staff or space. The tuition student would be treated as an in-district student with the sending district paying transportation costs.

Ms. Pytko expressed concern over the lack of a nurse at the site, and said she could not vote on this item until more is known about the WFC location.

Mrs. Maxon-Kennelly wanted to move this item forward. These are gen-ed students and we still need to cover their education; adding a tuition student is a plus to the district. Ms. Vitale, Mrs. Gerber and Mr. Dwyer agreed.

### **Motion Passed: 7-2**

Favor: Ms. Leeper, Mrs. Vitale, Mrs. Gerber, Mr. Dwyer, Mrs. Jacobsen, Mrs. Maxon-Kennelly, Mr. Peterson

Oppose: Ms. Pytko, Mr. Aysseh

## New Business

Mrs. Maxon-Kennelly moved, Ms. Pytko seconded to postpone to an October meeting the Discussion of Board Goals.

Dr. Jones said the goals survey indicated that facilities was the one goal with a Board consensus.

### **Motion Passed: 9-0**

#### *Magnet Program*

At the request of the Finance Committee, Dr. Jones gave a short presentation on magnet schools based on 2 themes; STEAM Magnet and International Baccalaureate (IB). Some other CT districts have unsuccessfully attempted to use magnet schools as a solution to Racial Imbalance.

The IB Primary Year Program (PYP) is for elementary students. There is a lengthy process to become an authorized school of this type, and it has costs including annual fees and dues. An approximate first year cost would equal \$87K.

STEAM Magnet programs exist nationwide. One example is the Computer Science Program, with first year implementation costs of \$120K. An option for McKinley is an advanced Elementary Math Academy for 4<sup>th</sup> and 5<sup>th</sup> graders. Approximate first year start-up costs would be \$20K, excluding transportation. If the Board is interested in this option, Dr. Jones recommended that staff bring a resolution to the BOE after gathering community and staff input.

Ms. Leeper supported the Math Academy and asked whether the Finance Committee should continue to explore that option. Mrs. Maxon-Kennelly asked about any impact on staff time, and Dr. Jones said staff could manage additional research, there are already leadership meetings scheduled.

Mr. Peterson, Mrs. Maxon-Kennelly and Mrs. Vitale also supported continued research on the Math Academy.

Ms. Pytko felt advanced math students would be better served in their home school's Gifted program, allowing for student-driven learning.

Mr. Aysseh did not support this idea at this time; it is a new focus and no longer centered around Racial Imbalance. The Board is already facing many issues and this would involve additional time with lots of Board and community discussion. Mrs. Jacobsen agreed and also was concerned about equity with the focus on one content area.

Mrs. Maxon-Kennelly asked if this conversation fulfilled the requirement regarding discussing a magnet program as it may relate to the Racial Imbalance Plan submitted to the state. Dr. Jones said yes.

The Board decided to not pursue the option of a magnet school, but the Finance Committee will continue to research the Advanced Math Academy.

Mrs. Gerber moved, Ms. Leeper seconded to suspend the rules and extend the meeting to 11:45PM.

**Motion Passed: 6-3**

Favor: Ms. Leeper, Mrs. Vitale, Mrs. Gerber, Mr. Dwyer, Mrs. Jacobsen, Mr. Peterson

Oppose: Ms. Pytko, Mr. Aysseh and Mrs. Maxon-Kennelly

*District Improvement Plan*

Dr. Jones reviewed the revised District Improvement Plan (DIP), dated September 11, 2018. She asked the Policy Committee to review the 2 new educational goals listed on page 6, and noted the added section for Vision of a Graduate, the updated list of Performance Indicators and the additional Facilities and Safety/Security sections under 'Specific Actions.'

The Board discussed whether some of the original language should be updated. Mrs. Maxon-Kennelly requested that completed items be marked as such and would also like the School Climate Survey and World Language credits added to the list of data points on page 21. Mrs. Jacobsen requested a formal review of the DIP and felt it confusing to assimilate the Work Plan, the Crosswalk and the DIP.

Dr. Jones said updated language is included in the Work Plan, which provides more detail on how things are getting accomplished. Some of the data points in the original DIP are no longer used in district, such as IReady. Extra-curricular participation is another data point without a system for easy data retrieval.

Mr. Dwyer felt the DIP was accurate with a few adjustments. The Board will vote on the Plan and the Superintendent will choose the initiatives. The Board will vote on the DIP when it is ready; not necessarily at the next meeting.

**Approval of Minutes**

Mrs. Gerber moved, Mrs. Vitale seconded that the Board of Education approve the *Special* Minutes of August 28, 2018 and the *Regular* Minutes of August 28, 2018.

**Motion Passed: 9-0**

**Superintendent's Report**

*Summer Projects Update*

Mr. Cullen highlighted several completed summer projects at multiple sites; overall there were 67 projects. The Warde turf grass is down and should be ready and usable next week. The TMS and MH flooring are items that were cut and will

be carried over to the 19/20 budget. Mrs. Maxon-Kennelly requested a definitive list of all items that will affect the budget.

Mrs. Gerber said the FLHS parking lot and tennis courts look great. Mr. Dwyer thanked the staff for all their hard work and it is much appreciated.

#### *Opening of School Update*

Dr. Jones said she would like a 10-year plan to get air conditioning in the schools. The heat presented a challenging start to the school year. Mrs. Gerber agreed and was told in 2013 that the cost to air condition FLHS would have been \$8M; she suggested this be discussed at the Capital Planning Workshop.

Mrs. Gerber asked about the Newcomer Academy. Mr. Cummings said the biggest changes are at Warde, where staffing has been increased to support classroom teachers with ELL students. At McKinley where most ELL students reside, we are continuing to implement, strengthen and improve the services. No students have moved to McKinley, TMS or Warde to participate in the Newcomer Academy.

Mr. Dwyer thanked the Town building department for performing the final inspection at Holland Hill, on short notice.

#### *Opening of School*

Dr. Jones said the enrollment is within range of the projections, with a total of 9790.

#### **Committee/Liaison Reports**

Mr. Peterson reported for the BOF: The Capital Planning Workshop has been moved to OHS on Monday, 9/17. The BOF approved \$750K for police body cameras, which has presented an issue for police in schools and how to best manage records and confidentiality. The BOF was very interested in the Warde turf progress and Chromebooks.

Mr. Dwyer said the Mill Hill Building Committee will report to the BOF first and then to the BOE and BOS.

Ms. Leeper reported for the Finance Committee: The corporate sponsorship idea is continuing; the software to enable the Board to be paperless is not ADA compliant and is on hold for now; window blinds are a safety item and should be funded properly in the budget.

Mrs. Vitale reported that the PTAC event was well attended and the Sherman Building Committee is meeting tonight with architects.

#### **Public Comment:**

*Kathleen Joy Ross*, Beach Road: Requests more data on ECC.

*Laura King*, Unquowa Road: Recommends a separate ECC transition to KDG PK program for students.

*Bonnie Rotelli*, Merritt Street: Supports centralized ECC program, likes the idea of a 5's program.

#### **Adjournment**

Ms. Pytko moved, Mrs. Gerber seconded that this Regular Meeting of the Board of Education adjourn.

#### **Motion Passed: 9-0**

Meeting adjourned at 11:39PM.

*Respectfully submitted by  
Jessica Gerber  
Fairfield BOE Secretary*