

Upcoming Meeting Dates

Revised BOE Special Meeting Agenda, 9/11/2018

SMART BOE GoalsSurvey Results, September 7, 2018

WFC Tuition Analysis for September 11, 2018

DIP Draft Update for September 11, 2018

Summer Work Update



Upcoming Board of Education Meeting Dates

September 11	6:15 PM	Special Meeting – Grievance 501 Kings Hwy East Superintendent's Conference Room
September 11	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room
September 18	5:00 PM	Policy Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
September 25	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room

Other Town Meetings:

*September 17 (Mon) – BOF – Capital Planning Workshop (*Update*)*

September 26 (Wed) – BOF – Quarterly Review Meeting

Board of Education, Fairfield Public Schools
501 Kings Hwy East, Fairfield, CT 06825
2nd Floor Board Conference Room

Tuesday, September 11, 2018 *Revised*

SPECIAL MEETING

6:15 P.M.

1. Call to Order
2. Pledge of Allegiance
3. Board Discussion regarding the grievance filed by UPSEU

The Board of Education intends to convene an Executive Session to discuss the above grievance. The Board may further deliberate on this grievance in Executive Session. The Board may issue a decision on this grievance in Public Session.

Recommended Motion: “it is hereby moved to enter into executive session to discuss the employment and/or dismissal of an employee of the Board of Education in accordance with Connecticut General Statutes Section 1-200(6)(A); and to discuss matters and documents related to collective bargaining and, more specifically the discussion of the UPSEU grievance in accordance with Connecticut General Statutes Section 1-200(6)(E) and 1-210(b)(9). The Board further invites into executive session:

1. Superintendent Toni Jones,
2. Colleen Deasy,
3. Attorney Stephen M. Sedor,
4. the employee who is the subject of this grievance,
5. UPSEU Attorney Mark Sheehan,
6. Debbie Jackson,
7. Jeff Pressler,
8. And others as appropriate”

4. Convene to Public Session

Recommended Motion: that the Board of Education convene to Public Session and act on the grievance filed by UPSEU”

5. Adjourn

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 Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379



FAIRFIELD
PUBLIC SCHOOLS

Toni Jones, Ed.D.
Superintendent of Schools

S u p e r i n t e n d e n t M e m o r a n d u m

To: Board of Education
From: Toni Jones
Date: September 7, 2018
Re: Board SMART Goals – Suggested Topics

In an effort to assist the BOE streamline the 21 goals, we are providing the following for you.

1. Attachment one: Ranking from 1-21, and the graph with handwritten numbers to demonstrate that there was no majority selection on any one of the 21 goals.
2. Attachment two: We electronically eliminated goals ranked 11-21 because they shifted the ranking (based on goals ranked 18 vs. 21) and undermined the actual intent of the BOE
3. Attachment three: The top five goals pulled from 1-10 are provided. The majority chose one of 7 different versions of a goal which dealt with facilities and redistricting. In an effort to combine the language and sentiment of the majority, the 7 items are consolidated into one goal, aiming to capture the intent of the majority of the BoE. This is meant to be a reference to assist the BoE at the table as a place to begin the conversation.

1-21

Notify others when new results come in for this survey. [Notify others now »](#)

BoE SMART Goals

[SUMMARY](#) → [DESIGN SURVEY](#) → [PREVIEW & SCORE](#) → [COLLECT RESPONSES](#) → [ANALYZE RESULTS](#)

CURRENT VIEW

[+ FILTER](#) [+ COMPARE](#) [+ SHOW](#)

No rules applied



Rules allow you to **FILTER**, **COMPARE** and **SHOW** results to see trends and patterns.

[Learn more »](#)

SAVED VIEWS (1)



EXPORTS (4)



↓ PNG: Chart_Q1_180907.png ...

↓ PDF: Data_Q1_180907.pdf ...

↓ PDF: Data Q1 180907.pdf ...

SHARED DATA



RESPONDENTS: 9 of 9

SAVE AS ▾

[QUESTION SUMMARIES](#)[DATA TRENDS](#)[INDIVIDUAL RESPONSES](#)

Page 1: Fairfield BoE Smart Goals

Q1

Customize

Export ▾

Please rank the goals from 1-21 with 1 being the top choice.

Answered: 9 Skipped: 0

* as top
10



* How many members
chose each goal
as top 5

	▼ 1	▼ 2	▼ 3	▼ 4	▼ 5	▼ 6	▼ 7	▼ 8	▼ 9	▼ 10	▼ 11
▼ The Board will discuss updates to the District Improvement Plan, suggest any changes, provide resource support, and affirm the vision and work plan contained within the DIP	11.11% 1	11.11% 1	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 1	22.22% 2	11
▼ Discuss and work with administration to develop an RFP for a district-wide audit of FPS for the 2019-20 school year.	11.11% 1	0.00% 0	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0

	▼ 1	▼ 2	▼ 3	▼ 4	▼ 5	▼ 6	▼ 7	▼ 8	▼ 9	▼ 10	▼ 11
▼ Initiate staff research and board discussions immediately and by May, 2019, the Board of Education, will have discussed, received community input and acted on plans to resolve four specific facility utilization issues: Explore Magnet Program(s) to be located at McKinley School, or other schools, and choose the best option that will help FPS ensure more even facility utilization at our elementary schools. o International Baccalaureate Programo STEAM Programo Math and Scienceo Other, for which there is general public interestResearch Walter Fitzgerald Campus alternative high school Facility Issues and determine the feasibility of relocating the WFC to a town owned school or other facility at reasonable cost, or if investing in the renovation of the existing leased property. The goal is to provide an improved facility and educational setting for use by 30 to 50 students. Study the Early Childhood Center ("ECC"), including the anticipated enrollment projections. 161 students are currently served and we have outgrown the existing facility, resulting in a classroom serving 24 students being created at Stratfield ES. Determine if it is feasible to expand at Warde HS or relocated to a town owned school(s) or other facilities at reasonable cost which will provide improved facilities and educational settings for use by the projected student population. Research a Comprehensive Redistricting Plan to resolve facility utilization concerns.	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11

