

Board of Education Regular Meeting

Thursday, August 5, 2021 7:00 PM

BOE Meeting Access: BOE (8/5/21 at 7 p.m.) Web: <https://zoom.us/j/91022128732>

Dial In: (929) 205-6099 Meeting ID: 910 2212 8732, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

A. June 17, 2021 - Regular

B. July 8, 2021 - Special

C. July 14, 2021 - Special

IV. APPROVAL OF THE AGENDA

V. PUBLIC PARTICIPATION

The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report

B. Superintendent's Report

C. Committee Reports

1. Policy (*Samantha Mannion*)

2. Special Education Ad Hoc Subcommittee (*Stephanie Strazza*)

D. Liaison Reports

1. School Security and Safety Committee (*Samantha Mannion*)

VII. INFORMATION ITEMS

A. School Reopening Update

B. ESY Summer School Update

C. Math Update

D. Overview of Administrative Retreat

E. Board of Education Policies *(First Reading)*

1. Policy C-19-1250 – Visitors, Volunteers and Observations
in Schools

2. Policy 1250 – Visits to the Schools

3. Policy 1250.1 – Classroom Observations

4. Policy 3517.3 – Site Access/Closed Campus

5. Policy 6162.4 – School Volunteers

F. New Fairfield High School/Consolidated School Building
Project Update

G. New Website Update

VIII. ACTION ITEMS

A. Personnel Report

IX. PUBLIC PARTICIPATION

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X. FUTURE AGENDA ITEMS

XI. BOARD MEMBER COMMENTS

XII. ADJOURNMENT

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a regular meeting on Thursday, June 17, 2021, at 7:00 p.m. via Zoom.

MINUTES – June 17, 2021

PRESENT: Peggy Katkocin (Chairman), Kathy Baker, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

ABSENT: Rick Regan

ALSO PRESENT: Superintendent of Schools Dr. Pat Cosentino, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Dr. Richard Sanzo, Director of Instructional Technology and Communications Dr. Karen Fildes, Pupil Personnel Director Katherine Matz, High School Principal James D’Amico, High School Assistant Principal Scott Rohwedder, Middle School Principal Christine Baldelli, Middle School Assistant Principal Cheryl Milo, Meeting House Hill School Principal James Mandracchia, Meeting House Hill School Assistant Principal Allyson Story, Consolidated School Principal Rob Spino, Director of Curriculum Alyce Misuraca, First Selectman Pat Del Monaco and Board of Finance Chairman Wes Marsh

Director of Business and Operations explained the procedure for the virtual meeting and noted that this virtual meeting is available to everyone, including members of the public.

I. CALL TO ORDER: Chairman Peggy Katkocin called the meeting to order at 7:01 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. June 3, 2021 - Regular meeting - approved by consensus

IV. APPROVAL OF AGENDA - approved by consensus

V. MEETING HOUSE HILL SCHOOL MAJOR MINORS PRESENTATION

Meeting House Hill School Major Minors students gave a virtual music presentation.

VI. PUBLIC PARTICIPATION

Board of Finance Chairman Wes Marsh spoke of the recent budget referendum and noted that it passed by only a small percentage. He spoke of the low voter turnout and ways to continue to educate taxpayers about the budget process.

Board member Kathy Baker suggested that more advertising be done for budget referendums in the future.

Anne Marie Valerioti spoke against mask mandates and urged the Board to consider not requiring masks for students in the fall.

Jim Mellett asked the Board to consider forming a committee to consider the possibility of having school year-round.

Amy Johnson spoke against the mask mandate and asked the Board to reconsider this requirement.

Terra Volpe thanked the BOE for all their hard work and guidance during the pandemic.

VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report - Peggy Katkocin spoke of the following:

- The budget passed at referendum on June 5th.
- Congratulated the Girl's Lacrosse Team on winning the State Championships.

B. Superintendent's Report - Dr. Pat Cosentino spoke of the following:

- Congratulated the Girl's Lacrosse Team on winning the State Championships.
- Congratulated the Boy's Lacrosse on winning the SWC championships.
- Congratulated High School Track athletes.
- Congratulated the High School Seniors on their graduation that will be held tomorrow, June 18th. This ceremony will be live streamed.
- Thanked all staff members who helped out with graduations and step-up ceremonies for transitioning grades.
- Town meetings will go back to in-person meetings effective July 1st. Dr Cosentino spoke of the increase in participation since meetings have been virtual and asked the Board to consider having the first meeting of the month in person and the second meeting of the month via Zoom.
- CABE meeting docs will change to Board Docs in the near future. Board members will receive an email regarding this.
- Thanked everyone for a successful school year and wished everyone a happy and healthy summer.

C. Student Representatives' Report - None

D. Committee Reports

1. Business Operations/Resource Management - Ed Sbordone noted that this subcommittee met on June 17th and discussed the following:

- Monthly summary of budget vs. actual expenditures report as of May 31st. This report was in line with prior years.
- The quarterly summary of budget vs. projected report as of May 31st projects that the budget will be in a flat at the end of the year. It is expected that there will be a surplus in regular education but a deficit in special education.
- The Capital Improvement Plan was presented for years 2020-2030. This will be presented to the full board in the near future. This plan includes a feasibility study for putting air conditioning in both the Middle School and Meeting House Hill School.

2. Curriculum - Dominic Cipollone noted that his subcommittee met and discussed:

- A special meeting was held to discuss approval of textbooks in the high school. Law textbooks and Math textbooks were discussed. There was a brief discussion of the 80 minutes Math block in the high school and the suggestion of having college students tutor high school students hired by the district so that families will not have to pay for tutors.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF met on June 16th. The main topic of the meeting was the budget and how the school building projects will affect future budgets.

2. Parks and Recreation Committee - The June 14th meeting was cancelled. It is hopeful that it will be rescheduled in the near future.
3. School Security and Safety Committee - The June 15th meeting was cancelled. It is hopeful that it will be rescheduled in the near future.

VIII. INFORMATION ITEMS

A. What We Learned during the Pandemic

Assistant Superintendent of Schools Julie Luby along with the principals from all four schools presented a video on what was learned from the pandemic at their respective schools.

B. Summer School Update

Director of Curriculum Alyce Misuraca spoke of a Summer Program that is available for students entering 1st through 8th grades. This program is fully funded through Federal funds. The main goals of this program are to reengage remote learners, promote literacy experiences and offering enrichment opportunities. The two sessions of this program will be held in July and August. There are approximately 85-90 students participating in this program.

Assistant Superintendent of Schools Julie Luby spoke of the high school summer school program. This program is designed to help students recover courses that may have been missed during the pandemic. The only cost to students for this program is a deposit that will be refunded as long as they participate in the program. This is an on-line learning model except for the final exam.

C. Safe Return to In-Person Instruction and Continuity of Service Plan

Dr. Cosentino spoke of a requirement that the district must send to the State a plan outlining the return to in-person instruction and continuity of services. The draft is due to the State by June 23rd. The State will then give feedback to the district and the final plan will be due in August. Julie Luby gave a brief description of the draft plan.

D. New Fairfield High School/Consolidated School Building Project Update

Dr. Sanzo announced that the High School building project has gone out to bid. A walk through was held with the Construction Manager and all of the contractors that are expected to bid on the project. The bids are expected to be returned by July 8th.

The PBC has awarded all of the early packages for construction on the CELA project. The official date for start of construction is June 28th. Meetings and webinars for families will be scheduled soon to share safety protocols regarding the construction project.

The Zoning Commission will hold a special meeting on Monday, June 21st to discuss the special permit regarding the bus lot at Consolidated School. Board of Education members are encouraged to attend.

IX. INFORMATION/ACTION ITEMS

A. ARP ESSER Grant

Dr. Cosentino spoke of possible positions that may be added to district and funded through ESSER grant money. Other uses for the grant money include the purchase of Chromebooks and supplies for remote learning possibly instead of snow days. Members of the Board gave their consensus for Dr. Cosentino to begin to recruit for these positions.

X. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for June 10, 2021, as recommended by the administration. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. Board of Education Policies

MOTION: Samantha Mannion made a motion to recommend to the full Board the approval of the Board of the Education Policies and Bylaws listed below as presented. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

1. Policy 4212.42 - Drug and Alcohol Testing for Bus Drivers
2. Policy 5141.4 - Reporting Child Abuse/Neglect or Sexual Assault
3. Policy 6159 - Individualized Education Program/Special Education Program
4. Policy 6171 - Special Education

C. Board of Education Policies

MOTION: Samantha Mannion made a motion to suspend the rules referring to Policy 4118.112/4218.112, Policy 5145.5, and Bylaw 9160. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

MOTION: Samantha Mannion made a motion to recommend to the full board the approval of the following policies and one bylaw. Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

1. Policy 4118.112/4218.112 - Sex Discrimination and Sexual Harassment in the Workplace
2. Policy 5145.5 - Prohibition of Sex Discrimination and Sexual Harassment
3. Bylaw 9160 - Student Representation on Board of Education

D. New Course Proposal

MOTION: Dominic Cipollone made a motion to suspend the rules referring to the approval of a new course ECE Introduction to Allied Health Professions. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

It was noted that the reason for the suspension of the rules is so that the textbooks can be ordered for the 2021-2022 school year.

MOTION: Dominic Cipollone made a motion to recommend to the full Board the approval of the course ECE Introduction to Allied Health Professions to be offered in the spring of the 2021-2022 school year at New Fairfield High School. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

E. New Textbook Adoption

MOTION: Dominic Cipollone made a motion to recommend to the full Board the adoption of the new textbooks *Better Business*, *Street Law: A Course in Practical Law 2021*, *EnVision Mathematics Common Core and Bridges in Mathematics*, *The Learning Center*. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

F. Non-Union Salaries and Benefits - Executive Session

G. Superintendent's Evaluation and Contract - Executive Session

XI. PUBLIC PARTICIPATION

Terra Volpe spoke in reference to the earlier public comment regarding unmasking the students for next school year and noted that it may not be up to the BOE but instead the purview of the Connecticut Department of Education.

Dr. Cosentino noted that there is a Governor's Executive Order that everyone must be masked if there are children present. This is in force until at least July 20th. She noted that the plan for the upcoming school year is for everyone to return to school with masks and to reevaluate at that time.

XII. FUTURE AGENDA ITEMS - The next regular meeting of the BOE will be held on Thursday, August 5th. Board members that wish to add something to the agenda should contact central office.

XIII. BOARD MEMBER COMMENTS

Members of the Board thanked the entire staff for all their hard work this year and encouraged them to recharge during the summer. They congratulated the graduating Seniors in New Fairfield and thanked everyone involved with all the Senior celebrations. Board members Greg Flanagan and Samantha Mannion were congratulated on the graduation of their children.

Stephanie Strazza noted that even though there is frustration with COVID restrictions, she reminded everyone that New Fairfield schools were opened all year despite the pandemic.

XIV. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING NON-UNION CONTRACT NEGOTIATIONS

XV. EXECUTIVE SESSION FOR THE PURPOSE OF COMPLETING AND APPROVING THE CONTRACT OF THE SUPERINTENDENT OF SCHOOLS

XVI. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING CONFIDENTIAL ATTORNEY CLIENT PRIVILEGED COMMUNICATION REGARDING ROLES AND RESPONSIBILITIES OF THE BOARD OF EDUCATION IN CONNECTION WITH PERSONNEL MATTERS

MOTION: Peggy Katkocin made a motion to go into Executive Session at 8:55 p.m. for the following purposes and to invite Dr. Cosentino to the first two parts of the Executive Session.

- To discuss Non-Union contract negotiations,
- To discuss confidential attorney client privileged communication regarding roles and responsibilities of the Board of Education in connection with personnel matters and to invite Attorney Natalia Sieira Millan
- To complete and approve the contract of the Superintendent of Schools.

Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

MOTION: Peggy Katkocin made the motion to come out of Exec session at 10:10 p.m. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Non-Union Salaries and Benefits

MOTION: Kimberly LaTourette made a motion to recommend to the full Board approval of the non-union salary increases for the 2021-2022 school year as recommended by the Superintendent of Schools. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Superintendent's Contract

MOTION: Stephanie Strazza made a motion to approve the contract for the Superintendent of Schools until June 30, 2023, as amended by the Board of Education. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

XVII. ADJOURNMENT

MOTION: Peggy Katkocin made a motion to adjourn the meeting at 10:12 p.m. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a special meeting on Thursday, July 8 2021, at 7:00 p.m. Virtual meeting via Zoom.

MINUTES – July 8, 2021

PRESENT: Peggy Katkocin (Chairman), Dominic Cipollone, Rick Regan, Ed Sbordone and Stephanie Strazza

ABSENT: Kathy Baker, Greg Flanagan, Kimberly LaTourette and Samantha Mannion

ALSO PRESENT: Dr. Richard Sanzo

I. CALL TO ORDER: Chairman Peggy Katkocin called the meeting to order at 7:02 p.m.

II. PLEDGE OF ALLEGIANCE

III. ACTION ITEM

A. Ratification of the Agreement between the New Fairfield Board of Education and the New Fairfield Board of Education Administrative Assistants United Public Service Employees Union (UPSEU) Local 424 – Unit 72, July 1, 2021– June 30, 2024 (*To be voted on after Executive Session*)

IV. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING DOCUMENTS RELATED TO CONTRACT NEGOTIATIONS

MOTION: Peggy Katkocin made a motion to go into Executive Session and invite Dr. Sanzo for the purpose of discussing documents related to contract negotiations. Dominic Cipollone seconded the motion. **IN FAVOR:** Dominic Cipollone, Peggy Katkocin, Rick Regan, Ed Sbordone and Stephanie Strazza

The Board entered Executive Session at 7:05 p.m.

MOTION: Peggy Katkocin made a motion exit Executive Session. Dominic Cipollone seconded the motion. **IN FAVOR:** Dominic Cipollone, Peggy Katkocin, Rick Regan, Ed Sbordone and Stephanie Strazza

The Board exited Executive Session at 7:40 p.m.

MOTION: Peggy Katkocin made a motion to recommend to the full Board to ratify the agreement between the New Fairfield Board of Education and the New Fairfield Board of Education Administrative Assistants United Public Service Employees Union (UPSEU) Local 424 – Unit 72, July 1, 2021 – June 30, 2024. Ed Sbordone seconded the motion. **IN FAVOR:** Dominic Cipollone, Peggy Katkocin, Rick Regan, Ed Sbordone and Stephanie Strazza

V. ADJOURNMENT

MOTION: Peggy Katkocin made a motion to adjourn the meeting at 7:41 p.m. Dominic Cipollone seconded the motion. **IN FAVOR:** Dominic Cipollone, Peggy Katkocin, Rick Regan, Ed Sbordone and Stephanie Strazza

Respectfully submitted, Dr. Richard Sanzo

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a special meeting on Thursday, July 14 2021, at 7:00 p.m. Virtual meeting via Zoom.

MINUTES – July 14, 2021

PRESENT: Kathy Baker, Peggy Katkocin (Chairman), Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

ABSENT:

ALSO PRESENT:

I. CALL TO ORDER: Chairman Peggy Katkocin called the meeting to order at 7:02 p.m.

II. PLEDGE OF ALLEGIANCE

III. ACTION ITEM

A. Superintendent's Contract (*This item will be voted on after Executive Session.*)

IV. EXECUTIVE SESSION FOR THE PURPOSE OF COMPLETING AND APPROVING THE CONTRACT OF THE SUPERINTENDENT OF SCHOOLS

MOTION: Peggy Katkocin made a motion to go into Executive Session for the purpose of completing and approving the contract of the Superintendent of Schools. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Peggy Katkocin, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

The Board entered Executive Session at 7:03 p.m.

MOTION: Peggy Katkocin made a motion exit Executive Session. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Peggy Katkocin, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

The Board exited Executive Session at 8:18 p.m.

V. ADJOURNMENT

MOTION: Peggy Katkocin made a motion to adjourn the meeting at 8:21 p.m. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Peggy Katkocin, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Peggy Katkocin



NFPS Math ~ *State of the District 2021 / 2022*

[Resource Adoption Presentation June 2021](#) - Please reference slides 3,4, 9 10, 11 noting district priorities

K-5	6-8	9-12
<p>80 minutes of instruction per day 60 minute math lesson + 20 minute Number Corner</p> <p>Coaches will support workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) - with planned center / problem solving days</p> <p>60 minutes: All teachers will use Stepping Stones as the main resource with identified key lessons organized by domain within the scope and sequence. .</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure <u>equity of content within each grade level.</u></p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. IAB's will be embedded in grades 3-5 throughout the year and will be used as a means of assessment. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p> <p>Number Corner (focused numeracy) Short daily 20 minute workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study (major clusters) at each grade level. Computational fluency, number lines, number strings, and problem solving support key skills around place value, number sense, critical thinking and short written exercises.</p> <p>We will fully implement Number Corner once training is complete in November. We will have full Bridges training in the spring of</p>	<p>48 minute instruction per day w/workshop extension opportunities every other day</p> <p>Coach will support a workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) with planned center / problem solving workshop days Integration of math practices as well as embedded professional learning to support student-centered problem based instructional practices will be a key focus area for the math coach.</p> <p>Implementation training of new resource (asynchronous onboarding with remote support as needed September and in-person professional learning planned for November once teachers have had some experience using the resource).</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure <u>equity of content within each grade level.</u></p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. IAB's will be embedded throughout the year and will be utilized as a means of assessment. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p> <p>Special Ed individualized classes in grades 6 - 8 will implement Do the Math Modules in Mult. / Div. and fractions, model problem solving strategies / math practices as well as implement IAB's / problem solving days to build student stamina for the spring assessments.</p>	<p>Block schedule (80 minutes every other day) w/ workshop extension in algebra classes.</p> <p>Coach will support a workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) with planned center / problem solving workshop days Integration of math practices as well as embedded professional learning to support student-centered problem based instructional practices will be a key focus area for the math coach.</p> <p><u>Block Schedule Instructional Framework - How can we spend our 80 minutes to engage learners?</u></p> <p>Implementation training of new resource (asynchronous onboarding with remote support as needed September and in-person professional learning planned for November after teachers have had some experience using the resource).</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure equity of content within each grade level.</p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. HS IAB's will be embedded throughout the year and will be utilized as a means of assessment and as a way to inform tier 1 instruction. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p>



NFPS Math ~ *State of the District 2021 / 2022*

Resource Adoption Presentation June 2021 - Please reference slides 3,4, 9 10, 11 noting district priorities

2022 and fully implement Number Corner and Bridges in 2022 / 2023.		
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District embedded professional learning and instructional coaches will be essential to actualizing our priorities.

