



**BOE/CO
Friday Packet
November 19, 2021**

Upcoming Meeting Dates

Data Presentation Follow-Up, 11-19-2021

11-23-2021 BoE Policy Committee Agenda/Enclosures



Upcoming Board of Education Meeting Dates **2021**

November 23	5:00 PM	Policy Committee Meeting Superintendent Conference Room 501 Kings Hwy East
November 30	7:00 PM 7:30 PM	Organizational Meeting Regular Meeting CO Board Room and Virtual 501 Kings Hwy East
December 1	3:30 PM	Finance Committee Meeting Superintendent Conference Room 501 Kings Hwy East
December 8 <i>WEDNESDAY</i>	8:00 PM	Town Hall Fairfield Woods Middle School Auditorium 1115 Fairfield Woods Road
December 14	7:30 PM	Regular Meeting CO Board Room and Virtual 501 Kings Hwy East

[Other Town Meetings](#)
[November 22, 7PM FWHS, Town Inauguration](#)

Data Presentation Slide Deck				
Question #	Name	Slide Number	Question	Responses
6	Carol Guernsey	9	If this report is not intended to make any conclusions about impacts on student learning via COVID-19, can you please clarify if it is important to differentiate the impact of the pandemic vs. other general impacts on student learning?	Comparing the 20-21 data to previous years does allow us to identify possible causal factors for student performance. For example, 20-21 attendance concerns increased. As a result we see greater disparities in student achievement when disaggregated by attendance (please see row 24). On the other hand we see persistent and troubling trends in student performance over multiple years when disaggregated by ethnicity, special education, or ELL status.
19	JMK	9	With a stated goal of wanting to identify the areas we need to work to improve, why isn't this data being used to to draw conclusion about impact on student learning due to COVID? And with strand info which accompanies the data, why wouldn't that then be used to inform our strategies?	We can draw conclusions about the data to inform our practices and strategies based on the information. Connecting and correlating them to COVID is not possible.
9	Carol Guernsey	14	What efforts are being made to better understand the overall needs of our current 6th and 7th graders (who showed the most significant decline in the SBA Math results)?	We are looking at where students begin the year in middle school, but also taking a K-8 approach. We know that we need to look at performance in elementary school leading to middle school to better understand why these changes occur, including the what and how of content and skills over elementary and middle schools.
11	Jennifer Jacobsen	27	Do we have attendance broken down by remote days or in person days?	2020-2021 attendance rates are: 92% for days when students were remote and 95% for when students were in-person. Overall and combined, the rate was 94%.
24	JMK	27	Can we separate out truancy as a contributor, for our own information?	We currently only have chronic absenteeism as an indicator to compare academically. The truancy indicator is calculated differently than chronic absenteeism.
25	JMK	29	What about our identification for G&T, broken out in this manner? (both ES and MS)	Gifted and Talented by Ethnicity and Level
1	Jenn Jacobsen	30	6th grade math placement recommendation to parent override percentage and by gender/subgroup?	Spring TPA Parent Waiver analysis
26	JMK	30	What is the district doing regarding breaking out this information by ES, to better evaluate how our schools are preparing our students for this (possible) acceleration? The time to address the disparities is not when these students reach HS.....	The district has disaggregated the data by elementary school to see performance at each building. The elementary team is working on a data review to reduce the variability.
27	JMK	31	How much of these (based on the SPED ID) might have been averted via more aggressive SRBI and RTI steps at younger ages?	An actual quantitative indicator would not be feasible to determine; however we do believe that early intervention and supportive tier 1 practices has the potential to remediate prior to a referral for specialized instruction.
10	Jennifer Jacobsen	11-25	Are these results inclusive of all students, those who were full time remote and those hybrid?	Yes, the achievement data is inclusive to all students
20	JMK	11,12 (etc)	The most dramatic drop (not unexpected) is from 2018-19 - 2020-21...in that the district work was yielding steady improvement until COVID. So again, in keeping with the above question, what instructional strategies have staff identified as being MOST "neglected" as a result of hybrid/remote teaching, and how is that informing the academic approach this year?	There were a number of instructional strategies that were neglected as a result of our learning models last year. For example, being able to instruct with small groups authentically versus more teacher directed was one area. Creating lessons with ample student discourse around content and skills was difficult with the restrictions. Ultimately, this led to fewer small group approaches.
21	JMK	12,13	(as observed by CV above) the academic drops for our 6th and 7th grade really stand out, across by High Needs and Non-High Needs. To what does the district attribute this? and is there any data from Summer Boost to indicate that the program addressed these deficits?	There is no data from summer boost to indicate the program addressed the 6th to 7th grade deficits.
22	JMK	17-18	At this point what percentages of our 9th, 10th and 11th grade students have met the graduation requirement, in terms of the mastery half credit?	We do not have data on the Academic Expectation requirement currently. For students who have met the SAT/PSAT requirement at the current moment, the percentage is 41 (for both indicators math/ELA). This number is fluid and will change as more students meet the requirement during the spring assessment of their junior year and the PSAT was just taken during the fall for other grades.
23	JMK	20-21	Any explanation for the interesting aberration in BI/AA, Hisp/Lat SAT data points, in which 3 of 4 increased across ELA and math...? (a description not matched by the science results)	The subgroup performance for AA/BI students is similar across assessments. The drop from NGSS may be due to the norming of the NGSS which was in a pilot year during its first iteration. We do not have an explanation for why the Hispanic/Latino subgroup SAT may have dropped in one area but grew in another. The NGSS assessment also did not meet participation thresholds at the high school level this year.
2	Jenn Jacobsen	29,30	Presuming these numbers are from the 2020-2021 school year: 1) how did math placement in 6th grade vary in process and count for this year? 2)Did the numbers in course enrollment by subgroup on slide 29 vary in any significant way from last year to this year?	Four Year MS Math Enrollment by Ethnicity
3	Jenn Jacobsen	All	Given the greater than typical variance coming into class this fall, what has been the feedback from teachers on needing to adjust curriculum or differentiation needs, if any?	Please see row 21
4	Jenn Jacobsen	All	ARP funds: secondary after school supports to address learning loss: How many students were invited to participate and how many have agreed? By grade if possible please.	After school program update