	1	2	3	4	5	6	7	8	9	10	11
▼ Discuss and work with administration to either a) have FPS staff develop one or more redistricting plans that will better utilize our school buildings; or b) hire a firm to develop one or more redistricting plans that will better utilize our school buildings. These plans should be presented to the BoE in 2019 for possible implementation in the 2020-21 or 2021-22 school years.	0.00% 0	11.11% 1	0.00% 0	0.00% 0	11.11% 1	11.11% 1	11.11% 1	22.22% 2	0.00% 0	11.11% 1	0.00% 0
▼ The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Walter Fitzgerald Campus and Program and determine a solution to the facilities issue without disrupting the effective model by June 2019.	0.00% 0	0.00% 0	11.11% 1	0.00% 0	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	11.11% 1	22.22% 2
▼ The Fairfield Board of Education shall research a district-wide redistricting plan with current and ten year enrollment projections to ensure adequate student educational and special needs capacity by June 2019. (this may need re-wording)	0.00% 0	12.50% 1	12.50% 1	12.50% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	12.50% 1	12.50% 1	12.50% 1
▼ The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Early Childhood Center and determine a solution to the enrollment capacity issue without disrupting the effective model by June 2019.	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0	11.11% 1	11.11% 1	11.11% 1	11.11% 1	11.11% 1	0.00% 0
▼ The Board shall review and revise as necessary the Long Range Facilities Planning Principals on a parallel timeframe with the work being done by Mill Hill Building Committee.	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	22.22% 2	0.00% 0	11.11% 1	0.00% 0	0.00% 0
▼ The Board will aim to identify and implement fiscal efficiencies, additional revenue sources and policy that supports the continual improvement of the district and achievement of our students.	0.00% 0	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0

	1	2	3	4	5	6	7	8	9	10	11
▼ The Board, with community input, will address facility topics, including: Exploration of an Intra-District Magnet Program- School capacity and utilization Continue to implement the state approved Racial Imbalance Plan, evaluate the effectiveness of strategies contained therein, and amend the plan if necessary Gather community input and research alternative locations for Walter Fitzgerald and the ECC	0.00% 0	0.00% 0	22.22% 2	0.00% 0	0.00% 0	0.00% 0	22.22% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ The Board shall adopt the terms for a policy on the vision of a graduate/new graduation requirements by XXXX date (open to board discussion on a date, but we should vote on achieving this goal on a specific date).	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ Schedule one special "working" meeting per quarter (Oct, Dec, March) to provide a more relaxed format for discussion and a more organic exchange of ideas. The Superintendent and Executive Board will work together to identify specific agenda items for these meetings based on the needs of the district.	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	0.00% 0
▼ By the November meeting the Board will conduct a review of the alumni survey to support possible budget priorities and inform their discussion of the District Improvement Plan.	0.00% 0	0.00% 0	0.00% 0	22.22% 2	0.00% 0	0.00% 0	22.22% 2	0.00% 0	11.11% 1	0.00% 0	0.00% 0

	1	2	3	4	5	6	7	8	9	10	11
▼ Continue discussion on how to best utilize school facilities while still respecting approved facilities planning principles: <ul style="list-style-type: none"> By the December Town Hall meeting, the Board will have a proposal for addressing ECC overcrowding and WFC location. By the February Town Hall Meeting, the Board will have a proposal on possible magnet programs that might help alleviate the district's racial imbalance. Prior to the BoS vote on Mill Hill bonding, the Board will have held one community forum to discuss facility utilization, the planning principles, and the pros/cons/scope of a possible redistricting. 	0.00% 0	11.11% 1	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	
▼ The Board should aim to increase community engagement. To achieve this, the Board should revisit work done by past Communications Committee. By March 1, the Board should identify, and schedule to meet with one community organization to better communicate the goals, budgets, and accomplishments of the FPS. Possible organizations include: Senior Center, Fairfield Board of Realtors, Chamber of Commerce. Meetings should occur prior to May 1, 2019.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 1	11.11% 1	0.00% 0	11.11% 1	0.00% 0	0.00% 0	22.22% 2
▼ The Board will discuss establishing an annual or semiannual security briefing (whether in executive or public session) which could include a recap of recent improvements/repairs, a listing of recent threats/resolutions, and guidance about emerging concerns.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22.22% 2	22.22% 2	11.11% 1	0.00% 0

	1	2	3	4	5	6	7	8	9	10	11
▼ By our first meeting in October, in the absence of an agreement by the majority of the Board to reject the need for a racial imbalance plan, the Board shall direct the Superintendent to seek a request for proposals to hire a consulting firm to assist with a district wide redistricting plan to solve overcrowding and racial imbalance.	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0	11.11% 1	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0
▼ We will conduct a school year long comparative review of Fairfield's BoE organizational structure to others in CT for purposes of affirming our structure or discovering possible avenues for improvement	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ The Board shall direct the Superintendent to begin budget development with a zero based budget, not a roll forward budget. During budget development, the Board shall provide appropriate and timely feedback to the Superintendent, as the costs of any new initiatives are made available. In other words, it should be a goal of this Board to direct this Superintendent to find cost savings wherever possible while striving to meet district education goals.	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ The Fairfield Board of Education shall present a 2019-2020 school budget that is aligned with the School District Improvement Plan, and the Board of Education goals by February of 2019. (date may be incorrect)	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0

	▼ 1	▼ 2	▼ 3	▼ 4	▼ 5	▼ 6	▼ 7	▼ 8	▼ 9	▼ 10	▼ 11
▼ At the November 13th Organizational Meeting, the board will adopt a bylaw change to enact the separation of action-oriented agenda items from discussion-oriented agenda items such that one of the Regular meetings a month is a traditional meeting format focused on action items and one Regular meeting a month is formatted as a "work session" to help facilitate open discussion on the agenda topics. Both meeting formats are technically Regular meetings and will be appropriately noticed and posted as such.	0.00% 0	0.00% 0	0.00% 0	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0

ENGLISH

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Goal #1

- A. Initiate staff research and board discussions immediately and by May, 2019, the Board of Education, will have discussed, received community input and acted on plans to resolve four specific facility utilization issues:
- Explore **Magnet Program(s)** to be located at McKinley School, or other schools, and choose the best option that will help FPS ensure more even facility utilization at our elementary schools.
 - International Baccalaureate Program
 - STEAM Program
 - Math and Science
 - Other, for which there is general public interest
 - Research **Walter Fitzgerald Campus alternative high school Facility Issues** and determine the feasibility of relocating the WFC to a town owned school or other facility at reasonable cost, or if investing in the renovation of the existing leased property. The goal is to provide an improved facility and educational setting for use by 30 to 50 students.
 - Study the **Early Childhood Center ("ECC")**, including the anticipated enrollment projections. 161 students are currently served and we have outgrown the existing facility, resulting in a classroom serving 24 students being created at Stratfield ES. Determine if it is feasible to expand at Warde HS or relocated to a town owned school(s) or other facilities at reasonable cost which will provide improved facilities and educational settings for use by the projected student population.
 - Research a Comprehensive **Redistricting Plan** to resolve facility utilization concerns.
- B. The Board, with community input, will address facility topics, including;
- Exploration of an Intra-District Magnet Program
 - School capacity and utilization
 - Continue to implement the state approved Racial Imbalance Plan, evaluate the effectiveness of strategies contained therein, and amend the plan if necessary
- C. Discuss and work with administration to either a) have FPS staff develop one or more redistricting plans that will better utilize our school buildings; or b) hire a firm to develop one or more redistricting plans that will better utilize our school buildings. These plans should be presented to the BoE in 2019 for possible implementation in the 2020-21 or 2021-22 school years.
- D. The Fairfield Board of Education shall research a district-wide redistricting plan with current and ten year enrollment projections to ensure adequate student educational and special needs capacity by June 2019. (this may need re-wording)
- E. By our first meeting in October, in the absence of an agreement by the majority of the Board to reject the need for a racial imbalance plan, the Board shall direct the Superintendent to seek a request for proposals to hire a consulting firm to assist with a district wide redistricting plan to solve overcrowding and racial imbalance.