Priority teacher moves to support student-centered learning model:

- nurturing a growth-mindset learning community / environment
- task quality to support cognitive engagement
- teacher questioning and informed feedback
- end of lesson share and reflection (closure) to:
 - validate student understanding
 - inform planning to support and affirm student needs

Empathy Research

Engage focus groups to strengthen our lens of student / staff learning experiences, ultimately using this perspective to design professional learning that is relevant for the needs of our community.

Temporary policy in effect until December 31, 2023.

Community Relations

Visitors, Volunteers and Observations in Schools Access to Campus

The Board of Education has a responsibility to ensure the safety of staff and students. Due to the ongoing COVID-19 pandemic, pending construction and the need to ensure that our instructional programs are uninterrupted, the New Fairfield Public Schools will limit visitors to their school buildings until December 31, 2023.

- Visitors will not be permitted to visit classrooms or lunchrooms.
- All business will be conducted in the main offices.
- Parents/Guardians requesting an exception to this policy must contact the school principal or appropriate administrator to request a meeting.
- Parents invited to a New Fairfield school for a meeting will be escorted by a staff member to and from the meeting. All visitors must wear masks while in the school buildings.
- Any visitors allowed on the premises will be required to present a valid state-issued ID (driver's license, identification card, work VISA or green card) upon their arrival at the school and to wear a visitor's badge.
- Handlers for service animals and therapy animals must contact the appropriate administrator to arrange access or visitation.
- Spectators for indoor extracurricular activities will be allowed at the discretion of the School Administrator and/or Athletic Director.
- All visitors must adhere to all health and safety requirements, including masks.

The Board of Education and the New Fairfield Public Schools will allow visitors, as required by applicable law. For example, the Board will follow the policy and procedures that will allow for visitors for PPTs, independent educational evaluations and/or assessments, required parent-teacher conferences, etc.

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. School volunteers will be permitted to attend off-campus field trips and outdoor activities. Volunteers must obtain the necessary security clearances and complete the necessary paperwork, as required by the Board of Education.

Restricted Access to Track & Fields during Scheduled Events

For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.

(cf. 1110.1 – Parent Involvement)

(cf. 1212 – School Volunteers)

(cf. 3517 – Security of Building and Grounds)

(cf. 4118.237/4218.237, 5141.8 – Face Masks/Coverings)

(cf. 6159 – Special Education Programs)

(cf. 6163.32 – Service Animals)

Community Relations

Visitors and Observations in Schools

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools.

10-220 Duties of boards of education.

10-235 Indemnification of teachers, board members, and employees in damage suits; expenses of litigation.

54-250-et. seq. Definitions.

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Temporary policy in effect until December 31, 2023.

This policy has been temporarily suspended, effective August 19, 2021, until December 31, 2023.

Community Relations

Visits to the Schools

Classroom Observations

~~The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision making. Strong, trusting relationships between families, schools and the District serve as a foundation for positive and productive educational experiences for all students.~~

~~Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in school observations have been developed with this principle in mind.~~

~~At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.~~

Guiding Principles

~~The Board expects that:~~

- ~~1. A process be developed to receive and respond to observation requests in a timely manner. Such process shall include the method of response and person responsible for responding.~~
- ~~2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time.~~
- ~~3. After reviewing the request the administration shall determine a reasonable amount of time for an in school observation. Some observations may require more time than others depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.~~
- ~~4. The District will not arbitrarily limit in school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings (e.g., classroom, lunchroom, recess, etc.). Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.~~

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

5. ~~The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations, such as the examples provided below. These decisions should be made carefully and on an individual basis.~~
 - a. ~~Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians with a detailed explanation regarding the reasoning behind the decision. The school staff should work with parents to develop possible solutions to address any issues of concern.~~
 - i. ~~The District must protect the privacy of student education records and protecting the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians of confidential or personally identifiable information about other students they may obtain while observing a classroom or program. (School staff can limit exposure to other student's education records by removing such records from view.)~~
 - ii. ~~It is reasonable to ask parents/guardians to sign a statement that they will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.~~
 - iii. ~~It is not reasonable for school staff to deny an observation because other students would be present during the observation, or to require a parent/guardian to obtain permission from the parents/guardians of other students in the classroom or program prior to conducting the observation.~~
 - b. ~~The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.~~

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

- ~~6. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules; assessment schedules; and teacher/staff/administrator availability.~~
- ~~7. School administrators work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.~~
- ~~8. This observation policy and its administrative regulations/procedures be consistently implemented across all schools within the District.~~
- ~~9. This policy and its administrative regulations/procedures be applied in the same way for students with disabilities, as well as for students without disabilities.~~
- ~~10. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.~~

(cf. 1110.1—Parental Involvement)

(cf. 1250—Visits to the Schools)

(cf. 6159—Individualized Education Program/Special Education Program)

(cf. 6171—Special Education)

Legal Reference:—Connecticut General Statutes

————— 10-76a Definitions (as amended by PA 06-18)

————— 10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

————— 10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

Community Relations

Visits to the Schools

Classroom Observations

Legal Reference (continued)

- _____ ~~State Board of Education Regulations~~
- _____ ~~34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.~~
- _____ ~~300.14 Special education definitions.~~
- _____ ~~300.340-349 Individualized education programs.~~
- _____ ~~300.502 Independent educational evaluation~~
- _____ ~~300.503 Independent educational assessment.~~
- _____ ~~300.533 Placement procedures.~~
- _____ ~~300.550-556 Least restrictive environment.~~
- _____ ~~P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004~~
- _____ ~~“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.~~

Policy adopted: March 7, 2019

Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Suspension of Policy until 12/31/23

This regulation has been temporarily suspended, effective August 19, 2021, until December 31, 2023.

Community Relations

Visits to the Schools

Classroom Observations

~~These regulations apply to observation access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility of such services, an independent educational evaluator, a qualified professional retained by or on behalf of a parent/guardian or child or from parents/guardians of a child presently not receiving any special education services.~~

- ~~1. Parents/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the building Principal or designee or Special Education Director or designee, as applicable.~~
- ~~2. Reasonable access will be provided to a parent/guardian for the purpose of observing his/her child in the child's current educational placement, services or program; or to visit an educational placement or program proposed by the PPT/IEP Team.~~
- ~~3. If the observer is an independent educational evaluator or a professional retained by or on behalf of a parent/guardian or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child.~~
- ~~4. The building Principal or designee or the Special Education Director or designee, as applicable, shall contact the parent/guardian(s) for an initial scheduling conversation within five (5) days of receipt of the parents'/guardians' request.~~
- ~~5. The building Principal or designee and/or the Special Education Director or designee, as applicable, will work with the classroom teacher and the observer to establish the specifics of the observation, including, but not limited to, scheduling and placement of the observer in the classroom.~~
- ~~6. The number, frequency, and duration of observation periods will be determined on an individual basis in accordance with federal and state law and regulation. The start and end time of observation periods and a schedule of observation periods will be determined in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.~~
- ~~7. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.~~
- ~~8. If the visitor/observer is a professional retained by the parent/guardian, such individual must provide identification and credentials to a school administrator before the scheduled observation visit.~~

Community Relations

Visits to the Schools

Classroom Observations (continued)

- ~~9. Parent/guardians or outside providers that disagree with the decision of the building Principal or designee pertaining to the requested observation have the right to challenge the decision with the Superintendent of Schools. The decision of the Superintendent shall be final, subject only to raise an issue in open meeting at a regular session of the Board of Education.~~
- ~~10. The number of observers at any one time may be limited by the building Principal or designee or the Director of Special Education or designee.~~
- ~~11. Observers, as visitors, must comply with:
 - ~~a. School safety, security, and school visitation policies at all times.~~
 - ~~b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act (FERPA).~~
 - ~~c. Board Policy #1250, Visits to the Schools.~~~~
- ~~12. The observer is to be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will/may be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and others.~~
- ~~13. The observer, in a special education situation, will be asked to submit his/her report of the observation in advance of any follow up PPT or related meeting.~~
- ~~14. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.~~
- ~~15. The observer is to be instructed regarding the disclosure of confidential or personally identifiable information related to other children. The observer must acknowledge, before the visit, that he/she is obligated to honor students' confidentiality rights and refrain from any disclosure of such records. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.~~
- ~~16. A school administrator, or his/her designee, is to also observe at the same time and take notes as to what is observed, paying particular attention to anything that is non typical concerning the observation period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow up PPT or related meeting.~~
- ~~17. Formal observation does not include times when parents/guardians are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to have lunch with their student.~~

Community Relations

Visits to the Schools

~~Classroom Observations (continued)~~

- ~~18. The school Principal or designee reserves the right to decline any request for a classroom observation if it is determined that such an observation would cause undue disruption of the educational process.~~
- ~~19. Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or utilize any electronic equipment such as cell phones while in the classroom. (See #20 below)~~
- ~~20. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the building Principal or designee.~~
- ~~21. During the observation the building Principal or designee and/or the Director of Special Education or designee may/will be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.~~
- ~~22. A building Principal or designee may deny visitation/observation privileges to any parent/guardian who had previously disrupted class activities or cannot justify a useful purpose of repeated classroom observations.~~

~~In-School Observations Conducted by an Independent Evaluator~~

~~Note: This section applies only to in-school observations conducted by an independent evaluator as part of a parent/guardian request for an independent educational evaluation (IEE) at public expense.~~

- ~~1. For most evaluations, it is important for the independent evaluator to understand the student within the context of his or her classroom, and the student's general presentation in school. Some observations conducted by independent evaluators may require more time than others depending upon the purpose and the complexity of the student's programming.~~
- ~~2. When determining the scope of the observation, all parties should be clear about the specific questions that the independent evaluation is attempting to address.~~
- ~~3. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be reasonable for an independent evaluator to observe a student in a variety of settings (e.g., classroom, lunchroom, recess, etc.), given his or her IEP goals and objectives. These parameters should be addressed and resolved in discussions with the parents/guardians and the independent evaluator.~~
- ~~4. The District acknowledges that the Office of Special Education Programs (OSEP) has provided guidance stating that any policy limiting the length of observations conducted by independent evaluators would also have to apply to district personnel and independent evaluators hired by the school district in order for it to be consistent with the IDEA.~~

Community Relations

Visits to the Schools

Classroom Observations (continued)

Note: The IDEA and its implementing regulations do not provide a general entitlement for parents, or third parties, including attorneys or educational advocates, to observe students in their current classrooms or observe proposed educational placements in a public school district. However, the Bureau of Special Education encourages school districts to adopt policies and procedures that allow parents of observe their children in school and proposed placement options.

Regulation approved: March 7, 2019

Regulation revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Suspension of Regulation until 12/31/23

Parent/Provider Request for Classroom Observation

The New Fairfield School District welcomes visits to our schools and classrooms by parents/guardians, community members, and other interested educators. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedures governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at least **five days** in advance of a requested observation. An administrator or other school staff member (e.g., special educator, team leader, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date: _____

Person Making Request: _____

Student: _____ School: _____ Grade: _____

Requested Location and Date of Observation: _____

Reason for Observation (*What specifically would you like to observe?*)

For Outside Agency Providers Only:

Name of Agency: _____

Purpose of the Observation: _____

(Must provide proof of release of information signed by parent within past 12 months)

For School District Personnel:

Date of Pre-Conference: _____

Conference Facilitator: _____

Date of Scheduled Observation: _____

Observer Assigned: _____

Date of Post-Conference: _____

Conference Facilitator: _____

Concerns and/or Main Points Discussed? _____

If disapproved, please state reason(s): _____

**Request to Access Classroom(s) or Personnel for Special Education
Evaluation and/or Observation Purposes**

Student Name: _____ DOB: _____

School Attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____
_____ for the purpose of: _____

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email Address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | Connecticut certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified Professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

1250.1
Form B
(continued)

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____
- Opportunity to interview the student.
- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of Policy #1250.1 and its accompanying Administrative Regulation, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature _____ Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature _____ Date

This policy has been temporarily suspended, effective August 19, 2021, until December 31, 2023.

Business/Non-Instructional Operations

Site Access/Closed Campus

~~While school is in session, access to the buildings and grounds of the campuses of the New Fairfield Public Schools must be limited to protect the students and staff. Therefore, signs will be posted on all campuses indicating that access to the schools and grounds is restricted during the school day to students, staff, vendors conducting business authorized by the New Fairfield Public Schools, and approved parent/guardian visitors (as defined below). To ensure student and staff safety, all parents and individuals conducting business (including drop-off and pick-up) are required to leave school property once business is complete. All others on campus will be asked to leave.~~

~~The only exceptions to this policy are open access to: the dog park, the adjacent children's playground/basketball courts/bocce courts, Komlo Field, Cashman Field, and the immediately adjacent parking spaces located in the lower lot on the middle school/high school campus.~~

~~Signs will be posted on all school campuses indicating the following:~~

- ~~• School hours for each campus.~~
- ~~• Access to school buildings and grounds is restricted during the school day to students, school staff, those conducting business authorized by the New Fairfield Public Schools and approved visitors.~~
- ~~• Unauthorized people in school buildings or on school grounds will be asked to leave.~~

Approved Visitors

~~All visitors must sign in and receive a **VISITOR BADGE** from the main office of the campus they are visiting.~~

- ~~• Some examples of Approved Visitors are classroom volunteers, a parent/guardian who wants to have lunch with their child or drop off a lunch, and/or those meeting with a staff member.~~

Restricted Access to Track & Fields during Scheduled Events

~~For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.~~

Policy adopted: June 5, 2014
Policy revised: September 6, 2018
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
Suspension of Policy until 12/31/23

This policy has been temporarily suspended, effective August 19, 2021, until December 31, 2023.

Instruction

School Volunteers

~~Volunteers will work under the supervision of staff, assisting with tasks which may include the following: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.~~

~~In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must register upon entering any school. A sign in/sign out log will be maintained in each school office. Volunteers must present a valid state issued ID (driver's license, identification card, work VISA or green card), record both arrival and departure times, and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges, which must be displayed during each visit.~~

~~All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment.~~

~~The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee.~~

~~The building Principal or his/her designee is responsible for conveying the contents of this policy to all school volunteers.~~

~~(cf. 1212—School Volunteers)~~

Policy adopted: January 5, 2006
 Policy revised: June 4, 2015
 Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut
Suspension of Policy until 12/31/23



New Fairfield Public Schools

Proposal for Website & Mobile App



Hi Team New Fairfield!

It sounds like you are looking for a modern web presence that's easy to use, both for your community and your staff.

There are hundreds of companies that can build a good-looking website for you. However, we know that school districts are competing for their families' attention and having a good website is no longer enough to stand out.

In order to stand out online, you have to start with a great user experience for your community and an online communication platform that your team will actually use. In this proposal, we've outlined how we've completely rethought the concept of school websites.

Talk soon,



Matthias



Matthias Wehnert
(501) 612-4442
matthias.wehnert@apptegy.com

Table of Contents

Tab 1: Communications Strategy 1

Introduction	2
Your Website	3
Your Mobile Strategy	8
Thrillshare	12
Accessibility	31
Alerts (Optional)	38

Tab 2: Implementation & Success 40

Implementation Timeline	41
Training	44
Support	45

Tab 3: About Apptegy 48

The Evolution of Apptegy	49
What Makes Us Different	50
References & Examples	53

Tab 1: Communications Strategy



Introduction

Public school districts are under more pressure than ever to **compete for their families' attention**.

With so many distractions and choices that families have, most districts struggle to effectively reach them and shape their understanding about their district.

But you can't compete by just getting a new website. You have to get people to interact with your site by sharing more, building an involved and informed community.

In order to be successful, you will need two things:

- A **great user experience** on the frontend so your constituents will come back for more.
- An **intuitive system** on the backend so you can easily share more of what makes NFPS unique.

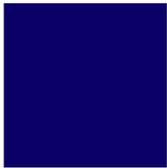
In the following pages, we will provide an overview of how Thrillshare will help you capture your community's attention:

Your Website
Your Mobile Strategy
Thrillshare
Accessibility
Alerts (Optional)

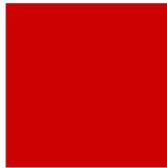
Your Website

Design Process

We will work with you to understand, define and enhance the **NFPS brand**. All websites will follow common branding in order to build a comprehensive, overarching district brand. Within your common branding, each school website can be customized; for example, by using the school's specific colors, logos, etc. While we come up with a number of initial ideas, the design process is a creative back and forth between your team and ours.



