



Walter Fitzgerald Campus

Walter Fitzgerald Campus Student Handbook-PACT 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!*

WFC PACT

Present, Accountability, Community, Trust

PACT: At WFC, we utilize a Schoolwide Positive Behavior Intervention and Support (PBIS) tiered intervention model which creates a climate that facilitates learning while supporting the unique social/emotional needs of all students. The framework for the PBIS model is our PACT acronym, which stands for Present, Accountability, Community, and Trust. These are the values that we promote at WFC. We believe in coaching and supporting positive choices and behavior through the framework of PACT, and responding in an expected and consistent manner when schoolwide expectations are not met. In turn, this framework acts to motivate students and create a safe and supportive building climate. The WFC values of being Present, holding each other Accountable, creating a meaningful Community, and promoting Trust are taught in classes and activities throughout the school day. The PACT daily point system provides students feedback in real time, and is linked to a four-level system which affords students incentives and rewards for demonstrating the values of PACT.

Students are expected to:

- Demonstrate the WFC PACT values throughout the school day.
 - Carry a daily point card to each class to 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 work toward the top level.
 - Participate in their respective individual Community Roles.



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- o Participate in restorative practices in the event that behavioral expectations are not met or relationships within the community are fractured.

PACT and the WFC Staff Roles and Supports:

- PACT is reviewed and reinforced in classes and on campus on a regular basis. For students having difficulty choosing to use their skills, teachers and clinicians will assist students through providing modeling and prompts for student behavior consistent with PACT values and expectations. The Staff uses Restorative Practices and PBIS incentives to encourage positive choices and pro-social behaviors. With ongoing positive WFC community and pro-social teaching including consultation with parents as needed, students are provided with many integrated supports.
- The School Social Worker, Program Facilitator, 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, Program Facilitator, 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. The clinical staff works with individual students and groups of students in counseling activities as required by Individualized Education Plans, Section 504 plans, and as needed.
- PBIS: Positive Behavior Interventions and Supports (PBIS) is a multi-tiered behavioral framework used to improve the integration and implementation of behavioral practices, data-driven decision making systems, professional development opportunities, school leadership, and evidence-based instructional strategies. At WFC, we use the PACT acronym, which stands for Present, Accountability, Community, and Trust. Each of these values are specifically defined, coached to students, reinforced through incentives, and redirected when not demonstrated by students. A behavioral point system is aligned with these values, and points are assigned by each teacher for each value demonstrated in class. Teachers provide feedback in real-time to students following each class.
- 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 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. PACT is embedded in class instruction and teachers provide feedback and prompting of pro-social skills to increase student participation and scholarship.



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PACT Defined:

Students will earn two points for each value represented by PACT, as well as one point each for being on time to class and appropriate bathroom breaks.

- **Present** -/2
 - Appropriate Usage of Phone
 - Attentive and Participating in Class

- **Accountability** -/2
 - Demonstrating Effort
 - Productivity in Class/Completing Schoolwork

- **Community** -/2
 - Following Directions
 - Participation in Group Work

- **Trust** _/2
 - Honesty or attempting to reconcile any deceitfulness
 - Requiring zero or 1 reminder to remain on task

- On Time to Class -/2
- Appropriate Bathroom Usage

Each class provides students an opportunity to earn 10 points, for a total of 50 points over the course of 5 periods each school day.

Positive Community/Student Incentives

PACT Positive Behavior Incentives

The most important incentive for students is the positive relationships and learning community at WFC. In addition, as we acknowledge the need for extrinsic rewards at times, students are recognized weekly, monthly, and quarterly for demonstrating behavior consistent with the PACT acronym. The point system is monitored over a 5 day average and the level system for students is as follows:



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Level System

- Level A: 90-100% points
- Level B: 80-89% points
- Level C: 60-79% points
- Below 60% Lose Phone, Remain on Level C

Students have incentives to reach the highest level.

Daily

Level A- Receive one ticket each day for weekly raffle, Phone access, Name on Level A Leaders Board

Level B-Phone Access

Level C-Verbal Encouragement

New students will always begin on Level A as part of the WFC Orientation.

Weekly

Level A: \$5 Amazon Gift Card and Friday Raffle, or Monday Meals , or Virtual Reality Wednesdays

Level B: Certificate of Award - plus Friday raffle/

Level C: Review of PACT with Clinician or Program Facilitator

Below 60% Parent Meeting -and loss of phone for the week



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Monthly

Only for student on Level A for 100% of Month or Level Level B for 75% of month and Level A for 25% of month

-Field Trip: i.e. Ropes course, Skate park, Movie, Escape Room, Amusement Park, Zoo, etc
Movie 2nd Wednesday of the month

Quarterly

All Regardless of Level

Golden Ticket Raffles

New Students

New students starting at Walter Fitzgerald Campus will start on Level A and be allowed to keep their phone with them initially. New students will have access to the weekly behavioral incentives of the PACT system in the second week following their enrollment at WFC. Specifically, new students will not reap the weekly rewards of Level A in their first week.

