

**Fairfield Public Schools Walter Fitzgerald Campus 2019 – 2020**  
**Student and Parent Addendum**

**Introduction:**

The mission of the Fairfield Public Schools is to inspire students to acquire the knowledge and skills needed to be life-long learners, responsible citizens, and successful participants in an ever-changing global society by providing, in partnership with families and community, a comprehensive, rigorous educational program.

Fairfield High Schools Walter Fitzgerald Campus (WFC) is the alternative high school program of Fairfield Public Schools. Students attending Walter Fitzgerald Campus are members of their home high school and as such, are eligible to participate in all extracurricular activities at their home high school. *This addendum, in conjunction with the FPS High School handbook outlines the expectations and procedures for student success in learning at the Walter Fitzgerald Campus. WELCOME!*

**The WFC Way**

**Integrity/Respect/Responsibility = IR<sup>2</sup>**

**IR<sup>2</sup>:** At WFC we believe in positive choices and behavior supports as a way to motivate learning and to provide a safe and supportive school community. The WFC values of IR<sup>2</sup> (Respect, Responsibility and Integrity) are taught in classes and activities throughout the school day.

The IR<sup>2</sup> daily point system supports student's ability to learn and to monitor progress towards the goal of LEVEL A.

Students are expected to:

- Demonstrate the WFC IR<sup>2</sup> skills throughout the school day.
  - Carry a daily point card to help monitor points earned.
  - Discuss the point card at the end of the day Advisory.
  - Earn points daily for weekly incentives and motivational events.
  - Earn points daily to be on LEVEL A (the level where cell phones are permitted).
  - Hand in cell phone to staff upon arrival to school if on Level B or Level C.
- IR<sup>2</sup> and the WFC Staff Roles and Supports:
  - The WFC School Student Support Center: IR<sup>2</sup> is reviewed and reinforced in classes and on campus all day long. For students having difficulty choosing to use their skills, the Student Support Teacher will assist students and will provide plans and prompts to help them to learn these important skills. The Student Support Teacher uses Restorative Practices and as a trained PBIS teacher, encourages positive choices and pro-social behaviors. With ongoing positive WFC community and pro-social teaching including consultation and co-teaching in classes as needed, students are provided with many integrated supports.
  - The School Social Worker and School Psychologist: Our clinical staff work with individuals and groups of students to support positive decision-making, conflict resolution and positive relationships in the school setting. The School Social Worker and School Psychologist work with parents as well as outside agencies and providers to support students in achieving success in school and in the community.
  - IMPACT: Intensive support through daily group counseling, weekly individual counseling, parent meetings and monthly parent groups to help students who exhibit the need for more clinical intervention in the school setting. The IMPACT

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Coordinator also works with parents as well as outside agencies and providers to support students in achieving success in school and in the community.

- All Teaching Staff: Through ongoing communication and integrated planning, the WFC instructional staff provides instruction using a Project Based Learning methodology. Project Based Learning helps to ensure that student engagement is encouraged through creative and innovative approaches to make coursework dynamic and relevant to improve student performance. IR<sup>2</sup> is embedded in class instruction and teachers provide feedback and prompting of pro-social skills to increase student participation and scholarship.

### IR<sup>2</sup> Defined:

- Respect
  - Speak with kind words and act with care for self and others
  - Accept and appreciate differences
  - Seek to learn not judge others
  - Treat school property and others in the school responsibly
- Responsibility
  - Attend school and class on time and prepared
  - Keep yourself and the school drug free, bully free and weapon free
  - Keep cell phones off during class
  - Set goals and earn IR<sup>2</sup> points and grades that reflect your goals
- Integrity:
  - Positive contributions to the others, the school and community
  - Setting goals and working to achieve them
  - Make and keep commitments
  - Spread peace!

### Positive Community/Student Incentives:

- **IR<sup>2</sup> Positive Behavior Incentives and Motivation:** The most important incentive for students is the positive relationships and learning community at the WFC. In addition, as we acknowledge the need for extrinsic rewards at times, students are recognized weekly/monthly for academic achievement and positive social skills as evidenced by points achieved.