Data Presentation Slide Deck				
Question #	Name	Slide Number	Question	Responses
5	Carol Guernsey	All	At our 4/20 BoE meeting I requested student achievement data for last year's grade 9 (now 10th graders). This data was missing from our initial presentation and I am concerned about these students (it was a transition year for them). I expected this information to be forwarded to me after the 4/20 meeting but I never received it. I have requested it several times since and I was initially told it would be shared in the fall presentation. While it may not be typical to receive STAR information at this time of year, my previous request is still outstanding. Since the 4/20 meeting, last year's 9th graders received PSAT 8/9 scores and an additional set of STAR scores, so I would expect to see both sets of available STAR scores for the current 10th grade cohort in an updated report.	2020-2021 9th Grade STAR Assessment Data
7	Carol Guernsey	All	Per JJ's question above, "Given the greater than typical variance coming into class this fall, what has been the feedback from teachers on needing to adjust curriculum or differentiation needs, if any?" Can you please comment on the needs to adjust curriculum/differentiate instruction across the various levels of math? For example, are the needs higher at higher levels of math? We had seen some previous indicators of lagging growth for our higher achieving students in our previous report.	There has been no feedback from teachers on needing to alter the approved curriculum at this time. Teachers are instructing with the approved curriculum at all levels.
8	Carol Guernsey	All	ARP funds: Given the data in this report, will will be adjusting our ARP plans to target achievement gaps of specific subgroups and/or other concerns?	The identification of students for additional support is based on achievement data. It will therefore include all students in need.
12	Christine Vitale		SBA: The decline in the SBA scores for 6th and 7th grade stand out. We ran the Summer Boost program to help provide support to middle school, but can you reiterate during the meeting what other supports are in place to address learning loss as we begin the school year. At a future meeting, I think it would be helpful to have additional data on those students who participated in Summer Boost. Are we seeing continued progress, data to show they have caught up?	It is too early to tell how these Boost students are performing. We will get a better indication as the school year progresses
13	Christine Vitale		Attendance: Would it be possible to see the attendance data by level (elementary, middle, high.) I am curious if see if our 6th and 7th graders had a more significant drop in attendance as compared to other grades. Did attendance for these have an impact?	Attendance by level & Assessment Analysis
14	Christine Vitale		Suspensions: Do we track reasons for suspension? If so, are there marked differences between subgroups?	Disaggregated Discipline Data
15	Christine Vitale		SPED Prevalence Rates by Ethnicity: Would it be possible to break this down by identified disability? Are there differences based on ethnicity?	Disability Breakdown
16	Christine Vitale		NGSS: Was there a particular domain of science that was a weakness for our 11th graders?	NGSS Science Domains Data
17	Jennifer Jacobsen		For the students who did not participate in the testing, how are you assessing where they are?	All students across grade levels and content areas were benchmarked with content or skill assessments in the fall of 2021.
18	Jennifer Maxon Kennelly		How are we as a district proactively addressing the growing issue of girls vs boys, in terms of both enrolling in college and then the subsequent persistence rate?	This will require further analysis of the data specific to FPS.
28	JMK		Overall is it possible (when it would not lead to possibly identifying students) to disaggregate the High Needs data by its three parts?	https://edsight.ct.gov/Output/District/HighSchool/0510011_201920.pdf
	Jennifer Jacobson		Chronic Absenteeism Rates for Sept/Oct 2021 (also see remote/in person day attendance question)	F/R lunch proxy is not available as an identifier internally or externally for review. See Sept/Oct 2021 Chronic Absenteeism
			Recommendation versus override (historical trend) and performance results	See MS Math Parent Override Long-Term Analysis: Algebra-8 Grade Distributions
			AP Scores with disaggregate data	AP Scores by All Students & Ethnicity
SPECIAL EDUCATION DATA				
	Name	Question	Responses	
	Jennifer Jacobsen	Settlement outplaced count to date?	As of 10/25/2022 we have 90 PPT outplacements and 58 Settlement Agreements	
	Jennifer Maxon Kennelly	Can you please remind us what is the FPS financial obligation to non-public school students? We are responsible to evaluate and determine special education eligibility for all students suspected of having a disability who attend nonpublic schools within the town of Fairfield.	Our FPS non-public team is responsible to identify, evaluate and determine special education eligibility for any student suspected of having a disability that attends a private or parochial school with the town of Fairfield. We do not implement IEPs for identified students. Additionally, as part of the IDEA grant FPS is obligated to set aside a proportionate share amount of our IDEA grant based on the number of special education identified students within our non-public schools. This amount is determined by using a set formula depending on the number of identified students. These funds have been used to provide PD, supplies, materials and technology to support students with disabilities within our non-public schools.	
	JMK	What are the most common OHI identifications? I remain interested in ES ADHD ids of a possible increased recess break pilot program...		
	JMK	Do you associate any cost with 504 ids?	There is no additional cost with Section 504 identifications associated with nonpublic students	

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting
Tuesday, November 23, 2021

5:00 PM

501 Kings Highway East

Meeting in Superintendent's Conference Room and Call In

Sign up for Public Comment in Board Room

Space in Superintendent's Conference Room is limited

Overflow seating will be available in the Board Room

Masks are required in BOE Central Office

To listen via your phone, call 408-418-9388, and use Meeting Access code: 233 539 63720

- Please Note: If you call in, you will not be heard by the board members
- Public Comment is in-person only; there is no call-in option for public comment.

Agenda

- I. Call to Order
- II. Vote for Chair
- III. Discussion of 2022 Policy Committee Meeting Dates
- IV. Approval of October 19, 2021 meeting minutes
- V. Policy
 - a. Student Tuition Policy
 - b. Grading Policy
- VI. Future Items
 - a. Parent Organizations and Booster Clubs
 - b. Fundraising
 - c. Homework Policy
 - d. Attendance

- e. Equitable Identification of Gifted and Talented Students
 - f. Equitable Criteria for Advanced Course or Program
 - g. Challenging Curriculum Policy
 - h. FAFSA Completion Report
- VII. Open Discussion/Public Comment
- VIII. Adjournment

Future Meetings: December 7.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Minutes
Tuesday, October 19, 2021

5:00 PM

501 Kings Highway East

Meeting in Superintendent's Conference Room and Call In

Sign up for Public Comment in Board Room

Space in Superintendent's Conference Room is limited

Masks are required in BOE Central Office

In Attendance:

Mr. Michael Cummings, Ms. Colleen Deasy, Dr. James Zavodjancik, Dr. Zakia Parrish, Mr. Angelus Papageorge, Ms. Jennifer Jacobsen, Ms. Carol Guernsey, Ms. Jennifer Maxon-Kennelly, Ms. Kristen Hardiman

Call to Order – Ms. Maxon Kennelly called meeting to order at 5:05pm.

Approval of October 5, 2021 meeting minutes – Approved by 3-0 vote

Policy:

Update on Booster Clubs/Fundraising

Mr. Cummings stated he, Dr. Parrish and Ms. Deasy met with the Head Principals and Athletic Directors regarding the committee's questions surrounding Booster Clubs. The Athletic Directors posed questions about equipment being purchased either by Booster Clubs or through Fundraising. Their concern was about who is responsible for installing and maintaining the equipment and discussed the example of batting cages. Mr. Cummings stated the Athletic Directors had valid concerns. Mr. Cummings also stated there is a need for a tie between donations and schools so there is equity between schools such as the high schools. Mr. Cummings further stated that committee donations/fund raising are pressing issues for the Athletic Directors.

The committee discussed the overlap between a Donations Policy and a Booster Club Policy. Ms. Jacobsen asked if someone donates equipment to the school, does that donation become property of the school district? Ms. Maxon-Kennelly raised the issue of how practice would impact PTA donations. Ms. Deasy stated under Title IX the District must ensure equity across genders, not necessarily across sports. Mr. Cummings added that we can tier our sports in the equity issue. Ms. Maxon-Kennelly stated there is no law that FLHS and FWHS must be the

same; however, the district wants equity between the schools. Ms. Deasy explained that fundraising should be for the district and not just a specific sport. Ms. Deasy explained an item could be purchased by a parent for a Booster Club and then the parent submits an invoice to Central Office for reimbursement.

