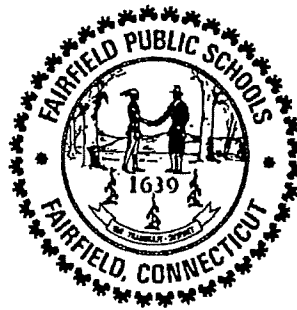


APPROVED

8/14/07

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut



PLAN TO ADDRESS RACIAL IMBALANCE
Fairfield Public Schools
Fairfield, CT

Submitted to: Commissioner of Education

By: Fairfield Board of Education
August 15, 2007

PLAN TO ADDRESS RACIAL IMBALANCE
Fairfield Public Schools
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I. Background:

Using October 1, 2006 enrollment data, the Connecticut State Board of Education's Bureau of Research, Evaluation and Student Assessment calculated that McKinley School was racially imbalanced because the percent of minority population was 28.74 percentage points more than the comparable district proportions of students in the same grade configuration.

On April 11, 2007, the Interim Commissioner of Education, George A. Coleman, sent written notification to Superintendent of Schools Dr. Ann Clark that Fairfield is out of racial balance at McKinley School. This notification was received on April 18, 2007. According to §10-226e5, a plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that, pursuant to §10-226e5(b)(4), a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five. The Fairfield Board of Education's proposed plan to address racial imbalance at McKinley School must be submitted to the Connecticut State Department of Education on or before August 18, 2007. Board of Education Chairman David Weber petitioned Commissioner Mark McQuillan for technical assistance on May 11, 2007. On May 18, 2007, Attorney Flanagan, on behalf of the Commissioner, responded to Mr. Weber's request.

II. Definition of Racial Imbalance:

Pursuant to §10-226e1-9 of the Regulations of Connecticut State Agencies, a school is racially imbalanced if the percentage of minority population falls outside of a range from 25 percentage points less to 25 percentage points more than the comparable proportion for the applicable grade configurations. A school is deemed to have impending racial imbalance if the percent of minority students falls between 15 and 25 percentage points above or below the grade configuration of the relevant schools (in this case, K-5 and pre K-5). As a further example, both our middle and high schools are in racial balance because we have three middle and two high schools and there is not a significant difference in the percentage of minority students at these levels.

III. Requirements of the State Department's Regulations:

According to the regulations, the administration must develop a plan incorporating a Board of Education policy regarding racial balance, seek community input, conduct a public hearing and receive Board of Education approval for the plan prior to submission of such plan to the Commissioner. The plan also must meet certain criteria as outlined in Connecticut General Statutes 10-226e-5.

The plan that follows responds to each of the ten provisions outlined in §10-226e-5 of the Regulations of State Agencies.

IV. Fairfield Public Schools – Overview of Racial Balance Corrective Action Plan:

The Fairfield Board of Education is committed to fully complying with the requirements in Sections 10-226a through 10-226e of the General Statutes of Connecticut relating to the racial balance of pupils attending the Fairfield Public Schools. To that end, the following Corrective Action Plan has been developed in response to the “racial imbalance” status of McKinley School cited in the letter received on April 18, 2007 from Interim Commissioner of Education, George A. Coleman, addressed to Dr. Ann Clark, Superintendent of Fairfield Public Schools.

In its deliberations, the Fairfield Board of Education has recognized that any response to correct the racial imbalance at McKinley School will have both direct and indirect implications for the district as a whole. In effect, this is a McKinley issue and a district-wide issue and the proposed plan was prepared with both perspectives in mind. The Fairfield Board of Education also recognizes that with a mid-August submission of the plan to the state, a formal response from the state is not likely until well after the start of the 2007-2008 school year, perhaps as late as mid-October. Because of these conditions, the plan outlined here has two major components:

- The first component focuses on McKinley School, including immediate steps that will be taken by Fairfield Public Schools to begin to have a corrective effect by September 2007.
- The second component will be the establishment of a broad-based community planning task force that will develop a series of recommendations by March 31, 2008 to the Fairfield Board of Education. These recommendations will focus on the diversity needs of McKinley School and the entire district over the next five school years from July 1, 2008 to June 30, 2013. The recommendations will be responsive to results generated by the steps taken by the Fairfield Public Schools in 2007-08 and a number of other considerations which will include, but not necessarily be limited to:
 1. the state’s racial balance statutes and regulations;
 2. the Fairfield Board of Education’s diversity policy;
 3. the school district’s five year enrollment projections;
 4. the enrollment capacity of the district’s schools; and,
 5. the Board’s commitment to improve student achievement for all students while closing the achievement gap between subgroups of students.

CSDE Regulatory Requirements Regarding Racial Imbalance

Sec. 10-226e-5. Plans (c) Content of Plan

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

Component 1: Racial Balance Corrective Action Plan – McKinley School

A. Goals:

1. The proportion of minorities enrolled in McKinley School will be within 15 percentage points of the comparable proportion of the school district.
2. McKinley School will achieve Goal #1 by October 1, 2010 as indicated in the annual report of school enrollment to the State Department of Education. The annual benchmarks toward achieving this goal are as follows:
 - October 1, 2007 within 25% of comparable district proportion
 - October 1, 2008 within 22% of comparable district proportion
 - October 1, 2009 within 18% of comparable district proportion
 - October 1, 2010 within 15% of comparable district proportion
3. The racial balance goals will be achieved through voluntary strategies that are based upon providing parents with educational options.

B. Background Data:

The McKinley School building has a maximum capacity of 504 students. On October 1, 2006 there were 463 students enrolled with 41.25% identified as minority students.

(Exhibit 1-Definitions of Race)

McKinley School Enrollment - October 1, 2006

Total	# Majority	# Minority	% Majority	% Minority
463	272	191	58.75%	41.25%

The district-wide comparable minority group enrollment was 12.51%. The McKinley School minority student enrollment exceeded the plus-or-minus 25% racial balance limit by 3.74%. The maximum allowable enrollment would have been 37.51%. If all of the unused classroom seats last October had been occupied by majority students, the school would still have exceeded the 25% racial balance limit by four-tenths of 1%. This suggests that any corrective action plan for McKinley School using parental choice would most likely have to not only attract more majority students to McKinley, but also make it possible for minority families at McKinley to request transfers to other district schools.

Model Filling All Available Seats with Majority Students

McKinley School – October 1, 2006

Total	# Majority	# Minority	% Majority	% Minority
504	313	191	62.1%	37.9%*

*Maximum allowable minority enrollment 37.51%

C. Linking Student Achievement to Racial, Ethnic and Socioeconomic Diversity:

The core mission of the Fairfield Public Schools is to have all students achieve high standards regardless of racial, ethnic or socioeconomic status. The school district is vigilant in its commitment to this mission and to continuous improvement. This is expressed in various ways including curriculum development and refinement, the hiring of highly qualified professional staff and ongoing professional development, the availability of modern school facilities with state-of-the art instructional technology, the equitable allocation of resources, and the responsiveness of teachers and other professional staff to meet individual student needs.

The racial, ethnic and socioeconomic composition of McKinley School is dramatically different from the rest of the elementary schools within the district. The percentage of minority enrollment is more than three times higher than the district average and more than twice as high as the next school (Holland Hill – 19.12% minority). With respect to the concentration of low-income students, McKinley School's student enrollment is more than five times the district's 6% rate with 31.2% qualified for free or reduced price lunch. This is, again, more than twice as high a rate as the next school in the district and at least 27% higher than each of the remaining nine elementary schools.

Comparison of Proportion of
Minority Students and Low-Income Students In
Fairfield Elementary Schools

School	% Minority Enrollment 2006-07	% Eligible Free/Reduced Lunch 2005-06
McKinley	41.25%	31.2%
Burr	5.32%	0.9%
Dwight	5.52%	1.3%
Holland Hill	19.12%	14.7%
Jennings	11.14%	2.4%
Mill Hill	6.04%	1.1%
North Stratfield	11.97%	3.4%
Osborn Hill	7.38%	2.0%
Riverfield	7.76%	4.2%
Sherman	6.49%	3.0%
Stratfield	11.42%	3.2%

The school district's many efforts to improve achievement for all students and to close the achievement gap between groups of students have not been powerful enough to close the achievement gap between students attending McKinley School and those attending all other Fairfield public elementary schools. Unfortunately, as the proportion of low income and minority students has increased at McKinley, the achievement gap has persisted. The number of students at McKinley School performing at or above State Goal on the Connecticut Mastery Test is significantly lower as compared to students at other Fairfield schools. This achievement gap had been increasing over the past six years in reading, writing and mathematics but the most recent Connecticut Mastery Test results have shown the achievement gap closing. *Exhibit 2* outlines a comparison, based on Generation 4 of the CMT, of the achievement of McKinley students to the achievement of other students in the district over the past two years.