- F. The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Early Childhood Center and determine a solution to the enrollment capacity issue without disrupting the effective model by June 2019.
- G. The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Walter Fitzgerald Campus and Program and determine a solution to the facilities issue without disrupting the effective model by June 2019.
- H. Continue discussion on how to best utilize school facilities while still respecting approved facilities planning principles:
 - By the December Town Hall meeting, the Board will have a proposal for addressing ECC overcrowding and WFC location.
 - By the February Town Hall Meeting, the Board will have a proposal on possible magnet programs that might help alleviate the district's racial imbalance.
 - Prior to the BoS vote on Mill Hill bonding, the Board will have held one community forum to discuss facility utilization, the planning principles, and the pros/cons/scope of a possible redistricting.

Suggested Measureable Goal *(Broken apart for easy reading)*

<u>Audience:</u>	The Board of Education will
<u>Behavior:</u>	Explore and research to make a decision on <ul style="list-style-type: none"> a) Implementing an intra-district magnet or other program b) Relocation or renovation of Walter Fitzgerald Campus c) Approach to Early Childhood Center overcrowding d) The desired comprehensive redistricting model to be utilized to resolve overcrowding and racial imbalance
<u>Condition:</u>	To be decided on or before June 30, 2019
<u>Degree:</u>	With a BoE vote on all four items.

(How the Goal Would Appear in Text)

The Board of Education will explore and research to make a decision on or before June 30, 2019 with a BoE vote on all four of the following items:

- Implementing an intra-district magnet or other program
- Relocation or renovation of Walter Fitzgerald Campus
- Approach to Early Childhood Center overcrowding
- The desired comprehensive redistricting model to be utilized to resolve overcrowding and racial imbalance

Goal #2

A. The Board will discuss updates to the District Improvement Plan, suggest any changes, provide resource support, and affirm the vision and work plan contained within the DIP

B. The Board shall adopt the terms for a policy on the vision of a graduate/new graduation requirements by XXXX date (open to board discussion on a date, but we should vote on achieving this goal on a specific date).

Audience: The Board of Education will

Behavior: Discuss updates to the District Improvement Plan and adopt the Vision of the Graduate as part of that plan followed by a vote on the new graduation requirements

Condition: To be decided on or before December 11, 2018

Degree: As two separate voting items: District Improvement Plan and Graduation Requirements.

Goal #3

The Board will aim to identify and implement fiscal efficiencies, additional revenue sources and policy that supports the continual improvement of the district and achievement of our students.

Goal #4

The Board shall direct the Superintendent to begin budget development with a zero based budget, not a roll forward budget. During budget development, the Board shall provide appropriate and timely feedback to the Superintendent, as the costs of any new initiatives are made available. In other words, it should be a goal of this Board to direct this Superintendent to find cost savings wherever possible while striving to meet district education goals.

Goal #5

By the November meeting the Board will conduct a review of the alumni survey to support possible budget priorities and inform their discussion of the District Improvement Plan.

**Walter Fitzgerald Campus
2018-2019 School Year
Cost breakdown per student by enrollment**

Walter Fitzgerald Campus 2018-2019 Budgeted Staffing	Cost
Teaching Staff	\$ 529,986
Certified Support Staff	\$ 185,155
School Administration Staff	\$ 153,128
Secretarial/Clerical Staff	\$ \$ 21, 844
Total 2018-2019 Proposed Budget for WFC staff	\$ 890,113
WFC Enrollment	Cost per student
September 7, 2018: 25 students	\$ 35,604
June 2018: 39 students	\$ 22,823
Maximum enrollment: 50 students	\$ 17,802

Tuition would be set at \$35,000 for 2018-2019 with no related services for students accepted from districts outside of the Fairfield Public Schools. IMPACT and other special education-or Section 504 related services will be billed at the Fairfield Public Schools' rate, similar to the billing done for Open Choice students.

- Districts enrolling students for less than a full year will be charged tuition on a pro-rated basis.
- Up to five tuition students will be accepted.
- The sending district is responsible for all student transportation costs.
- Fairfield Public Schools has sole discretion of student acceptance.
- The sending district is responsible for all legal costs that may be incurred in the event of a due process hearing or other special education, Section 504 or other non-disability related process.
- Students are subject to dismissal if their presence in the program disrupts the learning environment of other students (after reasonable attempts at intervention).
- Students are subject to Fairfield Public Schools' code of conduct.
- Fairfield Public Schools' resident students will not be denied access to the Walter Fitzgerald Campus program due to the acceptance of appropriate out-of-district tuition students.



**FAIRFIELD
PUBLIC SCHOOLS**

**Board of Education
2015**

**District
Improvement
Plan**

2015-2020

Philip Dwyer, Chairman
John Convertito, Vice-Chairman
Jessica Gerber, Secretary
Paul Fattibene
Donna Karnal
Eileen Liu-McCormack
John Llewellyn
Jennifer Maxon-Kennelly
Marc Patten

Approved by the Board of Education on July 9, 2015
DRAFT --- Revised September 11, 2018

David Title, Superintendent
Karen Parks, Assistant Superintendent
Margaret Boice, Director of Secondary Education
Thomas Cullen, Director of Operations
Ann Leffert, Director of Human Resources
Andrea Leonardi, Director of Special Education and Special Programs
Doreen Munsell, Director of Finance and Business Services
Michael Rafferty, Interim Director of Elementary Education

2018 Board of Education:

Philip Dwyer, Chairman
Jennifer Jacobsen, Vice-Chairman
Jessica Gerber, Secretary
Nick Aysseh
Jennifer Leeper
Jennifer Maxon-Kennelly
Jeff Peterson
Trisha Pytko
Christine Vitale

2018 Administration

Toni Jones, Superintendent
Michael Cummings, Chief Academic Officer
Colleen Deasy, Executive Director, Personnel and Legal Services
Doreen Munsell, Executive Director, Finance and Business Services
Tom Cullen, Executive Director, Operations
Frank Arnone, Executive Director, Innovation: Curriculum and Programs PK-12
Rob Mancusi, Executive Director, Special Education and Special Programs
Tom Honohan, Executive Director, Digital Learning

District Improvement Plan

Section 1

Introduction

Introduction

At the conclusion of the Fairfield Public Schools previous Strategic Plan on June 30, 2013, the Fairfield Board of Education began the process of developing a new Long-Range Plan. On January 15, 2013, the Board appointed the Advisory Committee on Mission and Goals to revise the school system's Mission and Goals¹. This sub-committee met from February 2013 to the fall and submitted its recommendations to the Policy Committee. The Policy Committee brought forward its approved text to the full Board of Education in January 2014. On March 11, 2014, the Board of Education adopted a revised Mission and Goals, which describe the Board's long-term vision for the Fairfield Public Schools. A timeline of this process can be found on the next page.