Ms. Jacobsen stated class gifts must be approved by Central Office. For example, a bench bought by a graduating class and donated to the school to be placed on the school site must be approved by Central Office. Ms. Maxon-Kennelly emphasized that not every grade donates a class gift. Ms. Maxon-Kennelly states she is happy to put the focus on fundraising and wants to prioritize that piece.

Ms. Maxon-Kennelly asked if we should seek feedback from parents on booster clubs and fundraising. Ms. Deasy suggested using a survey to parents to find out what their concerns are regarding the booster clubs and fundraising. Ms. Maxon-Kennelly recommended separating the two items - fundraising and booster clubs – to prioritize fundraising at this time and then booster clubs in the future.

Graduation Requirements

Mr. Cummings discussed an update on the graduation requirements. Mr. Cummings emphasized the timeliness of the staff availability to work on curriculum development and stated staff availability has been limited due to limited substitutes. Mr. Cummings stated we are behind in the development of common assessments. Mr. Cummings met with program directors and FWHS department liaisons last week and will meet with FLHS department liaisons next week. Mr. Cummings asked the committee for more time to develop this requirement.

Mr. Cummings expressed concern about students not getting the appropriate support to meet the graduation goals. Mr. Cummings stated he wants to give students support to meet academic expectations. Ms. Maxon-Kennelly emphasized that the committee is not advocating for a policy change on this topic.

Ms. Maxon-Kennelly recommended a paper copy of the graduation policy be given to parents and students for use at course selection time. Ms. Maxon-Kennelly asked if there is a rubric and Mr. Cummings acknowledged there is a rubric which is used by guidance counselors.

Ms. Maxon-Kennelly recommended guidance counselors meet with juniors proactively before course selection takes place, so they know where they stand and what courses they need to fulfill for graduation requirements.

Ms. Maxon-Kennelly expressed concern about common mid-terms which might lead to cheating. Mr. Cummings stated common mid-terms are looking for common knowledge amongst students.

Mr. Cummings emphasized common mid-terms rely on how the teacher frames questions to demonstrate knowledge.

Ms. Maxon-Kennelly asked if graduation requirements should be moved to future items. Mr. Cummings said no; the purpose of the discussion was to provide the committee with an update. Mr. Cummings stated he will work with Ms. Montorsi and Ms. Campbell at the high schools to develop something before Thanksgiving.

Out of District Tuition

Mr. Cummings stated he received a request from a current staff member, who does not live in the district, who has asked if his child can attend Fairfield Public Schools on a tuition basis. Mr. Cummings would like to know if the Board would consider this option. If so, do we allow this only for grades 6-12? Do we charge a per pupil fee? Mr. Cummings stated he will meet with the staff member to apprise them of where we are with this item. Mr. Cummings stated the issue is time sensitive since the student is currently enrolled in a private school and the parents need to give an answer to the private school by January.

Ms. Jacobsen expressed concern with two issues: (1) will this open up a Pandora's box; and (2) the district's ability to meet the needs of current students. Ms. Guernsey agreed with Ms. Jacobsen's concerns; however, Ms. Guernsey indicated that she is open to further discussion on this item.

Ms. Maxon-Kennelly disagreed with Ms. Jacobsen's concerns on this issue. Ms. Maxon-Kennelly stated she has been waiting for this issue to arise for a long time. Ms. Maxon-Kennelly stated this would be a revenue generator for the district. Ms. Maxon-Kennelly also stated some districts include this subject in their teacher's contract along with the financial responsibilities including transportation, etc. Ms. Maxon-Kennelly believes it is a small measure to increase loyalty to the district. Ms. Maxon-Kennelly stated she is totally in agreement with creating a policy on tuition for out-of-district students.

Ms. Jacobsen stated "pre-covid" she would have agreed with Ms. Maxon-Kennelly; however, due to COVID, she is not in agreement. Ms. Jacobsen stated she is concerned about taking on more students when we do not have enough substitutes right now to service our current students. Ms. Jacobsen also expressed concern about increasing class size at the secondary level.

Ms. Maxon-Kennelly stated she would like to see contract language on this subject so it can be discussed at the meeting in November.

Mr. Cummings stated he will investigate other districts to see what their process is for admitting students from outside the district. Ms. Maxon-Kennelly asked Mr. Cummings to research the rates of other districts.

Green Cleaning

Ms. Deasy stated we are looking to take this item out of the C-19 policy and make it a permanent policy. Mr. Papageorge stated we are currently using green cleaning products already. Ms. Deasy stated this has been the statute all along; however, it was not in the policy explicitly prior to the Covid-19 pandemic.

The committee recommended this policy be removed from the C-19 policy and made into a permanent policy.

Approved with changes by a 3 – 0 vote and will go to the Board for a first read.

Grading Policy

Ms. Maxon-Kennelly, Ms. Guernsey and Ms. Jacobsen reviewed grading policies from other school districts to develop a draft sample grading policy for FPS to be discussed at the next scheduled Policy Committee meeting.

Adjournment – Vote to Adjourn the meeting at 6:50pm.

STUDENTS

NON-RESIDENT ADMISSION/TUITION

The NAME Board of Education (the “Board”) recognizes the benefits to the student body and community in admitting non-resident students to participate in the educational programs offered by the NAME Public Schools (the “District”). The attendance of non-resident students may require the payment of tuition or may, under specific circumstances, be provided tuition-free.

For purposes of this policy and its associated administrative regulations, tuition means the annual per pupil cost as set forth in the Board’s approved budget for the current year. Tuition-free means that the parent or legal guardian of a non-resident student will not be assessed tuition for educational programs and services, the costs for which equals the annual per pupil costs.

Should programs and services provided to a tuition-free non-resident student result in an annual expenditure in excess of the annual per pupil cost, the parent, legal guardian or agreed-upon third party payer will be financially responsible for those costs that substantially exceed the annual per pupil cost. When this policy and administrative regulations provide that a student may attend the District by paying tuition, the parent, legal guardian or agreed-upon third party payer shall be assessed tuition equal to the District’s annual per pupil cost, as defined above and, in addition, the parent, legal guardian or agreed-upon third party payer shall be financially responsible for those program and service costs that result in a substantial annual expenditure in excess of the annual per pupil cost.

The Board authorizes the Superintendent to accept non-resident students in the District and to develop administrative regulations to implement this policy.

Legal References

Connecticut General Statutes § 10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-253

Policy Approved:

Policy Revised:

STUDENTS

NON-RESIDENT ADMISSION/TUITION - ADMINISTRATIVE REGULATIONS

The NAME Public Schools (the “District”) recognizes the importance of permitting non-resident students to participate in the educational programs offered by the District. The attendance of non-resident students may require the payment of tuition or may, under specific circumstances, be provided tuition-free, as those terms are defined by policy. In accordance with NAME Board of Education (the “Board”) policy, the following provisions shall apply to the admittance of non-resident students.