Comparison of McKinley Students to Students in Other Fairfield Schools
Performing At or Above State Goal on the Connecticut Mastery Test

CMT Grade 4	2000-01 McKinley	2000-01 Other Schools	2005-06 McKinley	2005-06 Other Schools	2006-07 McKinley	2006-07 Other Schools
Reading	60%	75%	46.8%	79.1%	65.1%	75.7%
Writing	71%	78%	50.0%	78.6%	62.8%	81.7%
Mathematics	74%	80%	45.2%	71.7%	67.8%	82.6%

There is a growing body of research that suggests that reducing the concentration of low-income students in any one school below a critical concentration has a positive impact on accelerating the achievement of those students without any negative effects on other students. A recent report released by The Century Foundation, Rescuing Brown v. Board of Education: Profiles of Twelve School Districts Pursuing Socioeconomic School Integration, by Dr. Richard D. Kahlenberg <http://www.tcf.org/publications/education/districtprofiles.pdf> reviews the experiences of twelve school districts. Dr. Kahlenberg wrote in the introduction of the report:

The U.S. Supreme Court's decision to curtail significantly the ability of school districts to integrate by race has shifted attention to a new and growing alternative form of integration based on the socioeconomic status of students. Although the Court struck down plans in Louisville and Seattle, which used race as a factor in student assignment, it is clear that using a race-neutral alternative—such as family income—is perfectly legal.

The Court's rulings invalidated Seattle and Louisville's integration plans because, in the words of Justice Anthony Kennedy, "the schools could have achieved their stated ends through different means." Before categorizing individuals by race, other methods must first be explored, he said. Although Kennedy outlined a number of race-conscious alternatives that would be permissible, including "strategic site selection of new schools," and "drawing attendance zones with general recognition of the demographics of the neighborhood," Justice Stephen Breyer, in his dissent, noted that those alternatives were unlikely to be effective.

By contrast, socioeconomic school integration offers two major attractions. Because of the overlap between race and economic status in the United States, socioeconomic integration plans can indirectly provide a significant measure of racial diversity in schooling without running afoul of the Constitution. Moreover, socioeconomic integration can help districts raise student achievement in order to meet the standards of the federal No Child Left Behind Act. A large body of research has long shown that concentrations of poverty—even more than concentrations of minority students—can impede academic achievement, and that providing all students with the chance to attend mixed-income schools can raise overall levels of achievement. Breaking up concentrations of poverty is not, as one judge suggested, a “clumsier proxy device” for obtaining a certain racial result; it is a powerful educational strategy for raising student achievement. (internal footnotes excluded)

While modifying the demographics of McKinley School by adding more majority students and students who have not qualified for free or reduced lunch may be advantageous to both reducing the racial imbalance and improving student achievement, it would, by itself, create other conditions likely to negatively impact student achievement. The school district would not want to see an increase in the average class size at McKinley as this would likely be counter productive to improving student academic performance. Maintaining a lower average class size at McKinley School makes meeting the state’s racial balance standards more difficult because it reduces the usable excess capacity of the school to attract and accept more majority student transfers. It, therefore, becomes even more necessary to expand over time the opportunities for McKinley resident students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch to attend other district schools. Such a strategy would increase the capacity for McKinley to accept student transfers without increasing class size.

D. Component 1 Action Steps - McKinley School:

1. 2007 – 2008 School Year - Minority Enrollment within 25% of District Proportion
 - August
 - a) Identify a total of not more than 25 available seats representing all grade levels in three elementary schools.
 - b) Notify McKinley parents about the opportunity to transfer their children to these schools.
 - c) A meeting will be held to respond to parents’ questions.
 - d) Whenever available seats are oversubscribed, a lottery selection process will be used to assign students.
 - e) Priority in the lottery will be given to McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch.
 - September - June
 - f) Transportation will be provided.
 - g) District level staff will work with the three receiving schools to support and monitor their ability to work effectively with transferring students.

2. 2008 – 2009 School Year - Minority Enrollment within 22% of District Proportion
 - a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch may be expanded to more students based on the experience in the first year of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.
 - b) McKinley School may begin to accept students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first year of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan. (The specific design of this effort will be approved by the Fairfield Board of Education by April 30, 2008.)
3. 2009 – 2010 School Year - Minority Enrollment within 18% of District Proportion
 - a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch continued and may be expanded to more students based on the experience in the first two years of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.
 - b) McKinley School may expand the acceptance of students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first two years of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.
4. 2010 – 2011 School Year - Minority Enrollment within 15% of District Proportion
 - a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch continued and may be expanded to more students based on the experience in the first three years of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.
 - b) McKinley School may expand the acceptance of students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first three years of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.

Component 2: Broad-Based Community Planning Task Force

A. Goals:

1. The Board of Education has charged the Superintendent with leading a comprehensive planning effort to develop options for their consideration and possible approval which address enrollment projections for the next five years, racial imbalance and diversity, and improving student achievement within the context of providing enriched educational opportunities and the need to be accountable for allocating limited resources. A cross-role task force will be appointed by October 18, 2007 to generate multiple viable options that cover a five year period (2008-2013) by March 31, 2008.
2. The recommendations of the task force will focus on the diversity needs of McKinley School and the entire district over the next five school years from July 1, 2008 to June 30, 2013. The recommendations will be responsive to results generated by the steps taken by the Fairfield Public Schools in the 2007-08 school year and a number of other considerations which will include, but not necessarily be limited to:
 - a) the state's racial balance statutes and regulations;
 - b) the Fairfield Board of Education's diversity policy;
 - c) the school district's five year enrollment projections;
 - d) the enrollment capacity of the district's schools; and,
 - e) the Board's commitment to improve student achievement for all students while closing the achievement gap between various subgroups of students.

B. Component 2 Action Steps:

1. Formation of Task Force by October 18, 2007

The Board of Education will appoint a cross-role group responsible for generating viable options, which could include magnet schools and other incentives designed to encourage the voluntary movement of students within the school district, and preliminary implementation plans for consideration by the Board. The task force should be representative of the entire community and include members of key stakeholder groups. The Board of Education will invite individuals and groups to submit names of prospective members for consideration.

The composition of the task force, estimated at no less than 25 members, should include the following representation:

- District Administration
- School Administration
- Teachers
- Parents
- Community members
- Policymakers and elected officials

Once the task force is established, the Superintendent will work with the members to create a steering committee (6-8 people). The steering committee will include both internal and external task force members. As necessary and appropriate, the task force is encouraged to create subcommittees to increase the efficiency and effectiveness of its work and to provide broader opportunities for participation.

2. Recommendations of Task Force by March 31, 2008

The task force is charged with engaging in an open public process to study the issue, review the initial efforts and results based on the first year (2007-08) efforts outlined in Component 1 of this plan, generate solutions, and examine the pros and cons of multiple options. It should identify multiple options to reduce racial imbalance and improve student achievement for all students. The group should provide the Board with regular progress reports for the purposes of sharing progress to-date, receiving feedback and input from Board members, and identifying any barriers to accomplishing the task as outlined. The task force is also responsible for developing and implementing a communication plan to ensure community members receive complete and accurate information about the work throughout the process.

The recommendations should also take into consideration any lessons learned during the initial implementation of Component 1 – Racial Balance Corrective Action Plan – McKinley School outlined above that might elaborate and improve the ongoing efforts to achieve the racial balance at that school.

3. Board Action on Recommendations of Task Force by April 30, 2008

The Board of Education will review the recommendations of the Task Force and approve a comprehensive report by April 30, 2008. The report will focus on the diversity needs of the entire district over the next five school years from July 1, 2008 to June 30, 2013. The recommendations will be responsive to a number of considerations that will include, but not necessarily be limited to:

- a) the state's racial balance statutes and regulations;
- b) the Fairfield Board of Education's diversity policy;
- c) the school district's five year enrollment projections;
- d) the enrollment capacity of the district's schools; and,
- e) the Board's commitment to improve student achievement for all students while closing the achievement gap between subgroups of students.

4. Submission of Report to Commissioner of Education by May 10, 2008

The Board of Education will submit the report and a revised Comprehensive Five Year Plan to the Commissioner of Education, based on the experiences of the first year as outlined in Component 1 of this plan, for review and approval with respect to the elimination of racial imbalance at McKinley School. This is viewed as a dynamic process, which will be monitored and adjusted annually, where appropriate.

V. Addressing the Relevant Sections of the State Department of Education's Regulations Regarding Imbalance:

Section 1: The Board of Education policy statement addressing racial imbalance in the school district:

Included is a copy of the Board of Education Policy #6114, solely devoted to the Board's commitment "to reduce racial, ethnic and economic isolation." The policy was adopted on August 9, 2007. (*Exhibit 3*)

Section 2: A description of the process the Board of Education undertook to prepare the plan:

1. On April 11, 2007, the Interim Commissioner of Education, George A. Coleman, sent written notification to the Superintendent of Schools, Dr. Ann Clark that Fairfield is out of racial balance at McKinley School. According to §10-226e5, a plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that, pursuant to §10-226e5(b)(4), a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five. The Board Sub-committee for Facilities Planning met with Attorney Karen Flanagan at a public meeting on May 2, 2007. The Board requested technical assistance on May 11, 2007. The Board held a public forum with approximately 200 citizens in attendance at McKinley Elementary School on May 29, 2007, where citizens made suggestions to address the issue of racial isolation. The topic is discussed at the bi-weekly meeting of the Board's Sub-committee for Facilities Planning and at each of the Board of Education's regularly scheduled meetings (June 12, June 26, July 24) as well as the Special Meetings of the Board of Education (June 19, July 10, August 9, 14) devoted solely to this topic. A public hearing on the proposed plan was held on August 9 at which time the Board voted to adopt Policy #6114, "to reduce racial, ethnic and economic isolation." The Board voted to adopt the plan on August 14.

