

FAIRFIELD PUBLIC SCHOOLS

8-31-2021, 7:30 PM

501 Kings Highway East, CO Board Room

Regular Meeting Agenda (*revised*)

The public is invited to attend via WebEx Meeting Number or Limited Seating

MEMBERS OF THE PUBLIC:

This meeting will be conducted in a hybrid format with in-person and remote access.

To participate in-person:

Thirty seats will be reserved for public seating. Seating will be available on a first come, first served basis.

1. To adhere to social distancing protocols, standing will not be allowed.
2. **Masks will be required for all attendees regardless of vaccination status.**

To participate remotely, the best way to access the meeting is to listen to:

1. [FPS You Tube channel](#); or
2. FairTV's cable channel (78 for Cablevision), or FairTV's YouTube [Education Channel](#); or
3. Call 408-418-9388, and use Meeting Number (access code): 179-536-9471

Please Note:

- ✓ Callers will be on mute and will not be heard by Board members.
- ✓ Limited live call-in Public Comment takes place at the beginning of the meeting (agenda item #3). Sign in [here](#) to pre-register and you will be un-muted when it is your turn to speak.
- ✓ The public is encouraged to send comments **on agenda items only** before or after the meeting by filling out a [public comment form](#) or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. Names and topics will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.
- ✓ To view all agendas, minutes and enclosures, please click [here](#).

Board of Education Regular Meeting Agenda August 31, 2021, 7:30pm

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment
(Pre-registration is required to call in for limited live public comment. Please click [here](#) to register your name and telephone number. During the meeting, your registered telephone number will be un-muted when it is your turn to speak. Please note: live public comment is limited to 3 minutes per person, thank you.)
4. Presentation:
 - A. NEASC Report – Fairfield Warde High School, Mr. Cavanna
(Enclosure No. 1)
Report of the Visiting Team for Fairfield Warde High School, Mr. Cavanna
(Enclosure No. 2)

5. New Business

A. Acceptance of Holland Hill Project Number 051-0146 EA, Mr. Jason Li

(Enclosure No. 3)

Recommended Motion: “that the Board of Education accept Holland Hill project number 051-0146 EA as complete”

B. Presentation of the New Format for the Capital Waterfall Chart, Mr. Papageorge

(Enclosure No. 4)

C. First Read: Capital Request for Roofing Projects, Mr. Papageorge

Roger Ludlowe Middle School full roof replacement and roofing design services for partial roof replacements at Sherman and McKinley Elementary Schools-

(Enclosure No. 5)

D. First Read: Educational Specifications: Roger Ludlowe Middle School Full Roof Replacement

(Enclosure No. 6)

6. Approval of Minutes

Recommended Motion: “that the Board of Education approve the 7-28-2021 Special Meeting Minutes”

(Enclosure No. 7)

7. Superintendent’s Report

- A. School Opening Update
- B. Remote Learning Update
- C. District Improvement Plan Update
- D. 2021-2022 Elementary Enrollment Update

8. Committee/Liaison Reports

9. Open Board Comment

10. Public Comment*

11. Adjournment

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

** The public is encouraged to send comments **on agenda items only** (per BOE By-Law, Article V, Section 6) in person or before or after the meeting by filling out a public comment form or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. All comments received and verified will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.*

CALENDAR OF EVENTS

September 14, 2021	7:30 PM Regular Meeting	501 Kings Hwy East CO Board Room
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RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements, please contact the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.

Fairfield Warde High School

NEASC Presentation:

- Tuesday August 31, 2021
- 7:30 p.m.



Fairfield Warde High School



NEASC Co-Chairs:

- Sania Werner
 - Science Department Chair
- Julia Fedoryk
 - World Language Teacher
- Margaret Murphy
 - Social Studies Teacher
- Lauren Moyer
 - Social Studies Teacher

Fairfield Warde High School



Growth Plan and Progress Reports

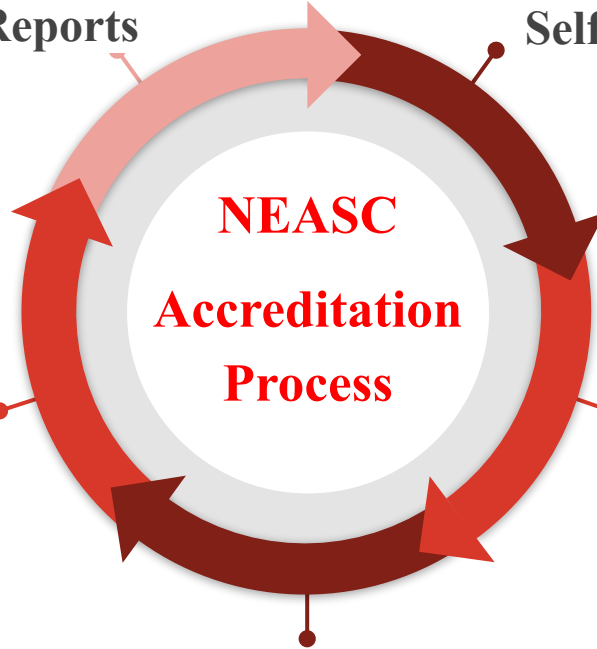
Self-Reflection

**NEASC
Accreditation
Process**

Collaborative Conference

Decennial Accreditation Visit

School Growth Plan Development and Implementation





Fairfield Warde High School



What is the Decennial Visit?

- The purpose of the Decennial Visit is to review the summary of the Decennial Report.
- The Decennial Report describes the progress of our school community in our self-identified Priority Areas of Growth since the Collaborative Conference Visit in October of 2018.
- The visit took place from Sunday, March 28th to Wednesday, March 31st.
- Virtual Visit

Fairfield Warde High School



The Visit Included:

- Priority Area Schedule
- Classroom Visits
- Collection of Evidence
- School Tour - Video
- Teacher Panels
- Students Panels
- Parent Panel
- Meeting with the B.O.E.
- Meetings with Central Office and Building Administrators



Fairfield Warde High School



Priority Areas for Growth:

- Improve teaching and learning through interdisciplinary departmental collaboration and research
- Deepen and broaden teaching and learning through innovative use of technology across curricular areas
- Provide interventions and instruction to support the academic, social, and emotional success of all students
- Implement the Academic, Social, and Civic Expectations to fulfill the Vision of the Graduate
- Personalize learning opportunities and assessment to meet the needs of each student



Fairfield Warde High School



An Overview of Commendations:

- The robust programming afforded by the school counseling and student services department to support students' academic and social-emotional needs
- The positive school climate that is palpable by all who visit and attend Fairfield Warde
- The dedication and commitment of the school-based leadership team in making Fairfield Warde a community that is Welcoming, Academic, Respectful, Dynamic, and Ethical
- The notable agency afforded to students and staff in their own growth and development within and outside of the school

Fairfield Warde High School



An Overview of Commendations:

- The variety and flexibility of staff and students to integrate technology into daily teaching and to personalize learning
- The enhanced understanding and application of technology to improve engagement and interactivity
- The formation of the SEL Coalition that is providing social-emotional support to both students and staff
- The creation of a restorative in-school suspension program that promotes a growth mindset
- The staff's commitment to the assured experiences related to the academic expectations

Fairfield Warde High School



An Overview of Recommendations:

- Create interdisciplinary lessons within the curriculum that are driven by the vision of the graduate
- Create an action plan that aligns and codifies the various building and district-level initiatives as a means to build upon the success and progress already underway
- Develop and implement professional development that includes common expectations and strategies for personalized blended learning

Fairfield Warde High School



An Overview of Recommendations:

- Develop and communicate a data driven referral, monitoring, and exiting process for support services that inform a more efficient and thorough SRBI process
- Provide additional opportunities for professional learning for educators to create instructional activities aligned with the vision of the graduate
- Provide ongoing professional learning support in the development and implementation of instructional strategies that support personalized learning

Fairfield Warde High School



Commission on Public Schools

Report of the Visiting Team for Fairfield Warde High School

Fairfield, CT

March 28, 2021 - March 31, 2021

How to Access the report?

- [FWHS website](#)
- [Letter to School
Community](#)
- [Report](#)

**New England Association of
School and Colleges, Inc.**

Enclosure No. 2

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Fairfield Warde High School**

Fairfield, CT

March 28, 2021 - March 31, 2021

**Ms. Sharon Cournoyer, Chair
Mrs. Heather O'Brien, Assistant Chair
Paul Cavanna, Headmaster**

School and Community Summary

School and Community Summary

The town of Fairfield, Connecticut is a suburban community located on the shores of Long Island Sound in southern Fairfield County along the Interstate 95 corridor, less than 50 miles from New York City and sharing borders with Westport, Easton, Weston, and Bridgeport.

A community rich in history, with many of its landmarks and oldest homes dating back to the pre-Revolutionary War period, Fairfield has grown into an affluent, family-oriented town with a nautical and arts influence that boasts five beaches, two public golf courses, two universities, and a vast array of restaurants and stores spread throughout the downtown area. With U.S. Route 1 and Black Rock Turnpike representing its primary economic thoroughfares, Fairfield is home to a blend of local business and national chains, with industry involving professional, scientific, and technical services; education including public and private universities; finance; healthcare; retail; and a mixture of manufacturing, the arts, information technology, public service, administration, and construction. The town's major employers are Sacred Heart University, Fairfield University, and Bigelow Tea Corporation.

The current population of 61,598, a total that has grown over the last seven years, is well-educated, with 65 percent of residents age 25 or older holding a bachelor's degree or higher. Although an affluent community, with a median household income of \$134,559, a median house value of \$603,100, Fairfield has 5 percent (3,080 people) of its residents living in poverty, which is 5 percent below the state average of 10 percent. Eighty-four percent of Fairfield residents own their properties, and some residents live in subsidized housing. Growing in its diversity, 89.4 percent of Fairfield residents are White, 5.8 percent Hispanic or Latino, 4.5 percent Asian, and 2 percent African American.

The Fairfield Public School System consists of seventeen schools: eleven elementary schools, an Early Childhood Center, three middle schools, and three high schools. The district additionally has a Community Partnership Program designed to meet the needs of our 18-21 population. The Town of Fairfield is also home to a variety of private and parochial schools including Assumption and St. Thomas Aquinas elementary schools, The Unquowa School, Fairfield Country Day, Fairfield College Preparatory, and Notre Dame Catholic High School.

In support of public schools, the Fairfield community allocates significant resources with a per-pupil expenditure in 2018-19 of \$18,942 in comparison to the state average of \$17,506. In the 2021 school year, Fairfield put forth a total education budget of \$188,758,832, which represents a significant portion of local taxation spent on schools.

Over the last five years, enrollment at Fairfield Warde has ranged from a low of 1,441 in 2010-2020 to a high of 1,507 in 2017-2018. In 2020-2021, the school's total enrollment is 1,480 students, all of whom are supported by 138 teachers, of which 13.4 are special educators; 16 school counselors, social workers, and psychologists; 17.1 paraprofessionals; 2.5 school nurses; and 7 administrators. The student population identifies as 70.8 percent White, 15.8 percent Hispanic or Latino, 5.9 percent Asian, 3.8 percent two or more races, and 2 percent Black or African American. Female students represent 48.5 percent of the population with males being 51.5 percent. In addition, 14.7 percent of students are identified as special education students, 23 percent are eligible for free or reduced-price lunch, and 5.8 percent are English Learners.

Fairfield Warde's four year cohort graduation rate in 2019 was 98.2 percent as compared to 97.1 percent the previous year. The average daily attendance rate for students is 94 percent and the teacher attendance rate is 93.4 percent.

The percentage of students from the class of 2019 that attended a four-year college is 74.4 percent and two-year college attendance is 11.6 percent. A smaller percentage of students join the military, seek employment, or attend a college prep school.

In addition to the public school system, students currently at Fairfield Warde can take advantage of programs and library services at the local universities, Sacred Heart, Fairfield, University of Bridgeport, and the community colleges, Housatonic and Norwalk. Also, there are several museums in the area, including access to New York City, which provides teachers with professional development opportunities and access to educational experiences that support classroom instruction. The school also has created various internship opportunities for our upper-class students. Students can engage with local businesses in the spring through a job shadowing experience or through a week-long internship program. In addition, the business department teaches a semester elective, Internship and Career Exploration. This elective is open to all juniors and seniors.

Fairfield Warde is a part of the Early College Experience (ECE) with the University of Connecticut. Several Advanced Placement courses are approved in the ECE program and students receive college credit and accompanying transcripts from the university upon successful completion of the course. Students are eligible to take enrichment courses at universities or community colleges.

Throughout the school year, students are recognized for both their academic and athletic achievements. For example, the National Honor Society as well as honor societies in the world languages, math, music, science, English, and social studies departments celebrate students who achieve success in these disciplines.

Additionally, Senior athletes are honored each year who will continue at the collegiate level through a signing day presentation. This event involves the opportunity for student-athletes, their families, and their coaches to be recognized as they sign their letter of intent or receive a certificate.

At the end of the school year, the Junior Book Awards is held to present books from an array of universities to award recipients. The Senior Awards Night assembly acknowledges well-deserving seniors in the academic areas and also includes a presentation of financial scholarships by the High School Scholarship Foundation of Fairfield.

Fairfield Warde High School is a community of dedicated faculty and staff, engaged and committed students, who strive every day to live up to the Warde Way - Welcoming Academic Respectful Dynamic Ethical.

Core Values, Beliefs, and Vision of the Graduate

Welcoming Academic Respectful Dynamic Ethical

Mission Statement

Fairfield Warde High School provides a safe learning environment that is welcoming, academic, respectful, dynamic and ethical. Our school community, in collaboration with parents and other townspeople, fosters a democratic society that recognizes and promotes the dignity and worth of the individual. We believe that meeting the diverse needs of all students will encourage lifelong learning and responsible citizenship.

Belief Statement

1. Students are most successful when there are positive collaborative relationships among all members of the school community, diversity is valued and opportunities enable all to be a part of a nurturing school community.
2. Students benefit from a comprehensive, rigorous educational experience where authentic, creative and self-directed learning takes place and critical thinking yields imaginative and meaningful products.
3. Students develop an altruistic sense of community when they understand, respect, and take responsibility to promote expected and ethical standards of behavior.
4. Students prepare for global citizenship when held accountable for their own analytical problem solving skills, and demonstrate flexibility, adaptability and perseverance to address current challenges.

Critical and Creative Thinking

How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?

Exploring and Understanding

The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.

Synthesizing and Evaluating

The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.

Creating and Constructing

The student transforms existing ideas and knowledge into original ideas, products, and processes.

Communicating and Collaborating

How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?

Conveying Ideas

The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.

Using Communication (Media) Tools

The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

Collaborating Strategically

The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.