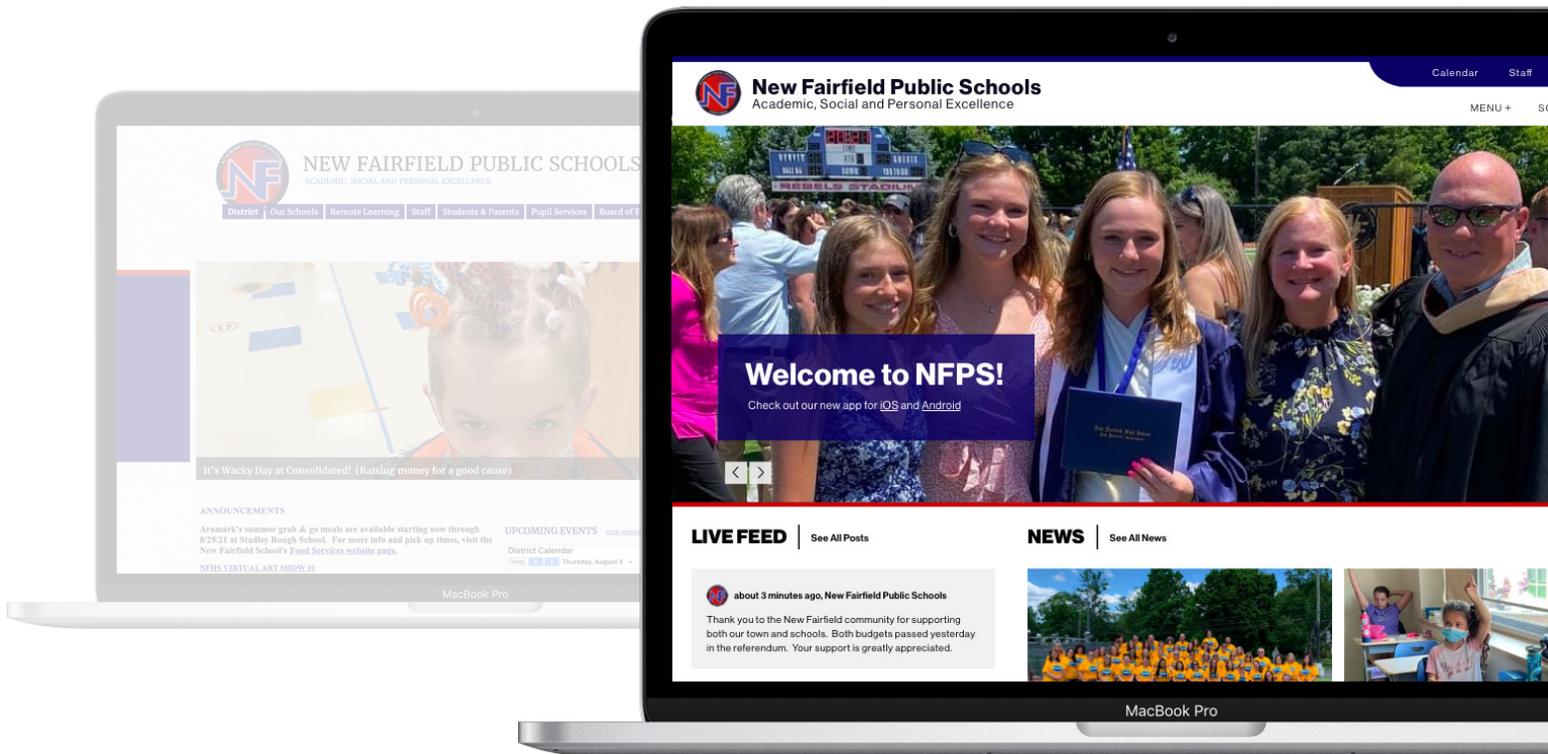
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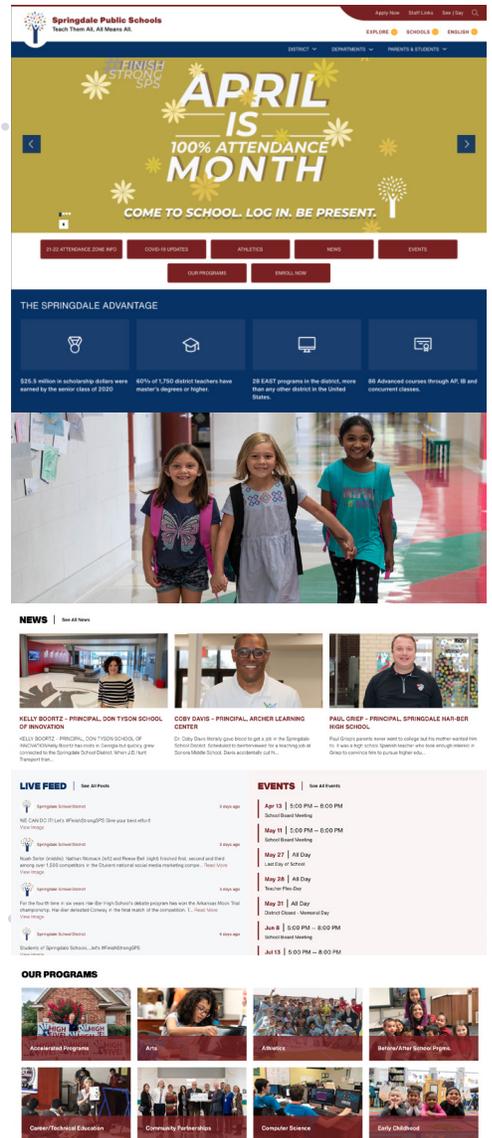
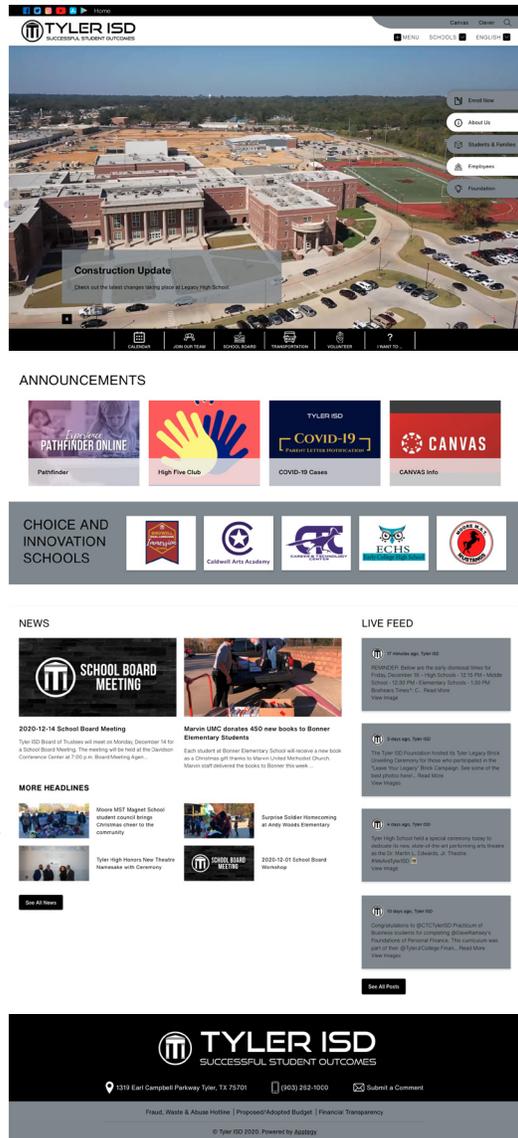
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Make your website stand out by offering a great user experience. User experience is crucial to make a great first impression — and keep people coming back for more.

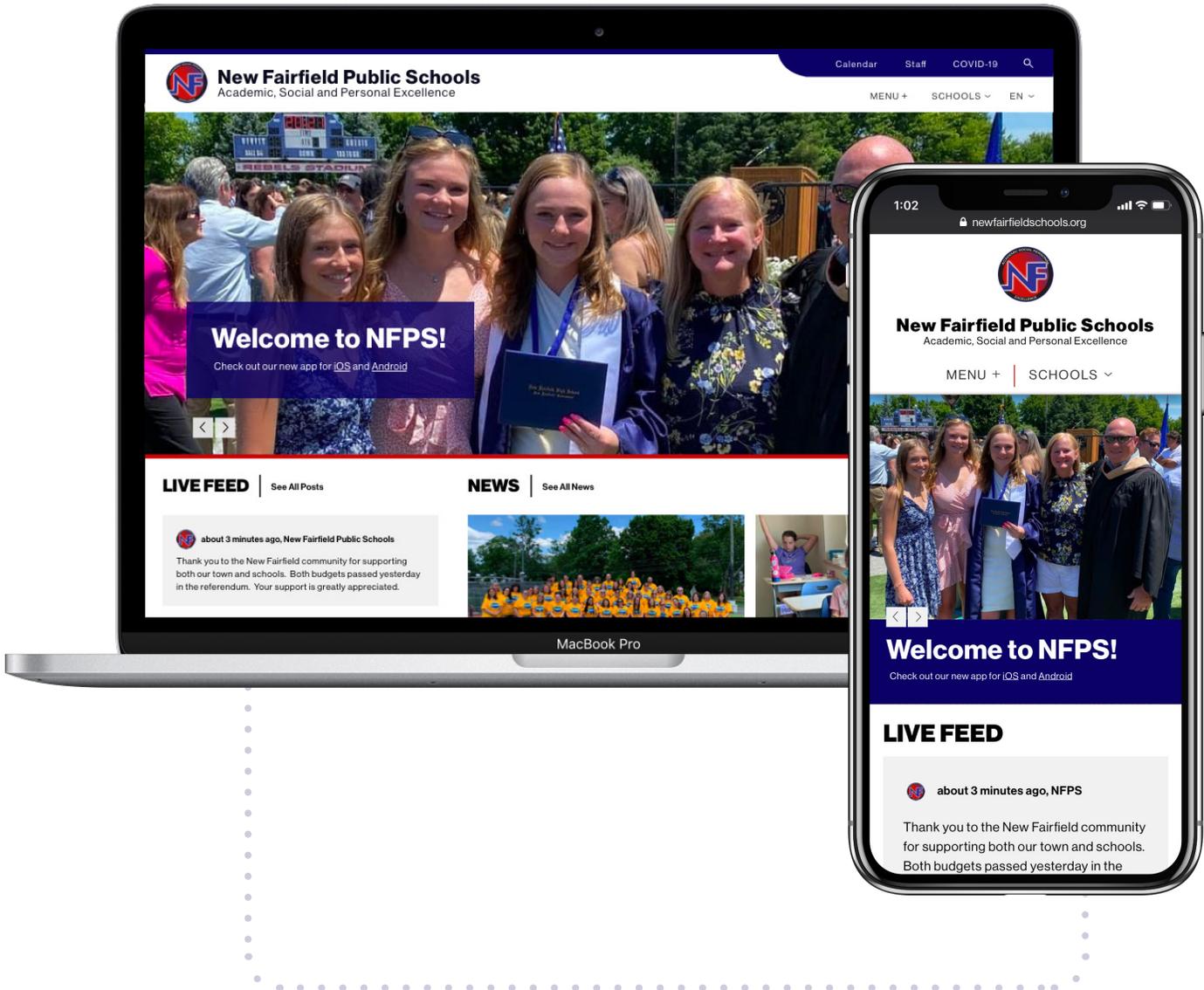
Design

We follow modern design best practices to offer a clean and beautiful experience to your audiences.



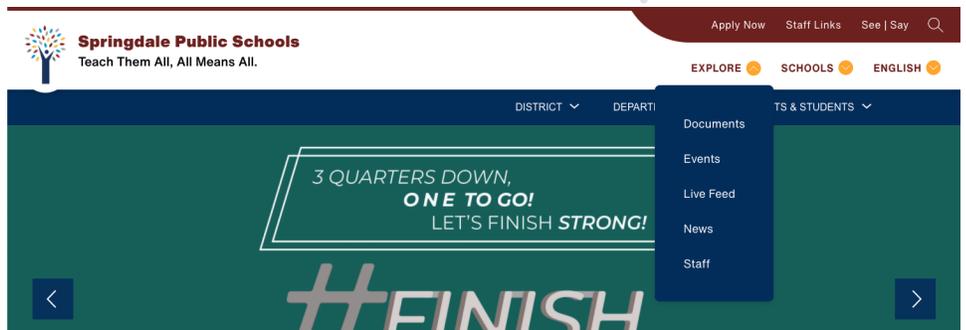
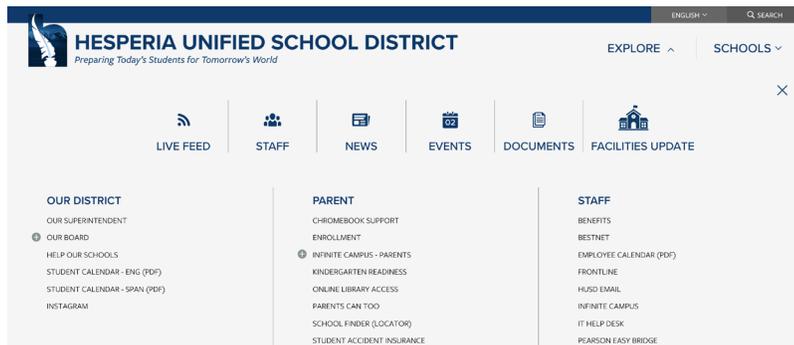
Responsiveness

Having a responsive website is a **must** since there are so many different ways to access it. It has to look good whether it's on a desktop or a smartphone. Since smartphones are the number one way parents will access your site, we build your website to be fully responsive, meaning you won't have to recreate content to make it accessible on smartphones.



Navigation

If you want people coming back for more information, it's crucial to make it easy for your audience to find information they're looking for. While we can work with a traditional "across-the-top" navigation, we have found that a big full screen menu offers the cleanest and easiest experience—on any device.



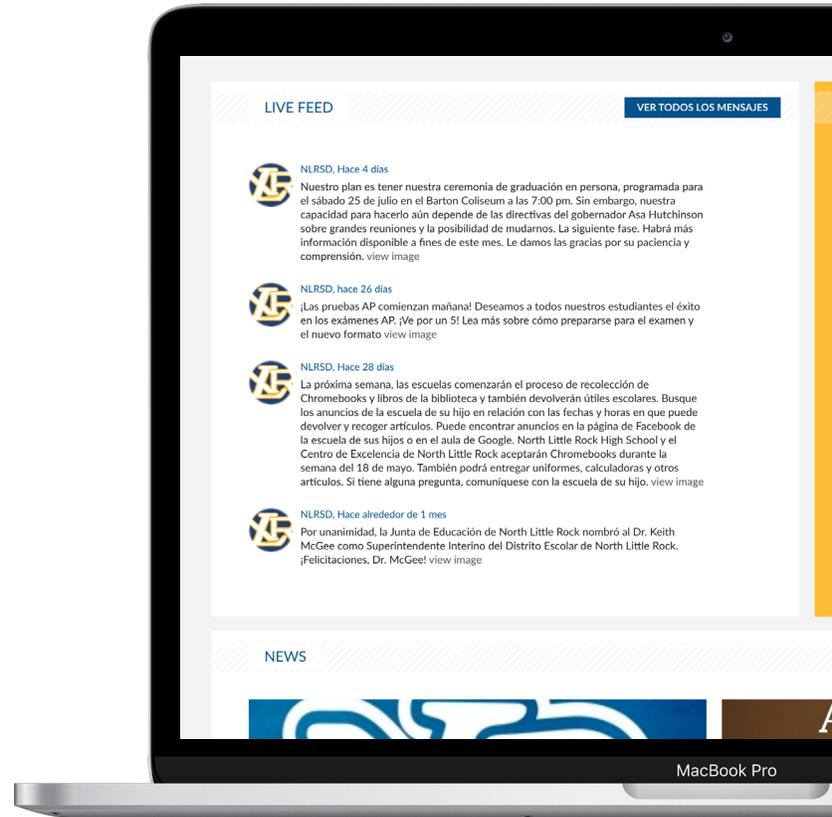
Accessibility

Creating a website that is accessible is crucial for those in your audience with visual, auditory or motor disabilities. It is also important to deliver a good user experience to all of your visitors.

Language translation

Often, a website's formatting is thrown off after a translation feature is applied, which makes your site difficult to use.

Apptegy uses Google Translate **API** to offer a seamless experience when translating your content. The Translate API differs from the more commonly known Google Translate by providing a substantially higher quality translation while retaining formatting and styling. This is a premium service that we pay for, as opposed to the free Google Translate.



Hosting

We host all of our services, including your website, through Amazon Web Services, leveraging their network and data centers to scale and provide rapid access to all of our services. This is the biggest cloud hosting provider in the world and the same provider that hosts all of Netflix's content. Storage and bandwidth are unlimited.

Redesign and changing branding standards

We want your website to stay fresh and never grow stale which is why we include a free re-design with each year of our partnership. This also means we can be flexible whenever your branding evolves over time.

Your Mobile Strategy

Most districts go wrong by thinking that just getting a new website is enough to connect with families and to compete. The problem is, people spend the majority of their time online in mobile apps, not in their browsers.

