



**BOE/CO
Friday Packet
December 9, 2022**

Upcoming Meeting Dates

Special Education Presentation Handout for 12-13-2022

12-15-2022 BoE Agenda/Enclosures – Community Conversation

12-8-2022 Business Curriculum Memo re Curriculum Changes




Upcoming Board of Education Meeting Dates **2022**

December 13	6:00 PM	Special Meeting/Executive Session Superintendent Conference Room 501 Kings Hwy East
	7:30 PM	Regular Meeting CO Board Room 501 Kings Hwy East
December 15	7:00 PM	Special Meeting – Community Conversation Fairfield Ludlowe HS Cafeteria
December 21	2:30 PM	Facilities Committee Meeting Superintendent Conference Room 501 Kings Hwy East

Special Education Programming Review

Rob Mancusi
Fairfield Public Schools
Board of Education Meeting
December 13, 2022



Programs to Review

Early Childhood Center (ECC) 3-5 year old students

Complex Learner Cohort Classrooms (CLC) Pre-K - 12

Early Literacy Academy Elementary School

Therapeutic Learning Center (TLC) Elementary School

The Relaxation Station (TRS) Middle School

IMPACT High School

Walter Fitzgerald Campus (WFC) Alternative High School

Community Partnership Program (CPP) 18-22 year old students

Early Childhood Center

The ECC educates students beginning at age three who are determined eligible for special education services. Students enrolled in the ECC may receive specialized half-day or extended day classroom based services or itinerant services based on their individual needs. Students may also receive related services such as speech therapy, social skills instruction, occupational therapy, physical therapy, nursing support, etc. based on their eligibility for these services.

ECC Evaluation Team

The Initial Evaluation Team evaluates students for eligibility for special education services at the ECC. Members of the ECC initial evaluation team also provide screenings, consultation and professional development to support community preschool programs.

To date, the evaluation team has completed or are in the process of completing 51 evaluations. This does not include targeted evaluations or reevaluations of students already in the program.

The ECC evaluation team conducted 128 initial evaluations during the 2021-22 school year.

ECC

The ECC also accepts non-disabled peer students to enroll in preschool classroom programs. The peer program is tuition-based with full, reduced and free tuition options based on household income. Full tuition for the 2022-23 school year is \$4,994. Transportation services are provided to students as a related service through the IEP process , when appropriate, and to free and reduced tuition students. Parents of full tuition peer students may also request transportation at a cost of \$400 per month.

ECC Classroom Enrollment 2022-23 (as of 12/8/2022)

ECC-Warde	Total Students	ECC- Warde	Total Students
Classroom A a.m.	12	Classroom A p.m.	12
Classroom B a.m.	13	Classroom B p.m.	12
Classroom C a.m.	12	Classroom C p.m.	12
Classroom D a.m.	13	Classroom D p.m.	10
Classroom E a.m.	13	Classroom E p.m.	11

ECC Classroom Enrollment 2022-23 (as of 12/8/2022)

ECC-Stratfield	Total Students	ECC- Stratfield	Total Students
Classroom A a.m.	12	Classroom A p.m.	8
Classroom B a.m.	12	Classroom B p.m.	10
Classroom C a.m.	14	Classroom C p.m.	9

ECC Student Enrollment 2022-23 (as of 12/8/2022)

ECC-Warde	ECC Stratfield	Total Students
102	51	157*

There are an additional 32 students who receive itinerant services at the ECC

***Several students in the ECC attend both a.m. and p.m. sessions and are counted in both a.m. and p.m. classroom enrollments. This accounts for the difference in the classroom enrollment count and the total students count above.**

ECC Peer Ratios 2022-23 (as of 12/8/2022)

Current percentage of nondisabled peers / students with disabilities per classroom

ECC-Warde	Peers / SWD	ECC- Warde	Peers / SWD
Classroom A a.m.	42% / 58%	Classroom A p.m.	17% / 83%
Classroom B a.m.	38% / 62%	Classroom B p.m.	25% / 75%
Classroom C a.m.	42% / 58%	Classroom C p.m.	25% / 75%
Classroom D a.m.	38% / 62%	Classroom D p.m.	20% / 80%
Classroom E a.m.	30% / 70%	Classroom E p.m.	18% / 82%

ECC Peer Ratios 2022-23 (as of 12/8/2022)