The Board's Mission and Goals are aspirational. They are not a description of the current status of the school system; rather, they articulate the school system's loftiest aspiration - - a stretch, a challenge, to push itself to achieve what it had not previously achieved. The District Improvement Plan is designed to define the indicators that would represent the attainment of the Mission and Goals, as well as the actions necessary to achieve them over the next five years. The Mission and Goals are on page 5.

¹*Policies 0100, 0110, and 0200*

Timelines

Mission (0100), Long Range Goals (0110), Educational Goals (0200)

1. **10/9/12**, BOE adopts Goal
2. **1/15/13**, BOE approves Goals Advisory Committee
3. **4/11/13 – 6/13/13**, Fourteen member Goals Advisory Committee meets 5 times
4. **6/25/13**, BOE Receives update on final Goals Advisory Committee Report. Final report and minutes posted to the website
5. **8/19/13 – 1/6/14**, Policy Committee discusses at 7 meetings and forwards to BOE
6. **1/14/14**, BOE first reading of policies
7. **3/11/14**, BOE approves policies

Five-Year District Improvement Plan Process

1. **May – August 2014**, Superintendent and staff prepare District Improvement Plan Development Process
2. **9/9/14**, BOE reviews District Improvement Plan Process
3. **September - October**, Full Admin Team (PK-12) generates Student Performance Indicators
4. **October - November**, Central Office Leadership Team and District Data Team finalize Student Performance Indicators according to Criteria (page 16)
5. **12/9/2014**, BOE Reviews Student Performance Indicators
6. **January – March**, Full Admin Team (PK-12) generates and revises Specific Actions
7. **3/9/2015**, Draft Plan sent to all principals for feedback from teachers
8. **March – April**, Full Admin Team (PK-12) and Central Office Leadership Team refine and revise Specific Actions based on teacher and principal feedback, and Criteria on page 16
9. **4/9/2015**, Draft Plan review by Dr. Richard Lemons, Deputy Director of Connecticut Center for School Change, to ensure coherence among Core Strategies, Specific Actions, and Student Performance Indicators
10. **4/7/15 and 4/21/15**, BOE reviews draft of initial Plan and it is emailed to Town officials
11. **5/11/15**, District Data Team finalizes Student Performance Indicators based on BOE, public and staff feedback; identifies baseline data and 5-year targets
12. **5/19/15**, BOE receives First Draft of District Improvement Plan and it is posted on the website
13. **6/10/15**, BOE conducts town hall meeting focused on District Improvement Plan
14. **6/15/15**, District Data Team reviews BOE and community input
15. **6/23/15**, BOE reviews second draft of District Improvement Plan
16. **7/9/15**, BOE approves five year District Improvement Plan

Mission

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.

Long-Term Goal

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

Educational Goals

Fairfield Public School students will:

- achieve and exemplify mastery of the district FPS Academic Expectations; ****New 2018**
- perform at high levels in regards to school-specific Social and Civic Expectations; ****New 2018**
- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

Development Process

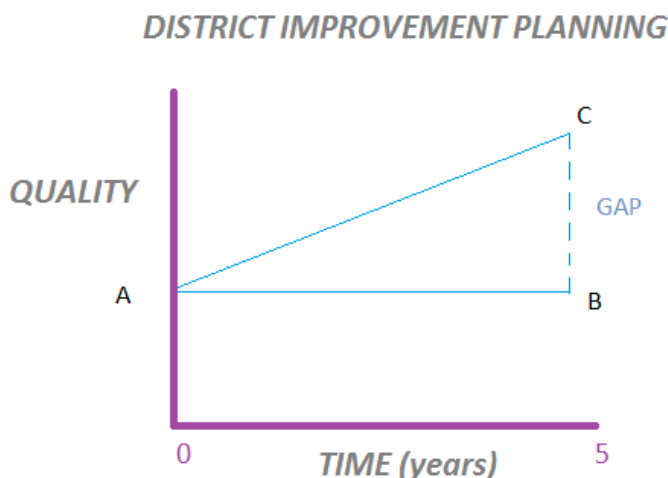
After the Board's adoption of its Mission and Goals on March 11, 2014, a process and timeline were developed to craft the District Improvement Plan to: 1) measure how to judge the school system's progress toward its Mission and Goals; and 2) identify the Core Strategies and Specific Actions the school system should undertake over the next five years to make substantial progress toward attaining its Mission and Goals.

The school system has been working on a number of improvement initiatives for several years. The intent of this Plan is to build on these efforts, not start over. Continuity is an important feature of any serious attempt to have a long-lasting impact on student learning.

At the same time, new ideas must be generated to move the school system along an improvement path that will lead to the attainment of the lofty aspiration articulated in the school system's Mission and Goals. This Plan, therefore, merges the benefits of sustained improvement efforts with new ideas into a single Plan.

The process of school system improvement over time can be represented by Figure 1. The vertical axis represents the school system quality and the horizontal axis represents time:

Figure 1



Point A represents the current state of the school system. Point B indicates that, if no improvement efforts are undertaken, at the end of five years, school system quality will be largely unchanged. Some would argue that, with no improvement efforts, Point B would actually be lower than Point A because of changes in the expectations of student learning that will occur over the next five years. Point C represents where the school system desires to be in terms of quality, as articulated by its Mission and Goals. The purpose of the Plan, therefore, is to design improvement efforts that will move the school system from Point B to Point C and measure the progress of these efforts in terms of student learning.

District Improvement Planning, whether labeled Strategic Planning, Long-Range Planning, Comprehensive Planning, or some other name, has evolved over the years. The approach we outlined at the start of this process was to focus the Plan on key improvements that would have the greatest chance of impacting the Instructional Core and therefore student learning. There would be a small number of Core Strategies that we would devote institutional resources toward implementation to achieve the Mission and Goals of the school system. After an analysis of the current status of the district (Point A), the document itself focuses on the future actions that we believe will improve student learning. This approach is captured on the graphic on the previous page.

We chose the term “District Improvement Plan” (rather than “Strategic Plan”) to parallel the language of improvement structures already in existence, such as School Improvement Plans and Departmental Improvement Plans.