If you just need a depository of information, a simple website will be the way to go. In fact, there are many free websites you can use to accomplish this goal. In most cases, school districts have other reasons to upgrade their websites: **to make a better impression, provide a good user experience and attract students, teachers and attention.**

To reach that goal, you have to **meet people where they spend their time online** and that's why we help you **build a mobile strategy.**

Share of time spent online in 2019

In mobile apps

On websites (desktop and mobile combined)



Source: Comscore MMX® Multi Platform & Mobile Metrix Web & App, Total Minutes, June 2019, U.S.

Keys to a Mobile Strategy



Fully Native-Built

Fully native for iOS and Android so your community has a great user experience no matter what phone they're using.



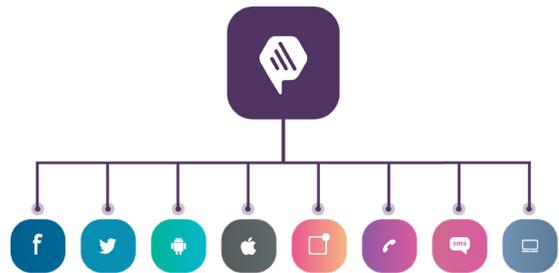
Custom Design

Designed in consultation with you so your app best reflects your specific brand.



Push Notifications

Send push notifications to subscriber groups to drive your community back to the app.

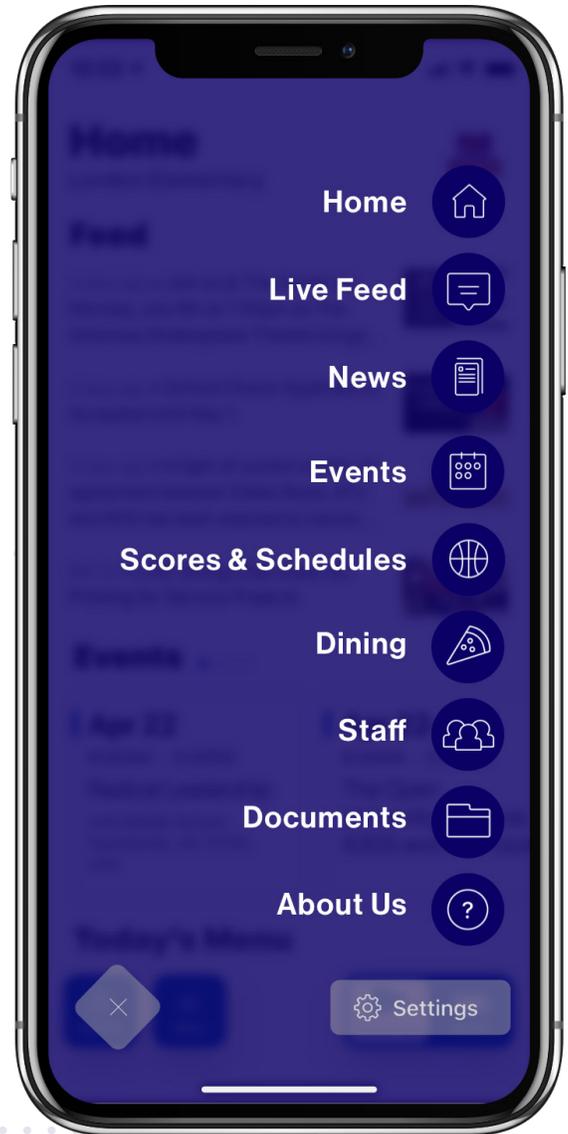


Powered By Thrillshare

Thrillshare updates your website, mobile app, social media and alerts system all from one source at one time—so your content stays up-to-date without adding any extra work.

The Info People Want

Provide easy access to the content and information your parents want most.

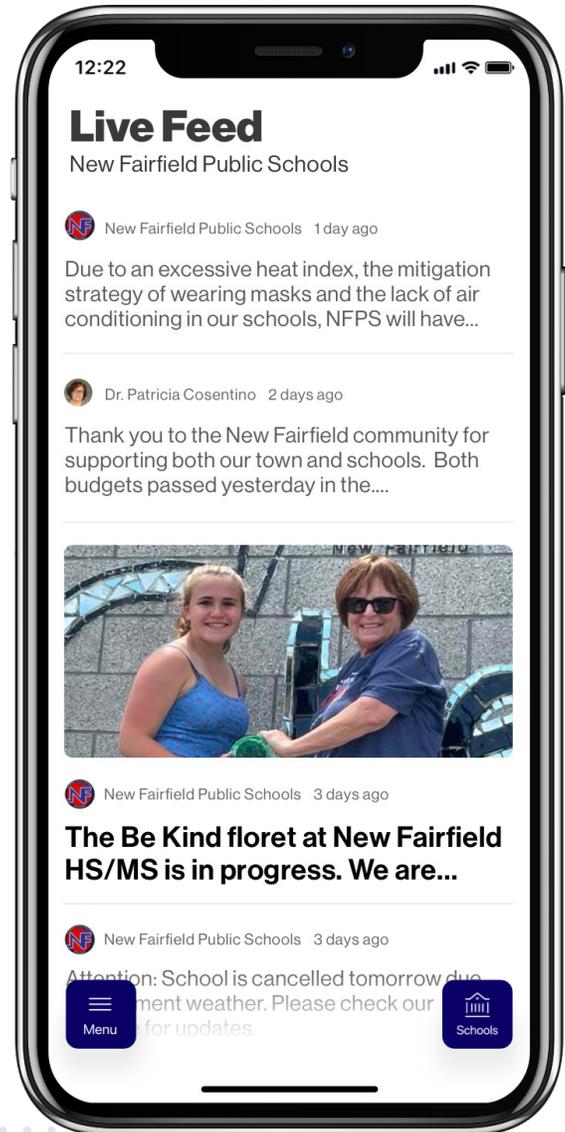


School Sections

Enable users to view content for a specific school or set a default school.

Live Feed

Promote NFPS's identity to your community by sharing all of the amazing things going on at your schools natively on the app.



Translation

Syncs with a phone's language settings so the app automatically translates to the user's preferred language. This way, parents don't even have to dig for a language setting.

Thrillshare

Most districts have to make an impossible choice: use a simple system that lacks functionality or use a comprehensive system that's too complex for most users. That's why we've built the **first publishing platform** for public school districts. Our Thrillshare platform allows you to update all of your communication channels with ease while giving you the flexibility to build your perfect website at the same time.

In the following pages, we will highlight key sections and elements in our integrated platform.

Publishing Platform

Live Feed: A Marketing Team in Your Pocket

Creating Web Pages

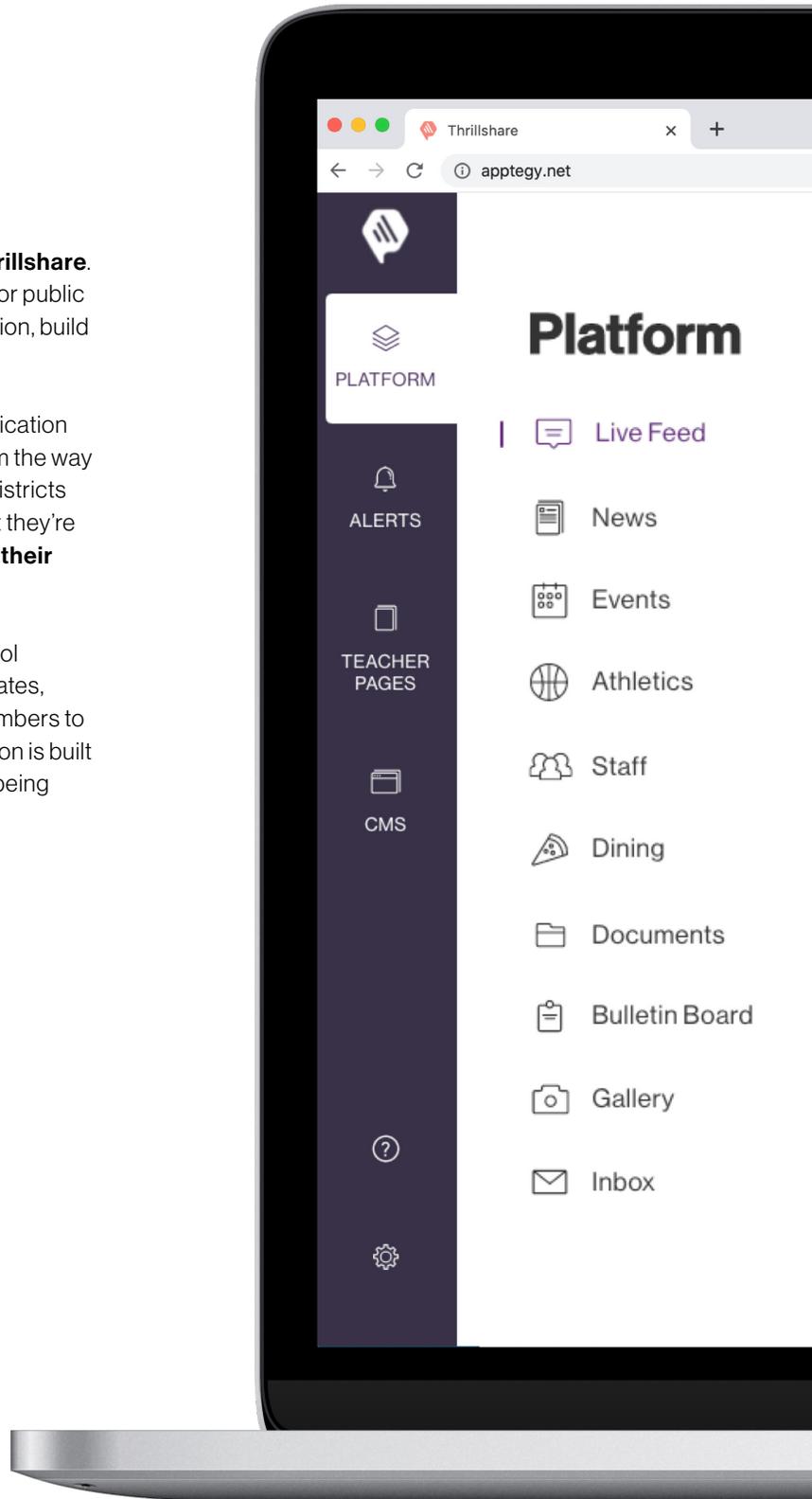
Publishing Platform

Introducing Thrillshare

All of our 1,800+ school districts use the same product: **Thrillshare**. Thrillshare is the first publishing platform built specifically for public school districts. It empowers our schools to share information, build community and engage their audiences.

With your community spread out across so many communication channels and everyone expecting the district to reach them the way they want, most districts struggle to keep up. This means districts are not only leaving people out of important messages, but they're also missing an opportunity to **consistently compete for their community's attention**.

Since Thrillshare was specifically designed for public school districts, you will find individual content sections for all updates, frequent or rare. This way you can assign specific staff members to their specific portion of your website. Moreover, each section is built for a single purpose and provides ideal functionality while being easy to use. See below for more on these sections.



Publishing Platform

Athletics

More than just a calendar, the Athletics section has the functionality you need to display upcoming and past events with scores and additional information.

← ×

New HS Girls Basketball Event

Away Team
Away Team

Score
0

Home Team
Home Team

Score
0

Start Date
Add start date ×

Time
Add event time ×

Location
Add Location here...

Create Cancel

Create New Contact ×

Profile Photo
Choose Photo

First Name
Dr. Patricia

Last Name
Cosentino

Title
Superintendent

Department
Administration ×

Primary Department
Administration

Email
cosentino.patricia@newfairfieldschools.org

Contact Number
(203) 312-5770

Create contact Cancel

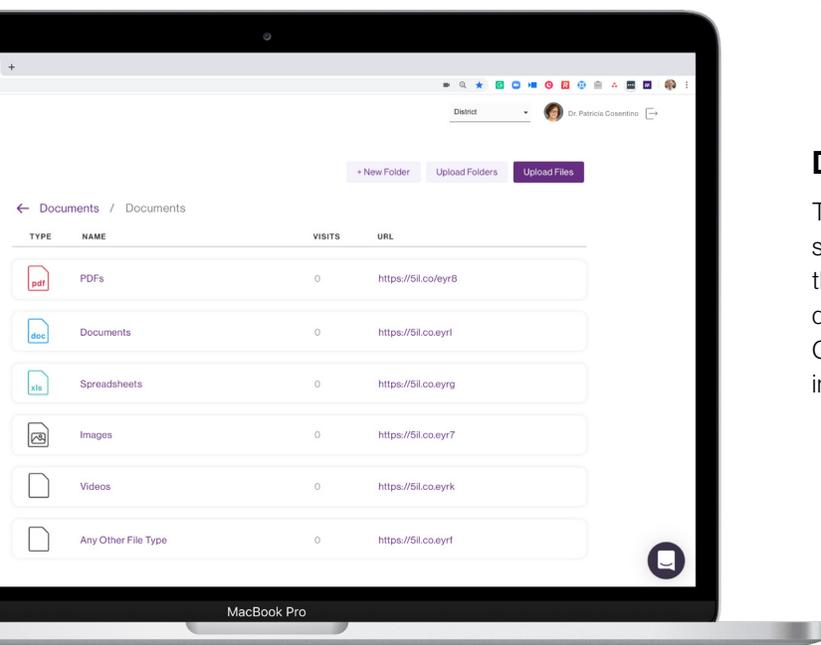
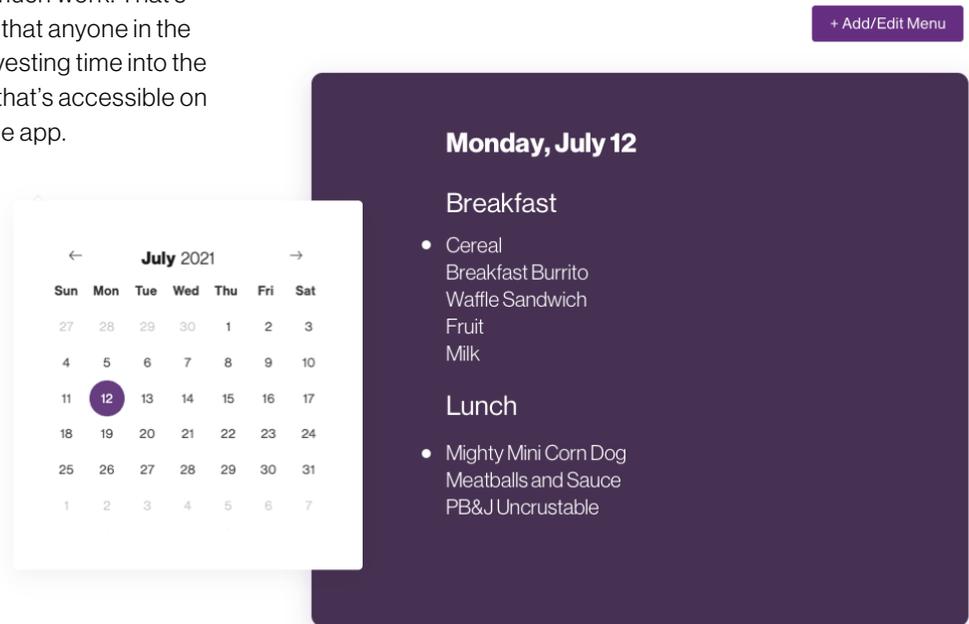
Staff

This section is typically updated via batch uploads. You can also manually add and edit staff members' information. Since there are predefined form fields for every staff attribute, there's no guessing as to what goes where—and no way for your users to mess up the formatting by accident.

Publishing Platform

Dining

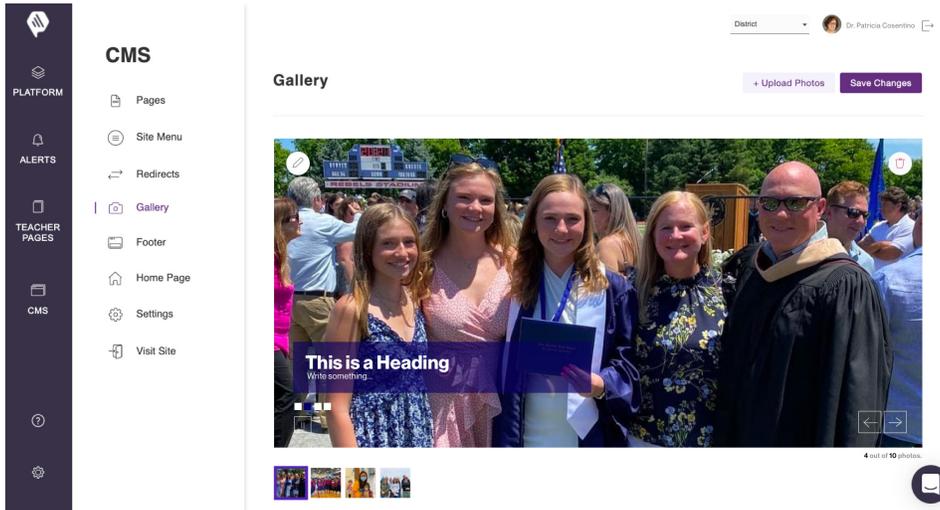
Most parents don't like navigating a PDF of a lunch menu at 6:30 AM (plus, most of these PDFs are not accessible). But we also know constantly updating the lunch menu online can be way too much work. That's why our Dining section is so simple that anyone in the district can manage it. Instead of investing time into the PDF, Thrillshare will create a menu that's accessible on your website and through the mobile app.



