

February 2012 Progress Report on 2011-2012 Darien District Goals and Objectives

(APPROVED BY THE BOARD OF EDUCATION ON SEPTEMBER 6, 2011)

EDUCATIONAL PHILOSOPHY

Schools exist for children.

This mission of the Darien Public Schools is to work cooperatively with families and the community to provide for its students a safe, supportive, respectful, and intellectually challenging learning environment that promotes personal excellence through active, collaborative, and creative thinking and that stimulates individual development of the skills and integrity necessary to become productive members of society.

Key Tenets

1. **Collaboration:**

Collaboration fosters learning and professional growth by encouraging individuals to take responsibility for their own learning in an environment which allows for risk-taking and reflection.

2. **Learner-Centered Instruction:**

Learning is most effective when learners build on what they know and are engaged in activities that develop their critical thinking and problem solving skills through meaningful applications of the content.

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**Collaboration for Learner-Centered Instruction
to Maximize Student Learning and Success**

Teaching and Learning - Goal 1

Maximize learning through learner-centered instructional (LCI) environments that promote challenge and engagement for each student.

- Collaboration in Professional Learning Communities
- Integration of Specialized Programs with General Education
- Use of Pre/Post Assessment Data in SRBI Process
- Expansion of World Language Program K-8
- Curriculum Review and Revision Including Assessments & LCI
- K-12 Curricula Communication for Articulation & Transitions

Human Resource Development - Goal 2

Stimulate open communication and on-going collaboration among all members of the school community to create programs and secure resources to assure effective, quality programs for the children of Darien.

- Leadership Team Guides, Monitors & Evaluates the Process
- Use TEAM, Evaluation Plan & Communication Framework for Teacher Supervision & Evaluation
- Improve Systems for Communication with School Community

Special District Initiatives - Goal 3

Research best practices, plan and implement improvement initiatives and monitor their progress to enhance education in the Darien Public Schools.

- Complete Self-Study for the NEASC Accreditation Visit 2012
- Implement Special Education Action Plan Focused on Best Deployment of Professional & Paraprofessional Staff

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PART I – TEACHING AND LEARNING

**GOAL 1: Maximize Learning Through Learner-Centered Instructional Environments
That Promote Challenge and Engagement for Each Student**

Professional Learning Communities

Nov. 22, 2011

May 8, 2012

Objective TL1.1: Collaborate across programs and departments, through Professional Learning Community (PLC) groups, to create learner-centered instructional environments to maximize student learning.

1. PLC teams will be created and each will be responsible for setting goals, developing action plans, implementing strategies, and reviewing progress related to concepts of learner-centered instruction. Teams will identify and record time spent in PLC-related work.
2. With support from building leaders, PLC teams will select from a range of strategies and teacher practices to help guide their efforts to improve student learning.
3. PLC teams will explore and implement strategies to move towards learner-centered instruction that naturally supports the adjustment of instruction to the needs of the learner.
4. Evidence will include agendas, minutes, and notes from PLC meetings. It can also include evidence of strategies implemented as a result of PLC work.

Update: A report on Layered Curriculum Approaches to Teaching and Learning at DHS was presented and discussed at the November 22, 2011 Board meeting as part of a review of the work of PLC groups.

Integration of Specialized Programs with General Education

April 24, 2012

Objective TL1.2: Maximize each student's learning through continuous improvement of the structures and processes of existing programs at the school and district level.

1. The Administrative team in cooperation with the Special Education Steering Committee, will continue to review existing instructional models to stimulate staff collaboration for the integration of special programs with general education.
2. Monitor the effectiveness of adjustments in programming, staffing, and scheduling to assure challenging, engaging curricula and instruction for all students.
3. Evidence will include descriptions of existing programs, updated teacher schedules, student performance data, and explanations of strategies implemented.

Update: Collaborative teams at the various school levels have been examining current practices in programming, staffing and scheduling to identify areas for improvement that will maximize instruction for students through the integration of special and general education. Some improvements have been made in the current year but there is a greater focus on early planning for better integration in the coming year which will be reported in April.

Development of SRBI Process

(changed to Wed. April 11, 2012)

April 10, 2012

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Objective TL1.3: Use formative and summative assessment data to identify students' learning strengths and needs and use that information to adjust instruction so as to maximize the academic success of each student.