Fairfield Public Schools Vision of the Graduate

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

All students will be:

- Collaborators
- Communicators
- Critical Thinkers
- Responsible Citizens
- Innovators
- Goal Directed, Resilient Learners

[FWHS Core Values](#)

[Fairfield Public Schools: Vision of the Graduate](#)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At Fairfield Warde High School, a faculty committee, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of eight members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Fairfield Warde High School in Fairfield, CT. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Elementary, Middle, and High Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's

improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Fairfield Warde High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The school community provides a safe environment. Fairfield Warde High School has many structures and practices in place that contribute to a physically, emotionally, and intellectually safe environment for learners and adults. The WARDE acronym sets the expectations for being "Welcoming, Academic, Respectful, Dynamic, and Ethical" for students, staff, families, and visitors. This is posted on walls, in classrooms, and in hallways. Students and staff share sentiments of feeling welcome and heard at Warde and that each has a voice in their experiences at the school. Comments include an appreciation for the high expectations for learning and behavior, the flexibility that teachers have for students, particularly over the past year, the strong relationships between teachers and students, and the ability to innovate learning and teaching. Training conducted in 2019 regarding social capital included a disaggregated data analysis of student participation in AP courses based on race/ethnicity and free/reduced lunch status. This focus supports the philosophy of reflection on practices that impact equal access to learning for all students. Warde ensures the physical safety of students and staff through a variety of structures and practices. Warde has a School Safety Committee which oversees the policies that are reflective of the school's dedication to safety and security and the protocols for fire, evacuation, and lockdown drills, are conducted monthly. Multiple exterior doors have been narrowed down to three points of entry accessible to students, and once the school day has started, all doors are locked and visitors must be buzzed into the lobby where they are met by the lobby security receptionist. Visitors must show a valid ID after which they receive a visitor's badge and report to the main office for further assistance and direction. In addition to the lobby security receptionist who screens visitors, there is also a full-time campus security guard, a school resource officer, and several security cameras throughout both the interior and exterior of the building.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

The school has a written document describing its core values, beliefs about learning, and vision of the graduate. The transferable skills of the vision of the graduate can be seen in the lesson plans, instructional strategies, and assessment practices used by many Warde teachers. Although the Covid-19 pandemic has paused full implementation of the instructing, assessing, and reporting of the district set of achievement standards for academic expectations, the school-wide rubric and process by which those expectations are reported are ready for implementation as part of the graduation requirement for the graduating class of 2023. In addition to the core values, beliefs about learning, and vision of the graduate, Warde has adopted the acronym WARDE, Welcoming, Academic, Respectful, Dynamic, Ethical. That has become a source of pride for students, staff, and families and is considered a large part of the school's and its stakeholders' identity.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

There is currently a written curriculum for every course. All curriculum has been completed in a consistent format for all departments at the school and for all grade levels throughout the district. All curricula include critical areas of focus, pacing guides, course overviews, units of study with organizing ideas and essential questions, alignment with Connecticut Core Standards, instructional strategies, and assessment suggestions. Each curriculum document can be found online on the school's website making it available to the entire school community in easy to access, clearly delineated pages organized by subject area. There is currently a seven-year cycle for curriculum writing (also shared on the school's website) that is overseen by building level and district level curriculum leaders and curriculum coordinators. The ongoing revision process will eventually include a new template with the integration of the vision of the graduate standards, transition skills, and technology into the curriculum.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school has a current school improvement/growth plan that is aligned with the Fairfield Public Schools District Plan. The plan reflects the school's desire to address student learning needs through goals connected to social-emotional learning, student-centered instruction, and intervention strategies to ensure all students achieve the competencies for academic and life success. Many of the academic expectations and core values about learning are reflected within the document and the school shares that future iterations will reflect the commitment to instilling in students the transferable skills of the vision of the graduate. It will be important that future iterations of the school improvement plan reflect the school's commitment to the vision of the graduate/transferable skills and provides action steps and includes accountability information as it relates to the five priority areas.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

There are systems in place at Fairfield Warde High School including Scientific Research-Based Intervention (SRBI), a collaborative teaching model with a special education teacher, a teacher-led Social Emotional Learning (SEL) Committee, and a restructured In-School Suspension (ISS) program that incorporates restorative practices and seeks to foster community connection with therapeutic and academic support. The school has identified a need to strengthen its process for identifying and referring students, in particular, those who need additional assistance through the SRBI program. This process should also include language and training for all staff that ties the individual systems together, therefore, ensuring a proactive approach to wrap around services starting with identification of students, delivery of tier-one interventions, delivery of services, communication of student outcomes, and next steps for success to prevent the repeated need for intervention.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school building and facilities support the delivery of curriculum, programs, and services. Fairfield Warde employs a thoughtfully designed and organized "house system" that ensures a safe and secure environment, as well as fostering a healthy and positive culture for students and adults. Students and families appreciate the house system which personalizes the experiences for students in a large high school. The inclusion of technology, common spaces for students and staff, and the flexibility to accommodate learning supports curriculum and programs. The building, which is meticulously clean and well-maintained, meets all applicable federal and state laws and complies with local fire, health, and safety regulations. Staff and students share their pride in the maintenance, upkeep, and accessibility of the building, all of which contribute to an atmosphere ripe for learning.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
2.2a - Student Learning	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard

Priority Area 1

Priority Area

Improvement of teaching and learning through interdisciplinary, departmental collaboration, and research.

While the school has excellent examples of teaching and learning that have been acknowledged in the visiting team's Collaboration Conference report, additional interdisciplinary work along with departmental collaboration and research will enhance student learning at Fairfield Warde.

Action, Impact, and Growth

Fairfield Warde High School has taken a variety of steps in order to work towards improving teaching and learning through interdisciplinary, departmental collaboration, and research. Professional Learning Teams (PLTs) are scheduled to meet each week during the school day for 45 minutes. All PLTs are required to have an instructional focus on connecting to the school's academic expectations, and to discuss a variety of instructional strategies along the way. Some PLTs are exclusively departmental, others are a collaboration between social studies and English teachers, which began in the 2019-2020 school year. Staff would like to see PLTs eventually branch out to all of the other disciplines, especially beyond the humanities. Teachers are required to complete check-ins and occasional PLT observations where they meet with administrators to discuss what they have been working on. In addition, PLTs are required to fill out a Google reflection form twice a quarter. PLTs have the autonomy to establish and achieve their goals. One example is the English and social studies PLT where they collaborated on how they teach seminars with their students in order to maintain continuity in their lessons.

Teachers reflect a desire to collaborate with other departments outside of their PLT. Students are often performing better in English classes than in history classes, largely because of the focus on skills over content. With the English curriculum, there exists a focus on continued skill sets that exist over time. Whereas in history and science, students are exposed to concepts they have not been exposed to before. If there were more diverse interdisciplinary PLTs formed, there would then be more opportunities to incorporate personalized learning within the curriculum. When more content areas are incorporated into the PLTs, students will have a greater appreciation for applications of content knowledge and transferable skills across curricular areas.

The idea for expanding the purposeful interdisciplinary grouping of teachers into PLTs beyond the humanities was a result of a professional development half-day that took place in February of 2020. During the PLT Showcase, individual teachers shared their departmental PLT work with their interdisciplinary group. The areas of focus were discussing strategies the PLTs implemented throughout the school year and the value behind it. The presenters developed a specific question that they were seeking feedback on from their colleagues. Everyone gave constructive feedback and also included suggestions of tactics they do in their own classroom that may help each other. One group reported they focused on how to foster better collaboration among students in the classroom. The PLT continued to brainstorm ideas as to how to teach students better ways to communicate. As a result, these discussions became a resource to classroom teachers and support the need to continue to grow interdisciplinary practices.

At the end of the professional development day, teachers gathered to their original PLTs to share what was learned during the group sharing. They reflected and created goals for their future PLTs and filled out a Google form for evidence. As a result of this professional development experience, teachers began to brainstorm ways they can connect their content and skills that were being taught in their courses to other courses outside of their content area. Beginning in the 2020-2021 school year, Fairfield Warde increased the number of interdisciplinary PLTs from two to seven. Currently, English and social studies are the only two subjects that are in an interdisciplinary PLT. According to the teachers, these interdisciplinary PLTs are the most fruitful. During these PLT meetings, teachers frequently share strategies and ideas on how to help students develop and expand their skills that tie in with their academic expectations. Topics such as critical thinking, collaboration, and communication were discussed. They also spend a considerable amount of time looking at student work to inform their practices.

The result of working on the interdisciplinary action steps can be seen in one of their flagship classes called, American Studies. This class proved to be an innovative way to teach English language and history as a dual AP class that is co-taught. There is a lot of flexibility, risk taking, and innovation that happens in this class. Throughout the course curriculum, students create multimedia essays based on historical events, participate in peer assessments, and use technology to add depth and breadth to their writing. Students also have the opportunity to create their own rubrics and collaborate together throughout the writing process. The goal is for students to become more reflective, more critical, intrinsically motivated, and more self-evaluative.

Interdisciplinary teaching and learning is a priority area for Fairfield Warde High School. Teachers are starting to incorporate interdisciplinary lessons into their daily classroom repertoire. According to a staff survey, 48 percent indicate they incorporate interdisciplinary lessons into their instruction. Staff also indicate a benefit for all students to engage in more interdisciplinary course work. The staff is willing to expand interdisciplinary opportunities and collaboration for students beyond the one AP 'American Studies' course.

Recommended Next Steps

- Create interdisciplinary lessons within the curriculum that are driven by the vision of the graduate
- Develop concrete quantitative and qualitative data to help measure student learning and progress being impacted because of interdisciplinary collaboration
- Create professional development that includes more opportunities for teachers of different disciplines to collaborate outside of their own department
- Expand interdisciplinary PLTs outside the humanities
- Develop expectations for teachers to create interdisciplinary units and lessons as part of the curriculum development process

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- priority area observations
- school leadership
- school summary report
- student work
- student-led conferences
- teacher interview
- teachers

Priority Area 2

Priority Area

To deepen and broaden teaching and learning through innovative use of technology across curricular areas.

Our use of technology and innovation in our teaching practice as well as the encouragement of student digital awareness and expertise continues to transform our practice and vision.

Action, Impact, and Growth

Fairfield Warde High School has taken a variety of steps in order to deepen and broaden teaching and learning through the use of technology across curricular areas. Technology infrastructure upgrades, teacher-led professional development, the creation of the innovation center, the expanded role of the technology integration specialist, and expanded district licenses for various technology platforms have all dramatically increased technology use across all departments.

The school began work to deepen the use of technology prior to their Collaborative Conference in the fall of 2018. Fifteen teachers at Fairfield Warde participated in summer professional development on Google I; Google II; Chromebooks, apps, extensions, and add-ons; and "Level up your instruction with SAMR" training. Infrastructure updates occurred in preparation for the initial increase in connected devices. Access points and switch replacement occurred. Additionally, at the time of the Collaborative Conference visit, teachers at Fairfield Warde were sharing Chromebook carts between classrooms. From an application perspective, the district was using the CTEdTech Learn platform for approval. Moreover, there continues to be a running list of approved apps for staff to easily access on the Learn Platform.

In the summer of 2019, a dozen teachers at Fairfield Warde started and some completed the Google certified educators course, having taken advantage of district offered vouchers. The technology integration specialist position was expanded to full-time starting in the 2019-2020 school year. Fairfield's IT department distributed Chromebooks to students in grades 6-12, which expanded the district's one-to-one initiative. During the 2019-2020 school year, the Library Learning Commons staff offered several "lunch and learn" sessions on topics such as the Gale database and new Google features. Additionally, in February 2020, there were four half-day professional development sessions around technology offered, which included tech tools for teaching, using Google Forms for collaborative student feedback, Google FORMatives, and using technology to personalize instruction.

A student-run tech team started in the fall of 2019. Student volunteers worked in the Library Learning Commons to troubleshoot students' IT issues with their Chromebooks. These students triaged Chromebook repairs, helped students with a variety of issues, and created various informational flyers and posted for students. Google student training was offered to this group of student volunteers to increase their proficiency with both Chromebooks and the G-Suite through grant funding. Due to the Covid-19 pandemic, this group has not resumed operation, however, the Library Learning Commons staff and technology integration specialist are hopeful of its return for the 2021-2022 school year. Staff also reported the student-run technology team had a positive impact on both the student volunteers and the students it assisted. The volunteers gained problem-solving, social, and life skills when working with their peers.

Furthermore, the Innovation Center opened for the start of the 2019-2020 school year. Equipped with a variety of flexible seating options, this classroom was designed to have a creative feel. This room has VR goggles, a green screen, computer stations, whiteboard tables, 3D printer, video conferencing hardware including huddle cams, wireless microphones, two collaboration stations with large monitors, and a Jamboard. Teachers report using the Innovation Center as a flexible classroom space where students conduct brainstorming and collaborative sessions related to various class projects. The room was used daily by humanities and elective classrooms throughout the fall and winter of the 2019-2020 school year, though students indicate a lack of widespread usage and an understanding of its purpose.

The Covid-19 Pandemic impacted this priority area by catapulting the need for all teachers to integrate technology into their daily instructional practices, as the school shifted to distance learning in the spring of 2020. Fairfield Warde quickly recognized the need to expedite professional development for its staff. The technology integration specialist and the Library Learning Commons staff worked to create several webinar sessions each week on how to use and integrate various technology platforms for teaching and learning. These sessions were recorded and are accessible to staff members in an asynchronous format. These sessions modeled for staff how to begin using digital tools, provided ideas for instructional use, and allowed for teachers to ask specific questions. Sessions included Pear Deck, WeVideo, Screencasting, Book Creator, Kami, Padlet, Talking Points, Explain Everything, SWANK, FlipGrid, Jamboard, Adobe Spark, and Flippity. Frequent email communication from the technology integration specialist provided teachers tech updates and the latest tips, tricks, and best practices. Additionally, three all-day professional development days were added to the school calendar during this time, as a means for Fairfield Warde staff to discuss ways to increase capacity for teaching and learning in this new environment. Sessions included increasing student dialogue, using EdPuzzle, various Google Classroom features, and science labs at home.

Various software purchases and hardware upgrades occurred throughout the spring, summer, and fall of 2020. In preparing for students returning to school, webcams, speakers with extended USB chords, extra monitors for dual screens, and document cameras were available for teachers. Subscriptions for Kami, Pear Deck, Google Enterprise for Education, Newsela, and Padlet were purchased to allow teachers access to premium features. More recently, the February 2021 professional development day had sessions offered related to technology integration in the classroom. Topics include creating a virtual community, using Desmos and Pear Deck to create synchronous lessons, and using Padlet and Pear Deck for progress monitoring. Furthermore, Fairfield Public Schools have a technology integration website that boasts a plethora of tutorials for students and teachers. Extensive training materials include all aspects of Chromebooks, the G-Suite, and Office 365. Under the digital tools for instruction website, there is information for teachers to discover on over fifteen different instructional platforms.

Fairfield Warde staff have also created a takeout-style professional development website with short videos on various aspects of several EdTech tools. Information includes Padlet, Pear Deck, approving YouTube videos, Google Classroom Originality Reports, setting up and using Kami, and a "Fake News" survival kit for teachers and students on how to evaluate digital content. Additionally, the Fairfield Warde's Library Learning Commons hosts a variety of research tools and information including student and teacher resource pages with technology information, maker space information, and translation tools for their newcomer students. A "Show What You Know" book creator highlights for students a variety of platforms they can use to complete assignments and projects during class by product. Directions and ideas are included in this resource. For example, students can learn which tools are best for making an infographic, podcast or video, digital or interactive book, comic strip, digital bulletin board, and website or social post.

The result of these action steps can be seen across teaching and learning in all disciplines. As a result of the Covid-19 pandemic, all teachers were able to quickly transition to asynchronous remote learning in the spring of 2020 and then to synchronous hybrid learning in the fall of 2020. One student described this transition saying, "it was admirable and crazy to see how fast Warde was able to adapt at the start of the pandemic." Fairfield Warde quickly transitioned to remote learning four days after closing the building.