Documents

Thrillshare's Documents section gives you an easy and straightforward way to manage documents and files on the website and mobile app. Just upload and organize documents as with any file manager (like Dropbox or Google Drive), and those files will automatically appear in the Documents section on the website and app.

Publishing Platform

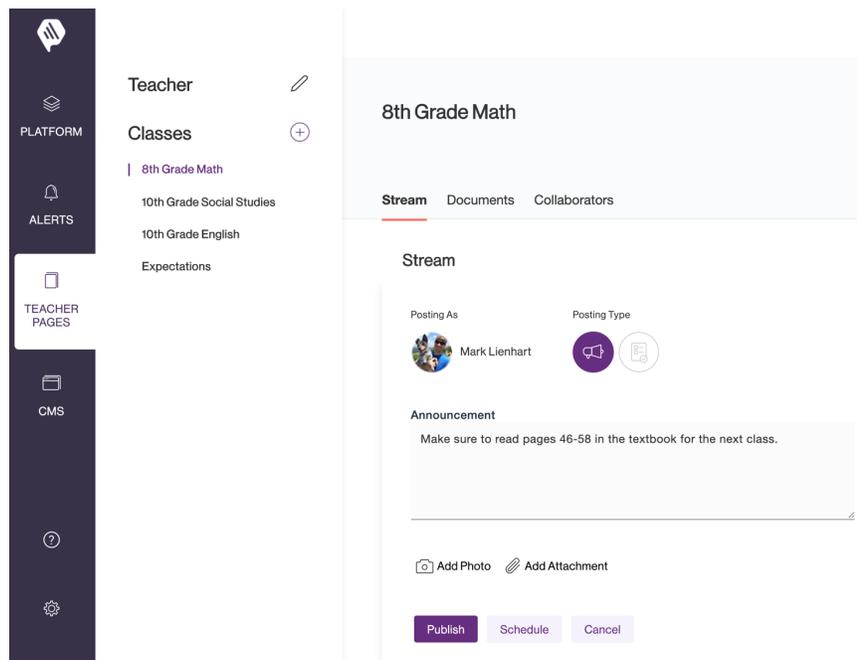


Gallery

The Gallery is where you get to make your first impression for visitors to your website. The large above-the-fold scrolling images are the first thing people see on your homepage and are a great opportunity for you to highlight the engaging images that show off your identity. Thrillshare allows you to quickly add or remove images, reorder the image sequence and add alt-text to ensure ADA compliance.

Teacher Pages

Most traditional teacher pages don't get updated by teachers and don't get checked by parents because they're difficult to manage and lack the content parents actually want. Our dynamic Teacher Pages remove all of the complexity of traditional teacher pages by giving your teachers a quick way to post announcements, assignments and documents without the need to worry about formatting. Now your parents will get a clean, updated look at what is going on in their child's class.



Publishing Platform

Roles & Permissions

Our publishing platform, Thrillshare, comes with **Roles & Permissions** to permit multi-level administration of your account. This way you can assign and categorize staff in multiple groups with certain levels of access.

You can assign roles to users, which govern how much control a user has within Thrillshare:

- **Admin:** allows for full access to Thrillshare. This role can change district-wide settings for users, the website and the app as well as create and manage new Thrillshare users.
- **Editor:** can publish information in permitted Thrillshare sections.
- **Moderated editor:** requires a moderator to approve all posts in the Live Feed and News sections before they're made public.
- **Teacher:** allows access to create and edit Teacher Pages.

Beyond those general roles, you can also decide user permissions for each section at each school.

Permissions are set for each individual user on a **per-school** (location) and **per-section page** basis. This means you have incredible control over which sections, at which schools an individual has access to.

	Admin	Editor	Moderated Editor	Teacher
Push Content - No Moderator	●	●		
Push Content with Moderator Approval			●	
Access to Entire Platform	●			
Access to ONLY Approved Sections		●	●	●
Teacher Pages	●	●	●	●
System Wide Settings	●			
Set Personal Preferences	●	●	●	●
Create/Manage/Delete New Users	●			
Manage Social Media Connections and Widgets	●			

Live Feed: A Marketing Team in Your Pocket

Thrillshare's Live Feed section allows users to quickly and easily publish content to the mobile app, website, Facebook, Twitter, and mass notification system at once, even from your smartphone.

With your community spread out across so many communication channels and everyone expecting the district to reach them the way they want, most districts struggle to keep up.

This means districts are not only leaving people out of important messages, but they're also missing an opportunity to **consistently compete for their community's attention**.

Private sector companies have the same challenge, but they solve it by hiring teams of marketing professionals who are solely dedicated to developing content and competing for space in people's minds. No school district can devote that amount of resources to publishing content.

That's why we built Thrillshare to **be a marketing team in your pocket**. Thrillshare makes it easy for you to communicate by putting all of your channels in one place. And because it is so easy to share your success stories, Thrillshare gets your **community thinking about your strengths**.

Here's how Thrillshare becomes your marketing team in your pocket:

1. **Everything in One Place**
2. **All on Your Smartphone**
3. **Everyone Involved**
4. **Always Consistent**
5. **Global Posting**

Live Feed: A Marketing Team in Your Pocket

Everything in One Place

Thrillshare's Live Feed section makes it incredibly easy to share and update all of the digital channels your district uses at once, even for someone with little technology experience

All you have to do is type your message, add images if desired, select the channels you want, and hit publish. You have the option to share to Facebook, Twitter, your website, and your mobile app. You can also select to send push notifications to certain groups in the app or an SMS text message or voice call to dynamically updated contact lists.

Moreover, you can decide if you want to update only the district channels; only channels of a certain school; or multiple schools and the district at once.

Once you hit publish, your message will go out to all of the channels you selected immediately or at a scheduled time—saving you time while removing unnecessary steps.

The screenshot shows the Thrillshare Live Feed interface. It is divided into four main sections, each highlighted with a dashed purple box and a corresponding number:

- 1. Select Channels:** This section includes a 'Post as' dropdown menu with a school logo (NFPS) and a 'Channels' row with seven circular icons: Facebook (f), Twitter, LF, a mobile app icon, SMS, and VC.
- 2. Message:** This section contains a text input field with the message: "Due to an excessive heat index, the mitigation strategy of wearing masks and the lack of air conditioning in our schools, NFPS will have an early dismissal for all students today, Tuesday, June 8th." A character count of 101 is visible in the top right corner of the message box.
- 3. Images:** This section features an 'Upload an image' button with a camera icon.
- 4. Publish:** This section includes a 'Publish to' dropdown menu set to 'District', a 'Push Notification Groups' section with a 'district' button and an 'Add More' link, an 'SMS/CALLS RECIPIENTS' section with 'Staff Master List', 'Parent Master List', and 'Edit Recipients' buttons, and finally, 'Publish' and 'Schedule' buttons.

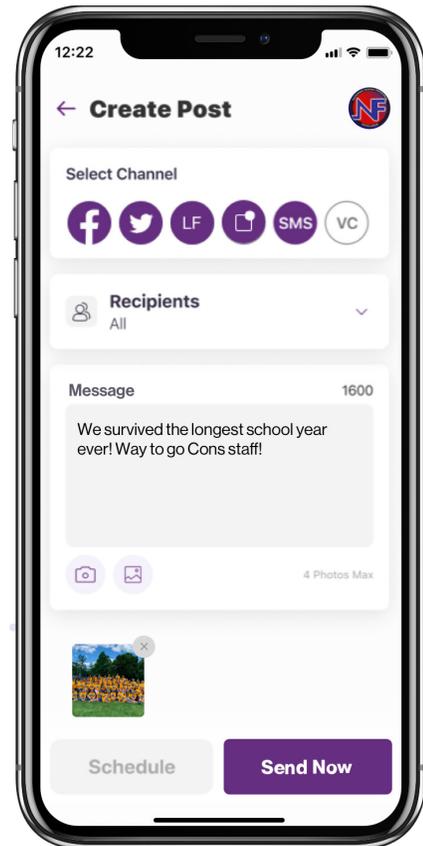
Live Feed: A Marketing Team in Your Pocket

All on Your Smartphone

The best stories in the district aren't happening on your computer in your office. Thrillshare's mobile app, Thrillshare Mobile, gives you the power to share across all of your channels no matter where you are.

Now, when you're at Consolidated and want to share about the students' Field Day activities, you can snap pictures and share the exciting moments with your community across your website, mobile app and social media in real time.

This also means when an emergency happens and you're away from your computer, you can send emergency alerts quickly across all relevant channels.



“

I have to tell you, this platform is GREAT. Thrillshare simplifies the process of posting things to various school online resources to the point where I can see where we will be sharing so much with parents, esp. on the app.

— **John Thomas**, Business Administrator/Board Secretary
Cape May City School District, NJ

”

Live Feed: A Marketing Team in Your Pocket

Everyone Involved

We hear all the time how sharing the great things the district and schools are doing usually falls on a handful of people who have a million things on their plates. Because you can't hire a team of people just to update content, you must leverage the people who are closest to the stories in the district—**teachers, coaches, activities directors**—by enabling them to share.

But just because you give access doesn't mean you give up control. Establishing moderators ensures only content reflecting your identity gets out to your community.

This means the entire district can help with promoting NFPS, while ensuring consistency in message and identity throughout the district.



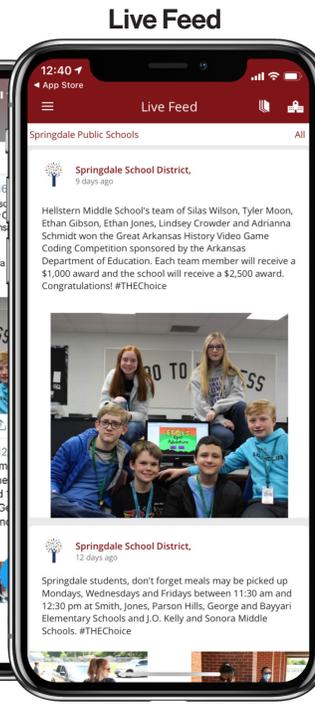
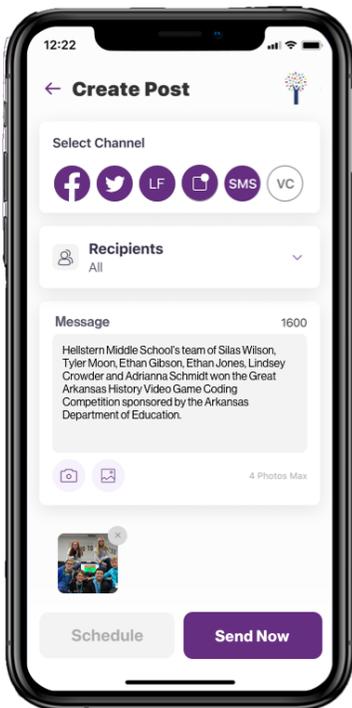
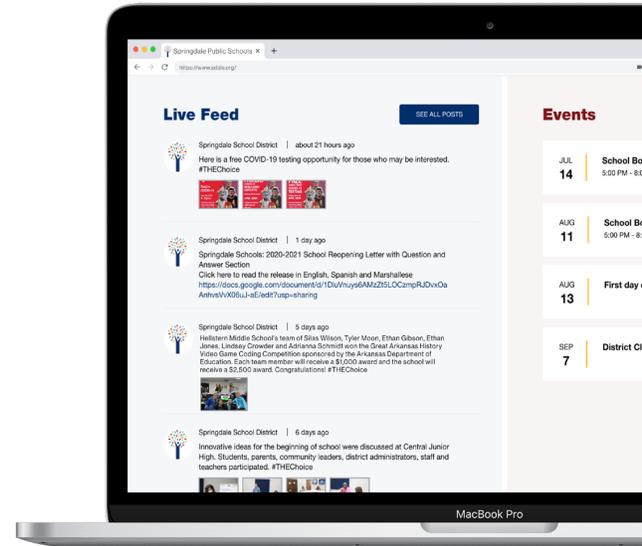
Live Feed: A Marketing Team in Your Pocket

Always Consistent

By getting more advocates involved and automatically sharing to all of your channels, you'll create more touch points with your parents because they will consistently see your identity, no matter where they see you.

More touchpoints combined with improved content from Thrillshare means you get to **compete for attention the way a private sector company does**—all while saving you time!

Website



Live Feed: A Marketing Team in Your Pocket

Global Posting

For districts like NFPS, with 4 schools and multiple webpages and social media channels spread across the district, it can be nearly impossible to keep the message consistent across all schools, especially when you need to involve several people to make updates.

Thrillshare's Global Posting allows certain users to publish a message to every district and school website, mobile app section, Facebook account, Twitter account and push notification groups at once.

This means an important message like enrollment information or an emergency will be consistent, no matter where your parents see the district or schools online, while eliminating all duplicate entries.

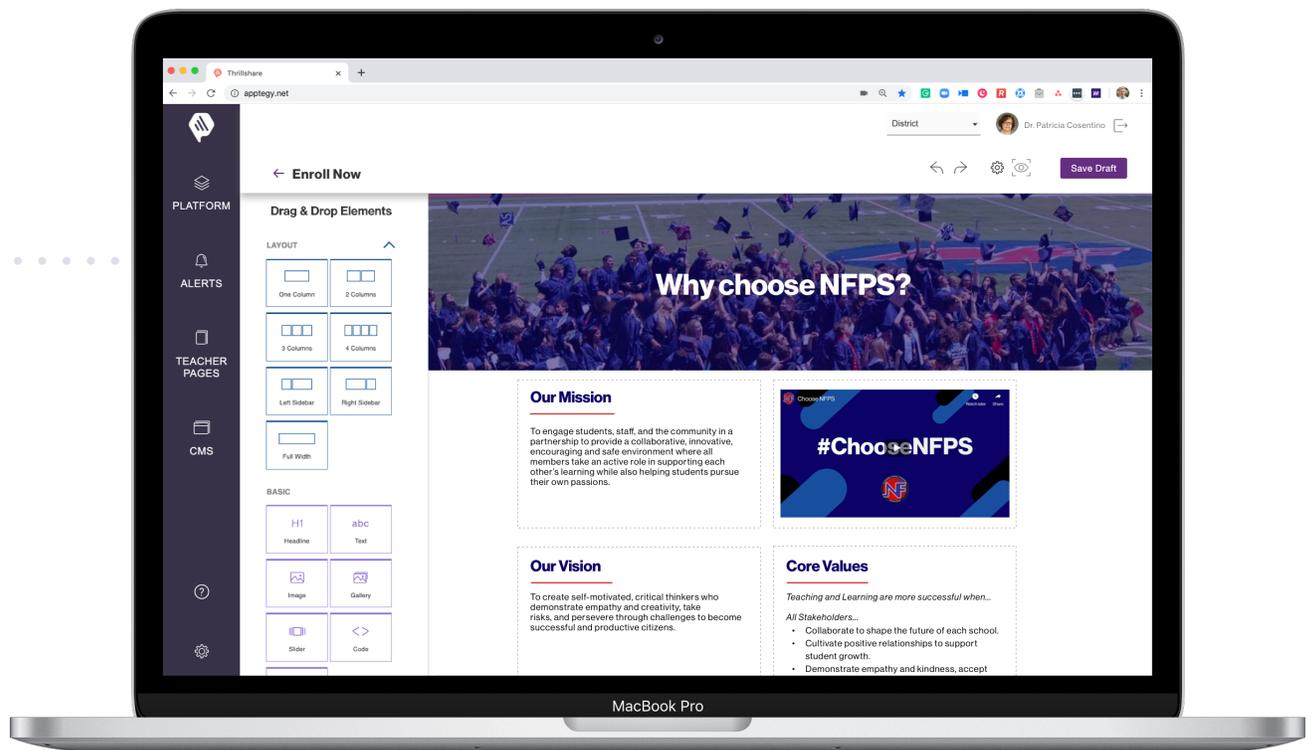
Select the specific schools or all organizations in the district to update

The screenshot shows the Thrillshare Global Posting interface. At the top, there is a 'Post as' section with the NFPS logo and a 'Channels' section with icons for Facebook, Twitter, LF, a notification icon, SMS, and VC. Below this is a 'Message' field containing the text: "Let's celebrate the Class of 2021! There will be a Senior car parade through town on Wednesday 6/16 @ 7PM! Please show your support and decorate the town in Red & Blue." There is an 'Upload an image' button below the message. The 'Publish to' dropdown menu is open, showing a search bar with 'District x' and a list of options: 'Select All', 'District' (checked), 'New Fairfield Middle School', and 'New Fairfield High School'. There is an 'Add More' button to the right of the list. At the bottom, there are 'Publish' and 'Schedule' buttons.

Creating Web Pages

In a traditional CMS, creating web pages takes a ton of time and requires users to spend most of their time formatting a page instead of adding content. Here are a few ways we make creating web pages simple, even for someone who isn't familiar with web development.

With our **WYSIWYG CMS**, you don't have to guess what your content will look like because everything you add to a page shows up exactly as it does on the live site.



Creating Web Pages

When creating a new page, you can **select from predefined layouts**. This makes it convenient and easy for less-experienced users to add a new page without worrying too much about how they have to design it.