I. General Provisions:

The following terms and conditions are to be used as guidelines when determining eligibility of non-resident students enrolling or continuing in the District:

- A. The Superintendent or his/her designee may approve the enrollment or continuation of a non-resident student in attendance if class size and the availability of resources permit. Decisions regarding class size and/or the availability of resources shall be made by the Superintendent or his/her designee.
- B. The Superintendent or his/her designee shall not hire additional staff to permit enrollment or continuation of non-resident students under this policy. If staffing is insufficient to permit enrollment or continuation of a non-resident student, then the non-resident student may not be enrolled or permitted to continue.
- C. Non-resident students shall be assigned to whichever class the Superintendent or his/her designee deems appropriate.
- D. Non-resident student attendance shall be for one school year or less, unless such attendance is extended at the discretion of the Superintendent or his/her designee.
- E. If a non-resident student is enrolled or continues in enrollment in the District and requires specialized programming the cost of which exceeds per pupil expenditures (i.e. the base tuition rate), a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services, provided such costs are justified by a substantial increase in cost to the District, and in accordance with applicable law.
- F. Application for enrollment shall be made in writing annually on a form supplied by the Superintendent or his/her designee. Enrollment, if approved, will be conditioned upon annual execution of a formal contract between the Board and the parent or legal guardian.

Commented [A1]: The District is prohibited from discriminating against students with disabilities. As such, the District cannot prohibit students with disabilities from attending as non-resident students; however, the district may charge additional fees for such students if such fees are justified by a substantial increase in cost to the District.

- G. No student applying for initial or continued enrollment shall be enrolled in the District until the Board has received tuition payment on behalf of such student in accordance with Section II, below.
- H. The non-resident student's immediate past principal or responsible administrator must make a recommendation on behalf of the child, attesting to his/her good citizenship, in order to be eligible for initial or continued enrollment. This provision does not apply for students who have never before attended a public or private elementary or secondary school.
- I. The District shall have no responsibility for transporting a non-resident student to or from the District schools and the student's residence.

J. A non-resident student's enrollment and continuation in the District is contingent upon compliance with the contractual agreement between the Board and the parent or legal guardian.

Only non-resident students who meet the criteria set forth in the Board's policy and these administrative regulations may enroll or continue in enrollment within the District.

II. Tuition Students:

- A. Tuition and additional fees, if applicable, for the entire school year must be paid at least fifteen (15) days prior to the beginning of the school year. Students who fail to make payment for the entire school year by such date shall not be eligible to enroll in the District for that school year, but may reapply the following year. In the event a student withdraws from the District schools or otherwise no longer attends school within the District in the middle of the school year, pro-rata fees will be refunded.
- B. An annual tuition rate shall be set by the Board of Education, in accordance with the associated Board policy. Additional educational and/or support programming or costs shall be determined on an individualized basis for students in accordance with the contract between the Board and the parent or guardian. Any additional charges shall be justified by a substantial increase in cost to the District.

III. Waiver of Tuition for Certain Students:

Upon written request by a parent or legal guardian, if the general conditions above are met, the Superintendent or his/her designee may allow non-resident students to attend District schools tuition-free under one or more of the following circumstances:

- A. A student whose parent or legal guardian has purchased or leased property in NAME and expects to occupy such property within sixty (60) days of the student's registration will be allowed to register in the District, provided that sufficient documentation is provided, as determined by the Superintendent or his/her designee. If residency is not achieved by the stated date, the parent or guardian must pay the

tuition rate outlined in Section II, above. Tuition will be pro-rated based on the student's dates of attendance in the District.

- B. With written permission of the Superintendent, a student whose parent or legal guardian moves out of NAME on or after April 15 of the relevant school year, or a student in the twelfth grade whose parent or legal guardian moves out of NAME on or after February 1 of the relevant school year, will be permitted to finish the school year in the school the student had attended prior to the parent or legal guardian's move.
- C. A student whose parent or legal guardian has moved out of NAME may continue in the District, in the school the student had attended, until the end of the current marking period with the written permission of the Superintendent.

IV. Enrollment, Tuition and Fees for Children of Non-Resident Board of Education Employees

- A. Children of non-resident Board employees may be allowed to attend the District schools, following a written request and upon written approval by the Superintendent or his/her designee. The guidelines in Sections I and II shall apply to such requests, except for the tuition rates, as described below.
- B. The annual tuition for children of non-resident Board employees shall be fifty (50) percent of the annual tuition rate set by the Board.
- C. If specialized programming or services are required for the non-resident student, the non-resident employee may be charged additional fees in accordance with the tuition contract between the Board and the non-resident employee and applicable law. Any additional charges shall be justified by a substantial increase in cost to the District.

V. Enrollment of Foreign Students

- A. Students holding a valid J-1 visa residing with a host family in NAME may attend the District schools at the discretion of the Board. Students who apply must not have the equivalent of a high school diploma from a foreign school system. Students who are accepted and placed in grade 12 will only receive an honorary diploma. Only foreign exchange students sponsored by organizations screened by the administration will be accepted.
- B. J-1 visa students must meet the following criteria established by the administration:
 - 1. The application for admission must be reviewed by the appropriate school administrator before July 1 of the school year for which the student wishes to enroll.

Commented [A2]: These provisions are not required, but they are recommended in order to allow the District criteria to use for accepting or rejecting the attendance of exchange students.

2. The school must have room for the student and be able to accommodate his/her attendance without incurring additional costs or burdens.
 3. The student may not be enrolled more than one year.
 4. In the event that a foreign exchange student attends the District, the District will comply the reporting requirements of the Immigration and Naturalization Services as required by law.
 5. The student is not eligible to receive a diploma but can receive an honorary diploma.
 6. The student may be eligible to play sports if he/she meets the CIAC criteria.
 7. If the student is not participating in and attending the school program or is disruptive to the smooth and efficient operation of the school, the student may be disenrolled.
- C. The District is not currently accepting students on F-1 or M-1 visas.

NAME Public Schools
Request for Enrollment of Out-of-District Student

Request form must be completed and submitted by the student's parent or guardian. The student's transcripts or report cards for the last two years must be attached to the initial enrollment request. Completed forms should be submitted to the Superintendent of Schools at _____, NAME, CT, 06042.

Name of Student: _____

Grade at Time of Request: _____

Name of Requesting Parent or Guardian: _____

Phone Number: _____

Address: _____

Is this an initial enrollment request or request for continued enrollment? _____

For initial enrollment, please give reason for request: _____

I have read the policy and administrative regulations regarding Non-Resident Attendance and Tuition (Policy _____) and understand that enrollment, if approved, is subject to the terms and conditions stated therein and the terms and conditions of a contract between me and the Board of Education. I further understand that tuition payment will be payable fifteen (15) days prior to the beginning of the school year. I understand that that my child will not be allowed to enroll or continue as a student in the NAME Public Schools if payment is not made at the times identified in the policy, administrative regulation and contract.

Parent/Guardian Signature

Date

Students

NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS

5118(a)

Resident Students

Children who are residents of Fairfield shall be entitled to school accommodations provided by the Fairfield Board of Education without payment of tuition. Children shall be deemed residents of Fairfield if they permanently reside with their parents or a parent (and/or legal guardian(s)) in Fairfield.