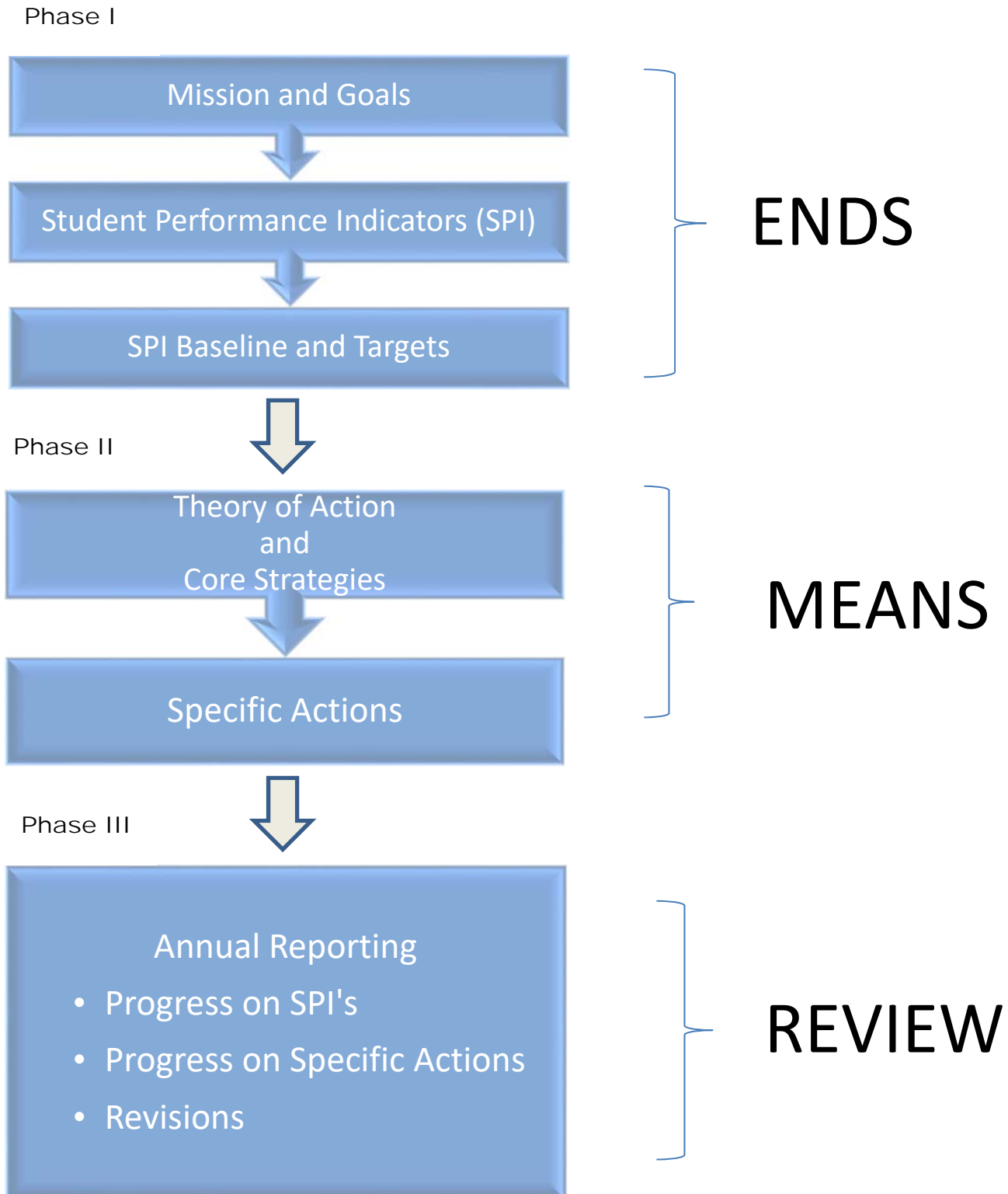
Long-range improvement consists of three distinct phases, represented in Figure 2 on the following page:

Phase I focuses on the ENDS, translating the lofty aspirations for our students into reliable and valid Student Performance Indicators.

Phase II focuses on MEANS – how we intend to improve student achievement.

Phase III focuses on REVIEW, which occurs after the first full year of implementation and data reporting.

Figure 2
District Improvement Plan
Stages of Development



Part 1 -- Ends

The first step in the process was determining the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C) of the school system. This was done in two phases:

1. Agreement on the Student Performance Indicators as outlined in the “Criteria for Quality Student Performance Indicators.” These indicators are stated in terms of student achievement, learning or outcomes.
2. Agreement on the five-year target for each Student Performance Indicator. Baseline data and targets are included in Section 2. Some SPI’s are new and therefore baseline data may not be available at this time and, as a result, no targets are listed. Because of the number and complexity of our SPI’s, this step was moved to the end of the process.

Part 2 – Means

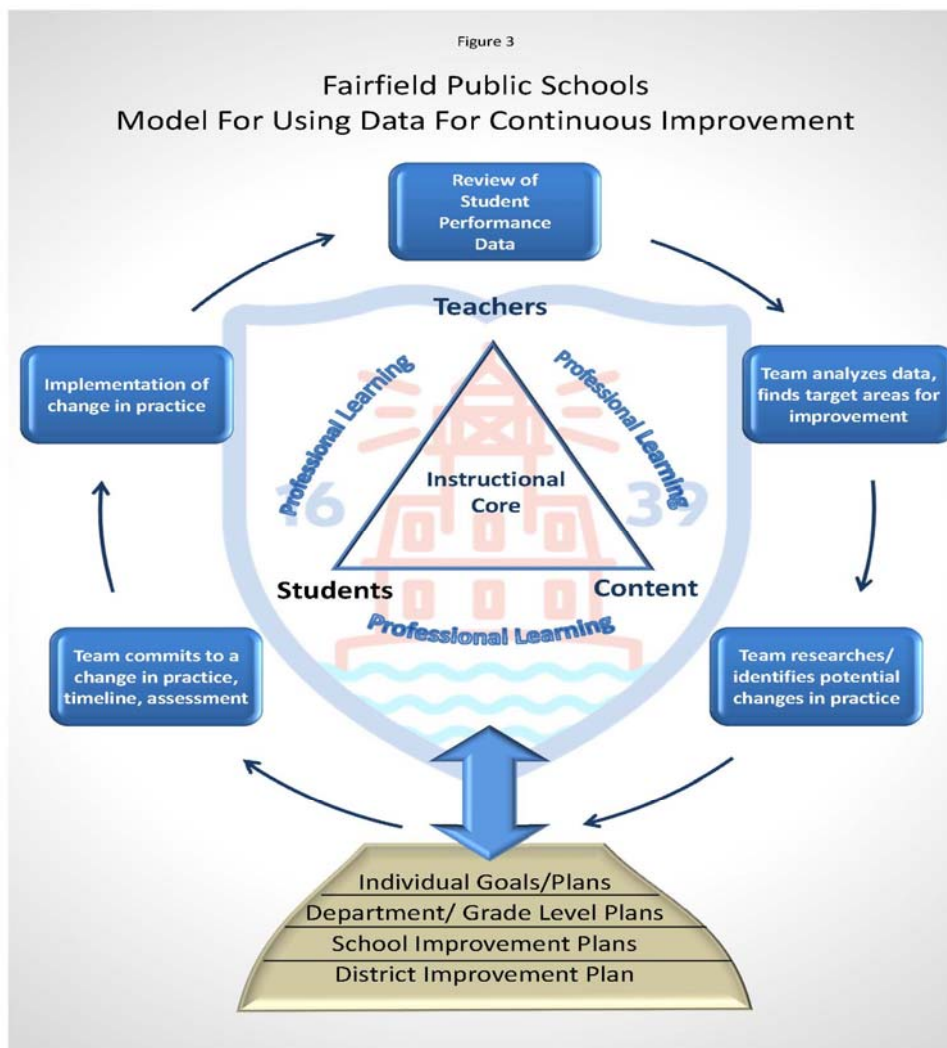
The next step in the process was determining the Core Strategies to be employed to achieve the ends in Part 1. These Core Strategies, taken together, are referred to as a Theory of Action. These adult actions will lead to improvement in student learning, achievement or other important student outcomes embodied in the Mission and Goals. After the Core Strategies were identified, the next step was to determine the Specific Actions that, if enacted, would implement each of the Core Strategies over the next five years. The scheduling of Specific Actions for a given year is done on an annual basis, not up front for all five years of the Plan.