Golden Tickets

Golden Tickets are the way that WFC staff reinforce students randomly for behaviors that are consistent with the values of WFC and the PACT framework. Golden Tickets are based on an intermittent reinforcement schedule, which attempts to increase the likelihood that behaviors that are consistent with expectations of WFC are demonstrated. Golden Tickets can be thought of as a reward for 'caught being good'. Students are randomly presented with Golden Tickets by any staff member at any time during the school day, and students earning Golden Tickets will then be entered into quarterly raffles with favorable prizes.

Student Community Roles

At WFC, each student and staff member is expected to participate in a unique role or job which contributes to the promotion of WFC values that are aligned with the PACT framework. A primary goal for this part of the WFC PBIS system is to promote a sense of community and individuality as we believe the diversity, and the empowerment of the individual strengths and interest of each member of our unique school community, contributes to WFC's effectiveness. Students may choose between pre-established student-based roles or apply for a new role based on their individual interests. An application process exists for students to suggest new Community Roles. Examples of student roles may be Morning Announcer, Level Board Coordinator, Student Field Trip Advisor, or Student Equity Leader, etc. All students and staff are expected to participate in this process.



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Cell Phone Policy

Since cell phone usage requires skill and can be a distraction, Students must earn points above 60% on a 10 day average to access their cell phones. Students not earning 60% over the 10 day average points must turn in their phones each morning. Students refusing to hand in their cell phones will enter In School Suspension and complete work independently. Following a day of In School Suspension a parent meeting is required to review the cell phone policy in order for the student to reintegrate into the program.

Students earning above 60% (Levels A, B, and C) will continue to have access to personal cell phones while in school, at the discretion of teachers in each of their respective classes. In each class, the school will consistently operate on a color coded level system specific to cell phone usage in each class. Color codes suggest the following:

Green : Students are allowed to have their phones readily accessible during class time.

Yellow : Students can have their phones face down, or on their desk, because cell phone usage may be periodically required in class.

Red : Phones should be turned off and away in backpacks during this time (or collected depending on teacher's classroom policy).

If a student is not adhering to the level that teachers have chosen for the day and are abusing their phone privileges, they will receive one warning. After a second warning, students will receive a loss of points. If the student continues to abuse the phone policy, school staff will remove the student from class to collect the phone for the remainder of the day.

Allowing students to keep their phones over the course of the school day is part of a philosophy that developing the skill of appropriate phone usage is a necessary life skill, and helps build trust.

Students not compliant with cell phone expectations are expected to leave cell phones at home (with parents or guardian confirmation).

Restorative Disciple



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Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

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 aligned with the PACT framework are demonstrated by all. WFC students are expected to be positive participants in their educational community, and address conflicts with one another, with support from certified staff as needed.

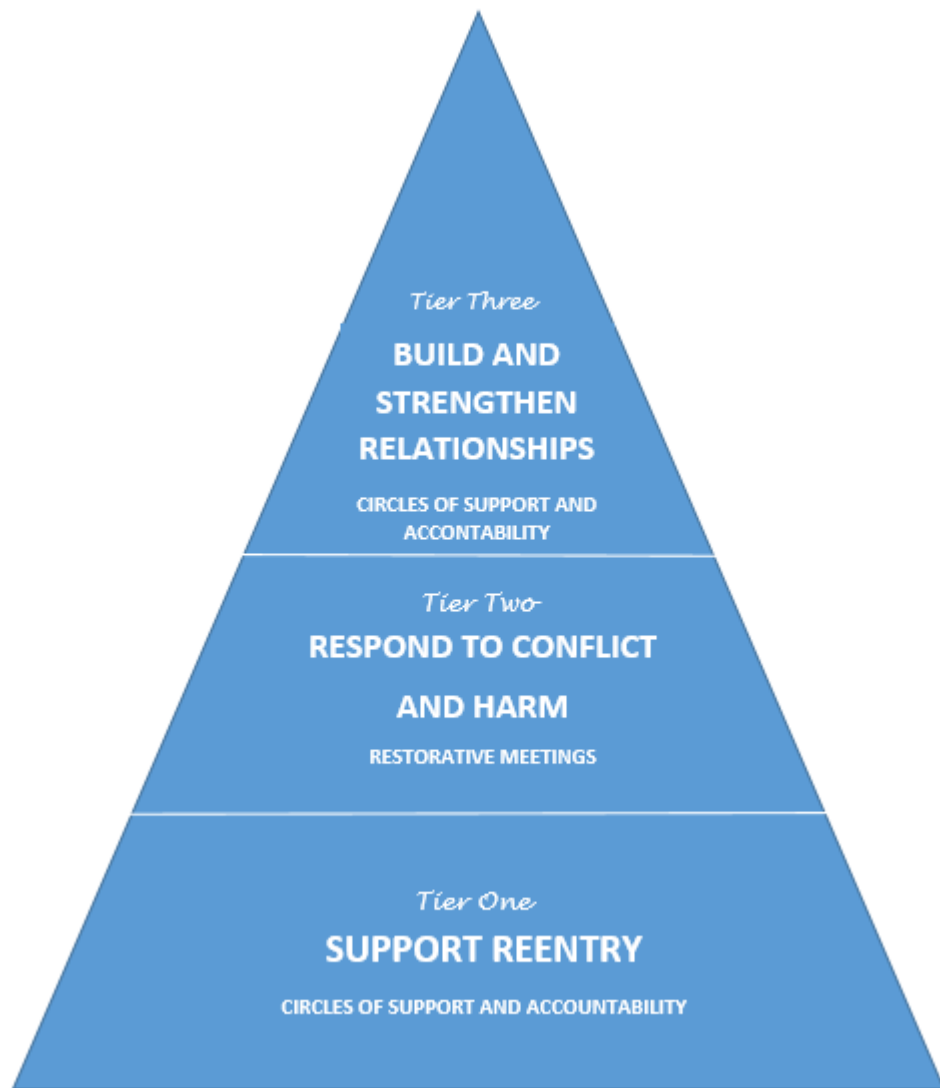
When students are involved in a relational conflict at WFC, restorative practices are used to resolve those conflicts.