1. The elementary, middle and high schools will continue to develop their programs for Scientific Research-Based Instruction with a particular focus on the use of pre- and post-tests to determine students' learning strengths and needs, to monitor progress towards achieving learning goals, and to plan instruction accordingly using best instruction practices.
2. Evidence in the form of SRBI Handbooks about the process at each level, reports from RTImDirect to show students served, exited, or identified, and other types of documentation will be provided to demonstrate achievement of this objective.

Update: At the elementary level, SRBI teams have been focusing on the use of universal assessment data in combination with performance assessments to design target interventions for students who need additional support to perform at grade level standards. SRBI Specialists are working with grade level teams to assure effective Tier I instruction in all K-5 classrooms.

The High School SRBI Committee has developed a protocol for SRBI referrals and is currently tracking 29 students. Teachers are communicating with guidance counselors more frequently when initial Tier 1 and 2 interventions are not effective for students who are struggling, and students are being referred to the homework centers as a Tier 2 intervention. A redistribution of existing resources is being examined to better meet the needs of those students identified as being in need of support.

World Languages

November 9 and 22, 2011

Objective TL1.4: Examine structures for expansion of foreign language in the elementary and middle schools while continuing a review of current district curricula.

1. Review and refine options for expansion of the world language program at the elementary and middle schools, with considerations given to program delivery, scheduling, staffing, finances, and space.
2. Continue work on curriculum development at the middle school and high school, with particular emphasis on integrating ACTFL Standards for Learning and ACTFL Proficiency Guidelines in the development of these documents.
3. Evidence will include revision of curriculum documents and presentations of options for expansion of world languages at the elementary and middle schools.

Update: The Board of Education has approved a plan for a FLEX World Language Spanish Program for the elementary schools for the fall of 2012. The Recommended Budget for 2012-13 includes funding for the program.

Curriculum Review and Revision

To be Determined

Objective TL1.5: The process for the review and revision of curricula at each level will continue with a focus on identification of consistent measures of student progress and strategies for adapting instruction to meet the identified learning strengths and needs of students through learner-centered instructional models.

1. Elementary curriculum teams will review and revise the following curriculum documents with an additional focus on vertical articulation up through grade 6:
 - a. Mathematics
 - b. Social Studies (Update)
2. Elementary teams will develop a database of interventions to be shared across the district.

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Update: *At the elementary level, a math steering committee is planning for the revision of the K-5 mathematics curriculum in line with newly released Connecticut State Standards with an update planned for the spring. A committee will be meeting in the coming weeks to update the social studies curriculum based upon recommendations after its initial implementation. SRBI teams at each building are sharing interventions that are collected by SRBI Specialists and will be listed in a database for use by all teachers.*

3. Middle school curriculum team will review and revise the following curriculum documents:
 - a. Science Grade 7 – **June 26th (tentative Board meeting date)**
 - b. Math Grade 6 – **May 22nd (tentative Board meeting date)**
 - c. Social Studies Grade 6 – **June 12th (tentative Board meeting date)**
4. Middle School teams will develop a database of interventions to be shared across the district.
5. High School curriculum teams will review and revise or update the following curriculum documents:
 - a. Spanish IV and French V – **May 22nd/June 12th (tentative Board meeting dates)**
 - b. Multivariable Calculus – **April 24th (tentative Board meeting date)**
 - c. Comparative World Religions – **April 24th (tentative Board meeting date)**
 - d. Developmental Guidance – **June 12th (tentative Board meeting date)**
 - e. Western Civilization (Update) – **March 27th (tentative Board meeting date)**
 - f. Applied Math (Update) – **May 8th (tentative Board meeting date)**
 - g. English 10 (Update) - **adopted Nov. 9, 2011**
 - h. Biology (Update) – **300 and 400 adopted Sept. 13, 2011**
 - i. Physics (Update) – **Physics 2 adopted Nov. 9, 2011**
 - j. **Web Design 2 – adopted Nov. 9, 2011**

Vertical Articulation & Transitions (changed to Wed., April 11, 2012) April 10, 2012

Objective TL1.6: **Expand the network of curricular communication across grade levels, with particular emphasis on the Grade 8-9 transition.**

1. In conjunction with district and building administration, program coordinators will refine systems for vertical articulation and expand opportunities for transition conversations to occur.
2. Language Arts and Mathematics Coordinators will collaborate with curriculum committees to begin vertical articulation of language arts and mathematics across grade levels.
3. Continue to develop systems for the sharing of student performance that can better inform instruction at the classroom level.
4. Evidence will include agendas and minutes from committee work, the development of systems and programs to enhance the 8-9 transitions, and communication with students and families regarding transition practices.