Part 3 – Review Progress

Because of a rapidly changing educational landscape, any Plan of this duration will need regular updating and review. District improvement is necessarily a continuous process. As such this District Improvement Plan must be reviewed by the Board of Education periodically, and at least annually. No later than the first BOE meeting in October of each year, the Superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education. The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year. In addition, we will set out the Specific Actions to be undertaken during the next school year. During the third year of implementation, a formal review of the Plan will be undertaken to determine if Specific Actions need to be modified, subtracted or added to the Plan for consideration and affirmance of the Board of Education.

Model of Continuous Improvement

The school system has been working with a model of continuous improvement as represented in Figure 3. The base of the model represents a coherent set of Improvement Plans at the school system, school, department, grade, and individual level. The school system's Theory of Action is adapted at the department and school level to establish a through-line of consistency from the school system to the classroom levels. These Plans inform and are informed by the cycle of data analysis as represented in the diagram. Professional Learning, to improve the Instructional Core, is critical to the success of this model.



Theory of Action

The purpose of a Theory of Action is to outline our Core Strategies to achieve the Mission and Goals of the school system.

There are four Core Strategies in our Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, we list a more specific description of the actions the school system proposes to undertake to support this strategy. These actions are school system priorities, some of which are already in some stage of implementation.

Underlying this Theory of Action is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement as shown in Figure 3.

Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- Align and implement curriculum to state and national standards on a systematic schedule and ensure proper articulation
- Develop and implement common assessments aligned to the curriculum in all content areas
- Develop implementation guides in all content areas as curriculum is revised
- Hold staff accountable for consistent implementation of all approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate

Teams/School Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- Implement School system and School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement department-level improvement plans for vertical consistency, aligned to the school system and school improvement plans
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level and/or department data teams
- Implement a school system level data team
- Implement Instructional Rounds

Leadership Capacity

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- Focus All PK-12 Leadership Meetings throughout the year on improvement of instruction
- Establish a common understanding of what effective teaching practice (Marzano) looks like in classrooms
- Ensure consistent, quality feedback to teachers, principals and central office leaders on implementation of school system and school priorities
- Implement Professional Growth and Evaluation Plans
- Demonstrate how education mandates/reforms can be used to leverage school system improvement efforts

Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Recruit and retain highly qualified personnel for all vacant positions
- Align financial resources to enact school system priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Ensure a safe, clean learning environment in all schools

District Improvement Plan

Section 1A

Vision of a Graduate

Fairfield Vision of a Graduate

What do we want our students to know and be able to do when they graduate from Fairfield Public Schools?



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:

Innovators

Communicators

Collaborators

Critical Thinkers

Responsible Citizens

Goal Directed- Resilient Learners

How will our students demonstrate they met our FPS Vision of a Graduate?

I. Academic Expectations PK-12+

Critical and Creative Thinking

Exploring and Understanding

Synthesizing and Evaluating

Creating and Constructing

Communicating and Collaborating

Convey Ideas

Using Communication (Media) Tools

Collaborating Strategically

II. Social and Civic Expectations PK-12+

School site-specific focus on producing responsible citizens in an ever-changing global society

The **Work** going forward are the initiatives and supports our teachers and students need to accomplish the Fairfield Vision of a Graduate.

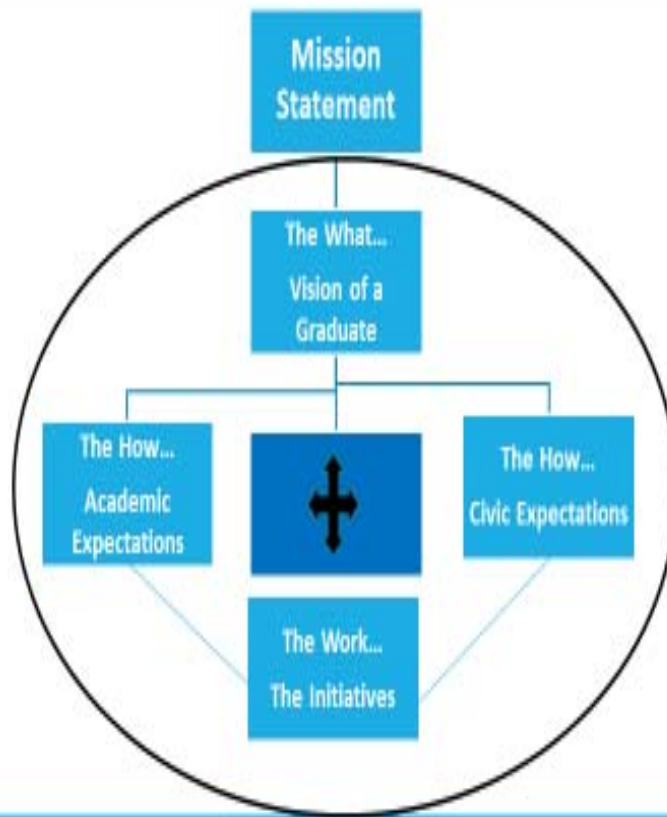
Guided by Learning Principles

In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following **Learning Principles** –

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

District Improvement Plan



District Improvement Plan

Section 2

Student Performance Indicators

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the school system's Mission and Goals, given assessment tools readily available at this time.