Section 3: Presentation and analysis of relevant data including:

1. Projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan.

The district develops both five and ten year enrollment projections on an annual basis. The district is committed to reduce the imbalance through voluntary methods to achieve the goal of "Minority Enrollment at McKinley to be within 15% of the District Proportion by 2010-2011."

2. Analysis of conditions that have caused or are contributing to racial imbalance in the school district.

A brief analysis leading to the present racial imbalance that began five years ago with impending racial imbalance. The timeline indicates that this has been a concern for many years and that previous efforts have not provided a long-term solution.

DATE	ACTIVITY
April 4, 2001	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2000, McKinley has an absolute imbalance of 14.92%.
April 17, 2002	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2001, McKinley is in impending racial imbalance with an absolute imbalance of 18.05%.
February 13, 2003	As a result of new school construction (construction of new McKinley Elementary School, construction of new Burr Elementary School, construction of new Roger Ludlowe Middle School, renovation of two high schools), a complete redistricting of the Fairfield Public Schools includes a plan to address the impending racial imbalance. The Board of Education considers three options: K-2/3-5 schools; moving "islands" of McKinley students to other schools in the district; and, moving a large group of McKinley students to another elementary school with a similar number of students coming from that school to McKinley. After six months of deliberation, the Board adopts a plan that redistricts those students who ride a bus to McKinley from McKinley to Stratfield and those students who ride a bus to Stratfield from Stratfield to McKinley. Under this plan the minority at McKinley School moves from 30% to 16% while the average for the district is 10.5%. The plan is to be implemented in August 2004 when all new construction is complete.
May 7, 2003	McKinley parents file a Class Action Lawsuit for "temporary and permanent injunctive relief" in U.S. District Court against the redistricting plan adopted by the Board of Education.
May 8, 2003	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2002, McKinley is in impending racial imbalance with an absolute imbalance of 19.82%.
July 14, 2003	Federal Judge Eginton hears the case presented by McKinley parents. Judge Edgerton suggests that he may allow the upcoming election of three new Board members to address the issue.
November 2003	Three new Board of Education members are elected.
December 9, 2003	A Stipulated Agreement to Dismiss Without Prejudice is signed by Federal Judge Eginton.
March 30, 2004	Board of Education returns McKinley and Stratfield attendance areas to original boundaries with the belief that the new construction at McKinley School will generate more majority families moving into the area and attending McKinley.
April 16, 2004	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2003, McKinley is in impending racial imbalance with an absolute imbalance of 20.21%.

DATE	ACTIVITY
August 2004	New McKinley School opens.
April 11, 2005	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2004, McKinley is in impending racial imbalance with an absolute imbalance of 22.79%.
April 7, 2006	Fairfield Public Schools receives notification from Commissioner of Education that, in October 2005, McKinley is in impending racial imbalance with an absolute imbalance of 22.22%.
April 11, 2007	Fairfield Public Schools receives notification from Interim Commissioner of Education that McKinley is now racially imbalanced with an absolute imbalance of 28.74%.
May 2, 2007	CSDE Attorney Karen Flanagan presents to BOE Sub-Committee for Facilities Planning.
May 8, 2007	BOE Mtg. at McKinley – Discussion of Issues of Racial Imbalance
May 11, 2007	BOE Chairman David Weber requests technical assistance from CSDE.
May 17, 2007	BOE Facilities Sub-committee meets to discuss Issues of Racial Imbalance.
May 18, 2007	BOE Chairman receives a response from Attorney Flanagan to Fairfield's request for technical assistance.
May 24, 2007	Deputy Superintendent of Schools Jack Boyle visits New Haven Magnet Elementary Schools.
May 29, 2007	Special BOE Mtg. at McKinley provides a Public Forum on Issue of Racial Imbalance (200 in attendance).
June 7, 2007	Board of Education Sub-committee for Facilities Planning meets to draft a three phase plan, which includes semi-open enrollment at McKinley, facilities renovation and construction and exploration of a magnet school.
June 11, 2007	Superintendent of Schools Ann Clark requests "unique status" designation for McKinley Elementary School.
June 12, 2007	Regular Board of Education meeting includes a presentation on magnet schools by CES Six to Six Principal Chris La Belle and McKinley Principal Dr. Dale Bernardoni (Dr. Bernardoni was previously principal of the Wintergreen Interdistrict Magnet School in Hamden.) and a preliminary discussion of the three phase draft plan developed by the Board Facilities Sub-committee.
June 19, 2007	Special Board of Education meeting to discuss racial imbalance within the school district. Mr. Ed Linehan presents his work with intra-district magnet schools. Ed Linehan is hired as a consultant as the district looks to develop a magnet school.
June 26, 2007	Regular Board of Education meeting includes a discussion on the development of a plan to address racial imbalance.
June 28, 2007	Supreme Court Ruling in <i>Parents Involved in Community Schools vs. Seattle School District No. 1</i> .
July 6, 2007	Received letter from Commissioner McQuillan denying "unique status" for McKinley School.

DATE	ACTIVITY
July 10, 2007	Special Board of Education meeting to discuss racial imbalance. Board of Education Consultant Ed Linehan presents the Board with an approach to use student achievement (lowest quartile) to provide opportunities for McKinley students with voluntary choice to attend other Fairfield Schools.
July 17, 2007	Superintendent of Schools Ann Clark requests an extension to allow 60 days after Attorney General Blumenthal rules on the effect of Supreme Court Ruling in <i>Parents Involved in Community Schools vs. Seattle School District No. 1</i> as it relates to Connecticut's racial imbalance law.
July 23, 2007	Draft plan is submitted by Deputy Superintendent Boyle to Atty. Karen Flanagan for initial review.
July 24, 2007	Board of Education meets to discuss racial imbalance. Attorney Stephen Fogerty provides an update on the recent Supreme Court Ruling in <i>Parents Involved in Community Schools vs. Seattle School District No. 1</i> . The Board reviews a draft of the plan and suggests changes. There is a "first read" of Policy #6114 "Reduction of Racial, Ethnic, and Economic Isolation".
July 25, 2007	Attorney Flanagan's feedback suggests support for the benchmarks and the fact that we are starting this year. She suggests that we more directly tie together the two components of the plan, i.e., Year 1 and subsequent years with the Broad-Based Community Planning Task Force to reduce the imbalance at McKinley by charging the committee with monitoring and adjusting the plan based on our initial experiences. She further suggests that it would be more advisable to be more explicit in some of the strategies that the Planning Task Force would consider to create capacity at McKinley, such as magnet schools and/or other incentives.
July 27, 2007	State Board of Education Chairman Allan Taylor declines request for extension as requested on July 17, 2007.
August 9, 2007	Public Hearing on the Proposed Plan. Board adopts policy #6114, "Reduction of Racial, Ethnic and Economic Isolation."
August 14, 2007	Board of Education Vote on the Proposed Plan.

- Analysis of student achievement in the cited schools as compared to other schools in the district.

Comparison of McKinley Students to Students in Other Fairfield Schools
Performing At or Above State Goal on the Connecticut Mastery Test

CMT Grade 4	2000-01 McKinley	2000-01 Other Schools	2005-06 McKinley	2005-06 Other Schools	2006-07 McKinley	2006-07 Other Schools
Reading	60%	75%	46.8%	79.1%	65.1%	75.7%
Writing	71%	78%	50.0%	78.6%	62.8%	81.7%
Mathematics	74%	80%	45.2%	71.7%	67.8%	82.6%

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

The Board of Education proposes a two phase process in the plan to address a long-term solution to provide sustained racial balance at the elementary level by 2010-2011. While the first phase focuses on creating capacity at McKinley, the Broad-Based Community Planning Task Force will concentrate on the diversity needs of McKinley Elementary and the entire district over the next five school years from July 1, 2008 to June 30, 2013. The recommendations will be responsive to results generated by the steps taken by the Fairfield Public Schools in 2007-08 and a number of other considerations which will include, but not necessarily be limited to:

1. the state's racial balance statutes and regulations;
2. the Fairfield Board of Education's diversity policy;
3. the school district's five year enrollment projections;
4. the enrollment capacity of the district's schools; and,
5. the Board's commitment to improve student achievement for all students while closing the achievement gap between subgroups of students.

Section 5: Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan:

The school district has completed over \$200M over the past five years. A long-term facilities planning committee has recommended eliminating portable classrooms and increasing the capacity of the elementary schools. This plan (*Exhibit 4*) was presented to the Fairfield Board of Education in the fall of 2006. The First Selectman presently has two town-wide committees exploring options to implement the recommendations of the facilities committee. There are no school closings being contemplated as part of the racial balance plan.

Section 6: Specific proposals minimizing any disruptive effects of plan implementation:

The long-term solution will involve notification to parents, planning of transportation routes, and – depending on the option adopted – the possibility of some redistricting, staff reassignment, and detailed choice procedures. However, because the Board of Education is proposing a plan in which changes will be phased in and not totally be implemented until 2010-2011, disruptive effects of plan implementation will be minimal.

Section 7: Provisions for monitoring plan implementation and evaluating plan effectiveness including procedures for revising and updating the plan:

The Fairfield Board of Education will annually review enrollment patterns and racial balance issues. If necessary, the Board of Education will modify its policies to ensure continued compliance with applicable State statutes and State Department of Education regulations.

The Fairfield Board of Education is committed to resolving the racial imbalance and impending racial imbalance in its elementary schools. It is also committed to ensuring that imbalance does not reoccur or develop in other schools. The Superintendent and her Administrative Team will monitor the implementation of this plan.