An impact of the professional development on technology was the integration of the G-Suite, including Google Classroom and Google Meet in all classes. Across disciplines, teachers report the use of Google Classroom and its impact on the organization and simplified student workflow, allowing students to be responsible for the entire learning process, not just the final piece or product. Students and teachers shared the benefits of having

classroom information posted on Google Classroom. Students report they benefit from having all of their class material easily accessible, organized, and available for review throughout the school year. Another impact of the integration of Google Meet is that both students and teachers report an increase in feedback and discussion, as all students have opportunities to share in-class aloud or via the chat feature. Students shared that they feel more connected to their teachers as a result of the increased means of communication. Students also claim that the vast majority of their teachers respond to emails in a timely manner, often within a few hours, to questions about assignments or content.

Many classrooms use the breakout room feature for small group discourse across the school. Discussion is facilitated and moderated through the chat. Pear Deck is used frequently for formative assessment and student accountability. Other tech resources include Delta Math, Webassign, CK-12, Edpuzzle, Padlet, Smart Music, Gizmos, Jamboard, Smartboard software, Kami, Book Creator, Padlet, Geogebra, FlipGrid, and Adobe. Classes from the math and world language departments have gamified instruction and content practice by having students complete escape rooms in groups using Google Slides and Forms.

There is broad usage of technology across all disciplines. In financial literacy, students create comic books and graphic novels. The culinary arts classes use Book Creator to express their learning throughout the semester. Scavenger hunts and escape rooms are used to engage students in practicing the content in several disciplines. Padlet is used to collect student feedback on topics, as a digital gallery walk for showcasing student work, and as a resource hub for content. An additional impact of this work is the broader diversity of student work products, as students have some choice when showcasing their learning through a variety of multimedia presentations and posters using tools like Book Creator, WeVideo, and Flipgrid.

Students and staff report that Fairfield Warde is a technology-rich school with a lot of opportunities for students. Some have also commented about the technology saturation and the need to reflect and rebalance technology usage for teaching and learning in the future. Both staff and students agree on the need to find balance in online and traditional methods of teaching and learning, as students return to school for full in-person instruction. In reflecting on the past few months, technology support staff report seeing a shift upward in the SAMR model for technology integration regarding instruction. Staff has shifted to more of the augmentation and modification stages. Overall, staff are in different stages and pockets of staff members are pushing themselves into the redefining stage as much as possible.

Teachers report a variety of technology tools and apps that they believe they will continue to use post-pandemic, as schools return to in-person instruction. There is also uncertainty regarding the future of the technology action plan, committee work, and the need for increased communication between school staff and central office regarding technology services and applications available.

An area for growth that the school has identified for the future is planning time for teacher reflection and collaboration regarding technology integration during the hybrid learning period. Some technology is grant-funded and there are concerns regarding the loss of some subscriptions. The staff has identified the need for data collection from teachers and students regarding which tech tools and their frequency of usage in the classroom to determine which programs and services are working best and should continue to be funded and which programs will be integrate into in-person instruction. Teachers and administrators will need to determine how the SAMR model could be used to continue to redefine learning through innovative instruction. The goal of undertaking this is to continue to work towards transforming and personalizing instruction for all learners.

Another area that Fairfield Warde has identified is to continue offering teacher-led professional development for teachers to share their use of technology to transform teaching and learning. Staff members also recognize that there are varied levels of proficiency regarding technology integrations. Further professional development will need to be more individualized based on teacher strength and areas for growth.

Students and staff report the positive impact of risk taking and innovation as a result of using various technology platforms. To support other priority area work on personalization, teachers and staff report the need to continue to foster student agency by the continued use of technology to allow students to facilitate and showcase their knowledge.

Recommended Next Steps

- Develop and implement methods to assess and evaluate the current technology tools and applications being used by staff and students
- Develop methods for collecting stakeholder feedback in the funding process for technology subscriptions. Include teachers and students in data collection
- Survey staff members regarding the need for additional professional development and/or their level of expertise with the available technology tools
- Include technology integration as curricula are revised/updated, as well as embedding technology integrated learning tasks into curriculum document
- Develop and implement professional development that includes common expectations and strategies for personalized blended learning
- Consider streamlining the location of technology integration resources for students, families, and teachers so information is easily accessible to all stakeholders.

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- priority area observations
- school leadership
- school support staff
- school summary report
- student work
- students
- teacher interview
- teachers

Priority Area 3

Priority Area

Provide interventions and instruction to support the academic, social, and emotional success of all students

The vision of the graduate, as a district initiative, has the potential to transform educational experiences as our focus shifts to include assessing transferable skills that our school community has self-selected as the most important skills for graduates of Fairfield Warde High School.

Action, Impact, and Growth

Fairfield Warde High School (FWHS) has taken a variety of steps in order to provide interventions and instruction to support the academic, social, and emotional success of all students. Staff has begun work on several initiatives in order to attain the goals they have set forth to achieve, including a number of academic-based alternative supports, House Team Meetings, the creation of a Social and Emotional Learning (SEL) coalition, updating their SRBI system, restructuring their in-school suspension (ISS) program, and implementing the Individualized Motivation to Promote & Achieve Creative Transformation (IMPACT) program.

Structured study halls were developed for a group of identified students during the 2018-2019 school year. These students were struggling with work completion and low grades. Structured study halls had a limit of 6-8 students per class and the teacher focused on executive functioning skills and helping students complete missing assignments. A special education teacher and school counselor reported that these study halls resulted in an improvement in grades, work completion, and overall success in the school setting. While these structured study halls had to be tabled for the 2020-2021 school year due to the pandemic, the school's goal is to re-implement this support in the 2021-2022 school year.

FWHS has implemented weekly House Team Meetings which consist of the house administrator, one school psychologist, and the house's school counselors. During these meetings, staff members discuss at-risk students and determine appropriate supports/next steps for the student. According to staff members, these meetings are where tiered interventions are discussed for students, possible special education referrals, and parent communication occurs. Parents report that the communication between FWHS and home is an invaluable resource that helps to maintain the positive school climate in their school community.

An additional step the school took to support the social and emotional success of all students was the development of a Social and Emotional Learning (SEL) coalition, which is made up of a variety of staff members from the school community. This committee has encouraged communication and cohesion among not only teachers and students, but among staff members across subjects as well. The SEL coalition has developed and implemented professional learning opportunities for staff members in which they have trained staff on how to use SEL strategies in their own classrooms and within their curriculum delivery. They have also had their entire school staff trained in Dialectical Behavioral Therapy (DBT). This has allowed all staff members to gain insight into the work being done by the counselors and support staff, as well as allows them to make stronger connections with the students at FWHS. The SEL coalition regularly provides teachers with various SEL tools, techniques, and lessons to implement in their classroom.

Another step the school took to support student achievement was the reconfiguring of their SRBI process. FWHS shifted to a staff-led SRBI committee this school year. This committee is made up of approximately 12 members including support staff, special education, and regular education teachers. This committee is actively progressing and looking for new ways to support their students at the tier one level. The need for an SRBI interventionist was echoed by teachers, support staff, and administrators. The school is seeking support in order to develop and implement new tiered interventions.

The in-school suspension (ISS) program at FWHS was restructured for the 2020-2021 school year. The mission of the FWHS ISS program is, "to provide a safe and structured environment where students can repair their

relationships and strengthen their connection to the school community through a counseling based program that will facilitate academic and social-emotional self-reflection as well as personal growth.” There are strict guidelines and expectations for the students participating in the ISS program including mindfulness practices, both individual and group counseling, meetings with school counselors, and time for work completion. This program has turned ISS from a punitive consequence to a restorative one and gives students the opportunity to reflect on their behavior and learn how to make better choices in the future.

A Fairfield Public Schools initiative called Individualized Motivation to Promote and Achieve Creative Transformation (IMPACT) was implemented at FWHS during the 2018-2019 school year. This program uses an integrated approach to address intense emotional, academic, and executive functioning needs for students in grades 9 - 12 who receive either 504 or special education services and supports. This initiative has provided these students with extensive and intensive counseling built into their daily schedule in order to improve their social-emotional well-being and overall success in the school setting.

In a short time, the actions taken have had a positive impact on the FWHS community. The result of the implementation of interventions and instruction to support the academic, social, and emotional success of all students can be seen in the willingness of students to participate in classes, extracurricular activities, school sanctioned events, and an overall feel of a positive and inclusive school climate. According to staff, the implementation of these actions has resulted in better relationships among staff and students which has in turn improved overall student success. Students have reported that they feel safe and supported, and have been given a plethora of opportunities both academically and emotionally to improve and excel. Parents reiterated that they feel confident sending their students to FWHS because they are being supported academically, socially, emotionally, and behaviorally. Both students and parents share the same sentiment, that they feel truly valued and supported.

Recommended Next Steps

- Develop measures of success for SEL interventions and programs and a process for collecting evidence, including qualitative and quantitative data, and analyze the evidence to determine the efficacy of these programs and to inform improvement for future success
- Develop and communicate a data driven referral, monitoring, and exiting process for support services that inform a more efficient and thorough SRBI process

Sources of Evidence

- classroom observations
- department leaders
- parents
- priority area meetings
- school leadership
- school support staff
- school summary report
- students
- teacher interview

Priority Area 4

Priority Area

To implement the academic, social, and civic expectations rubrics to fulfill the vision of the graduate.

The vision of the graduate, as a district initiative, has the potential to transform educational experiences as our focus shifts to include assessing transferable skills that our school community has self-selected as the most important skills for graduates of Fairfield Warde High School.

Action, Impact, and Growth

Fairfield Warde High School is one of two high schools in the Fairfield Public School district. As part of their long-term planning, the district put together a vision of the graduate which outlines core values, skills, and attributes students should acquire by the time of graduation. Shifts away from traditional assessments, a revamped restorative practice system combined with increased collaboration vertically within the school and horizontally across the district have been the tools used to affect change. The vision of the graduate encapsulates the district's six key skills which include: critical thinking, collaboration, communication, innovation, resiliency, and being a responsible citizen. In conjunction with these six skills, the district has further broken down key areas for success into academic expectations and social and civic expectations. The academic expectations component work began in 2017 and was presented to the staff as a long-range plan.

The current year at Fairfield Warde has been marked by a shift in priority due to Covid-19 safety protocols and an increased focus on social-emotional learning while implementing a hybrid model for school participation. The use of rubrics has been put on hold as a necessity in approaching the challenges implemented by remote learning. The data indicate that a combination of factors has led to a decrease in the use of in-school suspension (ISS): the decreased volume of students has required fewer instances, and the revamped restorative practice model has positively impacted the school community. Additionally, as a percentage, the instances of students repeating the ISS program have also dropped dramatically which speaks to the effectiveness of the systems.

As part of the growth process, in 2018 the deans of all the houses focused on the creation of a social and civic expectations rubric. The rubric speaks to the specific behaviors that are expected of the students both in and outside the classroom. Extensive work has been done to create procedures and protocols with the ISS program and restorative practices. The social and civic expectations are a parallel component of the vision of the graduate in the sense that there is overlap directly in a citizenship component. Additionally, the components of respect and responsibility have indirect but strong ties to some of the components of the vision of the graduate categories. The social and civic expectations are often addressed in an advisory period. However, students report that the advisory period did not effectively address the skills and was not an effective use of the time, due to lack of enthusiasm for the lessons, lack of completion of the activities, and disinterest.

The school district created specific graduation requirements related to academic expectations that were to be assessed on a rubric designed by teachers. These rubrics are intended to provide a framework for specific skills students should acquire, and to provide clarity of interpretation as to the mastery each student should demonstrate. Within each academic department, discussions were held regarding two to three specific skills that should be the centerpiece of each grade level subject course. Teachers within each department are required to ensure that each skill is addressed and to indicate in Infinite Campus that the standards are completed. The specific expectations were also printed out and displayed in each classroom, for a visual representation and reminder. These academic expectations are each broken down into three sub-categories within the categories of critical and creative thinking, communicating, and collaborating. The rubric allows teachers to tailor student practice to fit within each subject area. These academic expectations are also measured with the grading software used by the district, Infinite Campus. Teachers are required to fill in a score for each student to track their progress as a graduation requirement.

During the 2019-2020 school year, teachers worked collaboratively in their Professional Learning Teams (PLTs) to develop what were referred to as common goals. Teachers that worked on similar classes focused on the specific skill sets that aligned with their course and the established rubrics. The collaborative efforts aimed at identifying where student performance was and was not hitting the mark and implementing instructional strategies that aligned with protocols. An additional component to this growth manifested when teacher-led PLTs presented their findings to the staff about the specific skill attainment they had observed in their students. The implementation of these academic expectations was broken down into three separate years and blocks. In 2017-2018, critical thinking and creative thinking skills were emphasized. In 2018-2019, collaboration and communication were made the focus. In 2019-2020 a shift was made to allow teachers to identify course-specific skills that would be appropriate for both students and the course. To further clarify and create structure, each academic department went through the six academic expectations and highlighted which skill would be emphasized by grade and course. For instance, the English department has a heavy emphasis on conveying ideas across all classes, while social studies has an additional focus on synthesizing and evaluating, seen in the academic expectations rubric. Having this specific breakdown has allowed teachers within a common course to plan for similar, but not necessarily identical, assessments which allows for appropriate evaluation while still allowing teachers to be creative and students to have academic autonomy. An example of this is in one honors history class, students are required to complete an inquiry project in regards to the Civil War, but have the freedom to choose the topic they wished to focus on. One student created a project on medicine that was developed in the war, while another focused on how the war changed the lives of young people. Students in the class give each other feedback for each project, demonstrating various components of the key academic expectations as well as practicing essential skills of the vision of the graduate.

Beginning in 2019, teachers from both high schools in the district began collaborating to ensure that students were being assessed in a similar manner. The goal behind the increased collaboration was to ensure that across the district, the experience students had within either school was not too dissimilar. Additionally, while the complexion of both high schools contains many similarities, differences exist, and the collaboration also aimed to ensure that graduates from either high school left with the same or extremely similar skill sets and experiences. Ninth grade teachers are required to use one common assessment in each half of the year, with the first to establish a baseline level of competency and the second to measure targeted growth.

In addition, beginning in the 2019-2020 school year, academic expectations were included in teachers' individual evaluations. The movement required teachers to explicitly identify specific academic expectations linked directly to the vision of the graduate and rubrics previously created. Teachers were evaluated as part of their annual evaluation, while student growth was also measured.

Students, parents, and teaching staff have overwhelmingly positive perceptions of the school environment and culture that exists within Fairfield Warde. Common themes from teachers are the fundamental belief that the administration in the building and the central office have what is best for students and staff in mind and create a very positive work environment. Teachers communicate feeling the freedom to explore and be creative with support. Building administration had a sincere and deep focus on involving students and other stakeholders in decision-making as often as possible. First and foremost, the usage of the acronym W.A.R.D.E. can be seen throughout the building, as well as at many school functions. The deans made a special effort to acknowledge that while they are responsible for maintaining the culture, the work that upperclassmen and school student leaders do is invaluable.

Recommended Next Steps

- Develop activities and measures for the more difficult to quantify aspects of the vision of the graduate, and infuse them into the academic curriculum and social and civic rubric
- Include academic expectations as curriculum is re-written
- Increase the visibility of the vision of the graduate for public view
- Create clearly defined final assessments for each class based on the vision of the graduate standards
- Revise advisory curriculum to more closely align with appropriate and engaging activities aligned with needs of the community and vision of the graduate

- Provide opportunities for professional learning for educators to create instructional activities aligned with the vision of the graduate

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- NEASC survey
- parents
- priority area meetings
- priority area observations
- school leadership
- school summary report
- student work
- students
- teacher interview
- teachers

Priority Area 5

Priority Area

To personalize learning opportunities and assessment to meet the needs of each student

A common definition of the learning environment that this school anticipates providing for students as a result of the vision of the graduate, 1-to-1 technology, and student-centered learning approaches will be beneficial to unite all of the priority areas listed above and address this priority area identified by the school's self-reflection committee.