In order to determine whether a child's residence in Fairfield is "permanent," the following factors, as well as any other relevant facts, may be considered:

1. Where the majority of the student's clothing and personal possessions are located;
2. The address listed on the student's driver's license;
3. The town of issue of the student's library card;
4. The location of the child's place of worship;
5. The location of club affiliations, e.g. cub scouts, girl scouts, etc.;
6. The residence of the child's immediate family;
7. Where the student spends substantial time when school is not in session;
8. The age and emancipation status of the child; and
9. The number of days that the child is actually in residence in the district.

Note that neither any single factor nor combination of factors guarantees a finding of residency.

Children of Non-Resident Parents

Children who are living in the Fairfield school district with relatives and/or non-relatives and whose parents are not Fairfield residents may be entitled to school accommodations provided by the Fairfield Public Schools without payment of tuition. However, pursuant to Conn. Gen. Stat. 10-253(d), the child's residence in Fairfield must meet the following conditions:

- A. The child's residence in Fairfield must be permanent;
- B. The child's residence in Fairfield must be provided by the Fairfield resident without payment or compensation; and
- C. The child's residence in Fairfield must not be for the sole purpose of receiving an education in the Fairfield Public Schools.

In order to determine whether the residence is being provided "without payment or compensation," the Board may consider the following factors, in addition to any other relevant facts:

Student

**NON-RESIDENT SCHOOL ATTENDANCE IN THE
FAIRFIELD PUBLIC SCHOOLS**

5118(b)

1. Payment does not include the maintenance by a parent of his or her child on a health insurance policy;
2. Payment does not include claiming the child as a dependent for income tax purposes by his or her parent;
3. Payment does not include child support payments pursuant to a court order; and Payment shall include any monetary remuneration from a parent or legal guardian for the support of a child either to the relative or non-relative or to the child. It shall not include gifts to the child for purposes other than support.

The Board of Education may require documentation from the parent* that the residence is to be permanent, provided without payment or compensation and not for the sole purpose of obtaining school accommodations provided by the Fairfield Public Schools. Such documentation may include affidavits as provided by law, provided that prior to any request for documentation of a child's residency from the child's parent* the Board of Education shall provide the parent* with a written statement specifying the basis upon which the Board has reason to believe that such child, emancipated minor or pupil 18 years of age or older is not entitled to school accommodations.

* For the purpose of the above paragraph, "parent" includes guardian, relative or non-relative, emancipated minor or pupil 18 years of age or older, as applicable.

The determination of whether a student qualifies for accommodations provided by the Fairfield Public Schools shall be determined based on the factual circumstances of each case.

Children of Non-Resident Employees

Children of non-resident employees may attend the Fairfield Public Schools under the following conditions:

1. Payment of tuition. Tuition rates will be determined annually by the Fairfield Board of Education
2. District staff will determine eligibility and placement based on enrollment and class size factors
3. Placements will be only for a one-year basis and subject to annual renewal upon receipt of the application of the parent or guardian
4. Placement will be considered only for grades 6-12
5. Once placed, students must remain in good academic, discipline and attendance standing
6. The annual employee tuition charge covers only the regular education program. If the Fairfield Pupil Services Department (PSD) believes that a child should be evaluated for special education services, the school district in the employee's town of residence must be involved. The evaluation(s) will be performed either by that school district, or by Fairfield. If Fairfield does the evaluation, there will be a charge to cover the cost of the evaluation. If the non-resident child already has an IEP or if, after evaluation the Fairfield PSD determines that the child needs special education or other additional service, an added tuition charge, covering the cost to the Board of Education of such

services, will be required. In addition, if the child is determined eligible for gifted education services, families are responsible for the cost of those services.

7. If the child already has or is shown to need a 504 accommodation, it will be provided at no charge if doing so does not result in a cost to the Fairfield Public Schools; otherwise, there will be an additional fee.
8. Prior to the first day of school, the non-resident child must present evidence of adequate immunization, as required by the State of Connecticut and a report of a physical examination performed within one year from the date of entry.
9. There will be two tuition payments of equal amounts, due in August and January. Failure to pay tuition will result in the loss of the placement privilege.

Former Students

Regularly enrolled children of families who have moved out of the school district and who have completed the first semester may complete the school year without tuition. No transportation shall be provided to former students continuing to attend the Fairfield Public Schools under these circumstances.

Students Moving to Fairfield

Families planning to move to Fairfield during any semester may enter their children in the public schools prior to moving and no tuition shall be charged. If the family is not residing in Fairfield on or before the last day of said semester, the Board of Education may assess tuition pursuant to the section of this policy titled “Denial of Accommodations.”

Students

**NON-RESIDENT SCHOOL ATTENDANCE IN THE
FAIRFIELD PUBLIC SCHOOLS
(continued)**

5118(c)

Denial of Accommodations

If the Administration determines that any student is not a resident of Fairfield or that the student is otherwise not entitled to accommodations provided by the Fairfield Public Schools, it shall so notify that student and/or the student's parent(s) and/or legal guardian.

Any child, parent, or guardian may request a hearing before a hearing officer as appointed by the Board of Education in accordance with Conn. Gen. Stat. 10-186 if they believe they have been denied accommodations by the Fairfield Public Schools.

In the event it is determined that a child is not legally entitled to be provided school accommodations by the Fairfield Board of Education without payment of tuition, the Fairfield Board of Education may, pursuant to Connecticut General Statute 10-186, assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend Fairfield Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal References: Conn. Gen. Stat. § 10-186
 Conn. Gen. Stat. § 10-253(d)
 Connecticut State Department of Education Guidelines for Residency
 Requirements

Adopted 7/19/2005

Revised and Adopted 9/14/2010

Students

NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS

5118(a)

Resident Students

Children who are residents of Fairfield shall be entitled to school accommodations provided by the Fairfield Board of Education without payment of tuition. Children shall be deemed residents of Fairfield if they permanently reside with their parents or a parent (and/or legal guardian(s)) in Fairfield.

In order to determine whether a child's residence in Fairfield is "permanent," the following factors, as well as any other relevant facts, may be considered:

1. Where the majority of the student's clothing and personal possessions are located;
2. The address listed on the student's driver's license;
3. The town of issue of the student's library card;
4. The location of the child's place of worship;
5. The location of club affiliations, e.g. cub scouts, girl scouts, etc.;
6. The residence of the child's immediate family;
7. Where the student spends substantial time when school is not in session;
8. The age and emancipation status of the child; and
9. The number of days that the child is actually in residence in the district.

Note that neither any single factor nor combination of factors guarantees a finding of residency.

Children of Non-Resident Parents

Children who are living in the Fairfield school district with relatives and/or non-relatives and whose parents are not Fairfield residents may be entitled to school accommodations provided by the Fairfield Public Schools without payment of tuition. However, pursuant to Conn. Gen. Stat. 10-253(d), the child's residence in Fairfield must meet the following conditions:

- A. The child's residence in Fairfield must be permanent;
- B. The child's residence in Fairfield must be provided by the Fairfield resident without payment or compensation; and
- C. The child's residence in Fairfield must not be for the sole purpose of receiving an education in the Fairfield Public Schools.