Section 8: A timetable for compilation for each step in the plan for implementation of the plan as a whole:

Component 1 Action Steps - McKinley School:

1. 2007 – 2008 School Year - Minority Enrollment within 25% of District Proportion
 - August
 - a) Identify a total of not more than 25 available seats representing all grade levels in three elementary schools.
 - b) Notify McKinley parents about the opportunity to transfer their children to these schools.
 - c) A meeting will be held to respond to parents' questions.
 - d) Whenever available seats are oversubscribed, a lottery selection process will be used to assign students.
 - e) Priority will be given to McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch in the lottery.
 - September - June
 - f) Transportation will be provided.
 - g) District level staff will work with the three receiving schools to support and monitor their ability to work effectively with transferring students.
2. 2008 – 2009 School Year - Minority Enrollment within 22% of District Proportion
 - a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch may be expanded to more students based on the experience in the first year of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.
 - b) McKinley School may begin to accept students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first year of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan. (The specific design of this effort will be approved by the Fairfield Board of Education by April 30, 2008.)
3. 2009 – 2010 School Year - Minority Enrollment within 18% of District Proportion
 - a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch continued and may be expanded to more students

based on the experience in the first two years of the plan and the recommendations of the Broad-Based Community Planning Task Force as outlined in Component 2 of this plan.

- b) McKinley School may expand the acceptance of students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first two years of the plan and the recommendations of the Broad Based Community Planning Task Force as outlined in Component 2 of this plan.

4. 2010 – 2011 School Year - Minority Enrollment within 15% of District Proportion

- a) Opportunities for McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch continued and may be expanded to more students based on the experience in the first three years of the plan and the recommendations of the Broad Based Community Planning Task Force as outlined in Component 2 of this plan.
- b) McKinley School may expand the acceptance of students who achieved proficiency on the CMT in reading or achieved at a high level on district assessments in reading and/or students who have not qualified for free or reduced lunch from other Fairfield elementary schools based on the experience in the first three years of the plan and the recommendations of the Broad Based Community Planning Committee as outlined in Component 2 of this plan.

Section 9: Demonstration that school district resources have been equitably allocated among all schools within the district:

The elementary budget summary (*Exhibit 5*) shows information regarding the equitable allocation of resources within the Fairfield Public Schools based on student enrollment for the 2006-2007 and 2007-2008 school years. The information confirms not only equity between and among schools based on enrollment, but also efforts on the part of the Fairfield Board of Education to provide additional resources to the schools which have special needs.

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

In response to these challenges, the following programs have been put in place:

Pre-school for Four-Year-Old Students

Two years ago, a preschool was opened for students whose families lack the resources to provide for nursery school or day care experiences prior to kindergarten. Priority has been given to those students who speak a language other than English. The program provides a rich language immersion program to 20 identified students on an annual basis. This program, which is free, raised McKinley's percentage of students who attended pre-school to comparable levels to the other elementary schools. The program also includes monthly parenting workshops and the distribution of books for home libraries.

Targeted ELL Extension Services

There are five part-time ELL teachers who provide in-school support services for children who are acquiring English language skills. Students enroll at McKinley with a spectrum of needs from newcomers with no prior English exposure to students with bilingual or trilingual skills. Resources are used in a variety of ways to support all students. For example, the school provides:

- A special lending library of books with accompanying tapes or CDs.
- Leveled after-school assistance by certified teachers two days per week in the areas of reading and homework completion.
- Enrichment programs to strengthen vocabulary development and literacy skills during school vacation weeks and August. Certified teachers accompany students on field trips to area businesses, parks, and museums. Upon return to the school, the students discuss and write about their experiences.
- Evening classes for parents who are English language learners. The classes focus on interpreting information sent home on school programs, events, and services.

Teaching and Learning Enhancements

Each year, a variety of funding sources has been used to improve student achievement. Some of these enhancements are used for:

- Early Literacy tutors for students reading below grade level in the primary grades. This program is for daily, one-to-one or small group instruction.
- Class size reductions to better enable teachers to give individualized attention and instruction to students acquiring English language skills.
- Meaningful partnerships with schools in other districts. For two years, McKinley School, in collaboration with Read School in Bridgeport, has received an inter-district grant from the CSDE. Through a program titled "Postcards for Peace", students in third grade have been exposed to a wide range of cultural experiences through research, guest speakers, museum trips, and projects.
- Collaborative programs with schools within Fairfield. Many opportunities are provided for other Fairfield schools to participate in cultural and educational activities at McKinley.
- Development of special units of instruction. A CT Educators' Association grant has been used for a multi-grade unit about ornithology. Participating students have worked with Audubon Society experts to learn about birds, engage in bird watching, and create bird houses that attract migratory birds.
- Improved access to technology. A grant was awarded to McKinley School from the CT Association for the Gifted to expand existing technology in order to provide live broadcast capabilities. Currently rotating teams, inclusive of English language learners, produce a daily live news program that is broadcast throughout the school.

After School Programs

Partnerships have been established with area non-profit organizations in order to provide support and enriching opportunities for students after school.

- The Wakeman Boys and Girls Club of Fairfield has dedicated a free program coordinator for school sports and special interest programs to work with McKinley staff. The coordinator and school social worker identify students for inclusion in the Wakeman programs. Currently, over 200 students are involved in mentoring and programming with this community organization. This effort has greatly improved student attendance and homework completion, while reducing behavioral issues.
- The United Way of Fairfield County has provided funding for the Music and Arts Center for the Humanities in Bridgeport to provide music, movement, theater, and visual arts education two days a week after school. Forty students participate in the MACH classes two days a week after school. An additional 20 students receive three hours of classes on Saturday mornings at the MACH facility. Free transportation is provided using the United Way funding.

Community Celebration of Diversity

The Parent Teacher Association dedicates significant funds to recognize, honor, and celebrate the diversity of the McKinley families.

- Cultural enrichment programs, including performances, artists-in-residence and visits by guest authors, are selected to educate the students and their families about the cultures represented at McKinley.
- The annual World's Fair provides a venue for families to display information, create art, observe performances, and share food that is representative of their cultures. This festival is open to the public and is one example of numerous activities and events designed to increase community outreach.

In addition, six gifted elementary school teachers uniquely experienced in working with diverse populations were transferred from other schools in the district to work at McKinley, providing the very best support for the instructional needs of the school. An outstanding principal who has worked successfully in an intra-district magnet school in New Haven, Connecticut was hired to lead this school.

Conclusion / Summary

The Fairfield Board of Education is committed to fully complying with the requirements in sections 10-226a through 10-226e of the General Statutes of Connecticut as they relate to the racial balance of pupils attending the Fairfield Public Schools. The Board of Education proposes a two part plan, the first focuses on increasing capacity at McKinley Elementary by immediately offering choice, with priority given to McKinley students not yet achieving proficiency on the CMT in reading or not yet achieving at a high level on district assessments in reading and/or qualified for free or reduced lunch, to attend other schools within the district. The second component is the establishment of a broad-based community planning task force that will develop a series of recommendations by March 31, 2008 to the Fairfield Board of Education. These recommendations will focus on the diversity needs of McKinley Elementary and the entire district over the next five school years from July 1, 2008 to June 30, 2013. The recommendations will be responsive to results generated by the initial steps taken by the Fairfield Public Schools in 2007-08. Our district will continue to participate in the Open Choice Program and inter-district cooperative programs. The Board and the Superintendent are determined to meet the goals of reducing racial imbalance, creating a more diverse educational atmosphere, and improving student achievement for all students in the district.

EXHIBITS

- Exhibit 1 Race Definitions Used by the State of Connecticut's Public School Information System (PSIS)
- Exhibit 2 Generation 4 of the CMT Comparisons of the Achievement of McKinley Students to the Achievement of Other Students in the District Over the Past Two Years
- Exhibit 3 Board of Education Policy #6114 –
Reduction of Racial, Ethnic and Economic Isolation
- Exhibit 4 Report of the Facilities Planning Committee, November 28, 2006
- Exhibit 5 Fairfield Public Schools Elementary Budget Summary 2006-07 and 2007-08

EXHIBIT 1

The Race Definitions Used by the State of Connecticut's Public School Information System (PSIS).

Race codes

Code	Description
Minority	<u>American Indian</u> – A person having origins in any of the original peoples of North America and who maintains cultural identification through affiliation or community recognition.
	<u>Asian</u> – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent.
	<u>Black, not of Hispanic Origin</u> – A person having origins in any of the black racial groups of Africa.
	<u>Hispanic/Latino</u> – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.
Majority	<u>White, not of Hispanic Origin</u> – A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

**Fairfield Public Schools
Generation 4
CMT 2006-2007 Building Results-- by CONTENT AREA
Percentage Above Goal**

	Reading			Writing			Math	
	2006	2007		2006	2007		2006	2007
	Gen 4	Gen 4		Gen 4	Gen 4		Gen 4	Gen 4
Grade 3								
McKinley	57	46	McKinley	63	67	McKinley	59	61
District	78	69	District	81	78	District	75	77

	Reading			Writing			Math	
	2006	2007		2006	2007		2006	2007
Grade 4								
McKinley	47	65	McKinley	50	63	McKinley	45	68
District	79	76	District	79	82	District	72	83

	Reading			Writing			Math	
	2006	2007		2006	2007		2006	2007
Grade 5								
McKinley	66	53	McKinley	57	57	McKinley	51	61
District	77	77	District	75	78	District	74	82

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

The Board of Education shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.