Criteria for Quality Student Performance Indicators:

- **Valid** – accurately reflects accomplishment of the Mission and Goals; worth dedicating scarce resources; reflects district priorities; creates appropriate incentives.
- **Reliable** – consistent, accurate measurement from one rater to another and over time.
- **Aligned to our curriculum** – so that staff receive consistent messages about the goals of instruction.
- **Publicly defensible and understood (or easily explained)** – may benchmark to other districts; publicly-reported student performance data is almost always included if curriculum alignment is present.
- **Good baseline data** exists or is easily gathered with existing resources.
- **Summative or highly predictive/critical point** (based on student data).
- **Not overly narrow in scope.**
- **Best available measures may be “proxies” in difficult-to-measure areas.**
- **Does not result in “over-testing” solely for the purposes of this Plan.**

FPS Student Performance Indicators

1. Post High School Student Survey	Post High School Student Survey
2. Graduation Rates	Graduation Rate 4 Year Cohort as Received from State Reporting
3. AP Scores	AP Scores as Received
4. PSAT	PSAT
5. SBAC	SBAC
6. Academic Expectations	Academic Expectations
7. CTE Enrollment	<i>Monitoring all areas</i>
8. ACTFL	<i>Monitoring all areas</i>
9. Calculus Participation	We keep this data for enrollment information
10. Extra-Curricular Participation	We do not have a data system at this time
11. CMT/CAPT	No longer a state test
12. ST Physical Fitness	State Reporting
13. Common Assessments	Not for public reporting
14. STAR Reading	STAR Reading
15. I ReadyMath	STAR Math
16. <i>New</i>	<i>STAR Early Literacy</i>
17. Attendance	State Reporting
18. CELF	State Reporting
19. <i>New</i>	<i>Next Generation Assessment</i>
20. <i>New</i>	<i>Student Growth Profile from State Reporting</i>

District
Improvement
Plan

Section 3

Specific Actions

One of the most difficult parts of planning is translating the lofty aspiration of the school system, as represented in its Mission and Goals, into actions that will make the Plan “come alive” and significantly impact student achievement. Most long-range plans fail not because the aspirations are not bold, but because of a school system’s inability to imbed the improvement efforts of the district into the “real world” of running a school system.

Figure 4 represents this dilemma as a continuum, with the lofty “Dreams” of the Mission and Goals on one side, and the reality of “Doing” on the other. To “bridge” this gap, and keep the improvement efforts from falling into the abyss between Dreaming and Doing, we create Specific Actions to implement over the five-year period. It is the enactment of these Specific Actions that will enable the school system to move toward achieving its Mission and Goals and reach its five-year targets on the Student Performance Indicators.

Figure 4



To be effective, Specific Actions must meet a set of criteria. These are listed on the next page. The inclusion of a Specific Action in this Plan commits the school system to undertaking this Action sometime during the life of the Plan. The list may appear daunting in the aggregate; however, there are two important points to keep in mind. First, this represents, in some cases, a continuation and deepening of existing work. These are not all new initiatives. Second, this is five years’ worth of work, not one.

For the past four years, at the start of each year, the administration has presented a list of improvement initiatives to be accomplished during that fiscal year. This list will continue to be published and used as the basis for our improvement efforts, as many of the items on the annual initiatives list will come directly from the District Improvement Plan. For each initiative, and for each Specific Action in a given year, a central office administrator will be given primary responsibility for ensuring its implementation, often with assistance from other staff in the central office and the schools. Assignments of responsibility are made on the basis of current position responsibilities, and that staff member is held accountable for implementation through the evaluation process. In that way, we have merged the operational work of the district leaders with the improvement work of this Plan, thereby minimizing the chances of improvement efforts falling into the abyss.

Criteria for Specific Actions in the District Improvement Plan

The Action:

- Will advance the District toward achieving its Mission and will improve one or more Student Performance Indicators
- Is aligned to the District Theory of Action
- Shows that the benefits of enacting this Action outweigh the costs (quantifiable and non-quantifiable)
- States a desired outcome that is either observable, demonstrable or measurable
- Is clear and understandable
- Requires a significant effort over at least a one-year period of time (may need to be several years) for full implementation
- Impacts the entire system or at least one complete level (elementary, middle, high school)

Specific Actions

Collectively, this set of Specific Actions is designed to help the school system achieve its Mission and Goals. Some of the Actions represent a continuation and deepening of existing change initiatives. Some represent new ideas worthy of implementation sometime over the next five years.

Specific Actions would be scheduled at some point in the five years of the Plan, with the goal of fully implementing all the Actions by the end of the Plan. Not all Specific Actions will commence in year 1 (2015-2016). Actions will be scheduled to balance the work over the five-year period. For those Actions that are anticipated to take more than one year to complete, the estimated number of years from initiation to full implementation is noted in parentheses.

1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

Curriculum Development and Implementation

- 1-1 Develop and implement a K-5 World Language program at the elementary school level that reflects the best research-based practices in the field. (2 years)
- 1-2 Implement a K-12 sequence of experiences supporting the development of skills leading to a successful capstone experience at the high school level. (3 years)
- 1-3 Develop a scope and sequence of technology skills PK-12 and embed in all subject areas. (2 years)
- 1-4 Implement the published curriculum renewal schedule, including status updates, as designed, each year. (5 years)
- 1-5 Develop and implement culturally competent curriculum PK-12 for social emotional learning and self-regulation that reflects the best research-based practices in the field and imbed in existing district structures (e.g., advisory, developmental guidance, health). (2 years)
- 1-6 For each curriculum revision, provide up-to-date instructional materials, including culturally relevant materials, to improve outcomes for our increasingly diverse population (including English Language Learners). (5 years)
- 1-7 Establish and implement a PK-12 scope and sequence for embedding executive functioning, study skills and independence into all curriculum areas. (2 years)
- 1-8 Improve the districtwide English Language Learners program and increase all teachers' capacity to serve this population of students.
- 1-9 Develop a comprehensive transition program from grade 5 to grade 6, and from grade 8 to grade 9 to increase student success at grades 6 and 9.

Assessment Development and Implementation

- 1-10 Expand and standardize the use of academic rubrics, K-12. (3 years)
- 1-11 Develop and implement high school performance tasks in grades 9 and 10, linked to a capstone experience, and assess student performance using the academic expectations rubrics. (3 years)
- 1-12 Develop and implement performance tasks at the middle and elementary schools in Language Arts, Math, Social Studies and Science in grades 6-12. (4 years)
- 1-13 Analyze, align and revise the assessment calendar PK-12 and calibrate the scoring of common assessments.