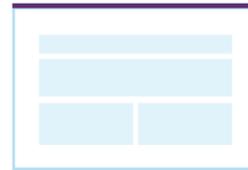
However, **you can also start with a blank canvas** – that way, you can design your page from scratch and build anything from a superintendent’s bio to complex landing pages for enrollment.

Drag & Drop Elements

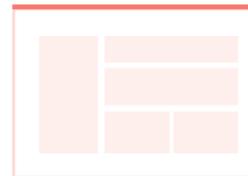
LAYOUT

 One Column	 2 Columns
 3 Columns	 4 Columns
 Left Sidebar	 Right Sidebar
 Full Width	

Choose a page layout



Standard Layout



Sidebar Layout



Blank

Begin Editing

Cancel

Design your own page layout with various building blocks. For example, maybe you want your page to start with a full-width image. Then, you want to add 3 columns to highlight the three reasons why a teacher should apply at NFPS. After that section, a one column block for a video and so on.

Creating Web Pages

You can add and edit any content you would normally add to a web page (i.e., text, links, videos, images, documents, etc.). Once you've selected a layout, you simply **drag and drop elements** into the website to make a beautiful page.

With in-line editing in the CMS, you can easily update your content without learning HTML.



As the **largest school district in the state** of Arkansas, we are uniquely positioned to provide an array of diverse and specialized opportunities for students to learn and excel.

Drag & Drop Elements

LAYOUT



BASIC

H1 Headline	abc Text
Image	Gallery
Slider	Code
Video	Image

STRUCTURE

Space	Separator
-------	-----------

CONTENT

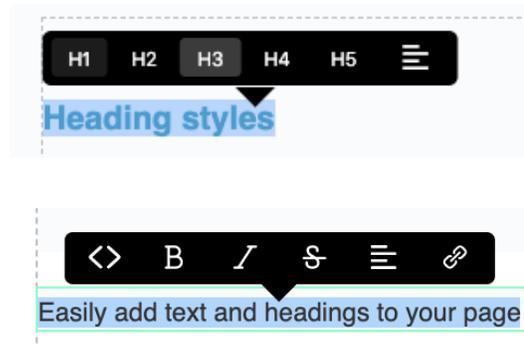
Card	List
Table	Quote

Creating Web Pages

Below are a few examples of content elements you can add to a web page.

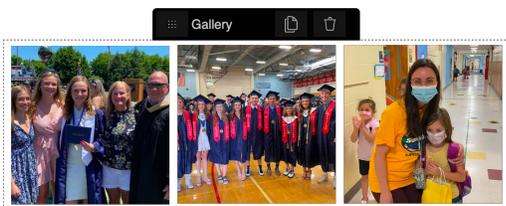
Headlines and Text

Add text and adjust styles while keeping your content ADA compliant. The inline text editor allows you to use predefined styles like Heading 1, Heading 2, etc. You can also make text bold, italicized, strike-through, and change the alignment of text. As you can tell, there is no option to change the font size. That's on purpose so that each text style stays **on brand** and **accessible**.



Images/Gallery/Slider

Upload a single image or create galleries from multiple images. Galleries and Sliders have additional options like the number of columns, the scroll speed, etc. You can edit pictures within the CMS.



Add Images



ALT-TEXT

add alt text here

Continue

Cancel

Creating Web Pages

Videos

Embed videos with just the URL from your preferred video hosting platform like Youtube, Vimeo, or Facebook and retain their closed captions for ADA compliance.

Design Elements

Add design elements like spacing, line breaks, and quotes to make your page more visually appealing and your content more dynamic.

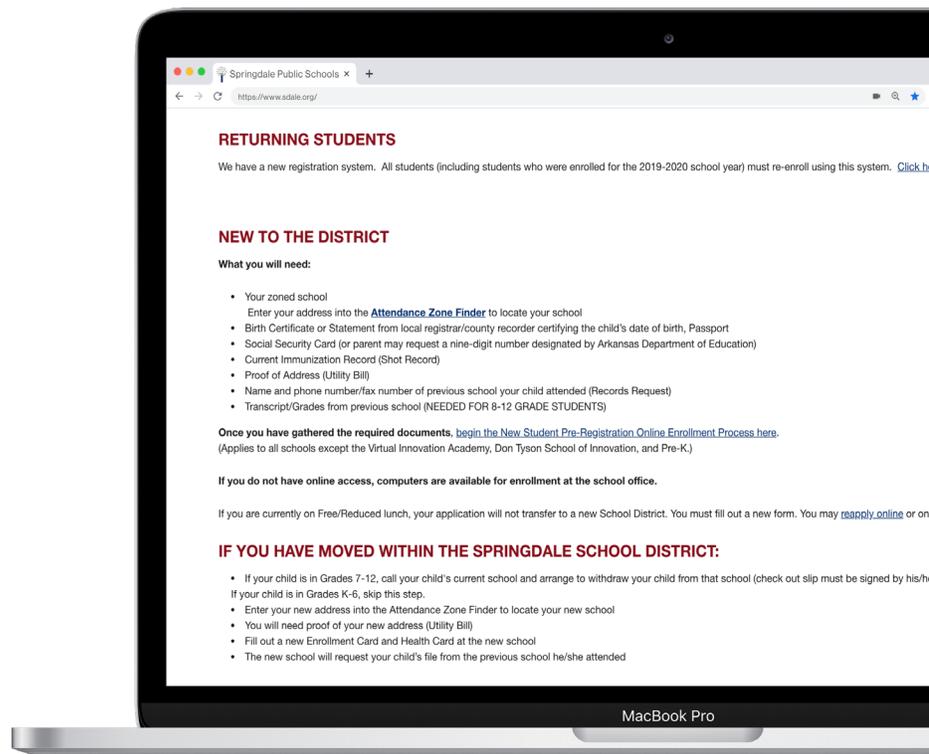
The district was a great place to start my teaching career. The support and assistance I received as a new teacher made all the difference for me and my students. I couldn't recommend the district enough, especially for new teachers!

Michael

9th Grade Teacher

Ordered/Unordered Lists

Easily add lists and adjust their styles

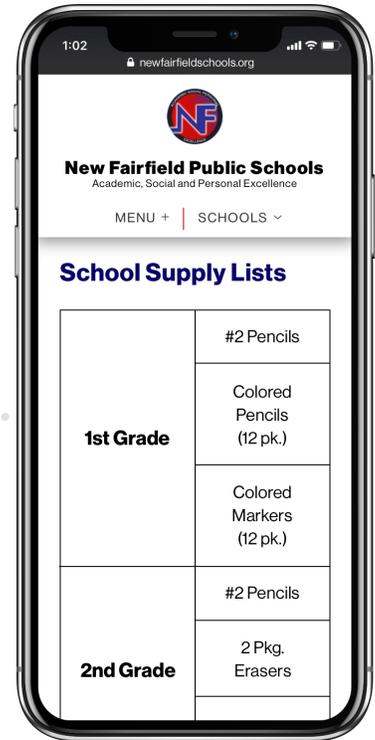


Creating Web Pages

Tables

Add mobile responsive and ADA-compliant tables.

School Supply Lists		
1st Grade	2nd Grade	3rd Grade
#2 Pencils	#2 Pencils	#2 Pencils
Colored Pencils (12 pk.)	2 Pkg. Erasers	2 Notebooks
Colored Markers (12 pk.)	1 Pkg. Glue Sticks	2 Boxes Tissues



Embed

```

1 <iframe
2 src="https://docs.google.com/forms/d/e/1FAIpQLSdZHigy5vCNsQfMVGLOvs
   wdvYedbyJh-q35t6I09x2RWVm50A/viewform?embedded=true" width="640"
   height="1126" frameborder="0" marginheight="0"
   marginwidth="0">Loading...</iframe>

```

Save Cancel

EMBED ALIGNMENT

Left Center Right

iFrames/HTML Editor

Even though you don't need to know HTML to update the CMS, users who are proficient in HTML can add their own or add an iFrame to embed third-party content. The HTML editor accepts HTML, CSS, and Javascript. iFrames allow you to embed any type of external content such as forms, external slideshows, etc.

Accessibility

Ensuring an accessible website is about much more than just scanning. Not only do we monitor your site for compliance, but we prevent most accessibility issues from ever occurring in the first place.

Our Experience with Accessibility

In 2016 we began developing our websites based on the W3C's WCAG 2.0 Guidelines to maintain a **minimum level of AA compliance**, with the goal to reach AAA compliance wherever possible. We have been meeting and exceeding these minimums ever since. We've successfully used resources such as the online WAVE tool provided by the W3C, as well as more in-depth tools such as SiteImprove to fully **sweep client websites** to achieve compliance not only in color contrast and code but in content as well.

All of our websites are built on the same underlying structure and follow the same development best practices. Therefore, **each website we build, host and maintain is ADA-compliant**. In addition to providing the tools to ensure compliance, we also provide ongoing **ADA training** for district staff to ensure that added content is in compliant as well.

On the following pages, see how we achieve 100% compatibility with:

A new website with a code base that is accessible

Safeguards to prevent user error

Training and accessibility resources

Ongoing manual checks

A new website with a code base that is accessible

The basis of an accessible online presence has to be a compliant website. All of our 1,800+ school districts have websites that are coded to be compliant. Several of the details are outlined below:

```

```

Alt text for images

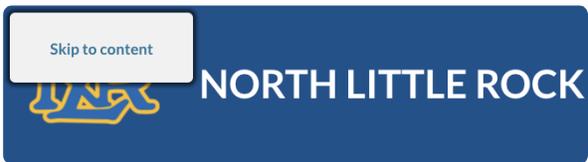
Image elements on the website display alt text in the code to provide a text-based alternative of the content for non-visual web users. In practice, this means that a blind user can still understand the meaning/content of an image on the webpage because their screen reading device will relay this alternative description.

```
▶ <div class="slide" style="float: none; list-style
none; position: absolute; width: 697px; z-index: 0
display: none;" aria-hidden="true">...</div>
</div>
```

ARIA tags

Apptegy uses ARIA labels in website code to provide additional information to particular elements on the webpage. They're crucial in interpreting your website because they tell accessibility devices (like screen readers) what type of content they're looking at.

A new website with a code base that is accessible



Skip to content

A Skip to Content link is provided the first time a user presses “Tab” on the keyboard. This allows screen reading users or users with motor impairments the ability to skip to the main content of the page without having to navigate through each element of the header menu every time they load a page.



Responsive design that works on any device

Apptegy websites use responsive layouts that adjust based on the size of a user’s screen. This helps users with visual or motor impairments navigate the website from all device types and screen sizes.

A new website with a code base that is accessible

Color compliance

We restrict the usage of colors to only allow colors that comply with contrast requirements. Contrast of text and background is important to ensure people with visual impairments are able to consume your content. Design elements that we create are all checked for compliance.

Contrast Checker

[Home](#) > [Resources](#) > Contrast Checker

Foreground Color

#FFFFFF

Lightness

Background Color

#11518D

Lightness

Contrast Ratio

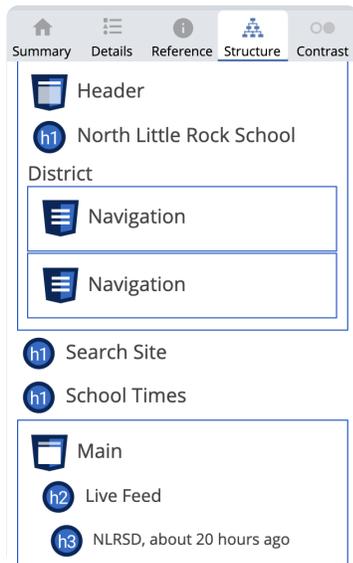
8.12:1

[permalink](#)

Normal Text

WCAG AA: Pass
 WCAG AAA: Pass

The five boxing wizards jump quickly.



Tab navigability

Code elements are added to the header menu and main elements of our websites to ensure screen readers and motor-impaired users are able to successfully navigate the page in a logical order. This allows a user to navigate your website with the tab key of the keyboard, instead of using a mouse. In order to have tab navigability, the entire menu and heading structure needs to make logical sense, which is something that is determined by the underlying code.

A new website with a code base that is accessible

SCHOOLS

North Little Rock School District

Amboy Elementary School

Athletics

Boone Park Elementary School

Center of Excellence

Crestwood Elementary School

Focus visibility

Elements that have keyboard focus are clearly visible. This allows users navigating the website using a keyboard to know exactly which element has focus by surrounding it in a highlighted border.

Safeguards to prevent user error

One of the biggest challenges in providing an accessible website is maintaining accessibility as new content gets added. Therefore, we built in a number of safeguards to prevent “user error” — i.e. to prevent a website editor making a page noncompliant by accident.

Required alt text for images

Whenever you upload an image to your website using our Thrillshare platform, the image will only be accepted if it contains an alternative description. This little step prevents the most common user error.

Add Images



ALT-TEXT

add alt text here

Continue

Cancel



Heading styles



Text styles are also pre-defined

Pre-set font properties

Font size and appropriate color contrast are some of the most important aspects of maintaining accessibility across the board. Most website management systems allow all users to change font properties like the size and the color, which makes user error very common since many users don't understand the exact requirements for accessibility.

Instead of allowing these changes, we use **pre-determined styles** on all of your website pages. This means your users still have the ability to choose from a variety of text styles, but all of these styles have been developed to meet accessibility criteria. This also has the positive side effect of ensuring that all of your website pages remain on-brand.

Training and accessibility resources

No amount of safeguards will guarantee accessibility because there are several elements that cannot be “checked” by an algorithm.

For example: the alt text on images, the alternative description, needs to make sense for it to be valuable. “Photo” is not an acceptable description. “Students on class trip in front of Washington Memorial” is. Therefore, we will provide three aspects of training: initial training, accessibility resources, and ongoing training.

Initial Accessibility training

In addition to the most common accessibility concerns, which we address in our standard training on the platform, we will perform a separate initial accessibility training for all users who interact with areas of the platform where in-depth training is needed. In order to determine the entire training group, we will conduct interviews with our main contacts as well as stakeholders at each of your campuses. In these trainings we will cover everything from general accessibility understanding to image descriptions to making documents compliant.

Accessibility resources

Along with the training we have an accessibility guide as a summary of all the learnings and for reference during every-day usage.

Ongoing training

Throughout our partnership, we will train new users and retrain existing users to make sure accessibility best practices stay top of mind. All training is unlimited.

Ongoing accessibility checks

Every month, we manually perform an accessibility check on your website, which allows us to catch issues that a tool will not find, such as image descriptions that are not correct.

For example, using the description “dog” on a picture of a cat, or, more commonly, using the description “img_7384” on a picture of students working on a project in a class, isn’t compliant. We will also make sure that added documents follow accessibility standards.

Alerts (Optional)

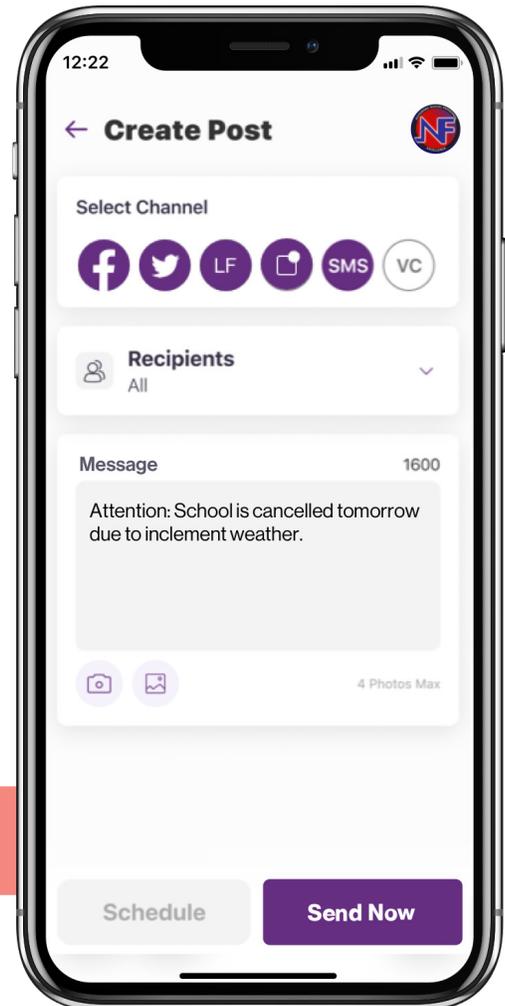
Every school district has a way to send emergency information to parents via text, phone and email. However, these tools are usually separate from the tools you're using every day, like social media and your district's website.

Since Thrillshare, our publishing platform, was built to handle all of your communication channels at once, you are able to send a **text message and voice call** at the same time you update Facebook, Twitter, your website and your app.

Because of how easy and quick it is to send emergency notifications while updating all of the rest of your channels, the districts we work with replace their current emergency notification system with our built-in alert system in Thrillshare. That way, your entire team has just **one platform to update**.

Most urgent things happen outside of your office and away from your computer. Thrillshare's mobile app, Thrillshare Mobile, gives you the power to share across all of your channels no matter where you are.

Send all your notifications
at the same time.



Syncs with Your SIS

We will sync with your Student Information System, PowerSchool, to import your student data and any relevant information.

We can set up our integration via the Autosend feature of PowerSchool, which utilizes an **automated export/import of a CSV file**, transmitted through sFTP (secure file transfer protocol).

There are no restrictions on the import capabilities, meaning we can work with as many data fields as necessary and can even merge data from two separate data sources if necessary.