In order to determine whether the residence is being provided "without payment or compensation," the Board may consider the following factors, in addition to any other relevant facts:

Student

NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS

5118(b)

1. Payment does not include the maintenance by a parent of his or her child on a health insurance policy;
2. Payment does not include claiming the child as a dependent for income tax purposes by his or her parent;
3. Payment does not include child support payments pursuant to a court order; and Payment shall include any monetary remuneration from a parent or legal guardian for the support of a child either to the relative or non-relative or to the child. It shall not include gifts to the child for purposes other than support.

The Board of Education may require documentation from the parent* that the residence is to be permanent, provided without payment or compensation and not for the sole purpose of obtaining school accommodations provided by the Fairfield Public Schools. Such documentation may include affidavits as provided by law, provided that prior to any request for documentation of a child's residency from the child's parent* the Board of Education shall provide the parent* with a written statement specifying the basis upon which the Board has reason to believe that such child, emancipated minor or pupil 18 years of age or older is not entitled to school accommodations.

* For the purpose of the above paragraph, "parent" includes guardian, relative or non-relative, emancipated minor or pupil 18 years of age or older, as applicable.

The determination of whether a student qualifies for accommodations provided by the Fairfield Public Schools shall be determined based on the factual circumstances of each case.

Children of Non-Resident Employees

Children of non-resident employees may attend the Fairfield Public Schools. Each year the Board of Education will adopt a tuition rate for the following school year. Placement in a Fairfield Public School will be at the discretion of the district administration.

Former Students

Regularly enrolled children of families who have moved out of the school district and who have completed the first semester may complete the school year without tuition. No transportation shall be provided to former students continuing to attend the Fairfield Public Schools under these circumstances.

Students Moving to Fairfield

Families planning to move to Fairfield during any semester may enter their children in the public schools prior to moving and no tuition shall be charged. If the family is not residing in Fairfield on or before the last day of said semester, the Board of Education may assess tuition pursuant to the section of this policy titled "Denial of Accommodations."

Students

NON-RESIDENT SCHOOL ATTENDANCE IN THE FAIRFIELD PUBLIC SCHOOLS (continued)

5118(c)

Denial of Accommodations

If the Administration determines that any student is not a resident of Fairfield or that the student is otherwise not entitled to accommodations provided by the Fairfield Public Schools, it shall so notify that student and/or the student's parent(s) and/or legal guardian.

Any child, parent, or guardian may request a hearing before a hearing officer as appointed by the Board of Education in accordance with Conn. Gen. Stat. 10-186 if they believe they have been denied accommodations by the Fairfield Public Schools.

In the event it is determined that a child is not legally entitled to be provided school accommodations by the Fairfield Board of Education without payment of tuition, the Fairfield Board of Education may, pursuant to Connecticut General Statute 10-186, assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend Fairfield Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal References: Conn. Gen. Stat. § 10-186
 Conn. Gen. Stat. § 10-253(d)
 Connecticut State Department of Education Guidelines for Residency Requirements

Adopted 7/19/2005
Revised and Adopted 9/14/2010

5118 Administrative Regulations: Children of Non-Resident Employees

1. Payment of tuition. Tuition rates will be determined annually by the Fairfield Board of Education
2. District staff will determine eligibility and placement based on enrollment and class size factors
3. Placements will be only for a one-year basis and subject to annual renewal upon receipt of the application of the parent or guardian
4. Placement will be considered only for grades 6-12
5. Once placed, students must remain in good academic, discipline and attendance standing
6. The annual employee tuition charge covers only the regular education program. If the Fairfield Pupil Services Department (PSD) believes that a child should be evaluated for

special education services, the school district in the employee's town of residence must be involved. The evaluation(s) will be performed either by that school district, or by Fairfield. If Fairfield does the evaluation, there will be a charge to cover the cost of the evaluation. If the non-resident child already has an IEP or if, after evaluation the Fairfield PSD determines that the child needs special education or other additional service, an added tuition charge, covering the cost to the Board of Education of such services, will be required. In addition, if the child is determined eligible for gifted education services, families are responsible for the cost of those services.

7. If the child already has or is shown to need a 504 accommodation, it will be provided at no charge if doing so does not result in a cost to the Fairfield Public Schools; otherwise, there will be an additional fee.
8. Prior to the first day of school, the non-resident child must present evidence of adequate immunization, as required by the State of Connecticut and a report of a physical examination performed within one year from the date of entry.
9. There will be two tuition payments of equal amounts, due in August and January. Failure to pay tuition will result in the loss of the placement privilege.

Students

Non-Resident Attendance and Tuition Fees

The Fairfield Board of Education authorizes the Superintendent of Schools to accept non-resident students on a tuition basis under the following conditions:

1. The Board of Education will set tuition rates on an annual basis. In the case of a student entering school after the first day of school, tuition will be prorated on a per diem basis based on a 180-day school year. Non-resident children of certified staff will pay tuition at the rate of 25% of the regular non-resident tuition rate established by the Board. In the event the enrolled student requires special education and/or other services beyond the regular education program, the certified staff member must pay, in addition to the tuition fee stated above, the full cost of any such special education services and/or other services subject to the terms of paragraph 8 below.
2. The admission of any non-resident student is contingent upon the Superintendent of Schools' assessment of class size and the availability of school resources. A non-resident student will not be admitted if such admission will require that an additional staff member be hired by the Board or if the Superintendent determines, in his/her sole discretion that admitting the student is not in the best interest of Fairfield Public Schools.
3. Application for admission on a tuition basis shall be made in writing on a form supplied by Fairfield Public Schools, and the prospective student and the student's parents/guardians shall be interviewed by the principal of the school that the students would attend if admitted. The decision to admit a tuition student is in the sole discretion of the Superintendent.
4. Non-resident Open Choice students may be accepted by the Superintendent pursuant to the provisions of state law.
5. Semi-annual tuition shall be paid as follows:
 - (a) One-half of the annual tuition fee is payable **five days before the** first day of school or **five days before** the first day the student is enrolled to attend school;
 - (b) One-half of the annual tuition fee is due and payable on January 15th.
6. Tuition students will not be permitted to attend school until the first tuition payment described in paragraph 5(a) above is received by the **Human Resources** office. Tuition students will not be permitted to continue to attend school past January 15 in a given school year unless the second tuition payment described in paragraph 5(b) is received by

the Human Resources office by January 15. In the event a student withdraws mid-semester, tuition for the semester in progress will not be refunded.

7. Tuition students will not be provided with transportation services provided by the Board and must make their own transportation arrangements. However, tuition students may, at the Superintendent's sole discretion, be allowed to use district transportation services if they board and disembark at an already established bus stop within the district and there is sufficient space on the bus to accommodate them.

This regulation does not obligate the Board to provide special education programs and/or other services beyond the regular education program. The attendance of a tuition student with disabilities at a Fairfield public school pursuant to the provisions of this regulation is not an acknowledgement that Fairfield Public Schools must provide special education or other services beyond the regular program, and Fairfield Public Schools shall not act as the responsible local educational agency for the purpose of meeting the mandates of federal and state laws that concern the education of disabled children. The tuition student's district of residence remains responsible for the provision of a free, appropriate education and meeting all associated procedural requirements. Tuition students requiring special education and/or other services beyond the regular education program must pay, in addition to the regular tuition fee, the full cost of any such special education services and/or other services. Such costs will be estimated at the beginning of the school year and must be paid in two equal installments when regular tuition is paid as described in paragraph 5 above. To the extent that the costs of such services exceed the estimated amount, Fairfield Public Schools will send the tuition student's parent(s) or guardian(s) an invoice reflecting the increased amount that must be paid within thirty (30) days of its issuance. If the cost of such services is lower than the estimated amount, the parent(s)/guardian(s) of the tuition student will receive a refund reflecting the difference between the estimated costs and the actual costs.