Action, Impact, and Growth

Fairfield Warde High School has taken several steps to increase and enhance personalized learning and assessments for all students, an area of focus that has been understandably heightened in response to the needs generated by the Covid-19 pandemic. In several faculty meetings, professional development focused on research and articles about personalized learning, and subsequent break-out sessions occurred with inter- and intra-disciplinary groups focused on the encouragement of risk taking and self-reflection on lessons and assessment practices. This work established the need to address personalization and expanded thinking on how to interact with, give feedback to, and better assess students. Teachers have learned from each other about ways to engage more students in meaningful work by conducting professional learning team (PLT) meetings that provide collaborative time for teachers who teach the same courses as well as for cross-content groups. The school has created a Teaching and Learning coalition that is charged with establishing a philosophy of teaching and learning for the school. Work on this philosophy statement is ongoing. Teachers have been openly sharing their knowledge of technology and tech integration expertise with their colleagues in an informal manner by seeking out each other's assistance with technological applications for blended instruction. Given that teachers have been thrust into a situation that required an exponential learning curve to support the necessary increase in the use of instructional technology, a more structured approach to leverage and grow teacher knowledge collaboratively would be worthy of exploration going forward.

The administration has consistently delivered the message that risk taking is encouraged through the use of phrases such as "fail forward" and by supporting the idea that a failed attempt is a learning experience that will not negatively impact teacher evaluation. This has resulted in more teachers innovating lessons and assessments to be centered around student choice. Teachers have applied the "fail forward" language with students which serves to enhance teacher relatability and also encourages greater academic risk taking among students. Several departments use personalization of learning through choice in demonstration of knowledge and understanding, most often through the final product. Students may be given choice on a timeline of completion and final due date for certain assignments as well. Classroom visits demonstrate a variety of product choices available to students. The impact has been to create a culture of learning that values multiple means of evaluating students' knowledge supporting the development of a growth mindset and greater personalization of instruction for all students. In a recent survey, just over 31 percent of teachers indicate assigning different tasks to different students in Google Classroom and close to 30 percent indicate that they offer choice in their lessons, assignments, and projects. Department leaders indicate that a shared understanding of personalized learning has grown based on the vision of the graduate, and common planning time allows for more in-depth discussions about the targeted needs of individual students. Assessments are being designed to measure commonly taught skills and content standards in a variety of ways. Some examples of this are the science department offers 30 topic choices for a final assessment that each address the same skills; there is an independent study elective option overseen by a team of six teachers that allows students to explore an area of interest; social studies takes an inquiry approach and allows students to explore content through a particular lens based on interest. The overall impact has been to create a culture of learning that values multiple means of evaluating students' knowledge supporting the development of a growth mindset and greater personalization of instruction for all students. Parents indicate that while the nature of personalization often depends on the individual teacher and

the student's ability to advocate for themselves, many teachers provide latitude in project and assignment parameters.

Personalization with regard to students with special needs is ongoing. There has been an organizational change to Learning Centers in which case managers were divided into groups working with ninth and tenth graders together and eleventh and twelfth graders together. This change was made to facilitate working on goals and objectives to better meet student needs. A committee was formed to create an emotional support externalizing program for groups of students who need additional support which was in addition to the emotional internalizing IMPACT program currently running for a small population of students. The intent was for ninth and tenth graders to apply strategies to focus on areas such as executive functioning, while eleventh and twelfth graders would work towards independent ownership of learning. This configuration also served to make the school feel smaller for at-risk students. Collecting additional information on the effectiveness of these shifts would support the refinement and continued growth of these initiatives.

Fairfield Warde organized a committee of teachers and administrators that focused on blended learning pedagogy. This work was then incorporated into curriculum work for each department during department and faculty meeting time across both the high schools. The goal of this work was to bring more choice into lessons through the use of various digital platforms while striving to maintain the benefits of in-person learning. Wednesdays were used for all classes to meet in an eight period day where they could use the time for check-ins with individual students. The impact of this rapid shift to blended learning within these daily curricular revisions can be seen in classrooms that are fully remote during the pandemic. Teachers and students use applications such as Google Meet, breakout rooms, Google Slides, Padlet, and Peardeck to support ongoing instruction in a virtual/hybrid instructional format. This work is not yet reflected formally within curriculum documents.

Structured study halls were created during the 2018-19 school year but were tabled due to the pandemic. These study halls are designed to support those students who need extra help with executive functioning and organization of ongoing academic tasks. Classroom teachers are assigned the structured study hall and the one teacher has that study hall for the quarter. Students are evaluated based on their need for extra support and are re-evaluated each quarter on performance and improvement in their classes in order to exit the program. The staff reports improved grades and work completion for students who participate in these study halls.

Fairfield Warde has clearly identified a need for increased personalization in teaching, learning, and assessment and has taken steps to address this need. Areas of growth include targeted work on blended learning as a tool to enhance personalization that is reflected in more formal lesson development and curriculum revision processes. This work could occur with the support of technology integration specialists as well as through the use of dedicated PLT time. Additionally, the collection of specific evidence relating to the use of personalized programs, instructional strategies, and applications would enhance teachers' understanding of the most effective ways to address individual student needs and interests in support of deep learning for all.

Recommended Next Steps

- How can we integrate personalization of learning with blended learning, in the classroom, to ensure best practices continue once we are past the current pandemic restraints?
- Can we continue to develop lessons that allow for blended learning?
- Do we need a system for evaluating programs, such as structured study halls, to promote growth and effectiveness?
- Enhance process and content choices for students in addition to product choices while facilitating mastery of grade-level standards
- Support teachers in understanding and applying the distinction between student-centered learning and personalization of learning
- Provide ongoing professional learning support in the development and implementation of instructional strategies that support personalized learning
- Develop a clear and universally understood Philosophy of Teaching and Learning

- Infuse blended learning into the curriculum in an intentional manner to support further personalization of learning

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- parents
- priority area meetings
- priority area observations
- school leadership
- student work
- teacher interview

Part 3 - Reflection on Student Learning

Reflection on Student Learning

At Fairfield Warde instructional practices are sometimes designed to meet the learning needs of each student. Students sometimes participate in a variety of learning experiences that are designed to meet their individual learning needs. An American Studies teacher uses breakout rooms for smaller group discussions. Also, grade 12 English class uses breakout rooms where the teacher can meet with small groups to check comprehension. While the structure is in place and there are some opportunities for teachers to collaborate with others regarding instructional practices designed to meet the needs of all students, additional work may be needed in this area. The American Studies course is the one example of collaboration between multiple content areas. Elements of organizational, grouping, and tiered intervention strategies are in place to meet the needs of each learner within the regular classroom. ELA Reading Workshop and Math Workshop interventions are offered for students that are in need of extra support in reading and mathematics as a tier two intervention. Teachers and support staff provide additional support and alternative instructional strategies within the classroom. The co-taught model is used in many classes by pairing a discipline-specific teacher with a special education teacher in a class as a way to meet the needs of all learners. In the co-taught classes, the content-specific teacher takes the role as the lead instructor with the special education teacher providing individualized support to students. Some content areas use formative assessment to adjust instruction in the classroom. The Professional Learning Teams (PLTs) use common assessments to set their learning outcomes. The development of benchmark assessment, the review of student work, and data drives instruction in these classrooms.

Students at Fairfield Warde are sometimes active learners who have the opportunities to lead their own learning. Much of the instruction is teacher-centered with some opportunities for students to both be active and to lead their learning. However, opportunities for personalized learning are less evident. In ELA students have a writing portfolio that students use as part of their culminating assessment. Students revisit and revise prior work within their portfolio throughout the year, then present this work to classmates and their teacher. Marine Biology affords students 30 different final skill assessments as their final at the end of the year. Furthermore, U.S. History classes ask students to pick a specific topic of their choice from the Civil War that they connect with and to write about the impact of the war on this topic area. Students have some choice in their pursuit of personal interests and opportunities that are integrated into their learning experiences. On the NEASC survey, 53 percent of teachers indicate that they allow for student choice in their lessons and assessments. Additionally, 63 percent of teachers indicate that they allow students choice in the format of projects and assessments. As learners are provided with more personalized approaches to student learning, a foundation for consistent student-led learning across all content areas will flourish.

Fairfield Warde learners engage in inquiry, problem-solving, and higher order thinking skills to varying degrees. Learners use higher order thinking skills in various classes. In Biology, students plan and carry out an investigation of lactase functioning to construct an explanation of how environmental conditions can change the essential functions of proteins as enzymes. Moreover, the American Studies class has an interdisciplinary assignment asking students to write a speech to the townspeople of Fairfield as either Hoover or FDR asking for their vote. Historical information and persuasive rhetoric are integrated throughout the speech. Students engage in the use of inquiry and problem-solving, the incorporation of questioning, analysis, and understanding impacts. Students develop critical thinking and creative thinking skills through the use of Fairfield Warde's academic expectation rubric, Critical and Creative Thinking, which was introduced in 2017-2018 and is woven into instruction and assessment.

Learners at Fairfield Warde demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Many core content areas teachers use common assessment to adjust instruction in the classroom. The Professional Learning Teams (PLTs) use common assessments to set their learning outcomes. The development of benchmark assessment, the review of student work, and data drives the differentiated instruction in certain content areas. Teachers employ a range of assessment strategies. For

instance, each department selected two or three specific skills within the academic expectations for focus within every course at every grade level. Furthermore, ninth grade teachers from all departments developed common assessments to measure student progress on the academic expectations. Two assessments were developed for each freshman academic course, one to be used first semester to create a baseline and the second semester to show student growth. Practitioners provide specific and measurable criteria for success to learners prior to assessments. The teachers in each class are responsible for ensuring that the selected academic skills for each of their courses are taught, assessed, and reported out in the Infinite Campus grading software program.

Learners at Fairfield Warde have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. The use of multiple technology platforms such as Pear Deck, Padlet, Gizmos, Jamboard, Kami, and G-suite have afforded teachers the ability to provide timely feedback to students. In a Mandarin III Honors class, students present to the whole class. The teacher is able to provide comments and personalized feedback via the chat feature to each student and then recap after each student's presentation. Students have some opportunities and time to revise and improve their work. In ELA, students' work is in individual portfolios, and they are encouraged to revisit and revise work throughout the year as this is part of a culminating assessment. In a Calculus class, the teacher conferences with students to provide timely feedback and affords students the opportunity to show their understanding of the skill to earn full credit.

Students at Fairfield Warde use technology across all curricular areas to support, enhance, and demonstrate their learning. In the fall of 2018, all learners were provided 1:1 access to Chromebooks as a way to support student learning. The increase in the use of technology throughout instructional practices and student learning has facilitated teachers' ability to support and enhance student learning. Practitioners have discussed that they use Google Classroom as a digital workflow solution that allows students access to their class assignments, submit work through this platform, and to communicate with their instructor and/or class. Practitioners and learners get an abundance of information and feedback through the use of a variety of online platforms including Google Classroom, Padlet, Jamboard, Pear Deck, and Flipgrid. The access to Chromebooks has provided the learner a new avenue to conduct research during lessons and has provided them a gateway to gain a deeper understanding of the content. For example, in an assignment in Multivariable Calculus, students create video tutorials for one of their units.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

In general, the faculty at Fairfield Warde have a shared understanding of what optimal or effective learning looks like; however, a more cogent definition of "personalized learning" is necessary to ensure universal application across classrooms. It is difficult to fully assess what the shared understanding is since the school was forced to move to remote learning during the Covid-19 pandemic. Student learning examples feature student choice, real-world connections and applications, collaboration, critical thinking, problem-solving, creativity, and some interdisciplinary connections, particularly among the humanities courses. As Fairfield Warde returns to a more normal setting post-pandemic, staff intend to resume their commitment to interdisciplinary learning through Professional Learning Teams (PLTs).

Fairfield Warde's theory of action and school improvement plan (SIP) form the foundation for instructional work that promotes effective learning. The 2020-2022 Fairfield Warde School Improvement Plan highlights three goals that will be used to support the realization of the Fairfield Warde High School theory of action: (1) social-emotional learning, (2) student-centered instruction, and (3) developing competencies needed for students' long term academic success. Based on the school's report and conversations with various stakeholders - administrators, board members, teachers, students, and parents - Fairfield Warde is dedicated to educating the "whole child," as evidenced by the school's focus not only on academic success but also social and emotional well-being. A robust school counseling center works in tandem with classroom teachers and administrators to ensure all students feel valued and supported, meeting their basic needs in addition to their academic needs.

In addition to the School Improvement Plan, Fairfield Warde has also created a Shared Leadership Model. At the center of this model is the School Improvement Team, surrounded by several different committees including the SEL committee, the SRBI committee, the Teaching and Learning Coalition, the Student Forum, the Warde administrative team, and department leaders. This model distributes leadership across the school and fosters agency and voice from all of the building's stakeholders including administrators, teachers, and students. While this model intends to build the capacity of staff and students, it is still too soon to determine the connectedness and alignment of each committee in actualizing the SIP.

Commitment

Fairfield Warde High School possesses a definition of learning in its vision of the graduate. This vision of the graduate has been adopted by the district and is shared by Warde's sister school, Fairfield Ludlowe. Warde faculty uniformly agree on this shared definition of the knowledge, skills, and dispositions that all students will be expected to have attained by graduation. Where teachers continue to grow is in the use and practice of teacher-developed rubrics to measure these academic expectations. During the 2018-19 school year, faculty developed and implemented assessments to measure student achievement on these academic rubrics. The process of assessment, recording, and reporting of grades, and dialogue around rubrics has been interrupted in light of the remote learning model and the hybrid learning model for the current school year. With this process already underway, faculty will be able to return to this work on academic expectations when they return to a full in-school instruction model. As staff continue to refine this work, the district's shared concept of the vision of the graduate can be implemented and measured more systematically and effectively.

The staff and the school community are committed to developing and using a growth mindset for students and adults. Social and civic expectations emphasize the student's role as a citizen, both within and outside the school. Rubrics developed by deans and approved by faculty measure these expectations to promote student respect for people, ideas and property, responsibility in decision making and behavior, along with the demonstration of positive citizenship in the school community. The rubrics reflect the collective belief that behavior is a continuum, which is reflective of growth and a growth mindset. This year, to support social and civic expectations, a committee of deans, administrators, and teachers developed a new restorative discipline model

for in-school suspension students. Using restorative practices, students are coached to grow in their perception of their own infractions within the context of the community at large and subsequently encouraged to set their own behavior modification goals to promote a new mindset. Additionally, during the first semester of the 2019-2020 school year (the school's last time in full in-person instruction), students were trained in the concept of growth mindset during an extended homeroom period. Finally, in planning for professional development, committee work, and implementation of school initiatives, administrators have made an effort to incorporate growth mindset practices into leadership with more teacher-facilitated professional development, teacher-facilitated committee work, and encouragement of faculty-led initiatives.

