Fair Lawn
PUBLIC SCHOOLS

Learners today, leaders tomorrow.



STATE OF THE SCHOOLS

FEBRUARY 26, 2026

District Goals 2026



GOAL 1: EMPOWERING PATHWAYS TO EXCELLENCE

Unlocking every student's unique potential for achievement

GOAL 2: CULTIVATING BELONGING & COMMUNITY

Creating environments where everyone thrives together

GOAL 3: BUILDING SUSTAINABLE FOUNDATIONS

Developing infrastructure that supports our vision

Goal 1

Multi-Tiered Systems of Support (MTSS)

Implementing layered intervention strategies to ensure all students receive appropriate academic and behavioral support

Intervention & Referral Services (I&RS)

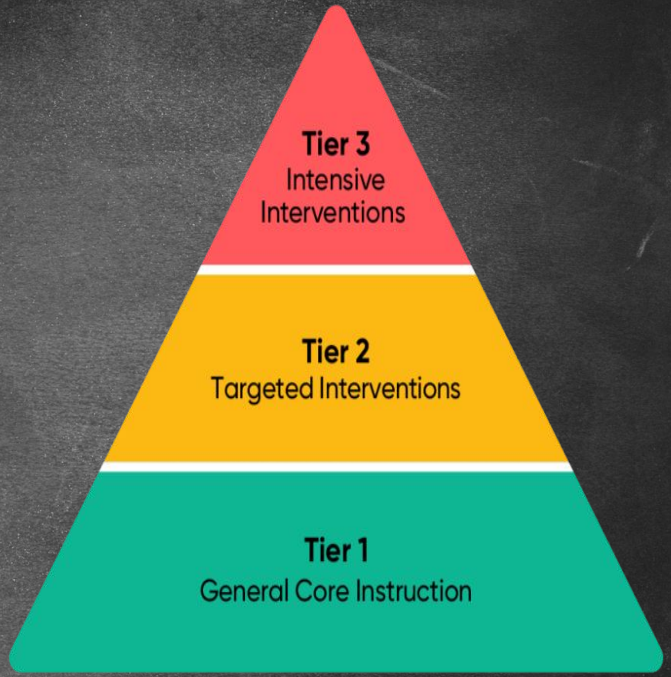
Providing early identification and support systems for students facing academic or behavioral challenges

Middle and High School Schedule Optimization

Creating flexible scheduling options that better meet individual student learning needs and interests

Strategy 1: Multi-Tiered Systems of Support (MTSS)

- What is MTSS?
- How do we implement it?
- Professional Development (Orton- Gillingham and mCLASS/DIBELS training for all K–3 teachers;LinkIt training)
- Strengthened MTSS through regular data analysis, progress monitoring, and needs-based grouping
- Utilized assessment data (DIBELS, Math Benchmarks, IXL, LinkIt! ex.) to drive data-informed instruction and create targeted interventions and groups
- Programmatic resources such as mCLASS, Boost, FRAX, Reflex, No RedInk, Commonlit.org



Strategy 1: Multi-Tiered Systems of Support (MTSS)



Updates for this year:

- **Earlier Intervention: Streamlined data analysis allowed elementary support to begin earlier in the year.**
- **K–4 Data Meetings: Held 3 times annually to discuss every student**
- **Improved Coordination: Better collaboration between classroom teachers, multilingual teachers, and support providers.**

Strategy 1: Multi-Tiered Systems of Support (MTSS)

Updates for this year (continued):

- **Title Funding: Utilized to increase student intervention time (pull-out and push-in)**
- **Secondary Interventions: Expanded NJSLA / NJGPA preparation**
- **District Committee: Created a new committee to evaluate processes and share best practices**
- **Integrity: Reinforced strong Tier 1 and Tier 2 instruction before I&RS referrals**



Strategy 2: Intervention & Referral Services (I&RS)

- **What is I&RS?**
  Intervention & Referral Services (I&RS) is a school-based, collaborative problem-solving team designed to support students who are experiencing academic, behavioral, or social-emotional challenges. Through a structured and data-driven process, the team works to develop targeted interventions within the general education setting to help students succeed.
- **Who is involved?**
  Each team consists of a building administrator, the school counselor (MS/HS), a teacher, educational specialists, the parent/guardian, and the student (when age appropriate).
- **How does it operate?**
  When a concern is identified, a referral is made and the team reviews relevant data, gathers input from teachers and parents, and identifies the student's strengths and needs. The team then develops targeted interventions, establishes a timeline for implementation, and monitors progress. Follow-up meetings are held to review data, adjust interventions as needed, and determine next steps to ensure the student receives appropriate support.