After we import your data, you are able to select from your dynamically updated contact lists, reaching all organizations and populations within NFPS, such as sports teams, etc.



Recording Messages

Thrillshare gives you the ability to record your own audio message right from your computer or smartphone or use the Text To Speech feature for a robocall.

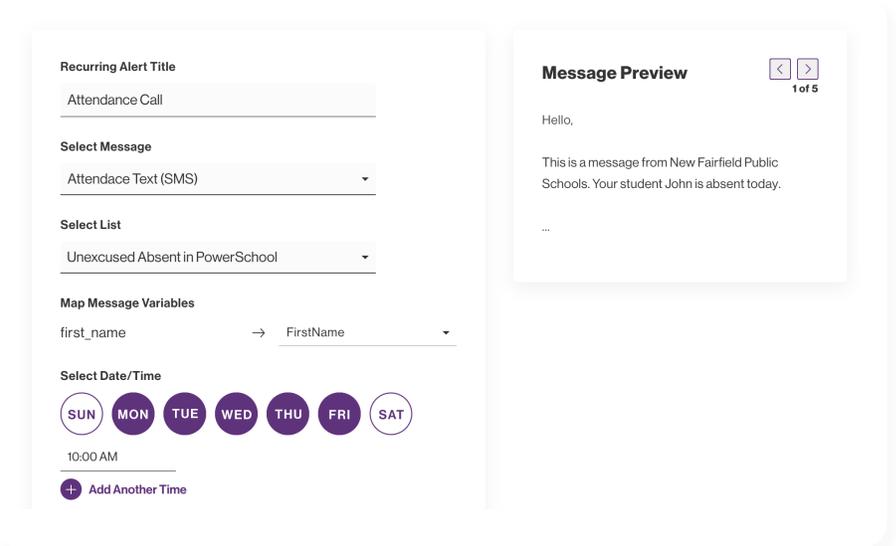
Emergency Alerts

We make it incredibly easy and quick to send out emergency messages. **Any and all messages will be delivered within a matter of seconds.**

We will build custom call/text/email lists for you so that you can determine which numbers/email addresses will be contacted in the case of emergencies. You can message **multiple phone numbers and email addresses for each contact at once.** With Thrillshare mobile, when an emergency happens and you're away from your computer, you can send emergency alerts quickly across all relevant channels using your smartphone.

Automated Notifications

Thrillshare allows you to set up recurring automated alerts, such as attendance notifications, low lunch balances, bus route updates, etc. We sync with PowerSchool at certain intervals during the day (for example, for every scheduled attendance call/text). Guardians of students that are marked unexcused absent will then receive an **automated phone call, text, and/or email with a message of your choice to inform them.** You can set preferences for which guardian to call, how often these calls go out, which number they're coming from, at what time, etc.



Tab 2: Implementation & Success

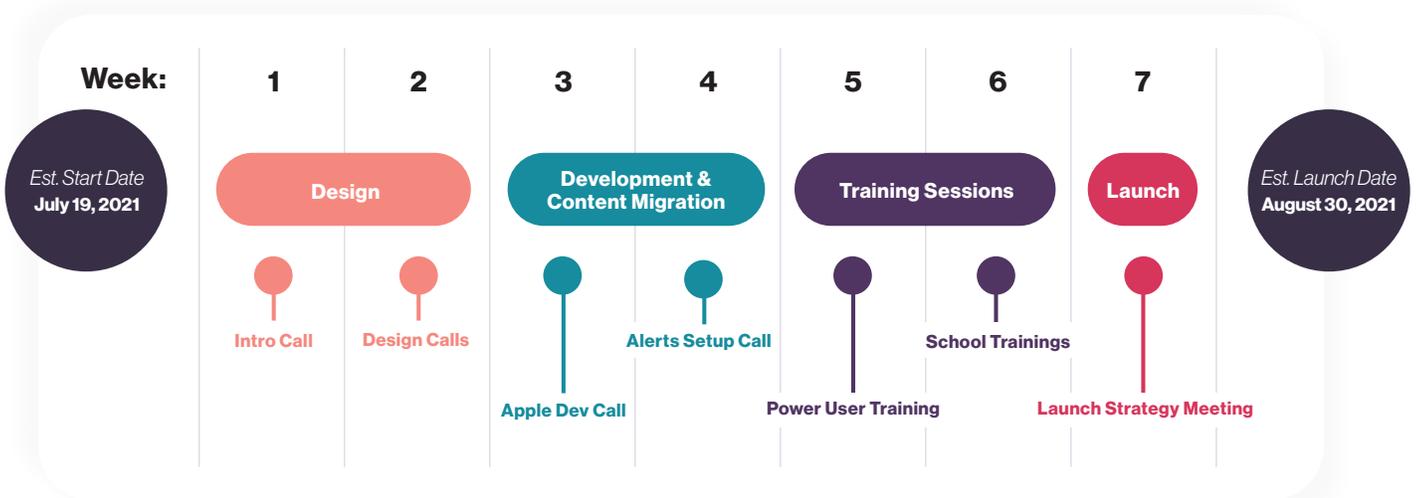


Implementation Timeline

We have **onboarded over 1,800 school districts in the past five years.** Through this experience, we have optimized our implementation process, outlined below.

We know that each implementation is unique, and we tailor our proven process to fit your timeline and needs. Much of the onboarding process does not need to be linear and will be **adjusted to NFPS's specific needs.**

Your suggested timeline is on the shorter end of our average implementations but we have launched districts in as little as 3 weeks. As such, we feel comfortable committing to it. Below, we've outlined the likely sequence of events.



Design Weeks 1-2

Kickoff and Planning Meeting

We get our partnership started with a meeting to introduce stakeholders on your side and ours. In this meeting, we will cover our detailed roadmap, responsibilities and the overall structure of the planned implementation. Since we have everyone together, this meeting also starts our design process.

Design Process

Once equipped with your unique needs and requirements for our implementation, we're ready to get started on designing your perfect website and mobile app. We create a high fidelity mockup as a first draft and iterate from there. Since we've already established a good understanding of what you're looking for, this process is typically quite fast.



- 2-4 meetings with us, averaging 30 minutes
- 1-2 additional internal discussions

Development & Content Migration Weeks 3-4

With an approved design, we're ready to build out your iOS app, your Android app, and your website. Once we're done with the development, we migrate your content. While we touch on content structure during the design process, this is where we hash out the details and get the work done.

We will also set up our sync with PowerSchool during this time and replicate all of your existing call lists for you.

Finally, we run through quality assurance testing. After our team has gone through your entire website and app and confirmed that everything is working, we will ask you to approve the content and functionality as well.



- 30 minute meeting to configure app on Apple/Google stores
- 30 minute meeting to set up SIS exports
- 60 minute meeting to set up call lists and recurring notifications

Training Sessions Weeks 5-6

Trainings with Apptegy are unlimited and free for everyone. An ideal training schedule will include a setup call with your project lead, in-depth sessions for all of your power users and introduction sessions for casual users. We typically schedule several sessions over a few weeks to accommodate different schedules. This way, everyone is set up for success and can get started using Thrillshare before we go live officially.



- One 90 minute meeting with power users
- One 45 minute meeting with key users at each school and at the central office

Launch Strategy Week 7

With everyone trained, your new website and app built and our launch strategy prepared, we're ready to flip the switch. And flipping the switch is all it takes: we just point your domain newfairfieldschools.org to our servers and the change to the new website will be instant.



- One meeting to discuss our launch strategy
- One meeting to change your domain settings

Post Launch

Now that your website is live, we work together to drive adoption of your new website and mobile app. This is where your launch campaign gets executed. You will also be working closely with your Client Success Manager on trainings and best practices; and our support team on any questions your users have after the switch.

Training

“Train the trainer” is the standard for most software projects but is **not** how you get the most usage out of your communication systems.

Most districts go wrong by defaulting to the train the trainer method. Typically, this is an economic decision or the only option vendors provide. We take a very different approach and include unlimited training at no additional cost. This way, we remove the hurdle of involving more people.

Your staff will not have to take up district resources to get trained. Instead they can schedule a session with us. **Especially for our bigger districts, this increases involvement and engagement dramatically.**

Trainings are **free and unlimited** for any number of Thrillshare users. This means we won't charge for our initial training, and **we will never charge for ongoing training**—even if we did one per week.

Initial Training Schedule

Trainings with Apptegy are unlimited and free for everyone. An ideal training schedule will include a **setup call with your administrators**, in-depth sessions for all of your **power users** and **introductory sessions for casual users**. We typically schedule a number of sessions over a few weeks to accommodate different schedules. The goal is to have all website editors trained during this time. This way, everyone is set up for success and can get started using Thrillshare before we go live officially.

Dedicated Contact

You will be working with your Client Success Manager on initial and ongoing training. You will always know who to turn to and have an NFPS expert at Apptegy.

Help Center & Training Materials

When you are in Thrillshare, you can access the Help Center that will give you a step-by-step written guide on every aspect of the platform.

Live Webinar Trainings & Video Tutorials

All of our training is via live webinar. We typically record training sessions so we can provide them as on-demand content as well for users to revisit. Therefore, your video tutorials are actually customized to NFPS's setup and not generic instruction.

Live Chat

If anyone on your team has a question or needs a tip, our support team is available in the Live Chat and will be ready to promptly assist them.

See below for more on our support.

Support

Our number one priority is for you to be successful with your online presence. That's why everyone at NFPS will have full access to your dedicated contact at Apptegy as well as our entire support team.

Client Success

"Support" is about more than helping with questions and addressing concerns. To us, our partnership relies on making your communication strategy a success. You will be assigned a Client Success Manager. They will be your dedicated point person for training sessions, feature announcements, and most importantly, for best practices coaching and school district marketing consulting.

Support

Of course, we know your Client Success Manager may not always be immediately available. That's why we also have a dedicated support team available to answer any type of question in the moment.

All support is included and unlimited. Every one of your users will have full access to our support team. You might call this **premium support for everyone**. This means your staff can come directly to us instead of flooding your technology team with questions.

Our entire support team is located in our headquarters in Little Rock, Arkansas, and we are always available to field questions during business hours (8 am - 5 pm CT).

Response Time

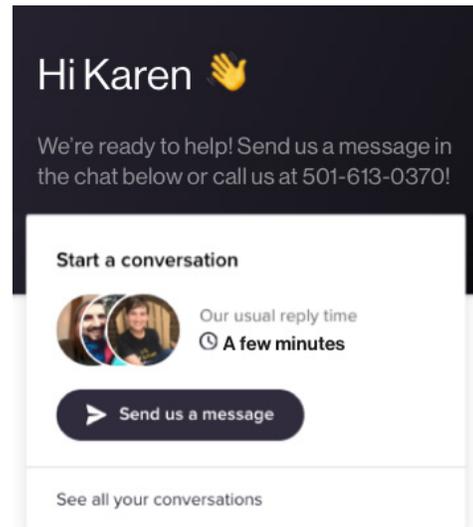
Our median response time for any tickets/reported incidents is 1 minute and 26 seconds. This number encompasses all levels of severity as well as after-hours support. Our support team of ~50 is always available to help!

There are a number of ways of how you can reach us:

- **Chat:** The most effective way to communicate with us is to use Thrillshare's built-in chat. Any time you log in, you'll find our chat bubble in the bottom right-hand corner, and you'll see who's chatting on the other end. The advantage of using our in-app chat is you can work in Thrillshare while talking to us. From the chat, we can also hop on a quick web meeting or phone call to walk through your questions.
- **Phone:** Between 8 am and 5 pm CT, you can reach our support team on the phone at 501-613-0370.
- **Email:** At any time, shoot us an email at support@apptegy.com, and we'll get back to you as quickly as possible.

After Hours

Our official support hours are 8 am – 5 pm CT, Monday through Friday. During those hours, we respond immediately via chat, phone call, and email. Outside of those hours, we also monitor our various inboxes and will resolve important issues when they arise. Please note that for emergency support, we will also share the cell phone numbers of your Client Success Manager, our Head of Support, and our Director of Client Experience.



Your Support Team

Our support team consists of our dedicated Tech Ops team as well as every Client Success Manager and Client Project Manager. Support is available via in-app chat, phone, and email.



Brenner Clemmons



Bryttani Bartlett



Casey Wyatt



Christina Boyd



Cody Stanton



Coleman Branum



Danny Roberts



Elva Rosas



Elvie Pearson



Greg Cooper



Hannah Goetz



Hunter Owen



Jackie DeSalvo



Jake Hicks



Jared Dreher



Jessie Kovacic



Jonathan Bobo



Jordan Kent



Kathleen Conley



Kyle Hubbard



Lacey Thacker



Marie Kressin



Mark Hiblong



Michael Kozak



Michael Monroe



Nick Lewis



Noah Hallett



Pauline Godoy



Rachel Cole



Robin Tucker



Sarah Cole



Scott Weiss



Seigen Nichols



Stephen Tate



Taylor Reggans



Travis Howk

Tab 3: About Apptegy



The Evolution of Aptegey

In K-12 public education, Aptegey is the third-largest provider of websites and mobile apps, working with **over 1,800 school districts** across the US. We are the fastest-growing company in this space and are helping more and more school districts to promote themselves online.

Aptegey started in 2014 with the goal of enabling public school districts to **build a strong brand** and **communicate more effectively** with their audiences. In 2015, we worked with our first three beta clients. Today, in July 2021, we're serving as partner to over 1,800 school districts. These school districts have partnered with us for their website, custom mobile app, and the alert and notification system.

The reason we've grown from zero to working with over 10% of all school districts in the US in just over five years is the **ease of use** of Thrillshare, coupled with the unmatched **inclusive user experience** for our districts' communities.

General Information

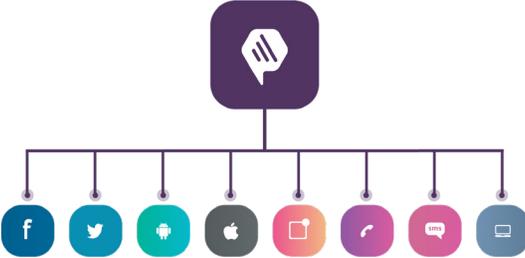
Years in Business
6

Number of Employees
200

Headquarters
Little Rock, AR

Our Product

Every one of our 1,800+ school districts uses the same product: Thrillshare. Thrillshare is the first publishing platform built specifically for public school districts and empowers our schools to share information, build community and engage their audiences. Thrillshare powers our districts' **websites, mobile apps, social media** and **notification system**.



What Makes Us Different

1 Thrillshare's Ease of Use

With our publishing platform, Thrillshare, you don't need any programming knowledge to update your district's website, app or notification system. Now, you can promote your success stories across all communication channels right from your smartphone.

1,800+

**Public School Districts
Partnering With Apptegy**

2 The User Experience for Your Community

Wherever your community engages with you online, they'll be able to do so with ease. No more pinching and pulling to view your website on a smartphone or being redirected somewhere else within your mobile app.

3rd

**Largest Provider of
Mobile Apps and
Websites**

3 Your Experience Working With Us

From the beginning, Apptegy set out to be more than a software provider. We strive to be a true partner and resource for our districts. That commitment and our personal, fast and easy support has earned Apptegy an unheard of 99% client retention rate.

99%

**Client Retention
Rate**

Thought Leader in School District Marketing

Apptegy is the publisher of the magazine SchoolCEO.



First published in 2018, this is the **only magazine focused on marketing in K-12 public education**. SchoolCEO is issued quarterly with a circulation of over 14,000, most of which are school district superintendents.

This publication allows us to do **extensive research in public education** while interviewing reputable thought leaders, associations, school district leaders and clients. Visit schoolceo.com to learn more about the research we've conducted and interviews with thought leaders in the K-12 space.

Other Awards

- Forbes Magazine's 2020 & 2021 Top 500 Startup Employers
- Zippia's Best Startup to Work for in Little Rock (2020, 2019)



Conducted the **largest study** on how millennial teachers chose where to work and how school districts are marketing to them



Interviewed **over 50 school districts** who passed a school bond in the past 3 years



References & Examples

We work with **over 1,800 school districts** across the country and have chosen to highlight a few for you. In the following pages, check out their websites and mobile apps!

Please feel free to reach out and learn about their experience working us.