Fairfield Warde is wholly committed to the alignment with the Standards for Accreditation. The 2020-2022 school improvement plan tethers the identified priority areas for growth with the school's theory of action which is comprised of three goals: (1) social-emotional learning, (2) student-centered instruction, and (3) developing competencies needed for students' long term academic success. All of these goals subsume the priority areas for growth outlined in the school's Collaborative Conference report and serve to help Fairfield Warde commit to the work necessary to improve teaching and learning.

Competency

Fairfield Warde understands and acknowledges the changes that need to be made in order to align with the standards for accreditation. Administrators and faculty are dedicated to helping students succeed. The positive school climate is palpable, and it is evident that the school leadership team has worked to promote the agency of teachers and students. District program directors work collaboratively with teachers to ensure content reflects student voice and choice through inquiry and problem-based learning. This work continues to evolve as curriculum development and revision teams resume their work. As stated by the program directors, the goal of each content area is to provide more personalized learning experiences for students, while also more effectively working in the school's academic expectations and vision of the graduate.

Faculty, staff, and school leaders have a solid understanding of the skills, knowledge, and dispositions necessary to help students achieve the school's vision of the graduate; however, that understanding is still developing as the work around the vision of the graduate continues to evolve. Program directors and department leaders are working to ensure the school's academic expectations and vision of the graduate are embedded vertically and horizontally across all disciplines throughout the district. Work has been done in each core discipline including math, social studies, science, English, and world language to identify the assured experiences related to the academic expectations. Performance of students from diverse backgrounds is analyzed to guide necessary support for student achievement on the vision of the graduate, and for all students, there is greater emphasis placed on acquiring skills versus content. Several departments have shifted the types of assessments given, and have implemented common assessments for a more uniform approach to assessing teaching and learning. Consequently, these departments continue to devise assessments that connect to these expectations, while also refining the language to be more clear and student-friendly. Once this work is finalized, a richer school-wide understanding and implementation of the academic expectations and vision of the graduate will be afforded to students at Fairfield Warde.

In terms of Warde's other priority areas, most were tabled for the 2020-2021 school year as a result of the Covid-19 pandemic. This allowed administrators and faculty to better focus their work on developing and providing necessary social and emotional supports for students. The "one school, one goal" for the 2020-2021 year focused on increasing instructional capacities to promote social-emotional learning through collaboration with colleagues, professional learning, classroom implementation, and personal reflection.

Moving forward, it will be vital for Warde's school-based leadership team and district leadership team to refine its overall mission for continued growth as it pertains to school improvement. At present, there are various initiatives and plans related to school improvement, however, a more defined action plan regarding the implementation of those initiatives is paramount in moving the school forward as a unified collective. Leveraging the systems to instate a more aligned approach to school improvement will affirm the remarkable work and progress being made and better ensure success for all students.

Capacity

Fairfield Warde has sufficient time, resources, and support needed to make progress on its identified priorities. Fairfield Warde is well-supported by the central office. Recently, two new positions were created at the district level to help support teaching and learning. At Warde specifically, department liaison positions were created to transform the leadership model to one that is more bottom-up than top-down; however, not every department has a liaison. These department liaisons act as a conduit between central office and help disseminate information and initiatives to their respective department colleagues. Moreover, these department liaisons communicate with their counterparts at Warde's sister school, Fairfield Ludlowe, thus bridging the communication gap between the high schools and allowing greater collaboration throughout the district. Additionally, the house system at Warde provides an added layer of support and connection, giving a large school a small-school feel. Each house has its own principal, dean, and school counseling staff, a testament to the school's commitment to providing greater attention and personalization to each student at Warde.

In spite of Covid-19, Fairfield Warde has continued to live its motto of being “Welcoming, Academic, Respectful, Dynamic, Ethical.” To build upon the successes that Warde has already experienced, a more cogent and tangible mission that unifies the work being done in-house and throughout the district will further enrich the school's progress on its self-identified priority areas and overall improvement plan.

Additional Information

Additional Information

Standard 2 Principle 1

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

- Starting with the graduating class of 2023, to support the common vision of the graduate, the District set achievement standards of Academic Expectations as a graduation requirement using a set rubric designed by a committee of teachers representing all departments.
- Each department selected skills within the Academic Expectations for focus within each course at every grade level. Faculty took responsibility for reporting on two to three expectations for each course, although all six expectations are addressed in some way for every class within every grade level.
- In the summer of 2019, two assessments were developed for each freshman academic course and were administered to all freshmen during the 2019-2020 school year. For the first time, for the 2019-20 school year, teachers were required to identify specific Academic Expectations that they would be working on for their annual goal as part of the district teacher evaluation plan.
- Within many PLTs in the 2019-20 school year, teachers developed common goals. Teachers worked collaboratively on identifying and implementing instructional strategies to improve student performance on the Academic Expectations and used the Looking at Student Work protocols to determine models for each of the scores on the rubric. Work in the PLTs focused on each course's designated skills from the Academic Expectations.
- In the 2019-2020 school year, PLTs and self-created groups of teachers presented to the faculty, the research and work they had done on helping students show growth on attainment of the skills in the Academic Expectations. This professional development provided the teachers their choice of attending two of twenty offered presentations to learn effective and innovative instructional strategies to meet the needs of all students.
- Our academic expectations continue to be a key focus of our efforts. Finer details of recording student growth on our whole school academic rubrics and active development of assessments have been tabled for now. We also note that our mechanisms for a concerted effort to achieve goals on the academic rubric have already been put in place: development of assessments, placement of students on the academic rubric, the presence of a reporting system within our digital gradebook.

Response of the Visiting Team

Although parts of the process have been suspended due to the pandemic, the school has shown evidence for each of the points noted above. The school has a vision of the graduate in place as well as a school-wide rubric. The school has a spreadsheet indicating the two or three expectations that departments have primary responsibility for. The school also has a year-end report card that indicates student ratings for each of the expectations in every subject. The Professional Learning Team (PLT) structure is firmly established at Warde and teachers use that time departmentally, for alignment of assessments, establishing common measurements of expectations, and aligning instructional strategies that meet the academic expectations. Teacher-led professional learning has been a cornerstone of the work at Warde for a variety of initiatives. This includes full staff development on providing help for students to show growth in attaining skills in the academic expectations and

innovative instructional strategies that support those expectations. The school has made progress in planning for the implementation of the rubrics to coordinate and align measurement of expectations for students and feedback on their growth.

Standard 2 Principle 9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

- Growth in this area began in the fall of 2018 with the initiation of 1:1 learning using Chromebooks. Teachers were offered training on Google, SAMR (Substitution, Augmentation, Modification, and Redefinition), and teacher-led workshops further promoted the use and integration of technology in classroom lessons and assessments.
- As the community moved to remote learning in March 2020, faculty moved forward at an accelerated pace to further creative and innovative use of technology. In the fall of 2020, the move to a hybrid learning model including live streaming from classrooms, further stretched and challenged all teachers to adapt their lessons and assessments. Faculty and students have deepened and gained further experience in Google tools, Kami, Jam Board, Flipgrid, Peardeck and other platforms used to access lessons and assessments.
- Faculty continues to delve deeply into technology solutions with the goal that each and every student thrive in a hybrid or remote learning environment.

Response of the Visiting Team

Fairfield Warde had already moved to a 1:1 technology device program prior to moving to full remote instruction in the spring of 2020. They were able to transition to full online instruction in four days. They also provided significant professional learning to staff in the use of apps and software to facilitate online instruction for all students. As they transition back into full in-person instruction, the school is assessing the efficacy of their resources and plan to incorporate the promising technology practices into their curriculum and instruction.

Standard 4 Principle 1: All students receive appropriate intervention strategies to support their academic, social, and emotional success.

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: implementing

Explanation from the School

- In the 2019-2020 school year, key data points for at-risk students were analyzed to determine patterns for where student support was most needed. In response, two special education interventionist roles were created for the 2020-2021 school year.
- The creation of a Social and Emotional Learning (SEL) coalition in the 2020-2021 school year shows response to incorporating SEL strategies for student instruction and within classroom teacher's practices to support all Warde students. Professional development for staff and continued student engagement in SEL will carry forward as a goal in the School Improvement Plan for the 2020-2022 school years.
- The current Fairfield Warde School Improvement Plan supports the growth of the SRBI system to positively impact student achievement and continues to implement professional learning to support staff addressing SRBI. Beginning in the 2020-2021 school year, the SRBI committee shifted to a staff-led committee to better serve the needs of students and faculty.
- Beginning in the 2020-2021 school year, FWHS restructured their in-school suspension (ISS) program to

better serve students with behavioral referrals in a more inclusive and connected manner, incorporating a variety of therapeutic, academic, and restorative practices.

Response of the Visiting Team

The school has a robust student support services team as well as a variety of newly developed or updated supports and interventions available to students. These include the Social Emotional Learning Coalition, the new in-school suspension (ISS) process based on restorative practices, and a focus on expanding the SRBI process. The school has demonstrated its commitment to continued development, integration, and implementation of tiered interventions.

Commendations

Commendation

The robust programming afforded by the school counseling and student services department to support students' academic and social-emotional needs

The positive school climate that is palpable by all who visit and attend Fairfield Warde

The dedication and commitment of the school-based leadership team in making Fairfield Warde a community that is Welcoming, Academic, Respectful, Dynamic, and Ethical

The notable agency afforded to students and staff in their own growth and development within and outside of the school

Commendation

The seamless transition to remote learning at the beginning of the pandemic

The on-demand resources available to staff and students as support for technology use and integration

The variety and flexibility of staff and students to integrate technology into daily teaching and to personalize learning

Commendation

The development of social studies and English interdisciplinary PLTs that foster collaborative thinking and innovative teaching

The increase in English and social studies interdisciplinary PLTs from two to seven

Commendation

The enhanced understanding and application of technology to improve engagement and interactivity

The work of some staff in implementing instructional strategies focused on the personalized learning needs of students

The increased personalization of student product options and inquiry-based assignments to demonstrate learning

Commendation

The formation of the SEL Coalition that is providing social-emotional support to both students and staff

The creation of a restorative in-school suspension program that promotes a growth mindset

Commendation

The willingness of staff members to collaborate vertically within the school and horizontally across the district

The staff's commitment to the assured experiences related to the academic expectations

The shared expectations of the vision of a graduate throughout the district

Additional Recommendations

Recommendation

Create an action plan that aligns and codifies the various building and district-level initiatives as a means to build upon the success and progress already underway

Recommendation

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Recommendation

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Recommendation

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Recommendation

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Recommendation

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FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Ms. Sharon Cournoyer - Regional District #19

Assistant Chair: Mrs. Heather O'Brien - The Morgan School

Team Members

Shannon Belanger - Wethersfield High School

Raymond Byron - Middletown High School

Dr. Annine Crystal - Guilford Public Schools

Angelica Fadrowski - East Lyme High School

Kiley Lombardo - Waterbury Arts Magnet School

Joshua Orlinsky - Orville H. Platt High School

Town of Fairfield
Holland Hill Building Committee

August 27, 2021

Mrs. Christine Vitale
Chairwoman Board of Education
Fairfield Public School District
501 Kings Highway East
Fairfield, Connecticut 06825

Dear Mrs. Vitale et al,

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

- Eliminate relocatable classroom
- Update facility to current building and fire code requirement
- Install a new fire sprinkler system throughout the facility
- Install new HVAC fresh air and air conditioning system throughout the facility
- Addition of a secure entry vestibule and increased security measures
- Replacement/addition of lockers to accommodate increasing enrollment
- Removal of existing portable classrooms;
- Security upgrades;
- Site work included expansion of the north parking lot, new electrical, domestic water, fire and gas services, new storm drainage and underground retention systems, minor landscaping, and new emergency vehicular path around the building;
- New furniture was installed for the new classroom wing.

ART:

- Art room with adequate areas for student hands-on activities
- Storage areas for supplies and equipment (directly adjacent and accessible from the Art room and lockable)
- Non-classroom based kiln facility with appropriate ventilation, cooling, and shelving
- Work areas (with sink(s), running water, and drains)

HOMEROOM CLASSROOMS FOR GRADES K-5 (24 Classroom Model):

- Twenty homeroom classrooms for grades 1-5
- Four kindergarten classrooms each at 1,000 +/- square feet
- Standard classroom 750 - 800 +/- square feet
- Work area (with sink, running water, and drain)
- Student cubbies (in kindergarten rooms)
- Comfortable small group areas

LIBRARY/MEDIA:

- General seating for 100 with student worktable seating for 40 to 50 students
Fully networked and computerized with a variety of print and media storage available as well as Internet access
- Integrated or directly adjacent computer lab with 25 student stations and one teaching station
- Recreational reading area
- Display areas and shelving (line of sight to be maintained for supervision)
- Storage areas for materials and equipment

MUSIC:

- One general music/vocal room with sufficient space for piano and electronics
- One classroom for lessons and small groups in band and strings
- Instrument storage room (directly adjacent and accessible from the Music room and lockable)

PHYSICAL EDUCATION:

- Provision for indoor and outdoor activities, which are part of the curriculum (soccer, softball)
- Full-size gymnasium with sufficient equipment storage areas
- Small lockable office for teaching staff

SPECIAL EDUCATION:

- Four resource-teaching rooms
- Two rooms for speech and language
- One room for OT/PT

SUPPORT SERVICES:

- One - Instructional Improvement Teacher office
- One - School Psychologist office
- One - Social Worker office
- One - Teacher of the Gifted room
- One – Math/Science room
- Two - Language Art Specialist room
- One – Spanish office
- Nurse's facility (with an office for staff, separate toilet room, and quiet resting (cot) area and storage)
- One large conference room

COMMON/CORE SPACES:

- An area of assembly seating 550+/- and a stage
- Cafeteria with two serving lines and eating facilities for 200 to 250 students
- Foodservice kitchen with sufficient refrigerator and freezer space for bulk food storage
- Two staff workrooms including staff dining area
- Adequate storage space throughout the building for all programs and support activities
- Large dedicated storage area for instructional materials (accessible from exterior and interior of the building)
- Custodial office
- Custodial supply storage and work area plus satellite custodial spaces across the building
- Sufficient and conveniently located staff lavatories
- Sufficient and conveniently located student lavatories

MAIN OFFICE AREA:

- Principal's office
- Three clerical workstations; two secretarial and one for other support
- Lockable storage for student records and supplies
- One coat closet

SITE DEVELOPMENT:

- Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking (total parking on-site to be 90 to 100 spaces)
- Site drainage review and upgrade as required by the authority having jurisdiction (AHJ)
- Review condition of all site constructions (retaining walls, curbs, sidewalks, pavement, soccer field, etc.)
- Provide hard-surfaced (asphalt) play areas adequate for program needs
- Replace/Re-establish playground areas disturbed by this project

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

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

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

I would like to recognize the members of the Holland Hill Building Committee for their tireless efforts and dedication to the successful completion of this project: Tom Quinn, Harry Ackley, Bill Manderville, Berkley Murray, and Tom Dubrosky.