8. Admission as a student will be for one year or less. Students shall be required to reapply for all subsequent years of attendance, and their continued enrollment will be conditioned on the student's cooperation and compliance with all school requirements and expectations, satisfactory academic process and attendance, and a satisfactory disciplinary record, **as well as potential impacts on class sizes**. In addition, the decision to readmit a tuition student for subsequent school years is in the sole discretion of the Superintendent. The Superintendent or his/her designee may commence proceedings to deny further school accommodations at any time if he or she determines, in his or her sole discretion, that the student's continued enrollment is not in the best interest of the school system and/or the student.

Legal References:

Conn. Gen. Stat. 10-261, Definitions
Conn. Gen. Stat. 10-15, Towns to Maintain Schools
Conn. Gen. Stat. 10-220, Duties of Boards of Education

Policy References

5111, Admission/Placement
5111.12, Change of Resident Status

Administrative Regulation References

5111, Admission/Placement
5111.12, Change of Resident Status
5112, Ages of Attendance

Regulation approved: June 17, 1991
Regulation revised: April 9, 2007
December 16, 2013

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

Fairfield Public Schools

Grading Policy

[FOUR PREAMBLE OPTIONS]

(what is in program of studies now from policy 5124)

OPTION ONE: “The Fairfield Public Schools support a grading and reporting philosophy which stresses the importance of providing clear, concise, and fair information regarding each student’s school performance to students, parents, and institutions outside the Fairfield Public Schools. This information should include, in addition to an evaluation of the extent to which the instructional objectives have been achieved by the student, an appraisal of the student’s achievement in relation to peers locally and nationally. An appraisal of the student’s personal attributes, including effort and attitudes, should also be provided to help support and guide the student toward individual responsibility and maturity. Student progress may be reported through written report cards and progress reports, parent / teacher conferences, standardized test result profiles, etc.” ([Add formative and summative course assessments to this list?](#))

OPTION TWO: (What is in program of studies now) “The purpose of issuing grades is to communicate a student’s achievement level to students, parents, colleges and other institutions of higher learning, prospective employers, scholarship committees, etc. [We use a cumulative grading system, which calculates a student’s grade by counting each new assessment at its assigned weight in cumulative fashion throughout the whole school year.](#) Students know exactly where they stand for their grade at all times. Students and parents can access information on student progress at any time through the online Infinite portal.”

The communication of grades serves to support the District mission, long term, and education goals (fps policy citations 0100, 0110, 0220)

OPTION THREE:

([From Westport opening, edited to say Fairfield](#))

An important part of the educational process is the systematic monitoring of student progress to assure the continued growth and development of each student. The school has an obligation to communicate regularly this information to all parents and students in an understandable and professional way.

Evaluation and reporting of student progress in the Fairfield Public Schools should encompass the following general principles:

1. Evaluation of student progress should be reported to students and parents utilizing the following methods: report cards at all grade levels, routine parent conferences at the elementary level, and parent calls or conferences, at all levels, upon parent request or when individual student academic difficulties exist.
2. Evaluation and reporting of student progress should be global and include the areas of academic achievement, work habits, and personal-social growth and development. Reporting of

student progress in these areas should be on a continuum with changing procedures in line with typical student development.

3. Evaluation and reporting of student progress should include the two parameters of a student's growth in relation to self and a student's growth in relation to a set standard.
4. Evaluation and reporting of student progress should be constructive in nature, and the process should not only report student progress but also should be intended to promote student progress.
5. Utilization of a normal curve to decide grade distribution as a method of grading is not appropriate.
6. Establish and maintain guidelines for grading that are explicit and consistent across the system by level and by department at the middle school and senior high school and that implement the basic philosophical principles (set standard and growth in relation to self).
7. Establish and maintain consistent guidelines and times by level for staff to share evaluation expectations (what and how they will grade) with students and parents.
8. Establish and maintain a system of sharing pertinent information on student development between teachers as a student moves from grade to grade.
9. Continue to promote staff understanding and involvement in the evaluation-reporting process.

OPTION FOUR:

From Greenwich

The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the District's High School grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, (2) published on the District and High School websites, and (3) included in the Course of Study Guide and School Handbook. A detailed guide to grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the time of course selection.

TOPICS: (what level of detail.....vs.....big picture language???)

- Weighted Grading
- Consistency
- Expectations for returning student work and posting grades
- Exams
- Mastery-Based Diploma Assessment
- Homework and Participation
- Pass/Fail Option
- Scholastic Honors
- Valedictorian/Salutatorian
- Transfer students
- Other

Weighted Grading:

“The Board of Education is in favor of weighted grading for all levels including honors and advanced placement courses. The grade weighting system, developed by the administration, is subject to the approval of the Superintendent who shall then present the grade weighting system to the Board for its approval. Students and parents shall be advised of this policy and the specifics of the grade weighting system annually at the time of course selection via the program of studies and student/parent handbooks.”

The grading scale shall be on a 5.0 scale.

Through the end of junior year, GPAs are calculated based on final grades for completed courses. Courses in progress are also listed on the transcript, without a grade. After the first semester of senior year is completed, a seventh-semester GPA is calculated for seniors only that is used for year-end awards and reported to colleges on the mid-year transcript. The seventh-semester GPA includes final grades for completed first semester senior courses and first semester grades for full-year senior courses in progress. (from Westport)

[PE and Health? Currently not included. This varies by district. I do ask why it is not included? Either state they are not included or change to include in this section.]

All high school academic classes are designated a course weight so that students and parents can make informed choices regarding appropriate scheduling of classes. All courses are designed to challenge each student's intellect at an appropriate level. Teachers and guidance counselors will assist students and parents in the scheduling process in order to ensure that students are placed in appropriate courses. (from Monroe)

Only the final grade in a course appears on a student's transcript.

GRADING/LEVELS

The following is a general description of the different levels of courses and their objectives:

- College Prep: Courses at this level provide students with the opportunity for a degree of analysis, reading, discussion, critical thinking and independent study at grade level.
- Honors: Courses at this level provide students with the opportunity for considerable intellectual challenge, particularly in the areas of conceptual and analytical reasoning, research and independent study above grade level.
- Advanced Placement: The objectives of these courses are similar to those of college level courses in the same subjects, with comparable expectations for achievement, including a significant amount of independent work.

WEIGHTING SYSTEM USED TO COMPUTE OFFICIAL GPA

The numerical value assigned to final grades based on course level is found below. Fairfield High Schools do not report class rank.