Update: *A 8-9 transition committee has been formed and will convene in the early spring -- including the Middle School and High School Principals, Assistant Superintendent for Secondary Education, guidance counselors, and department/curriculum coordinators -- to review existing transitions. The guidance directors from both the middle and high school have been working with the Assistant Superintendent for Secondary Education on the CT Student Success Plan initiative, which is a key transition document. At the high school, a 9th grade PLC group has been focusing on the unique needs of 9th grade students, while another is working on normalizing a lab skills document for 6-12 use.*

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PART II - HUMAN RESOURCES IN THE SCHOOL COMMUNITY

GOAL 2: Stimulate Open Communication and On-going Collaboration Among All Members of the School Community to Create Programs and Secure Resources to Assure Effective, Quality Programs for the Children of Darien

Administrative Instructional Leadership Team

May 8, 2012

Objective HR2.1: The District Administrative Instructional Leadership Team (AILT) will guide, monitor and evaluate existing programs to support the key tenets of collaboration and learner-centered instruction.

1. Through their monthly meetings, the district AILT will continue their collaboration to identify strategies for creating learner-centered environments and providing the resources, professional development, evaluative feedback, and supervision to assure achievement of Goal 1.
2. The AILT will determine a process for communicating with parents and the community about on-going efforts and progress towards accomplishing the objectives for student achievement.
3. AILT members are responsible for monitoring in their area of responsibility and providing evaluative feedback to their staff members to assure that instructional objectives are fulfilled.
4. Evidence in the form of AILT meeting minutes, professional development agendas/feedback forms, summaries of resources implemented, etc. will be collected to demonstrate achievement of Objective 1.1.

Update: The AILT meets monthly and operates as its own Professional Learning Community (PLC). Our Professional Learning Community has focused on the topic of "Leading the PLCs". The shared purpose is to collaborate on how to best promote, support, supervise, and evaluate the building-based or district-based PLCs. Ideas that have been shared and implemented include launching a PLC, refining goals for a PLC, developing leadership capacity in a PLC, and evaluating the progress of a PLC. Each of the sessions has an 'action-orientation' which is designed to have participants do their own local research that can be shared with the larger group.

Supervision and Evaluation

March 27, 2012

Objective HR2.2: Continue to improve the use of the Teacher Evaluation Communication Framework and the TEAM induction model as a way to support all district teachers.

1. Continue refining the implementation of the Teacher Evaluation And Mentoring (TEAM) teacher induction program along with effective utilization of the Teacher Evaluation Plan and Communication Framework to ensure that teachers are growing professionally in their use of collaborative development of learner-centered environments and implementation of best teaching practices.
2. Evidence that Objective P1.2 is achieved will consist of a revised copy of the Teacher Evaluation and Professional Development Plan reflecting the TEAM program as well as sample student learning goals/self-evaluation reports from each of the school levels.

Update: The TEAM Coordinating Committee has met regularly to refine practices and clarify expectations for participants. Additionally, the group refined the final module (#5) for implementation. Some of the activities that have occurred include:

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- a. *TEAM Writing Support workshops were held at Tokeneke and Middlesex where attendees heard about changes in the review process and expectations for the writing assignments. They were also given exemplar papers for reference.*
- b. *Reviewers were trained this fall which include 22 faculty across buildings, departments, and grade levels. This recruitment was done as part of our regional commitment to TEAM.*
- c. *Prospective mentors have been invited to register for the three-day training in the summer.*

At this time, all of the papers that have been submitted have been approved which is a reflection of the commitment of both the mentors and new teachers.

Students in the School and Community (changed to Wed., March 14, 2012) ~~March 13, 2012~~

Objective HR2.3: Develop a better understanding of students' developmental assets and needs in order to support their personal growth.

1. Review data related to the Resource and Assets survey as well as any other data that can inform an understanding of students' assets and needs. Evidence would include, but not be limited to, an analysis of survey data, identification of asset-building opportunities, and student feedback.
2. Continue to identify and create opportunities for students to develop these assets.

Update: *The Resources and Assets survey was administered to Darien students in Grades 7-12 in November. The results will be presented to the Board of Education at its March 14, 2012 meeting. An analysis of the survey data will result in new recommendations moving forward.*

Community Relations

May 22, 2012

Objective HR2.4: Encourage deeper understanding of district philosophy and programs through improved systems of communication.

1. Examine processes by which district philosophies can be communicated and expand networks of communication.
2. Evidence would include, but not be limited to, district newsletters, parent workshops in the areas of general and special education, white papers on core philosophies, community focus groups, and website accessibility.