The Board shall report biennially to its regional education service center (CES) on district programs and activities undertaken to reduce racial, ethnic and economic isolation. Such information shall, through the regional service center and the Commissioner of Education, be reported to the Governor and the General Assembly.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290 An Act Enhancing Education Choices and Opportunities.

10-220 Duties of boards of education

Approved 8/9/07




Fairfield Public Schools
Board of Education

**REPORT OF THE FACILITIES
PLANNING COMMITTEE**

John Mitola, Chairman
Dave Weber
Stacey Zahn

November 28, 2006




Fairfield Public Schools
Board of Education

The Committee's Charge

*To review the School District's future
facility needs based on enrollment
and program in order to:*

Maintain quality schools
with flexible uses

2




Fairfield Public Schools
Board of Education

The Committee's Focus

- The Committee determined that most of the space issues in the School District directly relate to the Elementary Schools
 - ✓ Primarily due to recent construction or renovation of High Schools and Middle Schools

3




Fairfield Public Schools
Board of Education

The Committee's Work

- To update the *Fairfield Public Schools' Facilities Plan*, dated June 2002
 - ✓ New *Fairfield Public Schools' Facilities Plan* updated to December 2006 (Exhibit A)
- To study capacity, current and projected enrollment, utilization of space and possible renovations
 - ✓ Tours of Stratfield, Dwight, Sherman Elementary and Tomlinson Middle School

4




**Fairfield Public Schools
Board of Education**

The Committee's Work

- Summary of the Committee's General Findings regarding each of the Elementary Schools
- Recommendations
 - ✓ Based in part upon Latest Enrollment Projections by *Applied Data Services* (Exhibit B)

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**Fairfield Public Schools
Board of Education**

The Committee's Recommendation 1

- Mini-Redistricting (2007 – 2008 School Year)
 - ✓ Upper-Mill Plain Road and Duck Farm Road Area (approximately 80 students)
 - ✓ Redistrict from Osborn Hill and Riverfield Schools to Dwight School
 - ✓ Alleviates overcrowding at both Osborn Hill and Riverfield Schools

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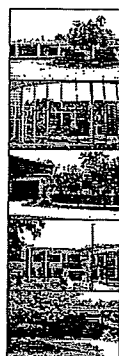


**Fairfield Public Schools
Board of Education**

The Committee's Recommendation 2

- Construct Addition to and Renovate Dwight Elementary School
 - ✓ Increase "Brick-and-Mortar" capacity from 378 to 500 students (122 students) by building a 5-classroom addition
 - ✓ Alleviates overcrowding in the long-run at Osborn Hill, Riverfield and possibly Mill Hill Schools

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**Fairfield Public Schools
Board of Education**

The Committee's Recommendation 3

- Establish Feasibility Committee to Study Adding Space to Sherman Elementary School
 - ✓ Sherman's kindergarten enrollment continues to grow (70 to 92 increase in Kindergarten as of 10/1/06 requiring 5 classrooms)
 - ✓ Increase in enrollments due to migration of school-aged families into larger homes
 - ✓ Recognition of limited options because of location

8




Fairfield Public Schools
Board of Education

The Committee's Recommendation 4

- ❑ Renovate Stratfield Elementary School
 - ✓ Needs total renovation similar to Tomlinson Middle School
 - ✓ Consider small addition to alleviate capacity needs across Town

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Fairfield Public Schools
Board of Education

Miscellaneous Issues

- ❑ Portables
- ❑ High Schools and Middle Schools
- ❑ Leased Spaces
- ❑ Oldfield School

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Fairfield Public Schools
Board of Education

Special Thanks


*Jack Boyle
Tom Cullen
Judy Ewing*

11



Fairfield Public Schools
Board of Education

Questions



12

**BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT**

**REPORT OF THE FACILITIES PLANNING COMMITTEE
NOVEMBER 28, 2006**

Introduction

Commencing during the Summer of 2006, the Fairfield Board of Education Facilities Planning Committee (hereinafter "Committee") was charged with reviewing the district's future facilities needs, based on enrollment and program to maintain quality school facilities with flexible uses. The Committee endeavored to analyze the current adequacy of the school district's facilities with regard to physical condition, efficiency and space in order to develop a series of recommendations. This report will detail the work and provide the recommendations of the Committee, as well as offer support for each recommendation.

The Committee's Work

In June 2002 the Board of Education ("BOE") adopted an updated "Elementary Schools Facilities Plan" which addressed various topics such as:

- Assumptions for Elementary School Planning
- Capacity of Fairfield's Elementary Schools
- Calculation Capacity; and
- Space Analysis

EXHIBIT 4

After reviewing that report, the Committee determined that the report should be updated to include facility information for the middle schools, the high schools, Burr and McKinley schools, Co-Op, PAL, and Central Office Administration and all information incorporated into a central document detailing the district's facilities information, assumptions, space analysis, etc. The Committee has completed its work on that report, which is entitled "Fairfield Public Schools Facilities Plan" December 2006 (hereinafter "Facilities Plan").

The Committee also studied (i) the capacity of each of the district's schools with and without portable space; (ii) current and projected enrollment in the district (as well as Town of Fairfield census numbers and patterns); (iii) possible renovation and expansion needs in the district's facilities; and (iv) the use of current available space (i.e., whether current available space is being properly and reasonably used). Committee members also toured several schools in the district including Stratfield, Dwight, Sherman and Tomlinson. During the course of its work the Committee determined that most of the space issues/needs in the district directly related to the district's elementary schools due primarily to the recent new construction and renovation at the district's secondary schools.

Elementary Schools

The Committee studied each elementary school in the district and much of its work is outlined in the Facilities Plan, which contains specific data and information on capacities and portables. The following is the Committees' general

EXHIBIT 4

findings on each elementary school (more specific and detailed information can be gleaned from the Facilities Plan).

Burr Elementary School

***Enrollment as of October 1, 2006-** 451 students

***Capacity-** 504 (no portables)

***Permanent Classrooms-** 27 full size

***Portables-** None

***Facility Information-** It is a newly constructed school having opened in the 2004-05 school year.

Holland Hill School

***Enrollment as of October 1, 2006-** 340 students

***Capacity-** with current 3 portables 378; without portables 315

***Permanent Classrooms-** 20 full-size

***Portables-** 3

***Facility Information-** Holland Hill is scheduled to receive two replacement portables next year (FY 2007-08). Generally the school is in good condition and new windows were installed recently, but it has significant plumbing issues and needs new bathrooms, ceiling system and lights. Moreover, approximately one-half of the roofs will need to be replaced in 2012 as detailed in the district's maintenance plan. (*Please see Exhibit A section on Holland Hill*).

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Jennings School

***Enrollment as of October 1, 2006-** 341

***Capacity-** 357 capacity without portables

***Permanent Classrooms-** 23 full size

***Portables-** 1 used for music.

***Facility Information-** Jennings is generally in good shape. Its roof is in good condition, it has new windows and its doors were recently painted.

(Please see Exhibit A section on Jennings School).

McKinley Elementary School

***Enrollment as of October 1, 2006-** 463 students

***Capacity-** 504 (no portables)

***Permanent Classrooms-** 30 full-size

***Portables-** None

***Facility Information-** McKinley is a newly constructed school having opened in the 2003-04 school year.

Mill Hill School

***Enrollment as of October 1, 2006-** 447 students.

***Capacity-** 483 with current 5 portables and 378 without portables.

***Permanent Classrooms-** 20 full-size

***Portables-** 5

***Facility Information-** The Committee identified Mill Hill as a school that could benefit from an addition; however, an addition would most likely take away the playground area. The building needs skylight repair and,

EXHIBIT 4

in approximately 5 years, it will need a new roof. *(Please see Exhibit A, section on Mill Hill for detailed information).*

North Stratfield School

***Enrollment as of October 1, 2006-** 476 students

***Capacity-** 462 with no portables

***Permanent Classrooms-** 26 full-size

***Portables-** None

***Facility Information-** The school is in good shape, and air-conditioning recently was installed in 5 classrooms. The wood playground is scheduled to be replaced in 2007, and the building is slated for roof replacement in 2013 as part of the district's facilities management program. The school is currently overcapacity by 14 students. *(Please see Facilities Plan, section on North Stratfield).*

Osborn Hill School

***Enrollment as of October 1, 2006-** 515 students

***Capacity-** with current 4 portables 525; without portables 441

***Permanent Classrooms-** 22 full-size

***Portables-** 4

***Facility Information-** It is not recommended that Osborn Hill be considered for an addition because of the stress that would be placed on the core faculties. (cafeteria, media center and gymnasium). The school, however, will need a new roof in 2011. *(Please see Exhibit A section on Osborn Hill School).*

Riverfield School

***Enrollment as of October 1, 2006-** 477 students

***Capacity-** with current 4 portables 483; without portables 399.

***Permanent Classrooms-** 22 full-size

***Portables-** 4

***Facility Information-** The roof on the "pod" section and connector section of the school has been replaced, and the school is scheduled for a new roof in 2010 as part of the district's facilities management plan. The windows of the school are scheduled for replacement in 2007. *(Please see Exhibit A, section on Riverfield).*

Roger Sherman School

***Enrollment as of October 1, 2006-** 447 students

***Capacity-** 462 students with portables; 357 students without portables

*** Permanent Clasrooms-**19 full-size

***Portables-** 5

***Facility Information-** Sherman's projected enrollment for the 2006-07 school year was 439, which is over the projection by only 8 students; however, Kindergarten enrollment was over the projection by 22 students for the current 2006-7 school year (projection of 70 students versus an actual enrollment of 92 students). There is the real possibility that a dedicated art room will be lost if the school enrollment increases.