Professional Learning

- 1-14 Implement Professional Learning that will assist staff to analyze and use student performance data from district assessments.
- 1-15 Develop an annual Professional Learning calendar for all certified and non-certified staff based on improvement initiatives and state mandates.
- 1-16 Implement Professional Learning for all staff to improve our ability to address a diverse population of students and families.
- 1-17 Provide Professional Learning on how to implement academic rubrics. (2 years)
- 1-18 Implement Professional Learning on "Teaching in the Block" to all high school teachers. (3 years)
- 1-19 Implement a web-based curriculum platform to enhance consistent teacher communication and sharing of effective curriculum resources. (2 years)
- 1-20 Provide Professional Learning to deepen subject specific knowledge and understanding.

Program Improvement

- 1-21 Implement the improved gifted model as designed in 2011-2012 in the elementary and middle schools.
- 1-22 Revise high school graduation requirements.
- 1-23 Review high school learning expectations regarding technology to implement a mastery-based requirement rather than a credit requirement.
- 1-24 Review/revise district guidelines regarding homework to reflect the latest research.
- 1-25 Implement a revised middle school schedule.
- 1-26 Revise Unified Arts offerings at the middle school level to strengthen the link to high school courses.
- 1-27 Develop and implement a middle school advisory program.

2. Teams/Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- 2-1 Align all school improvement plans with the District Improvement Plan.
- 2-2 Use vertical teams to develop curriculum, Department Improvement Plans, department-based Problems of Practice and Instructional Rounds in each content area.
- 2-3 Implement mixed-level observations of professional practice and peer conferences to improve vertical alignment.
- 2-4 Use data team meetings to analyze student performance and make instructional adjustments to improve learning of all students in all content areas.
- 2-5 Use technology to facilitate the effective use of student performance data into district, school, department and grade-level data teams.
- 2-6 Use best-practice models to improve the alternative high school program to engage every student in a challenging and rigorous program. (2 years)
- 2-7 Use the District Data Team to analyze district performance data and model effective Data Team practices. (2 years)
- 2-8 All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.

3. Leadership Capacity

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- 3-1 Use the Marzano teacher evaluation protocols and rubrics to improve and calibrate instructional practices (2 years).
- 3-2 Develop and implement a peer-coaching model for teachers and administrators. (3 years)
- 3-3 Identify and train at least one teacher in each school to serve as a “Teacher Leader” for each district/school initiative (Rounds, Data Teams, etc.).
- 3-4 Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (2 years)
- 3-5 Implement an Administrators Academy to continually update the professional knowledge and skills for all school and district leaders.

4. Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

Talent Development

- 4.1 Implement a plan to recruit more broadly to deepen the pool of highly qualified applicants for vacant positions.
- 4.2 Implement a research-based common protocol to select the most qualified applicant for vacant positions.
- 4.3 Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers. (2 years)
- 4.4 Implement an elementary schedule, which provides teachers more common planning time.
- 4.5 Implement common planning time for high school teachers.
- 4.6 Implement a research-based common protocol for the use of common planning time across all levels.

Technology

- 4.7 Implement the 3-year Technology Plan as designed each year. (3 years)
- 4.8 Implement a consistent “Bring Your Own Device” program throughout the school system that makes most effective use of the technology.
- 4.9 Expand the use of on-line learning throughout the system for enrichment, remediation, and low-enrollment courses. (3 years)
- 4.10 Develop and implement consistent practices in the proper use of technology by teachers and students outside of the school day.
- 4.11 Use technology to enhance professional learning for all staff members. (3 years)

Enhanced Services to Students

- 4.12 Develop a plan to minimize the impact of teacher absences on student learning.
- 4.13 Identify profiles of non-graduating high school students and develop a preventative intervention plan to increase the graduation rate.
- 4.14 Increase student access to assistance for emotional and mental health needs. (2 years)
- 4.15 Expand the continuum of services, using evidence-based practices, for academic and behavioral interventions with consistent processes and communication strategies. (2 years)
- 4.16 Increase instructional support beyond the school day for all struggling students to improve student achievement. (3 years)
- 4.17 Expand academic and non-academic enrichment opportunities to more K- 8 students. (2 years)

Parents

- 4.18 Research and develop an enhanced school-family partnership at each school as part of its School Improvement Plan.
- 4.19 Expand Family Resource Center resources to all Pre-K to 5 families.
- 4.20 Enhance communication efforts with parents through Infinite Campus, with a focus at the elementary level on the use of the teacher gradebook and parent portal for common assessments (similar to the middle and high school practice).

Communication

- 4.21 Enhance communication efforts using district and school websites and other technology, at each school and district-wide.
- 4.22 Communicate changes in the instructional program to all stakeholders in the community.
- 4.23 In partnership with the Fairfield Police Department, strengthen communication with all stakeholders on matters of school safety and security.

5.0 Facilities *this section was new in 2017-2018

- 5.1 Support the principal, staff, and students at Holland Hill through the construction phase (December 2019).
- 5.2 Work with the Building Committee at Mill Hill to complete the planning phase (June 2019).
- 5.3 Work with the Building Committee at Sherman to support the principal, staff and students through the Phase III Construction (June 2020).
- 5.4 Update the FPS Waterfall Schedule (December 2018).

6.0 Safety and Security 5 Key Implementations *this section was new in 2017-2018

- 6.1 Find a solution to enhance building entry security PK-12 (June 2019).
- 6.2 Complete all building window safety glazing (November 2018).
- 6.3 Complete all duct cleaning at FLHS (September 2018).
- 6.4 Practice relocation methods with at least 3 schools sites (June 2019).
- 6.5 Implement solutions for all door strike plates, which provide options for locked doors at all times (September 2018).

Fairfield Public Schools

Fairfield, CT 06825

Board of Education Update

Summer 2018 Maintenance and Construction Projects

Total of 67 projects

Total of 48 are completed as of August 31, 2018

Completed Highlights:

1. Dwight Elementary School:
 - Broken Sewer Pipe repair project under the APR
 - Front Entrance Site Assessibility Project
2. Early Childhood Center:
 - Playground Fall Zone Material Replacement
3. Fairfield Warde High School:
 - Knapps Highway Tennis Courts Refurbishing Project
 - Grass Field Irrigation System Replacement Project
4. Fairfield Ludlowe High School:
 - Tennis Courts Refurbishing Project
 - Student Parking Lot Replacment Project
5. Roger Ludlowe Middle School:
 - Chiller Repairs Project
6. Districtwide:
 - Paving Projects at Burr, RLMS, Sherman, and FLHS
 - Painting Projects at all schools
 - Flooring Projects at FLHS, FWMS, TMS, and repairs
 - Playground Repairs at all schools
 - Security and safety projects