Strategy 2: Intervention & Referral Services (I&RS)





Updates for this year:

- **Infrastructure: Implemented a districtwide I&RS manual and standardized action-plan template.**
- **Staff Training: Updated procedures across all schools.**
- **Engagement: Launched a new parent feedback form to increase family involvement.**
- **Assessment: New assessment platforms assist with early identification of need**
- **Monitoring: Action plans now feature measurable, data-driven goals.**

Strategy 3: Middle and High School Schedule Optimization

- Collaboration: Conducted cross-level review of the current 5–12 schedule.
- Programmatic Structures Evaluated: Analyzed rotating block, team/house, and FLEX/intervention models. Compared practices with neighboring districts.
- Impact Analysis: Examined facility constraints and structural impacts on programmatic offerings
- Staff Voice: Established Middle School committees and initiated staff surveys.



Goal 2

Community Climate

Regularly evaluating school culture and climate to ensure positive, inclusive environments for all

Inclusive Access Initiatives

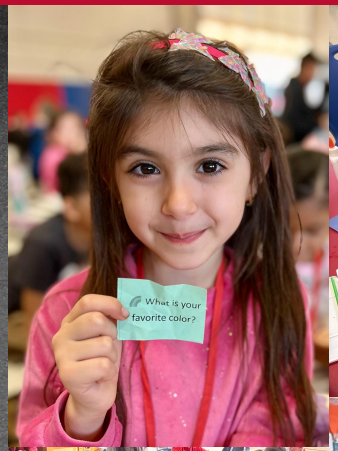
Ensuring all students, regardless of background or ability, have equal opportunities to participate and succeed

Cell Phone Policy Revision

Developing balanced policies that promote healthy digital citizenship and focused learning

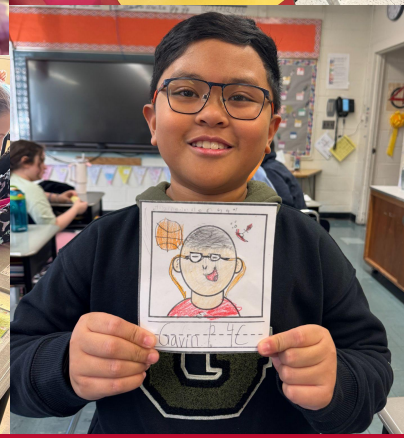
Strategy 1: School Climate and Community Climate Assessment

- What are School Climate Teams?
- School Climate teams work to analyze school climate needs/trends
- Subcommittees of No Place for Hate/Kindness Committees
    - Initiatives
    - Celebrating diversity through school wide activities
- District is recognized as Gold Star No Place for Hate schools









Strategy 1: School Climate and Community Climate Assessment

Updates for this year:

- **Expansion: Updated No Place for Hate activities**
- **Audit of Practices: Reviewed curriculum, mandates, school structures to identify cultural resources and events**
  - **Radburn Recipe Book**
- **Next Steps: Preparation work for Community Climate Assessment**

Cultural Connection: Pastichio is a beloved Greek comfort dish- often made for holidays, Sunday dinners, or big family gatherings. It's the Greek version of a baked pasta casserole, layered with spiced meat sauce, tubular pasta, and a rich bechamel sauce topping. This recipe represents warmth, celebration, and the feeling of home. It's a dish that brings people together around the table and is a staple in our home.



Pastichio

Inclusive Access Initiatives



- Academic Rigor: Evaluated course work and curriculum 5 - 12 and keeping content robust while maintaining access for students
- Special Programs: Expanded ICR opportunities and added elective opportunities for BRIDGES students
- Participation: Expanded Unified Sports and peer mentoring opportunities

Technology Use Guidelines and Cell Phone Policy Revision

- Collaboration: Drafted policy with input from staff, parents, and students.
- Drafted Board of Education policy and regulations collaboratively with district leadership after representative meetings
- Adoption: Final Board of Education approval achieved in December.
- Future Outlook: Will reevaluate based on the new "bell-to-bell" law signed by the Governor and impending regulation issue.

QUESTIONS?