Sherman is on the list to receive new portables in the next 3 to 4 years. As will be discussed in more detail below, Sherman's population is

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need for portable space at that facility. *(Please see Exhibit A, section on Stratfield School).*

Timothy Dwight School

***Enrollment as of October 1, 2006-** 326 students.

***Capacity -** 378 students.

***Permanent Classrooms-**21 full-size.

***Portables-**None

***Facility Information-** Dwight needs renovation because of its age and condition, which includes building, life safety codes and ADA accessibility upgrades. Moreover, because of its location and building set-up, it is one of the schools that appears could accommodate an addition. *(Please see proposed Facilities Plan, section on Dwight School hereinafter Exhibit A).*

Committee Recommendations

In making the following recommendations, the Committee adopted the assumptions for elementary planning set forth in the updated Facilities Plan. (Those assumptions are attached hereto as Exhibit A). The Committee also used current and projected enrollment numbers, and considered the age and condition of the facilities.

The district retained the services of Applied Data Services to assist in projecting enrollments and updating those figures for 2005-06 through the 2015-16 school years. Attached hereto as Exhibit B is the latest updated enrollment projections report dated November 10, 2006. Predicting enrollment numbers is not an exact science and the projections for the 2006-07 school year were below

EXHIBIT 4

the actual enrollment numbers for the 2006-07 school year. Here is the comparison between the projected enrollment figures and actual enrollment for the 2006-07 school year at the elementary level:

	<i>Actual Enrollment</i>	<i>Projected Enrollment</i>	<i>Actual vs. Projected</i>
<i>Kindergarten</i>	822	767	+55
<i>Grade 1</i>	806	822	-16
<i>Grade 2</i>	793	806	-13
<i>Grade 3</i>	806	784	+22
<i>Grade 4</i>	731	705	+26
<i>Grade 5</i>	769	762	+7
<i>Totals</i>	4,727	4,646	+81

All of the following recommendations are important, but they are listed in sequential order based on what the Committee believes should be addressed by priority.¹ The Committee does not expect the Town of Fairfield to undertake these recommendations all at once and recognizes that the recommendations should be undertaken over a reasonable time frame.

Recommendation Number 1-Mini Redistricting

The Committee recommends that the Board of Education immediately consider a "mini-redistricting" to be implemented in the 2007-08 school year to alleviate the overcrowded situation at Osborn Hill and Riverfield Schools.

Approximately 37 students who attend Osborn Hill School reside in the upper Mill Plain Road area and associated side streets. Moreover, 42 students who attend

¹ Any recommendation concerning a proposed addition/renovation is obviously subject to the proper approvals from town bodies such as zoning, conservation etc. The Committee has not researched whether such approvals would be forthcoming as such is subject to legal and/or the expertise of engineering/architectural entities.

EXHIBIT 4

Riverfield School reside in the Duck Farm Road area and associated side streets. These two areas are contiguous with the Dwight School district and it is not unreasonable for these areas to attend Dwight School. This would reduce the stress at both Osborn and Riverfield, and Dwight has room to accommodate these additional numbers of students.

Recommendation 2-Addition and Renovation to Dwight

The Committee recommends that an addition to and renovation/upgrades be made to Dwight School to raise its brick and mortar capacity from 378 to 500 students and bring the building up to code. This would entail a modest 5-classroom addition. Because the school now only has a student population of 326 students (with the Dwight enrollment projected to decrease over the next 10 years), building an addition would allow an additional 174+ students to attend the school. The reasoning behind this recommendation is that such an addition would directly help reduce the high enrollment populations at Riverfield and Osborn Hill Schools, and possibly Mill Hill School, with the potential to substantially reduce or eliminate many of the portable classrooms at each of those schools.

Osborn Hill is at the critical stage. Its current enrollment is 515 students, its predicted enrollment for the upcoming 2007-08 school year is 519 students and for 2008-09 its enrollment is projected at 528 students. The school's overcrowding strains core facilities and increases traffic at the site.

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Although Osborn Hill School has only three fifth grade sections, it is anticipated that next year it will have four kindergarten sections, which would require a new additional portable at the site. The district plans to replace 2-3 portables district wide for the 2007-08 school year, but it has not planned to add to the current number of portables. Simply put, if nothing is done at Osborn Hill, a new portable would have to be added for the 07-08 school year. (See additional recommendations below). Moreover under the anticipated enrollment projections at Osborn Hill School, the school stays at approximately the 500-student mark for the next 4 years and is only approximately 40 students below the 500 mark for one year through 2015-16. In other words, it is safe to say that the student population will remain between 460 to 500 students for at least the next 10 years.

Riverfield School is also expected to continue to either grow or at least remain around its current level of 477 students. (See Exhibit B). It is safe to say that with the construction of anywhere from 6-16 homes at the corner of Duck Farm and Mill Plain Roads, and based on the ADS projections (which did not consider these homes when it completed its current report), it is not unreasonable to conclude that the student population at Riverfield will approach 500 students and remain at that level for at least the next 5 years.

The Committee believes that out of all the schools in the district Dwight would best accommodate an addition because not only would it help alleviate the conditions at Riverfield, Osborn Hill schools and perhaps Mill Hill School, but it appears that it has the land/space to accommodate an addition and that work on

an addition could occur while school is in session based on the location of a proposed addition.

*Recommendation 3-Establishment of Feasibility Committee to Study
Adding Space to Sherman School*

The Committee also recommends that a feasibility committee be established by the Town to study the feasibility of adding space to Sherman School especially because, as part of this recommendation, the Committee does not support renovating and reopening Oldfield School. (See details below). This could be an assigned task for the town's facilities commission or a "special projects" building committee could be formed to study this issue.

Sherman School is the only school located south of the Post Road. Because of its location it is difficult to redistrict students who attend Sherman School. The only feasible option would be Mill Hill School but, as indicated above, Mill Hill School cannot accommodate additional students. (Although there is a possibility that some space might be available if an addition is constructed at Dwight). Additionally, it appears that Sherman's enrollment is growing. Although for the 2006-07 academic year the projected student population at Sherman was 439 students but the actual enrollment was 447 students (a modest increase of 8 students), the most telling number is at the Kindergarten level. The projection for Kindergarten at Sherman for the 2006-07 year was 70 students but the actual enrollment was 92 students requiring 5 kindergarten sections. Moreover, based

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on the 2008-09 projections, it is reasonable to conclude Sherman will have at least 4 Kindergarten sections thereby requiring an additional classroom.

Another indication that the Sherman district will continue to grow is the fact that there has been and continues to be construction of bigger homes taking the place of smaller homes in the Sherman district. Census information also may be used as an indication that the school population may grow at Sherman.

Information obtained regarding the 2000 Census (which is the most current information available) indicates that out of the total households which compose all or part of the Sherman district 27% of the households in Tract 615 consists of elderly households (meaning 60+ years of age) and in Tract 616 35% of the households are categorized as elderly households which is at least some evidence that there will be turnover in the future.

The Committee urges that the Town establish a feasibility committee to look at quick/creative/cost effective ways to add space to Sherman School given the fact that Sherman is in a flood plain zone and it is the only school south of the Post Road. With respect to flood zone issues, it is the Committees' understanding that all school renovation/construction projects located in a flood zone must obtain approval from the DEP under the State of Connecticut's Flood Management Program. Under the program, the State has strict guidelines that must be followed; however, it is the Committee's understanding that Connecticut's Flood Management Program includes a provision that for non-intensive building modifications or renovations full compliance with the program is not required. For renovations, which cost less than 50% of full building

EXHIBIT 4

replacement costs, the provisions of the program are not enforced. The Committee recommends that any established/created feasibility committee look into adding space at Sherman at a cost of less than 50% of the full building replacement costs. Various options have been suggested by the public, such as: enclosing the courtyard and making it the library/media center and then converting the current library/media center into two classrooms, and then adding a small addition to the building for two or three additional classrooms. This Committee does not have the expertise to determine whether these are viable options but it is recommending that the Town explore all viable options to add space to Sherman School. It is recommended that a committee be established immediately.

Finally there is always a discussion about the feasibility of reopening Oldfield School, which would help reduce the student population at Sherman and possibly Mill Hill. However this issue was studied in May 2002 and was determined that it was not a viable option for several reasons. The Committee does not recommend that Oldfield be renovated and reopened for the reasons identified in that report. (Attached hereto as Exhibit C)

Recommendation 4-Renovation of Stratfield School

The Committee recommends that Stratfield School undergo a total renovation because of its age and condition. (See above under Stratfield School). However, the Committee is not recommending that such a renovation be done before work is done at Dwight and Sherman Schools. Ideally, a total renovation

EXHIBIT 4

and small addition to Stratfield School would be done not only to refurbish an old building but also to help solve the elementary enrollment problems discussed above. The problem is that Stratfield School is not located in an area of Fairfield that would help the problems at Osborn Hill School, Riverfield School and Sherman School. It is the Committee's belief that addressing enrollment problems at these schools is more of a necessity at this time than renovating Stratfield School. Moreover, any renovation at Stratfield School would probably require students to vacate the school for a period of time and attend other schools in the district. It seems more practical to get a handle on the enrollment issues identified above before dealing with a renovation of Stratfield School. Stratfield will need a renovation in the not too distant future and the BOE and Town should plan for such a renovation.