Restorative Practices: Goals for WFC when working with Teachers and Students.

- *Address and discuss the needs of the school community.
- *Build healthy relationships between educators and students.
- *Resolve conflict, hold individuals and groups accountable.
- *Repair harm and restore positive relationships.
- * Reduce, prevent and mitigate harmful behaviors.



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Process of referral for In-School Refocus (ISR):

- Teachers or administration may refer students to ISR for violations of school policy.
- WFC administration will inform all teachers working with students assigned to ISR that a student is assigned to ISR. Teachers will provide classwork for students not having access to classes for the duration of ISR. Classwork expectations will be provided to students in ISR.



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- Students in ISR will receive full-time supervision from WFC staff or substitute paraprofessionals.
- In-school Refocus can range from 1 period to multiple periods. If ISR extends to the full day (at the discretion of the principal), it will be considered an ISR and documented as such.
- Expectations of students receiving ISR should include meeting with a clinician to debrief the situation resulting in the ISR, access to schoolwork from class(es) missed, completion of academic work, referring teacher restorative conference, and possible parent conference.
- Students assigned to ISR should expect to hand in their phone to the main office for safekeeping for the duration of the ISR.
- Multiple incidents of ISR 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.
- Students are expected to use only school supported technology, not personal devices, while in ISR.
- Students are to eat lunch separately from all other students for the duration of ISR.

Out of School Suspension:

We strongly encourage prosocial positive behaviors to help students to be successful learners and members of the WFC community. Suspension out of school is a last resort, and specific instances of behavior which warrants Out of School suspension are outlined in the respective handbooks of Fairfield Ludlowe, Fairfield Warde, and sending school districts. In the rare instance that an Out of School Suspension is necessary, upon return to the WFC, a parent conference is convened and a WFC Level drop to Level C occurs at the time of return from suspension. Additional restorative activities may be warranted which are case dependent.

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).

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. School staff can provide students with Appeals Request Packet.



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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. Students violating this policy are subject to disciplinary measures as determined by WFC administration.

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.

Bathroom Policy:

WFC has a policy of one student at a time in the bathroom.

Breakfast

Walter Fitzgerald Campus provides breakfast free of charge to all students. Students are expected to access breakfast only up until 8:10 am. Students can access breakfast in the gymnasium/cafeteria only. Students arriving after 8:10 a.m. will not be offered the opportunity to eat breakfast. Students remaining in the gymnasium/cafeteria following 8:10 am will be subject to a verbal warning initially, and if students are noncompliant additional discipline measures may be warranted.

Technology:

WFC is a campus that provides all students a Chromebook for use for school-related tasks. School issued Chromebooks are not for personal usage and are generally expected to be left at school. Students are required to use the school-issued Chromebook during all coursework on school days unless a student has a specific plan (IEP/ Section 504) stating otherwise. All families are responsible for the replacement of Chromebooks which are lost or damaged.



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I have reviewed this addendum and agree to the expectations of the Walter Fitzgerald Campus.

Student

Date

Parent

Date

WFC Staff Representative

Date