Sincerely,

Jason Li
Chairman, Holland Hill Building Committee

Cc: Brenda Kupchick, First Selectwoman
Mike Cummings, Superintendent Board of Education

Fairfield Public Schools 10-year Waterfall

Enclosure No. 4

ROW	Project #	Non-Recurring	Priority	School Priority	Fiscal Year															Project Total	OSGR Reimbursement	Estimated District Share									
					2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033													
1							\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
2							\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
3							\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
4							\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
5							\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
6	District Wide Total					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0						
District Wide Projects																															
7	DIST-001	Yes	IT Switch Replacement	0		\$0	\$0	\$58,176	\$1,165,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,223,199	\$0	\$1,223,199			
8	DIST-002	Yes	IT Server Network - HVAC Controls	0		\$0	\$0	\$27,500	\$247,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$275,000	\$0	\$275,000		
9	DIST-003	Yes	Security Infrastructure	0		\$0	\$0	\$35,000	\$315,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$350,000	\$0	\$350,000		
10	DIST-004	Yes	Underground Oil Tank Removal	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$150,000	\$331,551	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$481,551	\$0	\$481,551		
11	DIST-005	Yes	Solar System Replacements &/or Upgrades	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$387,445	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$412,445	\$0	\$412,445		
12	DIST-006		Tunnel Asbestos Abatement and Reinsulation Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$115,000	\$1,782,247	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,897,247	\$0	\$1,897,247		
13	DIST-007	Yes	Elementary School Playground Replacements	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,937,225	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,062,225	\$0	\$2,062,225		
14	DIST-008	Yes	Aboveground Storage Tank (AST) Replacements	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000	\$309,956	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$329,956	\$0	\$329,956		
15	DIST-009	Yes	Retro-Commissioning	0		\$0	\$0	\$0	\$0	\$689,288	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$689,288	\$0	\$689,288		
16	DIST-010			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
37	District Wide Projects					\$0	\$0	\$376,176	\$2,722,523	\$0	\$0	\$0	\$150,000	\$331,551	\$0	\$0	\$25,000	\$1,937,225	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Burr Elementary School																															
38	BUR-001	Yes	Roof Replacement Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,734,703	\$407,513	\$1,327,190		
39	BUR-002	Yes	Boiler/Burner Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$996,370	\$0	\$996,370		
40	BUR-003	Yes	Entrance Vestibule Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$39,325	\$633,673	\$672,998	\$158,099	\$0	\$0	\$0	\$0	\$0	\$0	\$514,899	\$0	\$514,899	
41	BUR-004	Yes	Elevator Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$712,932	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$712,932	\$0	\$712,932		
42	BUR-005			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
43	BUR-006			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
44	BUR-007			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
45	BUR-008			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
46	BUR-009			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
47	BUR-010			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
68	Burr Elementary School					\$0	\$0	\$0	\$0	\$1,734,703	\$996,370	\$0	\$0	\$0	\$0	\$0	\$0	\$39,325	\$1,346,605	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,117,003	\$565,612	\$3,551,390	
Dwight Elementary																															
69	DW-001	Yes	HVAC BMS Controls Upgrades (NR)	0		\$0	\$0	\$20,000	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$200,000	\$0	\$200,000	
70	DW-002		Renovation Project or New	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500,000	\$50,250,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,750,200	\$12,157,053	\$39,593,147	
71	DW-003			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
72	DW-004			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
73	DW-005			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
74	DW-006			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
75	DW-007			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
76	DW-008			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
77	DW-009			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
78	DW-010			0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
99	Dwight Elementary					\$0	\$0	\$20,000	\$180,000	\$0	\$0	\$0	\$0	\$1,500,000	\$50,250,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,950,200	\$12,157,053	\$39,793,147	

DRAFT

Fairfield Public Schools 10-year Waterfall

ROW	Project #	Non-Recurring	Priority	School Priority	Fiscal Year															Project Total	OSGR Reimbursement	Estimated District Share		
					2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033						
Holland Hill Elementary																								
100	HH-001												\$8,000	\$1,362,014						\$1,370,014	\$321,841	\$1,048,173		
101	HH-002		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
102	HH-003		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
103	HH-004		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
104	HH-005		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
105	HH-006		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
106	HH-007		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
107	HH-008		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
108	HH-009		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
109	HH-010		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
130	Holland Hill Elementary					\$0	\$0	\$0	\$0	\$0	\$0	\$8,000	\$1,362,014	\$0	\$0	\$0	\$0	\$0	\$0	\$1,370,014	\$321,841	\$1,048,173		
Jennings Elementary																								
131	JEN-001																							
132	JEN-002		0	0											\$2,200,000	\$31,536,113					\$33,736,113	\$7,925,220	\$25,810,893	
133	JEN-003		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
134	JEN-004		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
135	JEN-005		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
136	JEN-006		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
137	JEN-007		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
138	JEN-008		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
139	JEN-009		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
140	JEN-010		0	0											\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
161	Jennings Elementary					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,200,000	\$31,536,113	\$0	\$0	\$0	\$33,736,113	\$7,925,220	\$25,810,893		
McKinley Elementary																								
162	MCK-001												\$8,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
163	MCK-002	Yes											\$0	\$0	\$0	\$35,425	\$507,803	\$0	\$0	\$0	\$543,228	\$127,614	\$415,614	
164	MCK-003		0	0									\$0	\$0	\$0	\$89,554	\$1,283,718	\$0	\$0	\$0	\$1,373,272	\$0	\$1,373,272	
165	MCK-004		0	0									\$0	\$656	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$323,087	\$0	\$323,087
166	MCK-005		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
167	MCK-006		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
168	MCK-007		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
169	MCK-008		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
170	MCK-009		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
171	MCK-010		0	0									\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
192	McKinley Elementary					\$0	\$0	\$0	\$0	\$0	\$8,600	\$1,497,219	\$22,656	\$300,431	\$124,979	\$1,791,521	\$0	\$0	\$0	\$3,745,406	\$481,358	\$3,264,048		
Mill Hill Elementary																								
193	MH-001																							
194	MH-002		0	0																	\$20,500,600	\$4,815,960	\$15,684,640	
195	MH-003		0	0																	\$0	\$0	\$0	
196	MH-004		0	0																	\$0	\$0	\$0	
197	MH-005		0	0																	\$0	\$0	\$0	
198	MH-006		0	0																	\$0	\$0	\$0	
199	MH-007		0	0																	\$0	\$0	\$0	
200	MH-008		0	0																	\$0	\$0	\$0	
201	MH-009		0	0																	\$0	\$0	\$0	
223	Mill Hill Elementary					\$0	\$0	\$2,050,060	\$18,450,540	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,500,600	\$4,815,960	\$15,684,640	

DRAFT

Fairfield Public Schools 10-year Waterfall

ROW	Project #	Non-Recurring	Priority	School Priority	Fiscal Year															Project Total	OSGR Reimbursement	Estimated District Share
					2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033				
North Stratfield																						
224	NS-001					\$0	\$0	\$0	\$0	\$0	\$534,713	\$6,559,043	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,093,756	\$1,666,451	\$5,427,305
225	NS-002					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,000	\$2,105,745	\$0	\$0	\$0	\$0	\$0	\$2,113,745	\$496,557	\$1,617,188
226	NS-003	Yes				\$0	\$0	\$0	\$0	\$0	\$32,500	\$398,660	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$431,160	\$101,287	\$329,873
227	NS-004		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
228	NS-005		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
229	NS-006		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
230	NS-007		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
231	NS-008		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
232	NS-009		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
233	NS-010		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
254	North Stratfield					\$0	\$0	\$0	\$0	\$0	\$567,213	\$6,957,703	\$8,000	\$2,105,745	\$0	\$0	\$0	\$0	\$0	\$9,638,661	\$2,264,295	\$7,374,366
Osborn Hill ES																						
255	OH-001					\$0	\$0	\$0	\$1,584,980	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,584,980	\$372,340	\$1,212,640
256	OH-002					\$0	\$0	\$0	\$0	\$0	\$399,311	\$4,898,145	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,297,456	\$1,244,468	\$4,052,988
257	OH-003	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$36,465	\$483,553	\$0	\$0	\$0	\$0	\$0	\$520,018	\$0	\$520,018
258	OH-004					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$398,854	\$6,181,359	\$6,580,213	\$1,545,811	\$5,034,403	
259	OH-005	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$34,450	\$0	\$0	\$0	\$0	\$0	\$491,281	\$115,411	\$375,870	
260	OH-006		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
261	OH-007		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
262	OH-008		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
263	OH-009		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
264	OH-010		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
286	Osborn Hill ES					\$0	\$0	\$0	\$0	\$0	\$399,311	\$4,898,145	\$70,915	\$0	\$0	\$0	\$398,854	\$6,181,359	\$0	\$14,473,948	\$3,278,029	\$11,195,919
Riverfield ES																						
289	RIV-001					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,189	\$1,797,368	\$1,848,557	\$434,259	\$1,414,298
290	RIV-002		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
291	RIV-003		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
292	RIV-004		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
293	RIV-005		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
294	RIV-006		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
295	RIV-007		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
296	RIV-008		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
297	RIV-009		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
298	RIV-010		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
320	Riverfield ES					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$51,189	\$1,797,368	\$1,848,557	\$434,259	\$1,414,298
Roger Sherman ES																						
323	SHERM-001					\$0	\$0	\$0	\$0	\$0	\$15,800	\$1,314,308	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,330,108	\$312,466	\$1,017,642
324	SHERM-002	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$76,245	\$972,461	\$0	\$0	\$0	\$0	\$0	\$0	\$1,048,706	\$0	\$1,048,706
325	SHERM-003	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,425	\$507,803	\$0	\$0	\$0	\$543,228	\$127,614	\$415,614	
326	SHERM-004					\$0	\$0	\$0	\$0	\$20,000	\$235,971	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$255,971	\$0	\$255,971	
327	SHERM-005		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
328	SHERM-006		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
329	SHERM-007		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
330	SHERM-008		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
331	SHERM-009		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
332	SHERM-010		0	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
353	Roger Sherman ES					\$0	\$0	\$0	\$0	\$20,000	\$251,771	\$1,390,553	\$972,461	\$0	\$35,425	\$507,803	\$0	\$0	\$0	\$3,178,013	\$440,080	\$2,737,932

DRAFT

Fairfield Public Schools 10-year Waterfall

ROW	Project #	Non-Recurring	Priority	School Priority	Fiscal Year															Project Total	OSGR Reimbursement	Estimated District Share
					2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033				
Stratfield ES																						
354	STRAT-001					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$42,447	\$1,275,219	\$0	\$0	\$0	\$0	\$1,317,666	\$309,543	\$1,008,123
355	STRAT-002	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$648,050	\$648,050	\$0	\$648,050
356	STRAT-003	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$358,365	\$0	\$0	\$0	\$0	\$383,365	\$0	\$383,365
357	STRAT-004	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$37,500	\$537,548	\$0	\$0	\$0	\$0	\$575,048	\$0	\$575,048
358	STRAT-005	Yes				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$38,350	\$617,960	\$656,310	\$154,179	\$502,131	
359	STRAT-006				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
360	STRAT-007				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
361	STRAT-008				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
362	STRAT-009				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	STRAT-010				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
384	Stratfield ES					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$42,447	\$1,337,719	\$895,913	\$0	\$38,350	\$1,266,011	\$3,580,440	\$463,723	\$3,116,717
Early Childhood Center																						
385	ECC-001	Yes			0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$318,862	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$343,862	\$0	\$343,862
386	ECC-002	Yes			0	\$0	\$0	\$0	\$0	\$0	\$25,000	\$318,862	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$343,862	\$0	\$343,862
387	ECC-003				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
388	ECC-004				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
389	ECC-005				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
390	ECC-006				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
391	ECC-007				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
392	ECC-008				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
393	ECC-009				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
394	ECC-010				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
415	Early Childhood Center					\$0	\$0	\$0	\$0	\$0	\$50,000	\$637,724	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$687,724	\$0	\$687,724
Fairfield Woods Middle School																						
416	FWMS-001	Yes			0	\$0	\$851	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$196,851	\$0	\$196,851
417	FWMS-002				0	\$0	\$0	\$0	\$0	\$882,862	\$12,172,159	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$13,055,024	\$3,066,860	\$9,988,164
418	FWMS-003				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$82,500	\$1,137,437	\$0	\$0	\$0	\$0	\$0	\$1,219,937	\$0	\$1,219,937
419	FWMS-004				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$52,352	\$780,329	\$0	\$0	\$0	\$832,681	\$0	\$832,681
420	FWMS-005	Yes			0	\$0	\$0	\$0	\$0	\$965,120	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,043,799	\$0	\$1,043,799
421	FWMS-006	Yes			0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$37,375	\$579,230	\$0	\$616,605	\$144,852	\$471,754	
422	FWMS-007				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
423	FWMS-008				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
424	FWMS-009				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
425	FWMS-010				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
446	Fairfield Woods Middle School					\$0	\$0	\$196,851	\$0	\$0	\$961,544	\$13,137,279	\$0	\$82,500	\$1,137,437	\$52,352	\$817,704	\$579,230	\$0	\$16,964,898	\$3,211,712	\$13,753,186
Roger Ludlowe MS																						
447	RLMS-001	Yes			0	\$0	\$0	\$0	\$40,000	\$453,944	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$493,944	\$0	\$493,944
448	RLMS-002				0	\$0	\$0	\$0	\$16,150	\$2,951,057	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,967,207	\$697,050	\$2,270,157
449	RLMS-003	Yes			0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$27,375	\$392,409	\$0	\$0	\$0	\$0	\$419,784	\$0	\$419,784
450	RLMS-004				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
451	RLMS-005				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
452	RLMS-006				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
453	RLMS-007				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
454	RLMS-008				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
455	RLMS-009				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
456	RLMS-010				0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
477	Roger Ludlowe MS					\$0	\$0	\$0	\$40,000	\$470,094	\$2,951,057	\$0	\$0	\$0	\$27,375	\$392,409	\$0	\$0	\$0	\$3,880,935	\$697,050	\$3,183,885