Miscellaneous Areas

Portables - It is this Committee's recommendation that to the extent possible portables should be eliminated from our schools. To the extent that they need to be used they should be replaced after their useful life, which is 10 years.

High Schools and Middle Schools-These schools are either new or have been renovated. These facilities should be able to accommodate future projected enrollment through flexible room utilization. The Committee recommends that these facilities be maintained pursuant to the "Facilities Management Program" that the district has implemented.

EXHIBIT 4

Leased Spaces- The district needs to find solutions to leased space issues involving PAL, Co-OP, Maintenance, and the Central Administration offices. Use of the Army Reserve site located on High Street should be explored for permanent space for both PAL and CO-OP, as well as any other feasible space that may become available over the next few years. With respect to the Central Office space located at 501 Kings Highway East, the seller of the space has a repurchase option which may be exercised in approximately 5 years and, therefore, space for Central Office will need to be addressed in the near future.

Elementary School Comparison
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	Enrollment	Burr			Dwight			Holland Hill			Jennings		
		478	451	429	318	326	322	340	340	332	339	341	335
		Budget	Actual	Budget	Budget	Actual	Budget	Budget	Actual	Budget	Budget	Actual	Budget
		2006-2007	2006-2007	2007-2008	2006-2007	2006-2007	2007-2008	2006-2007	2006-2007	2007-2008	2006-2007	2006-2007	2007-2008
101	TEACHING STAFF	34,600	33,500	31,300	26,100	28,115	28,225	28,850	28,950	29,350	33,115	31,550	31,550
103	CERTIFIED SUPPORT STAFF	1,500	1,500	1,500	1,500	1,500	1,500	1,700	1,700	1,700	1,700	1,700	1,700
105	SCHOOL ADMINISTRATION STAFF	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
111	SECRETARIAL/CLERICAL STAFF	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
113	PARAPROFESSIONAL STAFF	10,400	10,000	9,700	9,600	9,600	7,500	7,900	8,400	9,300	10,000	10,000	11,800
115	CUSTODIAN STAFF	3,000	3,000	3,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
121	SUPPORT STAFF	1,000	1,000	1,000	4,000	4,000	6,000	1,000	1,000	1,000	1,000	1,000	7,000
101-121 FTE Total		52,500	51,000	48,500	45,200	47,225	47,225	43,450	44,050	45,350	55,850	54,250	56,050
101-121 Salary Total		\$3,005,142	\$2,839,236	\$2,847,329	\$2,364,788	\$2,354,393	\$2,561,440	\$2,676,673	\$2,660,814	\$2,843,077	\$2,745,098	\$2,503,614	\$2,832,270
123	PART-TIME EMPLOYMENT	\$56,060	\$55,230	\$55,735	\$49,825	\$41,464	\$49,091	\$46,682	\$52,714	\$50,992	\$54,785	\$50,581	\$53,553
301	INSTRUCTIONAL SERVICES	\$24,500	\$26,037	\$25,160	\$24,500	\$26,838	\$25,160	\$34,500	\$36,271	\$35,160	\$24,500	\$22,725	\$25,160
303	PUPIL PERSONNEL SERVICES	\$33,825	\$21,438	\$26,210	\$20,775	\$30,027	\$30,914	\$18,737	\$12,978	\$19,804	\$107,000	\$107,372	\$110,126
311	UTILITY SERVICES	\$182,184	\$221,294	\$204,637	\$115,596	\$114,843	\$118,124	\$107,203	\$103,255	\$113,631	\$94,542	\$88,026	\$97,734
313	MAINTENANCE SERVICES	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$0
317	STUDENT TRANSPORTATION	\$1,600	\$1,474	\$1,600	\$1,240	\$2,018	\$1,240	\$1,100	\$1,110	\$1,100	\$1,550	\$1,524	\$1,550
319	CONFERENCE & TRAVEL	\$2,000	\$2,171	\$2,000	\$1,500	\$1,717	\$2,000	\$1,000	\$388	\$800	\$1,000	\$916	\$1,160
327	PRINTING/COPYING	\$14,818	\$14,818	\$12,441	\$9,858	\$9,867	\$9,982	\$10,540	\$10,540	\$10,292	\$10,509	\$10,524	\$10,385
401	INSTRUCTIONAL SUPPLIES/MATERIALS	\$16,408	\$15,434	\$14,817	\$15,114	\$16,191	\$14,177	\$12,860	\$11,301	\$11,880	\$15,768	\$20,545	\$15,530
402	INSTRUCTIONAL SUPPL-S-DIST SUPPORT	\$20,878	\$19,873	\$18,255	\$13,890	\$15,926	\$13,702	\$14,851	\$14,851	\$14,126	\$14,808	\$14,395	\$14,254
403	OFFICE/GENERAL SUPPLIES	\$6,520	\$5,730	\$5,796	\$6,007	\$8,005	\$6,356	\$4,832	\$4,309	\$4,254	\$4,212	\$5,132	\$4,183
405	MEDICAL SUPPLIES	\$400	\$398	\$400	\$400	\$419	\$400	\$400	\$388	\$400	\$400	\$391	\$400
407	CUSTODIAL SUPPLS-DISTRICT SUPPORT	\$13,000	\$15,063	\$13,650	\$6,300	\$7,316	\$6,615	\$7,000	\$7,837	\$7,350	\$7,000	\$8,042	\$7,350
409	STUDENT ACTIVITY SUPPLIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
411	TEXTBOOKS	\$10,100	\$9,840	\$6,500	\$4,300	\$4,238	\$5,140	\$8,600	\$8,600	\$7,800	\$7,285	\$7,323	\$11,440
413	LIBRARY BOOKS/SUPPL/PERIODICALS	\$6,700	\$6,795	\$6,300	\$4,700	\$4,700	\$5,000	\$8,000	\$5,745	\$6,907	\$5,863	\$5,863	\$4,800
415	OTHER SUPPLIES/MATERIALS	\$100	\$0	\$100	\$500	\$564	\$500	\$0	\$0	\$0	\$200	\$197	\$200
501	CAPITAL OUTLAY	\$3,500	\$3,500	\$5,000	\$5,000	\$6,841	\$13,000	\$5,000	\$4,994	\$10,000	\$7,000	\$5,674	\$12,000
601	DUES AND FEES	\$300	\$304	\$300	\$100	\$79	\$400	\$100	\$98	\$100	\$200	\$99	\$200
		\$3,398,035	\$3,258,634	\$3,266,230	\$2,644,193	\$2,645,448	\$2,863,241	\$2,958,078	\$2,936,191	\$3,162,473	\$3,101,440	\$2,852,762	\$3,202,295
	Please Note:												
	No Grants are included in the above totals.												
	All utility services and specific maintenance projects for each school are included in these totals												
	District Provided Funding to Schools are included in these totals.												
	This includes:												
	Dedicated School Resource funding is provided for Holland Hill and McKinley												
	Intern Subsidy funding is provided to all Elementary Schools based on size and number of intern												
	All district supplies are based on a per pupil allocation												
	Capital Outlay funding is determined on a per school basis												
	Special Education funding is based on individual school needs												