Update: *At the elementary level, plans are underway for a K-5 Parent Newsletter and Parent Workshops that will begin in the spring to provide better communication with parents about on-going projects and initiatives. Parent meetings at each school, led by the Superintendent, have focused on communicating district goals and objectives.*

PART III – SPECIAL DISTRICT INITIATIVES

GOAL 3: Research Best Practices, Plan and Implement Improvement Initiatives, and Monitor Their Progress To Enhance Education In the Darien Public Schools

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NEASC Accreditation (changed to Wed., March 14, 2012)

March 13, 2012

Objective SI3.1: In preparation for the 2012 NEASC Accreditation Visit, the Darien High School staff shall continue their work on a comprehensive self-study.

1. The comprehensive self-study will require that the formal report be written, evidence in support of the program be gathered, and planning be completed for the visit.
2. Evidence will be the completion of the written report and the actual visit.

Update: *The NEASC Accreditation Self-Study has been completed and will be submitted to the organization. Data collection for the visiting team is ongoing. A team is being selected to visit Darien in April.*

Special Education

Dec. 13, 2011 and February 28, 2012

Objective SI3.2: Continue to implement the action plan developed as a result of the Special Education Study conducted by Thomas Badway with a particular focus on Professional/Paraprofessional Staff.

1. Continue the work of the Special *Education Task Force* to review the recommendations of the Badway Study particularly as they relate to Professional and Paraprofessional Staff. Topics to be reviewed include: definition of roles, professional training, organization of schedules and student services provided effectively and efficiently.
2. Evidence will include copies of agendas and minutes, written descriptions of roles, lists of professional development offerings, reports of tracking consultants, development of systems for budget monitoring, teacher/paraprofessional feedback through surveys, and student performance measures.

Update: *The Elementary Instructional Leadership Team has devoted much of its work this year to responding to the recommendations in the Badway Study. Plans are under development to make additional adjustments in scheduling, staffing, and professional development that will allow more effective services to students with greater efficiencies. A full report will be presented to the Board on February 28th.*

PART IV - DISTRICT MANAGEMENT

GOAL 4: Strengthen All Aspects of District Management Through Cost Effective Accounting/Budgeting, Sound Personnel Practices and Efficient Support Services

Policy Revision

May 22, 2012

Objective DM4.1: Continue review and revision of the Board of Education Policy Manual.

1. Review and revise the Board Policies related to Personnel (Current Section G; Proposed Series 4000) and prepare a report of recommendations for Board consideration.

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2. As policy revisions receive formal Board approval, communicate the newly adopted policies to staff, students, and parents using the district website as it is updated and school handbooks as they are reprinted.
3. Evidence will include final revision of Personnel section of Policy Manual.

Update: *The Board of Education review of the Personnel section of the policy manual is on hold, pending a review of finances and availability of legal team support.*

The revised policies on “Administration of Medication in the Schools” (5360) and “Safe School Climate Plan” (5245) were approved by the Board on December 13, 2011 and have been posted on the district website. The Personnel section is still on hold.

Donation Policy

January 24, 2012

Objective DM4.2: Update Board Policies and administrative guidelines which address the issue of fundraising for and donations to student athletics and activities in the District.

1. Continue the review of policies and practices regarding donations to student athletic teams and activities. The focus of the examination should be to identify practices and procedures which result in a process whereby student teams and organizations derive equitable benefit from outside funding sources, so as to be in compliance both with Title IX and with the standards of expectation of the Darien Public Schools.
2. Prepare a policy and accompanying administrative regulations for the governance of fundraising by and donations to student athletic teams and activities.
3. Evidence will include agendas and minutes of meetings as well as revision of policies and guidelines.

Update: *Guidelines for the review of donations have been revised and shared with the Board of Education Donations Committee and with the full Board at its January 24th meeting.*

Emergency Systems and Communication

February 14, 2012

Objective DM4.3: Review systems for emergency preparedness as well as systems for communication in the event of emergencies.

1. Reconvene and reestablish District Safety Committee with the purpose of reviewing processes and procedures.
2. Update information, conduct emergency drills, and identify needs related to district emergency systems.
3. Evidence will include revisions to procedure manuals, lists of drills as well as agendas and minutes from Safety Committee meetings.