DRAFT

Fairfield Public Schools 10-year Waterfall

ROW	Project #	Non-Recurring	Description	Priority	School Priority	Fiscal Year													Project Total	OSGR Reimbursement	Estimated District Share		
						2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30				2030 - 2033	
Tomlison MS																							
478	TMS-001	Yes	Flooring Replacement (NR)	0		\$0	\$0	\$44,000	\$396,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$440,000	\$0	\$440,000	
479	TMS-002		New Windows	0		\$0	\$0	\$0	\$0	\$0	\$0	\$82,500	\$1,052,247	\$0	\$0	\$0	\$0	\$0	\$0	\$1,134,747	\$266,573	\$868,175	
480	TMS-003	Yes	New Acoustical ceiling and lights	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$66,853	\$921,707	\$0	\$0	\$0	\$988,560	\$0	\$988,560		
481	TMS-004	Yes	Boiler/Burner Replacements	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$85,731	\$1,381,441	\$1,467,172	\$0	\$1,467,172	
482	TMS-005		Partial Roof Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$38,282	\$1,292,799	\$0	\$1,331,081	\$312,695	\$1,018,386	
483	TMS-006	Yes	Elevator Replacement (2)	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$749,347	\$749,347	\$0	\$749,347	
484	TMS-007		Full AC Upgrade	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$882,865	\$12,172,159	\$0	\$0	\$0	\$13,055,024	\$3,066,860	\$9,988,164		
485	TMS-008			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
486	TMS-009			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
487	TMS-010			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
508	Tomlison MS					\$0	\$0	\$44,000	\$396,000	\$0	\$0	\$82,500	\$1,052,247	\$949,718	\$13,093,866	\$0	\$38,282	\$1,378,530	\$2,130,787	\$19,165,931	\$3,646,128	\$15,519,803	
Fairfield Ludlowe HS																							
509	FLHS-001	Yes	Tennis Court Replacement (NR)	0		\$0	\$0	\$55,000	\$495,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$550,000	\$0	\$550,000	
510	FLHS-002	Yes	Emergency Generator Replacement (NR)	0		\$0	\$0	\$0	\$20,000	\$226,972	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$246,972	\$0	\$246,972	
511	FLHS-003		Renovate Student Bathrooms NR	0		\$0	\$0	\$0	\$0	\$211,100	\$2,490,673	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,701,773	\$0	\$2,701,773	
512	FLHS-004		AC Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,691,924	\$0	\$37,994,957	\$8,925,699	\$29,069,258		
513	FLHS-005		Artificial Turf Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	\$1,549,779	\$0	\$1,649,779	\$0	\$1,649,779		
514	FLHS-006		BMS Control Upgrades	0		\$0	\$0	\$0	\$1,968,505	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,968,505	\$0	\$1,968,505		
515	FLHS-007	Yes	Partial Roof Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,194	\$224,720	\$0	\$0	\$231,913	\$54,481	\$177,432		
516	FLHS-008			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
517	FLHS-009			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
518	FLHS-010			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
539	Fairfield Ludlowe HS					\$0	\$0	\$55,000	\$495,000	\$211,100	\$2,490,673	\$0	\$0	\$0	\$7,194	\$224,720	\$403,033	\$37,241,703	\$0	\$45,343,999	\$8,980,180	\$36,363,719	
Fairfield Warde HS																							
540	FWHS-001	Yes	Fitts House HVAC RTU#1 Replacement (NR)	0		\$0	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000	\$0	\$30,000	
541	FWHS-002		New A/C for Cafeteria	0		\$0	\$0	\$0	\$50,000	\$1,702,290	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,852,290	\$0	\$1,852,290	
542	FWHS-003		Fitts House HVAC RTU#2&3 Replacement	0		\$0	\$0	\$0	\$0	\$82,500	\$1,011,985	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,094,485	\$0	\$1,094,485	
543	FWHS-004		Renovate Bathrooms	0		\$0	\$0	\$0	\$144,703	\$4,855,297	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000,000	\$0	\$5,000,000	
544	FWHS-005		New Windows Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$315,000	\$4,177,115	\$0	\$0	\$0	\$0	\$0	\$4,492,115	\$1,055,279	\$3,436,836		
545	FWHS-006	Yes	Replace Boiler/ Burner NR	0		\$0	\$0	\$0	\$0	\$0	\$25,000	\$318,862	\$0	\$0	\$0	\$0	\$0	\$0	\$343,862	\$0	\$343,862		
546	FWHS-007		Knapps Hwy Tennis Courts & Basketball Courts	0		\$0	\$0	\$0	\$0	\$0	\$30,416	\$387,946	\$0	\$0	\$0	\$0	\$0	\$0	\$418,362	\$0	\$418,362		
547	FWHS-008		HVAC BMS Controls Upgrades	0		\$0	\$0	\$0	\$0	\$0	\$185,658	\$2,367,969	\$0	\$0	\$0	\$0	\$0	\$0	\$2,553,627	\$0	\$2,553,627		
548	FWHS-009		Artificial Turf Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	\$1,549,779	\$0	\$1,649,779	\$0	\$1,649,779		
549	FWHS-010	Yes	Partial Roof Replacement	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,194	\$224,720	\$0	\$0	\$231,913	\$54,481	\$177,432		
550	FWHS-011		AC Project	0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,383,703	\$38,410,282	\$40,793,985	\$9,583,241	\$31,210,744		
570	Fairfield Warde HS					\$0	\$30,000	\$30,000	\$150,000	\$1,846,993	\$4,937,797	\$1,253,059	\$3,389,777	\$4,177,115	\$7,194	\$224,720	\$100,000	\$3,933,482	\$38,410,282	\$58,460,419	\$10,693,001	\$47,767,418	
Walter Fitzgerald Campus																							
570	WFC-001		Purchase of Walter Fitzgerald Campus Building - 108 Biro	0		\$0	\$0	\$0	\$500,000	\$5,674,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,174,300	\$0	\$6,174,300	
571	WFC-002		BMS Controls	0		\$0	\$0	\$0	\$0	\$0	\$0	\$11,328	\$144,481	\$0	\$0	\$0	\$0	\$0	\$0	\$155,809	\$0	\$155,809	
572	WFC-003			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
573	WFC-004			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
574	WFC-005			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
575	WFC-006			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
576	WFC-007			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
577	WFC-008			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
578	WFC-009			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
579	WFC-010			0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
600	Walter Fitzgerald Campus					\$0	\$0	\$0	\$500,000	\$5,674,300	\$0	\$11,328	\$144,481	\$0	\$0	\$0	\$0	\$0	\$0	\$6,330,109	\$0	\$6,330,109	

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Fairfield Public Schools 10-year Waterfall

ROW	Project #	Non-Recurring	Priority	School Priority	Fiscal Year														Project Total	OSGR Reimbursement	Estimated District Share
					2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033			
601	Waterfall Total				\$0	\$0	\$2,516,587	\$23,544,043	\$12,841,955	\$13,564,336	\$29,285,787	\$7,810,275	\$10,429,892	\$68,221,388	\$35,625,551	\$4,042,873	\$53,860,042	\$44,951,053	\$306,693,781	\$60,375,502	\$246,318,280
					YEAR																
					2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030 - 2033					
602	Capital Projects				\$2,050,060	\$20,685,520	\$9,737,048	\$12,456,787	\$27,770,762	\$5,660,313	\$9,091,103	\$67,124,569	\$32,872,183	\$3,835,498	\$50,482,780	\$40,207,650					
603	Non-Reoccurring Projects				\$466,527	\$2,858,523	\$3,104,907	\$1,107,549	\$1,515,025	\$2,149,962	\$1,338,788	\$1,096,819	\$2,753,367	\$207,375	\$3,377,263	\$4,743,402					

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Enclosure No. 5
August 31, 2021

Fairfield Public Schools

Roger Ludlowe Middle School

Roof Replacement Project

&

Roger Sherman & McKinley

Roof Project Design Fees

2022-2023

Funding Requests

501 Kings Highway East • Suite 210 • Fairfield CT 06825 • (203) 255-8371



Roger Ludlowe Middle School

Full Roof Replacement Project

\$ 2,991,607

Background: Roger Ludlowe Middle school was a newly constructed building in 2003. With a roof warranty that expired in August of 2018. The roof has been showing signs of failing for approximately two years. This past year was even more challenging to maintain a dry building and conduct class without interruption due to water leaks in hallways and classrooms. With the continuation of water penetration, we feel the best next step is to replace the roof.

Purpose & Justification: Failure to replace this roof could result in water infiltration to the building. If the water gets into the building, it will likely result in an IAQ issue, creating a potential health issue.

Detailed Description: This expenditure would cover the total cost of the project. This includes all labor and material to remove roofing down to the metal decking. Once removed, a new roofing system will be installed. Additionally, this expenditure would cover the design phase of the Roger Sherman and McKinley Elementary School roof replacements as the next roof in the district's waterfall schedule

Estimated Cost: The cost of this funding request is \$2,991,607.00. This number was arrived at by working with a roofing contractor awarded several town bids for similar projects and a professional licensed engineering firm in CT, using the industry standard.

Long Range Costs: Once completed, the new roof will carry a warranty for 20 years. There will be minor upkeep and cleaning requirements.

Demand on Existing Facilities: This project would reduce the cost of maintaining the roof as it would reduce service calls caused by water intrusion.

Security, Safety, and Loss Control: This project would enhance safety by hardening the building shell. A compromised roofing system can allow moisture into the building, creating numerous IAQ concerns.

Environmental Considerations: The IAQ is compromised when a roof has a continued leaking failure.

Funding, Financing & SDE Reimbursement: This project would not proceed without funding approval. This project will be assigned to the Town's special standing building committee, and we will apply for funding reimbursement from the state's OSCG&R program.

Schedule, Phasing & Timing: The schedule is to have all this work done in the summer of 2022 and completed for school to open in September of 2022.

Other Considerations: The work will be bid out by the Town Purchasing Department and performed by outside professional licensed contractors.

Alternates to the Request: The alternate to this request is to do nothing. This alternative will delay the needed repairs to the roofing system and could affect the ability of the school to operate safely.

Roger Ludlowe Middle School Roof Replacement

and Design Fees for
Roger Sherman & McKinley Elementary School Roof Replacements

RLMS Full Roof Replacement	\$ 2,967,207
<u>Roger Sherman & McKinley Design Fees</u>	<u>\$ 24,400</u>
Total	\$ 2,991,607

Details

Licensed Contractor to provide labor and materials
Prepared by: Fairfield Public Schools Central Office

Breakdown:

Set-up safety for associates to perform their scope of work, and to protect the occupants of the property.

Remove the existing roofing system down to the existing metal deck.

Install new pressure treated wood blocking to the height of the new perimeter edges.

Install new Polyisocyanurate insulation including 1/4" per foot tapered system with an average R-36 value to be in compliance with 2015 IECC guidelines.

Install new two-ply SBS Modified Bitumen roofing membrane system in cold applied adhesive with a granulated cap sheet.

Install all flashings per Manufacturer's specification.

Remove and replace existing drain bowl assemblies.

Install new extruded metal siding with Kynar finish over masonry walls within the depressed rooftop mechanical area.

Install new extruded metal edges with Kynar coated color cover plate that has been pretested and approved per ANSI -SPRI ES-1 specifications. (Color will be selected from standard color selections)

Install new expansion joints to replace existing.

Fabricate and install new counter flashings as needed for proper termination.

Clean up and dispose of all debris from the above scope of work.

Provide a 20-year No Dollar Limit (NDL) warranty that includes the cost of both labor and material to repair any leaks or material failures during the warranty period.

\$ 2,681,311

Breakdown:

Architect will provide the following professional services related to the scope of work described in this proposal:

Review original Contract Documents and previous reports as such documents relate to conditions described in the Scope of Work and are supplied to architect by the Fairfield Public Schools.

Visit the site to verify existing conditions and construction details. Coordinate with a Contractor retained by The Town of Fairfield Public Schools to perform exploratory openings so as to examine concealed conditions.

Based upon the results of architects' field verification activities and the established scope of work, provide a proposed roof replacement system and scope of work for review and approval by the Fairfield Public Schools and Building Committee.

Meet with the CTDAS Office of School Construction Grants and Review for a pre-review evaluation meeting to review requirements for submission of the project.

Based on the agreed upon scope of work, prepare Contract Documents consisting of drawings and specifications, setting forth in detail the requirements for construction of the project.

Meet with the CTDAS Office of School Construction Grants and Review to review the 100% Contract Documents (Plan Completion Test) for comments and approval.

Respond to CTDAS Office of School Construction Grants and Review comments as required.

Assist in the preparation of the necessary bidding information, bidding forms, conditions of the Contract and Form of Agreement between Owner and Contractor.

Assist the Town of Fairfield Public Schools in obtaining bids.

Prepare an agenda for a pre-bid conference at the site.

Conduct a pre-bid conference at the site.

Prepare minutes from the pre-bid conference.

Respond to contractor questions and prepare addenda, as necessary.

Assist the Fairfield Public Schools in evaluating bids and in awarding construction contract.

Conduct a meeting with a representative from the Fairfield Public Schools, Building Committee, and the Contractor prior to the commencement of the work, to review the

Contractor's proposal for compliance with the requirements of the Contract Documents.

Review and take appropriate action on Contractor's submittals such as shop drawings, product data, and samples, to establish their conformance with the design concept expressed in the Contract Documents; forward to the Town of Fairfield Public Schools, for review and record, written warranties and related documents required by the Contract Documents and assembled by the Contractor.

Visit the site four (4) times during construction to become familiar with the progress and quality of work and determine if the work is being performed in general compliance with the Contract Documents.

Conduct meetings in conjunction with site visits to assess the progress of the work. Prepare field observation reports following site visits to document progress and quality of the Contractor's work.

Authorize minor changes in the work if they are necessary and do not involve adjustment to the contract sum or extension of the contract time.

Review and certify amounts due the Contractor.

Visit the site to develop a punch list and again to conduct a final inspection with the Manufacturer's representative.

Determine the date of final completion.

Certify Contractor's requisition for Final Payment based upon the final inspection indicating the work is in general compliance with the requirements of the Contract Documents.

RLMS \$ 16,150
McKinley \$ 8,600
Sherman \$ 15,800

Contingency
Prepared by: Fairfield Public Schools Central Office

Breakdown:

Carry a contingency for unforeseen conditions during demolition of old roofing materials down to the existing roof deck.