**Cell Phones: As cell phone usage requires skill and can be a distractor, cell phone usage is monitored and is a component of the WFC social skills learning system.**

- Students earn points to be on either Level A, B or C. A student must be on Level A to carry their cell phone all day long.
- Levels will be assigned for the first two weeks of school and will be evaluated each week beginning on the week of September 17<sup>th</sup> and for each week thereafter points will be evaluated weekly. New students will always begin on Level C for at least two weeks as part of the WFC Orientation.

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- Any student who has not earned points required for Level A is not permitted to have a cell phone during the school day.
- All cell phones are locked in a secure cabinet with each student's cell phone in a separate and secure file.
- Students not compliant with cell phone expectations are expected to leave cell phones at home (with parents or guardian confirmation).

### **Social Skills System:**

At the WFC, as a restorative community, the goal is for students to learn pro-social skills to resolve conflicts. Staff aim to reteach and reinforce skills so that social and behavioral expectations for all WFC students are positive participants in their educational community.

The Refocus process is based upon Restorative Practices and is conducted throughout all interventions with the consequence of suspension being a legal requirement or a last resort.

- **In School Refocus (ISR)** : In School Refocus with the WFC Program Facilitator or the WFC Principal may be warranted due to the following issues:
  - Behaviors which are highly disruptive to the educational process &/or community
  - Leaving school grounds without parent/administrative permission
  - Insubordination, disrespect or disregard for school-wide expectations despite teacher prompts, in class interventions and restorative conferences

### **Process of referral for ISR/ISS:**

- Teachers or administration may refer student due to above issues
- In-school Refocus can range from 1 period to multiple periods. If ISR extends to the full day (at the discretion of the Program Facilitator in charge of student refocus with principal), it will be considered an ISS.
- Expectations include direct instruction in social skill expectations based upon IR2 appropriate behavior in ISR, completion of academic work, referring teacher conference and possible parent conference
- More than three ISSs will result in a parent conference. Multiple incidents of I.S.S. may also result in additional alternative assignments to make up for lost time in class, Out of School Suspension and/or a Planning and Placement Team meeting.

**Out of School Suspension:** We strongly encourage pro-social positive behaviors to help students to be successful learners and members of the WFC community. The guidelines for out of school suspension are found in detail in the FPS (or sending district) high school handbook provided. In the rare instance that an Out of School Suspension be necessary, upon return to the WFC, a parent conference is convened and a WFC Level drop for a specified timeframe is determined.

### **Attendance requirements:**

Attendance is required, punctually in every class, every day.

A student who is 20 or more minutes late to class will be marked absent from that class

More than three absences in a quarter/6 in a semester will result in loss of credit.

Three (3) Tardies = one absence. (Tardy = 2-19 minutes late to class).

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**Credit Appeals:**

For loss of course credit due to the above attendance issues, an Appeals Process is provided. Appeals Packets are reviewed quarterly and students must fully complete an Appeals Request Packet to be scheduled for Appeals.

**Graduation requirements:**

At the WFC the academic and achievement, standards are the same as those in all Fairfield High Schools. Please refer to the FWHS or FLHS student handbook. All grades and credits will be awarded on an individual basis, which provides students with greater opportunities for credit attainment.

**Smoking Policy:**

Students are not allowed to smoke cigarettes (including E-cigarettes) anywhere on school grounds or at any school activity, as per the Board of Education policy. This is further explained in the FPS High School student and parent handbook.

**Homework:**

Academic Assignments are presented in classes throughout the school day. At times, students require additional time to complete assignments such as research projects for classes. At other times, due to issues with attendance, make up work is required. In these instances, homework completion is required and expected.

**Technology:**

WFC is a 1:1 campus and all students receive a Chromebook to use when on campus. The student's Chromebook is checked out at the beginning of the day and is returned to be charged at the end of the day. While we recognize that at times students need the technology to work at home, students may request permission from the school principal to take a Chromebook home and to return it the next day. All families are responsible for the replacement of Chromebooks, which are lost or damaged.

*I have reviewed this addendum and agree to the expectations of the WFC.*

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Student

\_\_\_\_\_

Date

\_\_\_\_\_

Parent

\_\_\_\_\_

Date