GRADE	AP	Honors	Elective	College Prep
A+	5.00	4.67	4.67	4.33
A	4.67	4.33	4.33	4.00
A-	4.33	4.00	4.00	3.67
B+	4.00	3.67	3.67	3.33
B	3.67	3.33	3.33	3.00
B-	3.33	3.00	3.00	2.67
C+	3.00	2.67	2.67	2.33
C	2.67	2.33	2.33	2.00
C-	2.33	2.00	1.67	1.67
D+	2.00	1.67	1.33	1.33
D	1.67	1.33	1.00	1.00
D-	1.33	1.00	0.67	0.67
F	0.00	0.00	0.00	0.00

Consistency

Insert statement on how elementary progress is report (quarterly, standard based)

Staff teaching the same subject/level/course areas at the middle and senior high schools, respectively, shall develop consistent grading policies which must be approved by the department head/senior teacher and the principal.(that first sentence is edited from Ridgefield) Formative and summative points by quarter and by course shall be no greater than 10% variance. The principal shall be responsible for ensuring that fairness and consistency in grading policies prevail in all departments and for each course.

Expectations for Returning Student Work and Posting Grades (from Greenwich, changed Gradebook to IC, maybe a more general expectation and reg?)

All teachers will operate within the following expectations for returning student work and posting grades in IC.

- **Returning student work:**
 - Major work (e.g., tests, extended written work, lab reports, projects, etc.) – within 10 school days
 - Minor work (e.g., short quizzes, exit slips, graded homework, etc.) – within 3 school days
- **Posting grades in IC:**
 - Any assignment that receives a grade should be posted individually in IC. For example, if the teacher grades three tests, each test should be listed in Gradebook, not just the average of the three tests.
 - For homework, if a teacher grades a particular assignment, that assignment should be entered into IC. If a teacher records completion (i.e., no grade, just a record of completion/non-completion), the teacher can enter a summary grade (e.g., 12 out of 15 homework assignments – 80%)

All grades should be posted in a timely manner:

- Major work (e.g., tests, extended written work, lab reports, projects, etc.) – within 10 school days
- Minor work (e.g., short quizzes, exit slips, graded homework, etc.) – within one week
- Non-graded homework (i.e., homework recorded as completed or not completed) – once per 8-day cycle

Exams:

(Place holder for mid terms and final exam weights or statement)

Senior Exam Exemption Policy (currently in our handbook)

Eligibility requirements for senior students:

1. Student must be a senior
2. Earn a cumulative grade of A- or better by the last scheduled class of Term 4 and all grades have been entered by the teacher
3. Exempted seniors must still attend all classes and complete assigned work prior to the exam block.

Policy DOES NOT apply to:

1. Students in semester length courses
2. Students taking the class Pass/Fail
3. Students opting for UConn credit in the pre-approved UConn ECE courses

Procedure:

1. At the end of Term 4, once all grades have been entered, teachers will notify students, counselors, and administrators of seniors who have earned exemption.
2. A letter grade of "E" for Exempt will be entered in the "Final Exam" column on Infinite Campus.
3. Eligible seniors do not need to attend school during the exam block for which they have earned exemption.

Mastery-Based Diploma Assessment (in program of studies now, needed?)

Assured Skill Experiences For Graduation:

Students will demonstrate proficiency in each of the indicators of the academic expectations which are embedded in projects and activities developed by FPS faculty in the following areas:

- Critical and Creative Thinking (Exploring and Understanding, Synthesizing and Evaluating, Creating and Constructing)
- Communicating and Collaborating (Conveying Ideas, Using Communication (Media) Tools, Collaborating Strategically)

Homework/Participation

Opening Statement on homework impact on grading and reference to in alignment with homework policy (citation 6154, 6154AR)

Middle and High School:

The overall weighting/impact of homework on student grades should be clearly communicated to parents.

Course grade will not be determined solely by summative assessments. and guardians. (existing policy)

For courses in which homework is assigned the grading structure will count summative work towards 90% of the final course grade and formative/homework/work habits will count towards 10% of the final course grade. ([existing reg](#))

Considerations that meet the standard of active participation include, but are not limited to: ([from Stamford](#))

- Contributing to academic discourse
- Active engagement of the learning process
- Completion of assigned tasks, activities and/or assignments, including homework

Elementary:

Elementary homework will be noted on the progress report consistent with other content/skills standards. ([existing policy](#))

PASS-FAIL OPTION

The purpose of a pass-fail option is to encourage students to enroll in a course without adding to the existing pressures of grades, class standing, college acceptance, etc. Students may elect the pass-fail option under the following conditions:

- The pass-fail option is only available to juniors and seniors.
- A student may elect the pass-fail option for only one course per semester.
- Courses elected on a pass-fail basis carry the same graduation credit as they now carry, and are recorded on the permanent transcript. Any course elected on a pass-fail basis would have no effect on the student's grade point average unless the student fails.
- No required course for graduation can be included in the pass-fail option. AP classes cannot be taken for pass-fail.
- Day-to-day grading of homework, special assignments, quizzes, tests, etc. is the same for students on the pass-fail option as for others. Report card marking, however, will be limited to pass or fail.
- In the 1st semester, students may choose the pass/fail option until the end of the first term. In the 2nd semester, students may choose the pass/fail option until the end of the third term. The Pass-Fail form must be completed, signed, and

submitted to your school counselor by the deadline. Students who elect a subject on pass-fail will be unable to reverse their decision at a later date.

- Students taking a pass-fail course must be carrying the minimum credit load. One of these subjects may be a pass-fail course.
- The National Collegiate Athletic Association (NCAA) will accept pass/fail grades if you earn a "P" in any of the core courses required for participation in college level athletics at a Division I or II college or university. When a P is earned, the Eligibility Center will assign the lowest passing grade for the class when calculating GPA eligibility.

SCHOLASTIC HONORS (in FPS handbook)

It is the policy of the Fairfield School System to encourage and recognize students who achieve superior scholastic grades.

Two honor lists are compiled at the end of the academic school year for this purpose: The Principal's List and The Honor

Roll. To be included on the Principal's List or Honor Roll a student must meet the following criteria:

- All students must carry six (6) credits plus physical education and health each year
- For Honor Roll, earn a cumulative GPA of 3.0 or better average in the included courses
- For Principal List, earn a cumulative GPA of 4.0 or better average in the included courses
- No student may qualify for the Honor Roll with a grade below a "C"
- No student may qualify for the Principal's List with a grade below a "B"
- No failures (F), withdrawals (W), or incompletes (I) allowed
- Grades in Physical Education, Health, and Pass/Fail Courses are not applied to the grade point average.
- Cumulative GPA is determined using the weighting scale.

VALEDICTORIAN / SALUTATORIAN (from several districts)

The determination of Valedictorian and Salutatorian is determined at the end of the seventh semester—the end of the first semester of the senior year. Every course [except P.E./Health](#) is considered in the computation. Valedictorian and Salutatorian must be continuously enrolled at a District high school for the final four semesters.

TRANSFER STUDENTS

Students who transfer to a Fairfield High School will receive credit for courses taken. Only courses taken at a Fairfield High School will be included in a student's official GPA.

[Remaining topics](#)

Test Retakes- I think we should have a statement on retakes that does address consistency and any limitations

Zero's-an open topic

Outside of FPS courses- how does administration view outside course weight?

Make Up work/summatives- opportunity, time line?