- Litchfield Public Schools & Regional School District No. 6, CT
- Rockaway Township School District, NJ
- Warsaw Community Schools, IN
- Cullman County Schools, AL
- Fayetteville Public Schools, AR

Litchfield Public Schools & Regional School District No. 6, Connecticut

Chris Leone

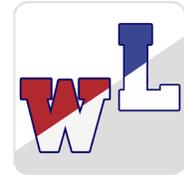
Superintendent
(860) 361-9033
cleone@rsd6.org

35 Wamogo Road
Litchfield, CT 06759

litchfieldschools.org

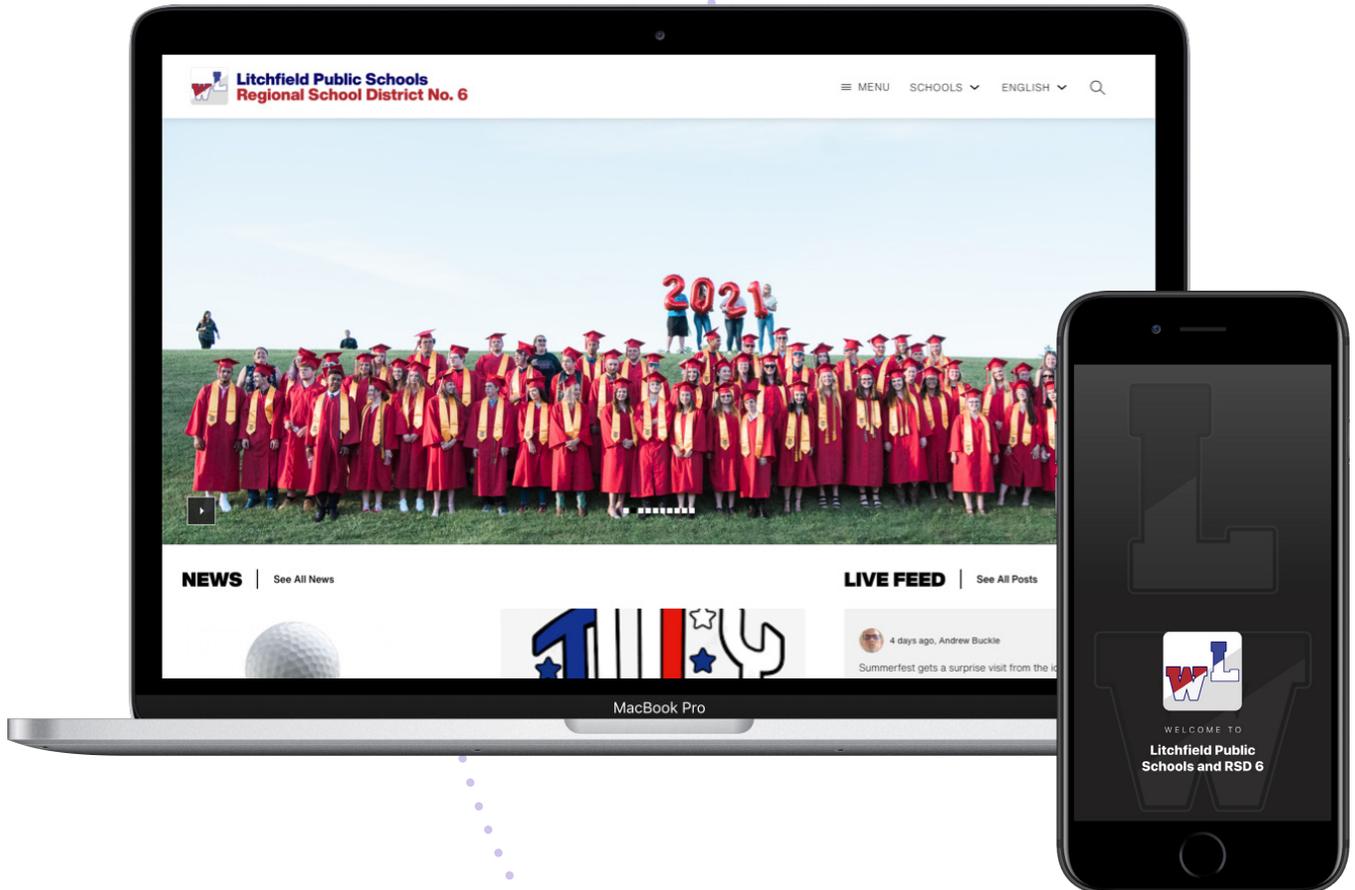
Client Since: December 2020

Enrollment: 1,900



List of Services:

- Thrillshare publishing platform
- ADA-compliant website
- Custom mobile apps for iOS and Android
- Mass notification system (text messages, voice calls, emails)
- Content migration
- Unlimited training
- Launch campaign
- Strategy and best practices consulting
- Ongoing support and success coaching



Rockaway Township School District, New Jersey

Bebarce El-Tayib

Chief Technology Officer
(973) 627-8200 x6098
beltayib@rocktwp.net

P.O. Box 500, 16 School Road
Hibernia, NJ 07842

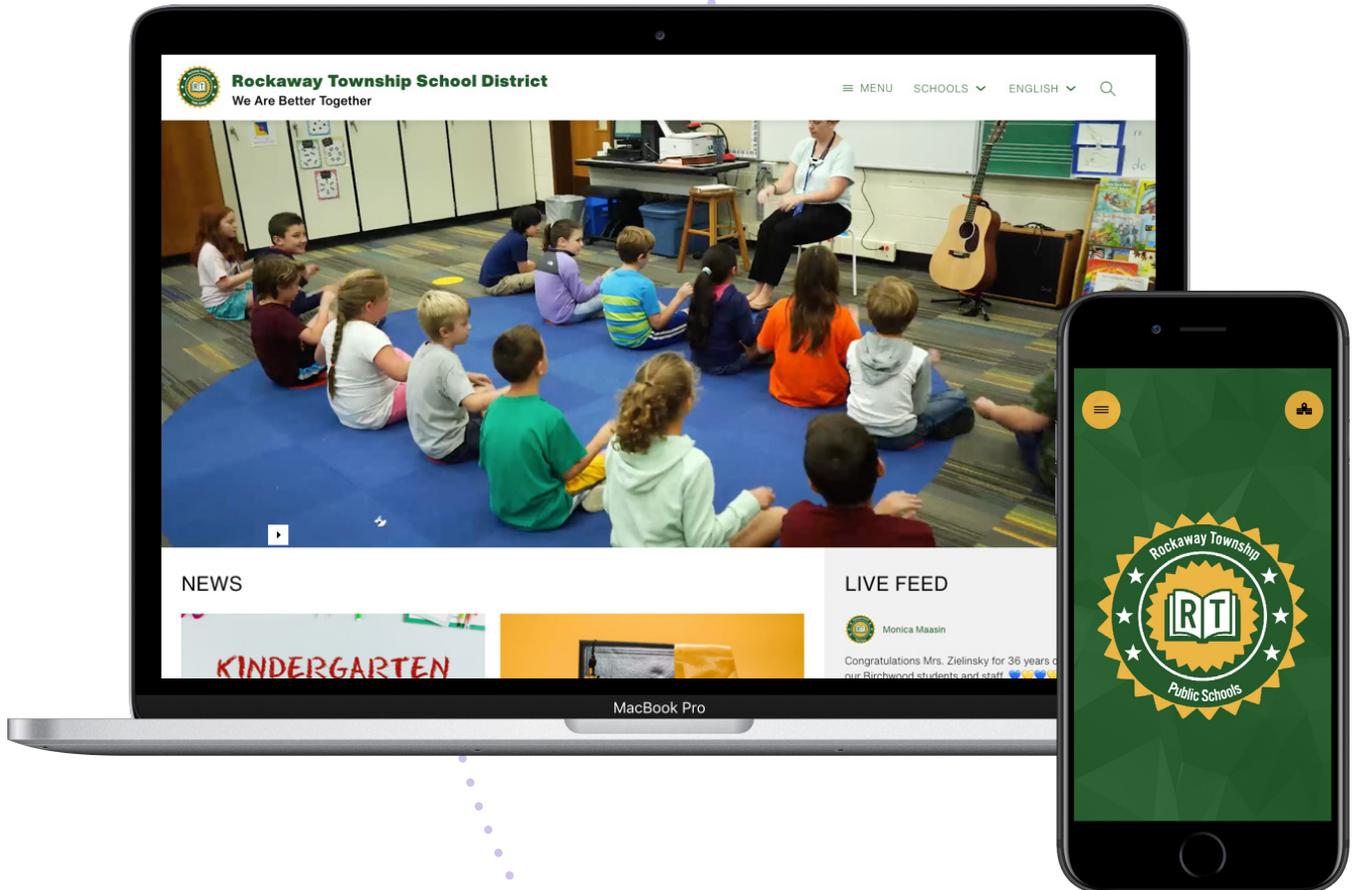
rocktwp.net

Client Since: February 2020

Enrollment: 2,300

List of Services:

- Thrillshare publishing platform
- ADA-compliant website
- Custom mobile apps for iOS and Android
- Mass notification system (text messages, voice calls, emails)
- Content migration
- Unlimited training
- Launch campaign
- Strategy and best practices consulting
- Ongoing support and success coaching



Warsaw Community Schools, Indiana

Amanda Scroggs

Director of Communications
(574) 371-5098
ascroggs@warsawschools.org

1 Administration Drive
Warsaw, IN 46580

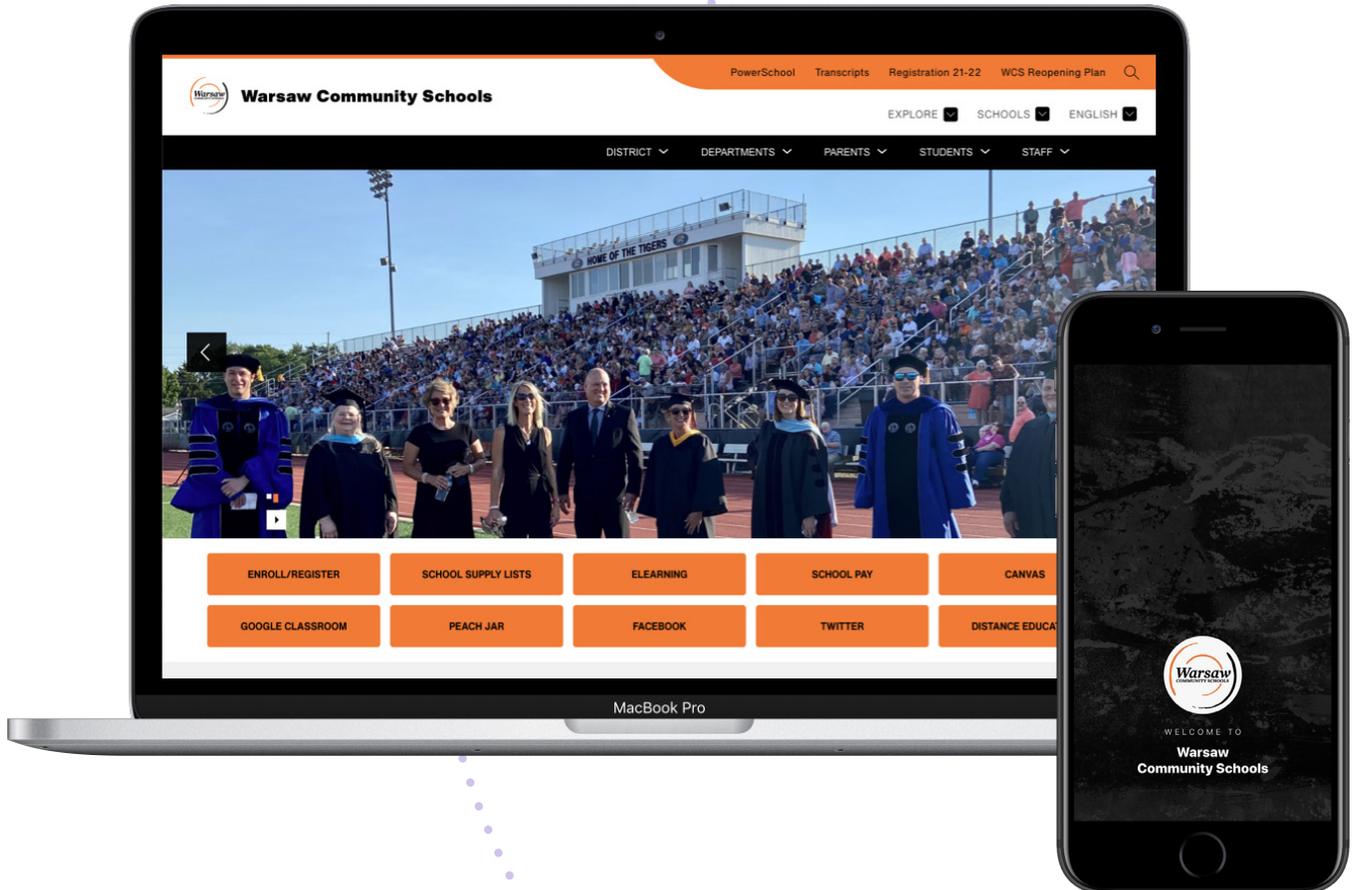
warsawschools.org

Client Since: December 2019

Enrollment: 7,000

List of Services:

- Thrillshare publishing platform
- ADA-compliant website
- Custom mobile apps for iOS and Android
- Mass notification system (text messages, voice calls, emails)
- Content migration
- Unlimited training
- Launch campaign
- Strategy and best practices consulting
- Ongoing support and success coaching



Cullman County Schools, Alabama



Ty Watwood

Media & Communications Specialist
(256) 734-2933
twatwood@ccboe.org

Client Since: November 2020

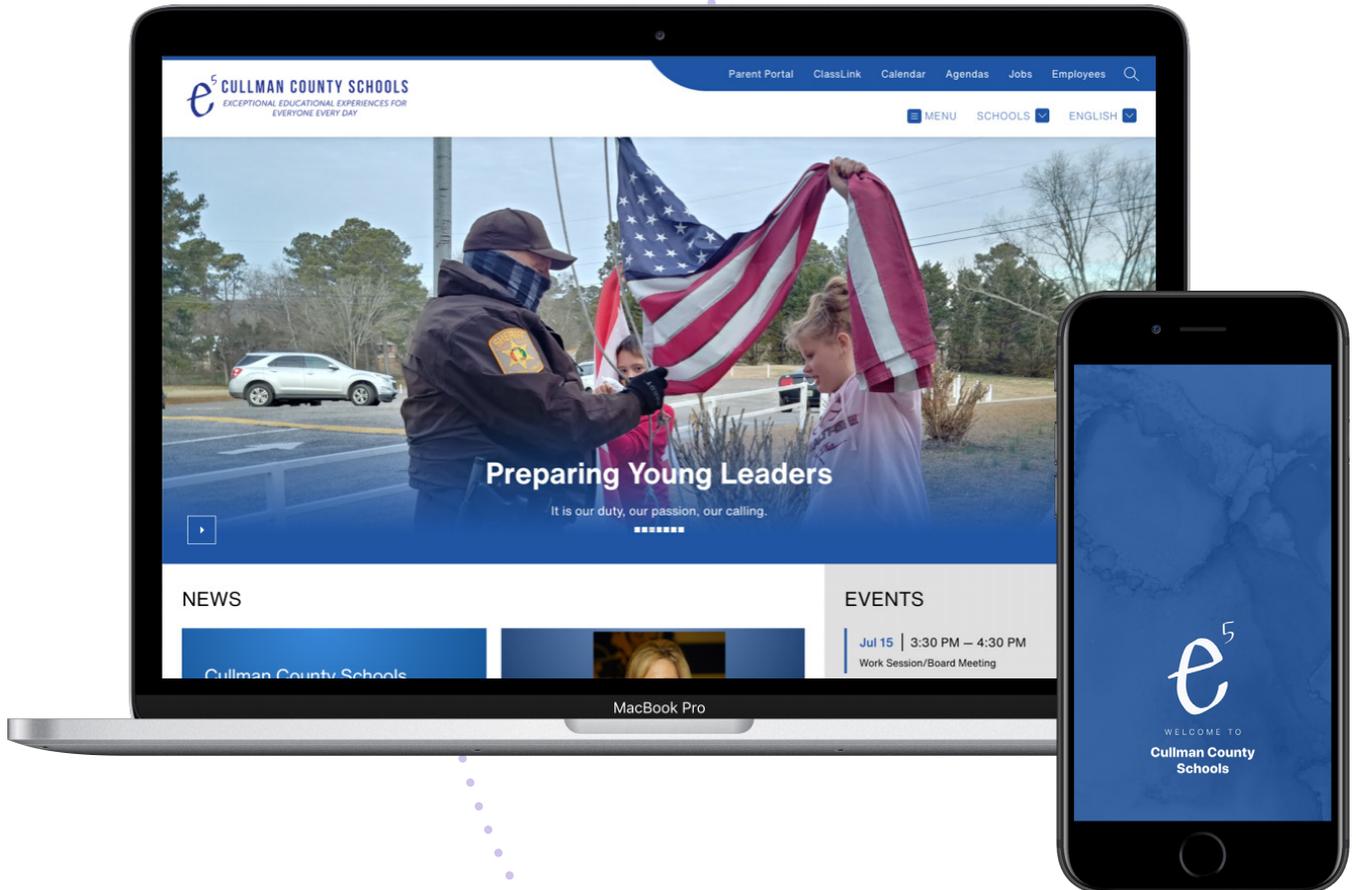
Enrollment: 9,300

402 Arnold Street NE
Cullman, AL 35055

ccboe.org

List of Services:

- Thrillshare publishing platform
- ADA-compliant website
- Custom mobile apps for iOS and Android
- Mass notification system (text messages, voice calls, emails)
- Content migration
- Unlimited training
- Launch campaign
- Strategy and best practices consulting
- Ongoing support and success coaching



Fayetteville Public Schools, Arkansas



Holly Johnson

Executive Director of Communications
& Public Relations
(479) 973-8685
holly.johnson@fayar.net

1000 West Bulldog Blvd.
Fayetteville, AR 72701

district.fayar.net

Client Since: March 2018

Enrollment: 10,600

List of Services:

- Thrillshare publishing platform
- ADA-compliant website
- Custom mobile apps for iOS and Android
- Mass notification system (text messages, voice calls, emails)
- Content migration
- Unlimited training
- Launch campaign
- Strategy and best practices consulting
- Ongoing support and success coaching



**Let's keep the
conversation
going.**



Matthias Wehnert

(501) 612-4442

matthias.wehnert@apptegy.com