



**BOE/CO  
Friday Packet  
February 4, 2022**

Upcoming Meeting Dates

2-1-2022 FPS Enrollment Count

2-3-2022 Middle School Block Schedule Memo from Dr. Parrish



Upcoming Board of Education Meeting Dates **2022**

<b>February 8</b>	<b>7:30 PM</b>	Special Meeting (By-Laws) CO Board Room and Virtual 501 Kings Hwy East
<b>February 15</b>	<b>7:30 PM</b>	Regular Meeting CO Board Room and Virtual 501 Kings Hwy East
<b>March 1</b>	<b>5:00 PM</b>	Policy Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>March 8</b>	<b>7:30 PM</b>	Regular Meeting CO Board Room and Virtual 501 Kings Hwy East
<b>March 9</b>	<b>3:30 PM</b>	Finance Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>March 15</b>	<b>5:00 PM</b>	Policy Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>March 23</b>	<b>7:30 PM</b>	Special Meeting – Town Hall Location TBD

2/01/2022

## FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
<b>Burr</b>		20	18	20	21	17	18	
		20	16	21	19	16	17	
		19	18	21	21	18	18	
		59	52	62	61	51	53	338
<b>Dwight</b>		16	22	23	21	23	24	
		16	22	24	21	24	22	
		32	44	47	42	47	46	258
<b>Holland Hill</b>		21	19	18	18	18	24	
		20	20	18	18	18	24	
		19	19	18	19	19	19	
<i>Math Academy</i>						20	19	
		60	58	54	55	75	67	369
<b>Jennings</b>		22	19	17	20	20	23	
		23	19	16	21	21	22	
				17				
		45	38	50	41	41	45	260
<b>McKinley</b>		16	17	17	22	18	24	
		17	19	15	22	19	23	
		16	19	18	21	18	23	
		17	18	18	22		23	
		1						
		67	73	68	87	55	93	443
<b>Mill Hill</b>		17	21	18	21	20	18	
		17	19	18	23	20	17	
		19	20	17	22	21	19	
		18						
		71	60	53	66	61	54	365
<b>No. Stratfield</b>		20	18	18	20	23	19	
		20	18	18	20	23	21	
		20	18	17	20	24	20	
		21	16	18				
		81	70	71	60	70	60	412
<b>Osborn Hill</b>		23	20	17	22	20	21	
		23	20	18	22	21	21	
		23	20	18	22	21	20	
		23		17				
		92	60	70	66	62	62	412
<b>Riverfield</b>		19	17	20	22	23	19	
		20	17	18	20	23	19	
		20	15	19	21	23	19	
		20						
		79	49	57	63	69	57	374

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
<b>Sherman</b>		20	18	17	19	20	19	
		20	19	17	19	20	19	
		19	20	17	20	20	21	
			19	17			20	
		59	76	68	58	60	79	400
<b>Stratfield</b>	22	19	19	21	20	17	19	
<i>PK's are am/pm</i>	18	19	19	21	19	18	19	
<i>Combined<sup>1</sup></i>	23	18	18	20	19	16	18	
	9							
	72	56	56	62	58	51	56	411
<b>ECC/Warde</b>	114							114
<b>TOTAL PRE-K-5</b>	186	701	636	662	657	642	672	4,156

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - SECONDARY

	6	7	8	9	10	11	12	TOTAL
<b>Fairfield Woods</b>	250	257	294					801
<b>Roger Ludlowe</b>	250	266	289					805
<b>Tomlinson</b>	193	196	223					612
<b>TOTAL 6-8</b>	693	719	806					2,218
<b>FWHS</b>				327	383	362	325	1,397
<b>FLHS</b>				364	419	347	387	1,517
<b>Walter Fitzgerald Campus</b>				1	9	13	37	60
				(20 CPP, Grade 12)				
<b>TOTAL 9-12</b>				692	811	722	749	2,974

<b>SUMMARY</b>	<b>Pre-K - 5</b>	<b>6 - 8</b>	<b>9 - 12</b>	<b>TOTAL</b>
<b>Current:</b>	<b>4,156</b>	<b>2,218</b>	<b>2,974</b>	<b>9,348</b>
Difference: Current - October 1, 2021	49	(4)	(7)	38
October 1, 2021	4,107	2,222	2,981	9,310

<sup>1</sup> PK has AM and PM slots. Full-Day PK Students are counted once.  
Please inform the Supt. Office of any discrepancies at 255-8371.