Update: *The District Safety Committee was reestablished in October of 2011. Items typically discussed include communications, playground safety, school accident reports and emergency drills. At the March meeting we will begin to implement the “Tools for Schools” indoor air quality program. State guidelines for fire drills were distributed to all the schools in October. We are in compliance with our record keeping and drill frequency. The schools have been holding their lock down and bus drills as required. These drills have given us the ability to identify areas of concern and take corrective actions. Areas of concern typically include the correct deployment of staff, rooms that cannot be locked, and areas that need additional PA speakers. We continue to work to improve our communicating abilities at each of the schools.*

Budget Monitoring System

October 25, 2011

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Objective DM4.4: Continue to develop systems for ongoing monitoring of the budget with an emphasis on early identification of modifications to the budget.

1. Establish clearer systems for monitoring and tracking special education costs including staffing, contracted consultants/providers, and outside placements.
2. Refine the system for tracking and reporting certified staff turnover during the school year.
3. Continue to use the notation system that is easy for lay people to understand and can be used over multiple years.
4. Work with Tyler Technologies (MUNIS Financial Management System) to address payroll encumbrance issues and oversee the software conversion from Informix to SQL.
5. Evidence to include samples of forms and data collection sheets, updated spreadsheets, reports of meetings with technology company, and Budget Committee agendas and minutes.

Update: A report was presented at the October 25th Board meeting. In late October and early November a Tyler Technology representative, who specializes in payroll, was on site to review our concerns about the MUNIS payroll encumbrance process. As a result, the Finance Department has a better understanding of how the software operates and its limitations. We may bring the Tyler representative back during the summer when we are setting up staff for the start of school in the fall to correct some additional issues. While not all the problems have been solved, the improved understanding of the software functionality helps to avoid financial projection problems. This translates to more effective monitoring of the budget. During the fall of 2011, there was a major upgrade of the Financial Management Software to MUNIS 9.2. While this software looks and functions similar to the previous software, the report writing and extraction of data and budget module are easier to access and use. This provides a more effective use of staff time particularly in a small school district.

In early November a representative from Ultra Golden Software updated their budget module to extract data from MUNIS 9.2, as the location of information in the new database needed to be redefined to fit our budget model.

All of the above have helped to better equip staff in monitoring and providing better information to the school district and the Board of Education.

Wide-Area Network

Jan. 10, 2012

December 13, 2011

Objective DM4.5: Review and upgrade as necessary the Darien Public Schools wide area network and e-mail capacity. As a result of the expanded use by staff over the past few years, it is time to evaluate the speed and output of the network to see if added capacity is necessary.

1. IT will conduct a review of WAN and e-mail capacity and present recommendations for upgrades.
2. Evidence will be completion of report and presentation of recommendations.

Update: A report and recommendations were presented and discussed at the January 10, 2012 Board meeting.

District Negotiations

February 28, 2012

Objective DM4.6: Prepare for and negotiate maintenance and custodial contracts that expire on June 30, 2012.

1. Prepare materials for negotiations and execute contracts.
2. Evidence will include preparatory materials, notes from meetings, and completed contracts.

Update: Negotiations are underway and moving along on schedule.

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PART V - PHYSICAL ENVIRONMENT

GOAL 5: Manage and Maintain All Darien Public School Facilities To Ensure an Appropriate, Safe Physical Environment For Delivering Darien's Educational Programs and Initiatives

Space Utilization

November 22, 2011

Objective PE5.1: Continue to monitor enrollment and space utilization at all schools, including special education.

1. Update the inventory of classrooms and other existing spaces utilized at each school and determine reasonable student/section capacities. This inventory and analysis will include regular classrooms, dedicated classrooms and space utilized by special education programs. This information will then be compared with enrollment projections.
2. Develop options for current space utilization and/or options for providing additional space if enrollment is expected to exceed capacity. In addition, develop contingency plans for unexpected enrollment increases even if not projected to take place.
3. If necessary, funding for the implementation of any space utilization options will be further developed and proposed as part of the 2012-13 budget process.
4. Evidence will include completed reports and spreadsheets.

Update: A Report on School Enrollment and Space Utilization was presented to the Board of Education for review at its November 22, 2011 regular meeting. Trends in enrollment and section analyses were completed for all levels. Since there was no growth in enrollment, no recommendations were made to add additional space for district programs. We will continue to monitor enrollment throughout the spring, particularly with respect to kindergarten registration.

Capital Projects

Nov. 9 and Dec. 13, 2011

October 25, 2011

Objective PE5.2: Update long-range capital projects plan.