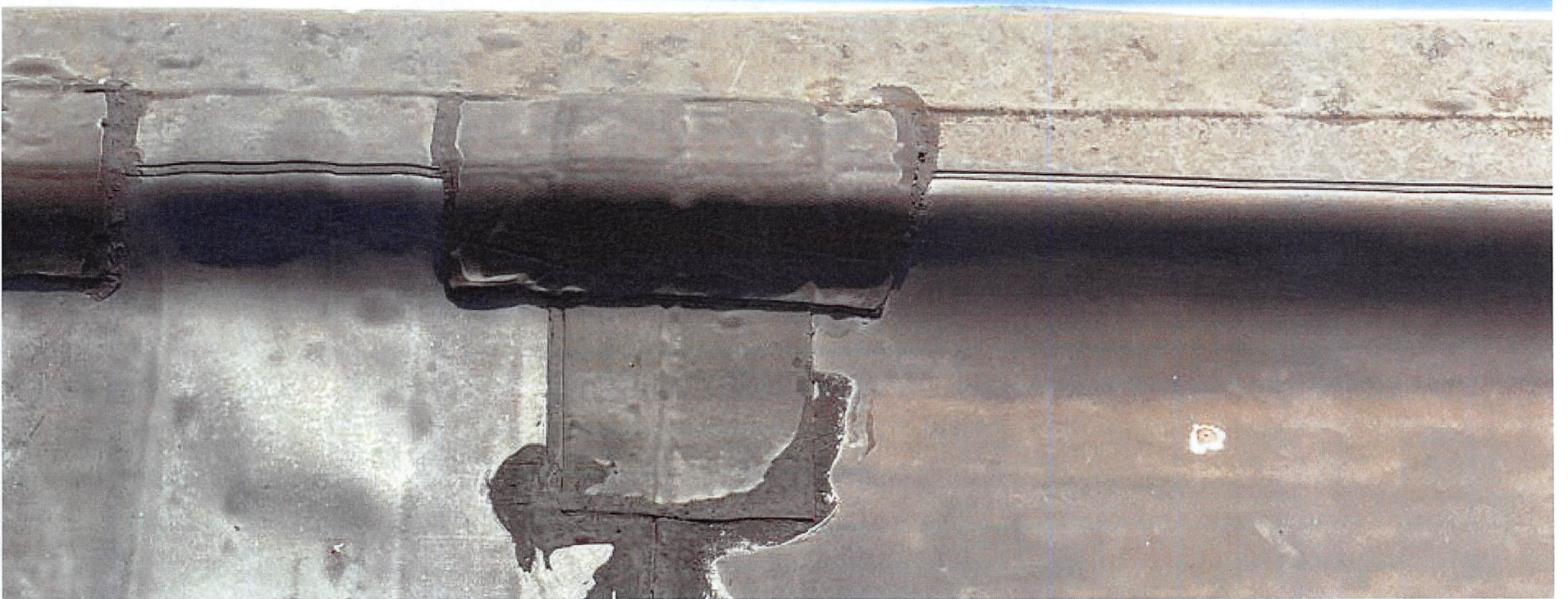
\$ 269,746

Total

\$ 2,991,607

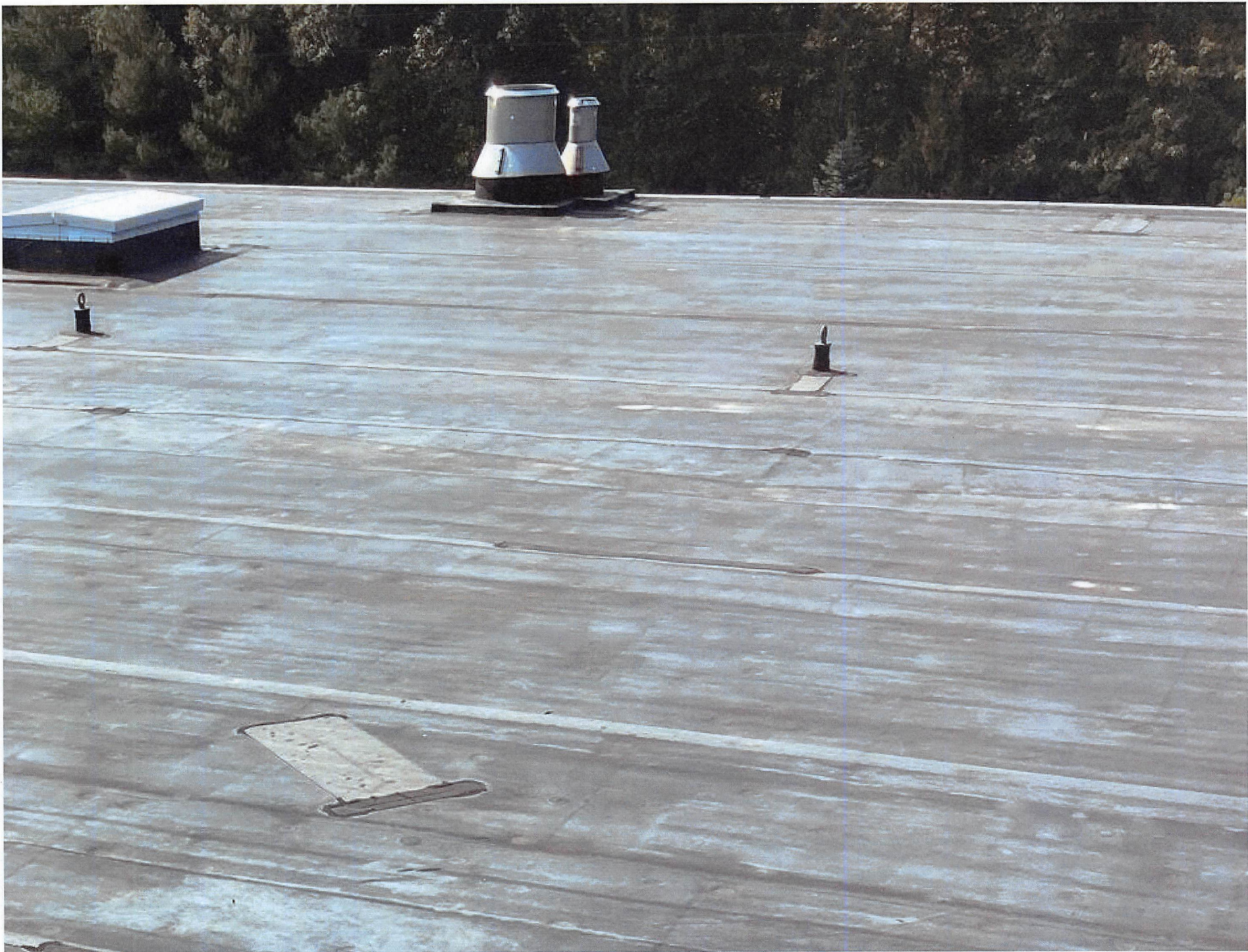


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EDUCATIONAL SPECIFICATIONS FOR THE ROGER LUDLOWE MIDDLE SCHOOL ROOFING REPLACEMENT PROJECT

1. **Project Rationale:** Replace the roofing membrane, insulation and flashings on Roger Ludlowe Middle School at multiple roof sections in order to provide a weather-tight building envelope and to protect the internal structures and materials.
2. **Long Range Plan:** A review of enrollment forecasts indicates that this school will be required to house Fairfield students for the foreseeable future.
3. **The Project:**
 - Remove existing roofing materials (salvage satisfactory in-place insulation if practicable)
 - provide decking (as necessary),
 - provide minimum R30 insulation (supplement salvaged in-place insulation as necessary),
 - provide flashings,
 - provide expansion joint restoration,
 - provide surface membrane and
 - provide structural components as need indicates.

Roofing systems shall be cold applied multi-ply systems with a minimum 20 year (no dollar limit/edge to edge) warranty.
4. **Enrollment Data:** The 10/01/2020 enrollment of this school was 817 students
5. **Learning Activities:** Learning activities are carried out using district-wide curriculum criteria.
6. **Support Facilities:** The building is a fully operational middle school and contains standard support such as administration, health, storage, school lunch, custodial, arts, physical education, etc.
7. **Community Uses:** The Fairfield Board of Education has a long-standing practice of making all school facilities available to community groups. Each year the general public uses our buildings through our reservations program. Schools will continue to be available to the community.
8. **Systems:** N.A.
9. **Environment:** Fairfield schools provide an environment that is conducive to the learning process. All aspects of environment have been considered. These include, but are not be limited to, adequate climate control, ventilation, appropriate lighting, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access, windows and doors.
10. **Equipment:** N.A.
11. **Site Development:** N.A.

**Special Meeting Minutes
Fairfield BoE, July 28, 2021, 7:30 PM**

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

Voting Summary

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

Chairman Christine Vitale called the Special meeting to order at 7:35PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Maxon-Kennelly, Jeff Peterson and Carol Guernsey. Also present were Superintendent Mike Cummings and members of the central office leadership team.

Approval of Minutes

Mrs. Gerber moved/Mrs. Jacobsen seconded the recommended motion “that the Board of Education approve the 6-22-2021 BoE Special and Regular Meeting Minutes.”

Motion passed 9-0.

Adjournment

Mr. Peterson moved/Mr. Aysseh seconded the recommended motion “that this Special Meeting of the Board of Education adjourn.” Motion passed 9-0.

The meeting adjourned at 9:47PM

Detailed Minutes

Presentation: American Relief Plan, Elementary and Secondary School Emergency Relief Plan (ARP/ESSER)

Mr. Cummings said many of the plans in the grant were identified in the past year through meetings with administrators and teachers. In addition, he thanked community members and others who contributed to the Thought Exchange grant planning process. The \$2.8M ARP/ESSER grant is federally funded and is intended for transformative work with a requirement that a minimum of 20% be allocated to address incomplete learning due to the pandemic. It is the 3rd grant in a series; ESSER 1 focused on ‘survive’ and ESSER 2 focused on ‘thrive.’ The FPS funding guidelines include student-centered outcomes and the avoidance of funding cliffs. The 3-year funding ends September 2024.

- The state has identified 5 areas of concentration:
 - Learning Acceleration, Academic Renewal and Student Enrichment
 - Family and Community Connections
 - Social, Emotional and Mental Health of the Students and School Staff
 - Strategic Use of Technology, Staff Development and the Digital Divide
 - Building Safe and Healthy Schools
- The District Leadership Team, instructional staff and the community provided stakeholder input and full results have been posted online.
- The intersection of students, teachers and content frames the work that happens in classrooms and was used to frame the grant.
- \$324K is identified for SEL support; these supports will not be implemented until the SEL support program review is conducted in the fall.

- \$575K is identified to support after school learning supports in grades 6-12. The program will include one hour after school twice a week for identified students. The program will run October-May and will include transportation. A site supervisor at each level will address any issues that arise. Mr. Peterson noted the \$575,859 actually falls just below the 20% threshold and should be adjusted.
- Progress for grant initiatives will be assessed every 6 months with the potential for funding adjustments and reallocation. The Board will receive regular progress reports.
- The proposed Diversity, Equity and Inclusion Administrator (DEI) will act as a liaison for racial, economic and social diversity and equity within FPS and among student, community, town, state and national groups. The salary for the 3-year period is \$480K, exclusive of benefits. Multiple area districts are implementing similar positions and the district may expand the search outside of CT. Mr. Aysseh asked if Critical Race Theory will play any role. Mr. Cummings said no; the work of FPS goes back to the mission statement to ensure all students reach their potential. Mr. Aysseh requested the full cost of the position, inclusive of benefits, and cautioned against creating a funding cliff in future years. Ms. Deasy noted that benefit costs are included elsewhere in the grant application. Mr. Cummings said the role may evolve to encompass special education and SRBI work. Ms. Guernsey said she was thrilled with the new position and said it offers a great opportunity.
- The district plans to work and partner with CREC on Equity Professional Learning (\$101K) to address district and individual school needs.
- Ms. Deasy said the anticipated cost of the State Residency Program is \$60K per year, per participant. While participants sign an agreement to remain in district for 3 years, it is not enforceable should they choose to leave.
- Over the 3-year period, the following professional learning has been identified. It will primarily take place during the summer, but there may be some pull-out work during the school year:
 1. assessment design (\$69K) for teachers in potential leadership positions to capture opportunities outside of and in addition to traditional testing and to review student work protocols through grade level and team meetings (to supplement already budgeted assessment work and be completed by the end of the grant period)
 2. data literacy (\$69K) for key leaders at all levels to identify and examine meaningful data
 3. Teacher Evaluation plan development (\$211K) to work with a consultant to create an in-house system that reflects fulfillment of FPS Vision of the Graduate and academic expectations; to be implemented in 2023-2024
 4. structured literacy leadership (\$121K) to supplement K and 1 literacy programs
 5. elementary principal coaching (\$20K) to facilitate new staff growth
 6. paraprofessional training (\$36K) to increase capacity to support learning
 7. Teacher action research (\$10K) to increase instructional capacity and benefit students. Ten \$1K opportunities will be offered to teachers. Project approvals will follow Board policy; 6th year and thesis work may qualify.
- Development of Middle School core curriculum units (\$27K) to strengthen instructional expectations for middle school. Mrs. Jacobsen said she felt it was important for Grade 9 teachers to be involved in this work.
- Culminating Experiences for Grades 5, 8 and 12 (\$58K) to have cross-curricular experiences across levels. Mrs. Maxon-Kennelly said she was unclear on where this was directed, and asked what might happen if a student, particularly a senior, does not meet mastery. Mr. Cummings said it should be a mastery of connection points with a celebratory aspect. Several districts offer a culminating experience at the end of 11th grade instead of senior year, allowing time for remediation during the summer. Mrs. Jacobsen said she felt this was an opportunity for fun and engagement and the experience should not have a rubric.

- Laptops for Grade 12 students (\$484K) to address the continual demand for computing power that exceeds Chromebooks. This would reduce the need for desktops in the classrooms and the 12th grade Chromebooks would be redistributed. Ms. Byrnes noted that 85% of seniors signed out a Chromebook. Mrs. Jacobsen expressed concern that students in mixed-level classes would be at a disadvantage. Mrs. Maxon-Kennelly said it might make more sense to provide higher powered machines based on course requirements. Mr. Aysseh agreed and said he had some reservations regarding a blanket need for seniors; there may be additional monies that could instead go towards air conditioning. Mr. Cummings said performing a needs assessment will help better understand course and student requirements; readjustments can be made once an accurate inventory is taken. Ms. Byrnes noted that students may use their own devices. A subcommittee of the Technology Steering Committee identified higher computing as a dire need for tech-related courses.
- Air Conditioning (\$111K) at FWMS. Mr. Papageorge said this amount covers Phase II (a full engineering report), of the 6th grade wing of FWMS. Project completion is dependent on securing bids through the town. Mr. Papageorge will provide more information on the percentages of buildings that are air conditioned; RLMS is 100% air conditioned; TMS is fully air conditioned except for the gymnasium. Mr. Cummings said the cost to cover the district's A/C needs is substantially more than the entire grant. Mrs. Vitale noted that the Finance Committee will be reviewing the waterfall and the A/C projects.
- Completion dates listed in the grant application detail will need to be defined more precisely as the work begins. Portions of the grant will play into the District Improvement Plan. Mr. Cummings noted that the ARP/ESSER work will continue even after its conclusion in 2024, and the District Improvement Plan continues through 2027.

Mr. Cummings responded to additional Board questions:

- Discussions on the middle school schedule changes are ongoing with a focus on a longer instructional block; the intervention block is yet to be determined. Mrs. Maxon-Kennelly said she was apprehensive about reducing instructional time to meet the needs of the intervention block.
- Mrs. Jacobsen asked about the target audience for the 6-week DBT course. Mr. Mancusi said it would be offered to all interested middle school and high school parents. Previous presentations were well attended. Mrs. Maxon-Kennelly suggested advertisement at Open Houses.
- Mrs. Maxon-Kennelly cautioned that 'incidents of discrimination' (as included under Priority 1) needs to be carefully defined. Mr. Cummings agreed.
- Mrs. Jacobsen said some of the goals will require measurable specificity for reporting purposes. Mr. Cummings agreed.
- Under Priority 3, Mrs. Maxon-Kennelly asked whether Mind Up has been evaluated for its effectiveness and whether a second recess could be mandated for brain breaks. Mr. Mancusi said anecdotal reporting from principals and teachers is that Mind Up helps kids focus and regulate behavior; brain breaks are no more than 10 minutes per day. Mr. Cummings noted that elementary principals have raised the issue of consistency with Mind UP, which will be part of the program review.
- Mrs. Maxon-Kennelly asked for the reasoning behind the added allocation for SEL leaders in schools and wanted to ensure that classroom teachers would not be pulled out of their own classrooms to provide support. Mr. Mancusi said the idea was to bring SEL support to the Tier 1 level in the classroom. Mr. Cummings noted that the stipend acknowledges that support would take place before or after school.

Draft

Mr. Cummings appreciated the Board's attentiveness to the presentation and said it marks the beginning of the grant work and the District Improvement Plan with more detail to come. The funding allocation and time availability are limiting factors.

ESSER II also covers the summer boost program for 2022 and 2023, if needed.

Mrs. Maxon-Kennelly loved the idea of the executive functioning study halls. She also voiced her concern regarding learning loss and said she supports additional para support in Grades K-2. In addition, for this one year only, she supports reduced class sizes in Grades 3-5 for those reaching the 24/25 threshold. Mrs. Jacobsen and Mrs. Rotelli agreed. Mr. Cummings said he will provide an updated elementary enrollment projection.

Mrs. Jacobsen asked about the \$152K in the operating budget for the A/C facility assessment study – why was that not placed in the grant to free up resources to cover other items such as special education overages? Mr. Cummings said grant initiatives were prioritized. The health and safety of students is always the number one priority and the grant allows for reallocation if the need arises.

Approval of Minutes

Mrs. Gerber moved/Mrs. Jacobsen seconded the recommended motion “that the Board of Education approve the 6-22-2021 BoE Special and Regular Meeting Minutes.”

Motion passed 9-0.

Adjournment

Mr. Peterson moved/Mr. Aysseh seconded the recommended motion “that this Special Meeting of the Board of Education adjourn.” Motion passed 9-0.

The meeting adjourned at 9:47PM

Respectfully submitted by

Jessica Gerber, Fairfield Board of Education

Secretary