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## INTEROFFICE MEMORANDUM

**To:** Mr. Mike Cummings, Superintendent

**From:** Dr. Zakia Parrish, Executive Director of Operations & Processes

**Date:** February 3, 2022

**Re:** Questions from Mrs. Guernsey on Middle School Block Schedule

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Board of Education member, Carol Guernsey, submitted a series of questions regarding the middle school block schedule. Below are the responses from the middle school administrative team:

Question	Response
<p>With the currently proposed schedule changes, it looks like students will spend approximately 300 hours in What I Need (WIN) time over grades 6-8. Given this significant dedication of classroom time, can you please specify how students that are not receiving intervention services will benefit from this daily time block? How will you ensure equity of experience across varying student needs?</p>	<ul style="list-style-type: none"><li>• WIN time per grade<ul style="list-style-type: none"><li>○ 33 minutes/day x 5 days/week x 40 weeks/year = 6600 minutes/year</li><li>○ 6600 minutes/year x 1 hour/60 minutes = <b>110 hours/year in each grade</b></li></ul></li><li>• Ability to meet with their teachers in smaller groups to extend their learning and/or provide specific interventions within the content area.</li><li>• Provide skill practice and review; spiraling instruction.</li><li>• Cross discipline preparation and support for existing curriculum (i.e. graphing skill practice to apply to mathematics)</li><li>• Ability to have time for relationship building activities and SEL needs.</li><li>• Time for gifted and talented experiences.</li><li>• Students use time for music lessons (this will not be the only time).</li><li>• Retakes, make ups, test corrections, etc.</li><li>• Ability to meet with students that may have been absent.</li><li>• All students are provided with what they need, depending on their needs. This can include, but is not limited to, acceleration</li></ul>

	<p>and intervention. The block schedule provides the time for those opportunities.</p> <ul style="list-style-type: none"> <li>• More time for smaller groups and student conferences.</li> </ul>
Is teacher feedback being addressed prior to implementation of Professional Development and pilot days?	Yes, we are continuing our dialogue with teachers and building leadership to develop the plan for the implementation of the block and appropriate interventions for all students.
Is there a commitment to making the small group music lessons and gifted classes part of WIN time, so students do not miss out on additional instructional time?	We will be utilizing the WIN period to manage some of the music lessons and gifted experiences. Not all students will be able to be accommodated by the WIN period for their music lessons (approximately 30 minutes). Students will be able to get to more of their class time because of the longer block of time.
How will the frequency of music ensembles be addressed? For example, for students that are double-stranded (i.e. taking orchestra/chorus or band/chorus), how often would those ensembles take place within a 7 day cycle? Currently they meet 1-2 days each (on a 5-day cycle).	Still 1-2 days per seven-day cycle.
Will the current pacing of curriculum need to be adjusted to address the loss of traditional classroom instructional time? If so, is there an associated cost to make these changes?	The proposed block, in conjunction with the WIN period, represents an increase in instructional time overall. Any adjustments to the implementation guides will be made by the program directors and liaisons will be working with their departments in working with the existing curriculum in a 67-minute period over a seven-day cycle. We do not anticipate an additional cost in this change in schedule.
How will we meet the needs of students who use the current 24-minute homeroom time block for self-identified help across a variety of subjects? For example, with the current schedule a student is able to access help with a Spanish assignment on Monday, a science lab on Tuesday, and math homework on Thursday. There is a level of flexibility to visit any subject area on any given day for support. With the newly proposed schedule, when would this type of spontaneous subject-specific support take place?	Students will continue to have a 15-minute homeroom period if they need a quick check in, clarification or schedule time with their teacher. Students would also have time during the 67-minute block to work with their teacher on specific questions or concerns.

What baseline metrics will be used to measure the impact of this schedule change? What are the targeted goals related to these metrics? What is the timeline for achieving these goals?

We will be utilizing our weekly SRBI meetings with Administrators, SRBI Coordinator, Interventionists and teachers to review data on targeted standardized academic assessments (i.e. STAR, SBA, IAB's). We will be analyzing year over year results from the DESSA assessment, a measure of social and emotional well-being, along with the yearly analysis of our school climate surveys.