1. Implement the approved 2011-12 capital projects during the summer and fall of 2011.
2. Review the physical condition of all district facilities in the fall of 2011 and take into consideration any potential changes in enrollment, program initiatives or regulatory requirements. The long-range plan will then be updated and presented to the Board of Education.
3. Projects identified for implementation in 2012-13 will then be further developed and presented during the 2012-13 budget process.
4. Evidence will include reports of completed projects and completion and presentation of recommended capital items for the 2012-13 budget.

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Update: Prior to October, all of the approved capital projects were completed, with the exception of two projects at Hindley. The bathroom renovation project was completed in November, and the gas conversion of the boilers will be completed within the next two weeks.

A revised Capital Plan was presented to the Board on November 9, 2011, and revised at the December 13, 2011 meeting. Eleven separate capital plan items were approved by the Board of Education at the February 14, 2012 meeting.

Energy Management

January 10, 2012

Objective PE5.3: Continue energy management initiatives.

1. Develop plans to conduct an energy management review for all schools.
2. Continue to track and report energy usage for each facility on a monthly basis.
3. Continue to identify potential energy efficiency projects aimed at reducing energy consumption over time and that will become cash positive over a reasonable period of time.
4. Evidence will include completion of report, usage charts, and recommendations for reducing consumption.

Update: Working with an Energy Engineering Firm, we developed an RFP for an energy performance project. The results of the RFP were received on February 13, 2012. The review of these proposals will continue through March. A recommendation of which contractor to engage for the investment grade comprehensive energy audit should be presented to the Board at an April meeting.

Field Maintenance

Oct. 25, 2011

December 13, 2011

Objective PE5.4: Conduct a thorough review of fields at the district schools, including natural and synthetic turf.

1. Conduct a review of field conditions at each of the schools.
2. Review the work done in "Care of Fields" in 2010-11 and develop recommendations for work to be completed in 2011-12 and beyond.
3. Prepare estimates for any capital projects regarding fields.
4. Examine usage of fields as well as systems for allocating fields for both school and community purposes.
5. Evidence will include completed reports, meetings with estimators, bids, and records of field maintenance work.

Update: The report on the field maintenance was presented by Dr. Falcone at the October 25, 2011 Board Meeting. Since then, we have set up a schedule of maintenance for spring and early summer. We will continue to monitor the costs to maintain the fields and the frequency of field use.

Environmental Compliance

January 24, 2012

Objective PE5.5: Review all programs that require environmental compliance to insure that all facilities are in compliance with regulatory requirements.

1. Identify all required environmental compliance measures applicable to the school district.

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2. Analyze the district's level of compliance and develop a plan for becoming fully compliant.
3. Evidence will include reports on compliance measures, communication with local and state agencies, plans of action, and completed work.

Update: We worked with information provided by the Connecticut DEP, Connecticut DEEP, and the Connecticut Superintendents of Buildings & Grounds Association to develop a compliance list of local, state and federal rules and regulations. These rules cover topics such as green cleaning, asbestos, integrated pest management, boiler emissions, radon, water quality, recycling and oil tank registration and testing. We have completed and filed all required reports with the State. We have had all required inspections and tests completed. We have implemented the required programs such as Green Cleaning and Integrated Pest Management. There is money budgeted next year to cover the Radon Inspection and testing.

Building Systems Inventory and Work Order System

May 22, 2012

Objective PE5.6: Complete a building systems inventory and manual and implement Work Order System.

1. Produce a floor plan and manual for each building that outlines/identifies all critical building systems, including operation and maintenance instructions. Examples include fire alarm and sprinkler systems, security systems, HVAC systems, etc.
2. Implement an electronic work order system that can be used to track requests and jobs completed.
3. Evidence will include completed reports and data regarding work orders, including numbers of jobs requested and time needed to complete requests.

Update: We have done considerable work on this objective. The floor plans for each school have been copied and distributed to the head custodians. The custodians are using these diagrams to lay out the fire and burglar alarm panels, and to mark the locations of the boilers, main electric and water lines. An electronic Work Order System has been on line and in use for the past three months. Productivity is measurable, and individual accountability is now possible. The workers are receptive to the work orders because they can stay on task and track their own work. All of the maintenance workers and head custodians have been trained on this system. Except for emergencies, this is how work is assigned. This system has modules for inventory control and scheduling which we will be implementing shortly.

DRAFT TO THE BOARD OF EDUCATION ON AUGUST 30, 2011

APPROVED BY THE BOARD OF EDUCATION ON SEPTEMBER 6, 2011