Elementary School Comparison
2006-07 / 2007-08

	Enrollment	McKinley			Mill Hill			North Stratfield			Osborn Hill		
		Budget 2006-2007	Actual 2006-2007	436 Budget 2007-2008	Budget 2006-2007	Actual 2006-2007	447 Actual 2006-2007	Budget 2006-2007	Actual 2006-2007	476 Budget 2007-2008	Budget 2006-2007	Actual 2006-2007	519 Budget 2007-2008
101 TEACHING STAFF		37.70	37.50	37.40	32.85	33.10	33.10	31.85	34.80	37.10	32.85	35.85	37.20
103 CERTIFIED SUPPORT STAFF		2.00	2.00	2.00	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50
105 SCHOOL ADMINISTRATION STAFF		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
111 SECRETARIAL/CLERICAL STAFF		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
113 PARAPROFESSIONAL STAFF		9.70	8.70	10.60	10.00	10.00	10.00	9.20	9.20	11.80	10.40	10.80	11.10
115 CUSTODIAN STAFF		3.00	3.00	3.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50
121 SUPPORT STAFF		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
101-121 FTE Total		55.40	54.20	56.00	49.85	50.10	50.10	47.85	50.80	55.90	50.25	54.65	58.30
101-121 Salary Total		\$3,291,183	\$3,175,401	\$3,350,574	\$2,824,851	\$2,850,065	\$2,850,065	\$2,777,287	\$2,879,763	\$3,297,897	\$2,833,545	\$2,952,875	\$3,289,801
123 PART-TIME EMPLOYMENT		\$42,506	\$39,439	\$48,445	\$45,371	\$47,268	\$47,268	\$51,773	\$56,978	\$73,276	\$60,675	\$65,401	\$52,786
301 INSTRUCTIONAL SERVICES		\$49,800	\$63,144	\$50,160	\$24,500	\$25,200	\$25,200	\$24,500	\$27,216	\$25,160	\$24,500	\$27,549	\$25,160
303 PUPIL PERSONNEL SERVICES		\$22,800	\$19,254	\$26,646	\$29,703	\$30,171	\$30,171	\$36,452	\$20,442	\$21,554	\$32,000	\$32,695	\$39,950
311 UTILITY SERVICES		\$203,570	\$193,259	\$231,836	\$106,362	\$114,573	\$114,573	\$115,504	\$113,841	\$111,088	\$116,099	\$107,171	\$131,365
313 MAINTENANCE SERVICES		\$2,500	\$3,920	\$5,000	\$0	\$0	\$0	\$10,000	\$97,945	\$15,000	\$0	\$0	\$10,000
317 STUDENT TRANSPORTATION		\$1,200	\$1,372	\$1,500	\$2,000	\$1,991	\$1,991	\$2,000	\$1,601	\$2,000	\$2,000	\$1,093	\$2,500
319 CONFERENCE & TRAVEL		\$500	\$440	\$1,468	\$1,500	\$1,468	\$1,468	\$1,000	\$1,330	\$1,000	\$1,200	\$1,200	\$1,200
327 PRINTING/COPYING		\$13,268	\$13,268	\$13,224	\$13,826	\$13,826	\$13,826	\$14,322	\$14,322	\$13,804	\$15,500	\$15,500	\$15,051
401 INSTRUCTIONAL SUPPLIES/MATERIALS		\$15,213	\$15,016	\$15,683	\$14,252	\$12,521	\$12,521	\$14,709	\$9,598	\$11,292	\$12,018	\$12,762	\$17,828
402 INSTRUCTIONAL SUPPLIES-DIST SUPPORT		\$18,695	\$16,317	\$18,552	\$19,482	\$26,779	\$26,779	\$18,509	\$20,181	\$20,254	\$21,840	\$23,535	\$22,083
403 OFFICE/GENERAL SUPPLIES		\$6,137	\$8,295	\$7,469	\$7,471	\$6,993	\$6,993	\$5,763	\$4,928	\$5,265	\$7,940	\$8,674	\$9,501
405 MEDICAL SUPPLIES		\$400	\$410	\$400	\$400	\$250	\$250	\$400	\$408	\$400	\$400	\$343	\$400
407 CUSTODIAL SUPPLIES-DISTRICT SUPPORT		\$13,000	\$14,936	\$13,650	\$7,700	\$8,847	\$8,847	\$8,085	\$11,489	\$10,500	\$7,700	\$8,847	\$8,085
409 STUDENT ACTIVITY SUPPLIES		\$0	\$0	\$0	\$300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
411 TEXTBOOKS		\$11,000	\$13,679	\$10,700	\$13,950	\$13,799	\$13,799	\$9,630	\$7,027	\$8,089	\$9,550	\$11,622	\$11,650
413 LIBRARY BOOKS/SUPPLIES/PERIODICALS		\$10,300	\$9,540	\$9,800	\$8,500	\$8,395	\$8,395	\$8,500	\$10,852	\$11,200	\$11,635	\$11,796	\$13,000
415 OTHER SUPPLIES/MATERIALS		\$200	\$174	\$300	\$500	\$159	\$159	\$0	\$0	\$0	\$100	\$100	\$100
501 CAPITAL OUTLAY		\$3,500	\$3,519	\$5,000	\$5,000	\$5,355	\$5,355	\$10,000	\$4,977	\$10,000	\$5,000	\$7,728	\$10,000
601 DUES AND FEES		\$400	\$0	\$450	\$500	\$294	\$294	\$300	\$89	\$300	\$300	\$189	\$300
		\$3,705,872	\$3,591,384	\$3,809,857	\$3,126,168	\$3,167,148	\$3,167,148	\$3,219,087	\$3,285,964	\$3,638,089	\$3,161,002	\$3,279,078	\$3,660,660
		Please Note:											
		No Grants are included in the above totals.											
		All utility services and specific maintenance projects for each school are included in these totals											
		District Provided Funding to Schools are included in these totals.											
		This Includes:											
		Dedicated School Resource funding is provided for Holland Hill and McKinley											
		Intern Subsidy funding is provided to all Elementary Schools based on size and number of Intern											
		All district supplies are based on a per pupil allocation											
		Capital Outlay funding is determined on a per school basis.											
		Special Education funding is based on individual school needs											

Elementary School Comparison
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Enrollment	Riverfield			Sherman			Stratfield		
	475	477	478	439	447	451	441	484	457
	Budget	Actual	Budget	Budget	Actual	Budget	Budget	Actual	Budget
	2006-2007	2006-2007	2007-2008	2006-2007	2006-2007	2007-2008	2006-2007	2006-2007	2007-2008
101 TEACHING STAFF	34.40	34.50	34.70	32.25	32.45	31.45	32.30	34.30	33.40
103 CERTIFIED SUPPORT STAFF	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50
105 SCHOOL ADMINISTRATION STAFF	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
111 SECRETARIAL/CLERICAL STAFF	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
113 PARAPROFESSIONAL STAFF	12.10	12.10	11.50	8.40	10.20	8.90	10.10	10.50	12.20
115 CUSTODIAN STAFF	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
121 SUPPORT STAFF	1.00	2.00	1.00	3.00	1.00	2.00	1.00	1.00	1.00
101-121 FTE Total	53.00	54.10	52.70	49.15	49.15	47.85	48.90	51.30	52.10
101-121 Salary Total	\$2,955,507	\$2,948,853	\$3,018,258	\$2,858,546	\$2,758,152	\$2,919,192	\$2,756,198	\$2,867,506	\$3,002,945
123 PART-TIME EMPLOYMENT	\$47,370	\$51,061	\$48,958	\$42,684	\$43,399	\$58,771	\$50,838	\$52,548	\$51,436
301 INSTRUCTIONAL SERVICES	\$24,500	\$26,536	\$25,160	\$24,500	\$25,776	\$25,160	\$24,500	\$27,882	\$25,160
303 PUPIL PERSONNEL SERVICES	\$31,662	\$35,083	\$34,225	\$21,162	\$18,351	\$19,625	\$33,879	\$27,166	\$40,218
311 UTILITY SERVICES	\$105,077	\$112,697	\$125,265	\$97,818	\$110,796	\$106,191	\$137,692	\$132,656	\$141,205
313 MAINTENANCE SERVICES	\$20,000	\$178,599	\$10,000	\$0	\$0	\$10,000	\$60,000	\$49,750	\$0
317 STUDENT TRANSPORTATION	\$1,900	\$1,507	\$2,000	\$1,900	\$1,579	\$1,900	\$2,800	\$1,474	\$2,000
319 CONFERENCE & TRAVEL	\$2,800	\$614	\$2,500	\$2,300	\$3,221	\$2,120	\$500	\$365	\$0
327 PRINTING/COPYING	\$14,725	\$14,725	\$13,804	\$13,609	\$13,609	\$13,078	\$13,671	\$13,671	\$13,253
401 INSTRUCTIONAL SUPPLIES/MATERIALS	\$22,354	\$18,628	\$22,296	\$16,513	\$17,310	\$12,577	\$21,173	\$22,687	\$24,302
402 INSTRUCTIONAL SUPPLIES-DIST SUPPORT	\$20,748	\$25,815	\$20,254	\$19,176	\$23,721	\$19,189	\$19,263	\$24,153	\$19,445
403 OFFICE/GENERAL SUPPLIES	\$6,055	\$6,045	\$6,065	\$10,327	\$4,900	\$10,520	\$4,522	\$4,699	\$4,679
405 MEDICAL SUPPLIES	\$400	\$250	\$400	\$400	\$401	\$400	\$400	\$394	\$400
407 CUSTODIAL SUPPLIES-DISTRICT SUPPORT	\$7,000	\$8,255	\$7,350	\$7,000	\$8,042	\$7,350	\$7,000	\$8,042	\$7,350
409 STUDENT ACTIVITY SUPPLIES	\$400	\$44	\$400	\$0	\$0	\$0	\$0	\$0	\$0
411 TEXTBOOKS	\$7,795	\$10,800	\$7,978	\$7,242	\$8,303	\$4,910	\$6,650	\$6,823	\$6,750
413 LIBRARY BOOKS/SUPPLIES/PERIODICALS	\$10,500	\$9,532	\$10,500	\$11,441	\$11,106	\$6,800	\$6,000	\$6,036	\$8,700
415 OTHER SUPPLIES/MATERIALS	\$500	\$501	\$300	\$100	\$0	\$100	\$300	\$300	\$300
501 CAPITAL OUTLAY	\$5,000	\$5,000	\$10,000	\$5,000	\$11,151	\$10,000	\$5,000	\$7,968	\$10,000
601 DUES AND FEES	\$251	\$49	\$260	\$250	\$249	\$250	\$150	\$117	\$150
	\$3,284,544	\$3,454,592	\$3,365,973	\$3,139,968	\$3,060,067	\$3,228,334	\$3,150,536	\$3,254,236	\$3,358,293
	Please Note:								
	No Grants are included in the above totals.								
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	District Provided Funding to Schools are included in these totals.								
	This Includes:								
	Dedicated School Resource funding is provided for Holland Hill and McKinley								
	Intern Subsidy funding is provided to all Elementary Schools based on size and number of intern								
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	Capital Outlay funding is determined on a per school basis.								
	Special Education funding is based on individual school needs								