Current percentage of nondisabled peers / students with disabilities per classroom

ECC-Stratfield	Peers / SWD	ECC- Stratfield	Peers / SWD
Classroom A a.m.	42%/58%	Classroom A p.m.	0% / 100%
Classroom B a.m.	42%/58%	Classroom B p.m.	20% / 80%
Classroom C a.m.	36%/64%	Classroom C p.m.	11% / 89%

Our goal is to establish and maintain a 50% / 50% peer to SWD ratio in all ECC classrooms

Complex Learner Cohort (CLC) Program

The CLC program educates students with significant neuro-developmental disabilities who require more intensive specialized instruction within the Fairfield Public Schools. Participation in CLC programs provides students with disabilities access to nondisabled peers and the opportunity to participate in general education activities with appropriate individualized support.

The cost avoidance of out placement tuition per student enrolled in the CLC program is approximately \$132,500 (does not include ESY programming).

CLC Enrollment (as of 12/8/2022)

Level	Number of CLCs	Number of Students
ECC- Warde	1	9
ECC-Stratfield	1	10
Burr	2	15
Jennings	1	10
Mill Hill	2	15
Osborne Hill	2	18

CLC Enrollment (as of 12/8/2022)

Level	Number of CLCs	Number of Students
Fairfield Woods MS	1	5
Roger Ludlowe MS	1	4
Tomlinson MS	1	7
Fairfield Ludlowe HS	2	18
Fairfield Warde HS	2	16
TOTAL	16	127

Early Literacy Academy

The Early Literacy Academy program educates students who generally have a SLD - Dyslexia and /or a significant language based disability. Students in this program have previously demonstrated limited progress on IEP goals and objectives in the areas of reading and writing. Students enrolled in the Early Literacy Academy receive increased intensive structured literacy instruction from Literacy How trained staff and coaches.

The cost avoidance of out placement tuition per student enrolled in the Early Literacy Academy is approximately \$74, 667 (does not include ESY programming).

Early Literacy Academy Enrollment (as of 12/8/2022)

Grade	Number of Students
1	0
2	5
3	3
4	6
5	0
TOTAL	14 / 15* (1 placement pending)

Therapeutic Learning Center (TLC)

The TLC is an elementary specialized program designed to support students with significant social, emotional and/or behavioral needs. Students enrolled in the TLC benefit from consistent group and individual counseling and behavioral support. Students generally require significant support for internalizing and/or externalizing challenges and benefit from flexible support within the general education classroom and the special education setting.

The cost avoidance per out placement tuition (therapeutic day program) per student enrolled in the TLC program is approximately \$79,917 (does not include ESY programming).

TLC Enrollment (as of 12/8/2022)

Grade	Number of Students
1	1
2	0
3	0
4	1
5	5
TOTAL	7

The Relaxation Station (TRS)

The Relaxation Station (TRS) is a middle school specialized program designed to support students with social, emotional and / or behavioral needs. Students in this program benefit from consistent group and individual counseling along with instruction in the development of executive functioning skills. Students in the TRS generally require significant support for internalizing and/or externalizing challenges and benefit from flexible support within the general education classroom and the special education setting..

The cost avoidance per out placement tuition (therapeutic day program) per student enrolled in the TRS program is approximately \$79,917 (does not include ESY programming).

TRS Enrollment (as of 12/8/2022)

Grade	Number of Students
6	4
7	3
8	2
TOTAL	9

IMPACT: FLHS & FWHS

IMPACT is a specialized high school program that offers the highest level of mental health support to students. There are two dedicated IMPACT social workers at each high school that support up to 20 students at each location. Students meet daily for Dialectical Behavioral Therapy (DBT) group and executive functioning strategies instruction. Additionally, they receive individual counseling support based on student need.

The cost avoidance per out placement tuition (therapeutic day program) per student enrolled in the IMPACT program is approximately \$79,917(does not include ESY programming).

IMPACT: FLHS & FWHS (as of 12/8/2022)

Grade	Total # of Students: FLHS / FWHS
9	3 / 7
10	5 / 3
11	6 / 8
12	3 / 0
TOTAL	17 / 18

Walter Fitzgerald Campus (WFC)

WFC is an alternative high school program that focuses on students' emotional well-being while maintaining rigorous academic expectations through project-based learning and community partnership. Students enrolled at Walter Fitzgerald Campus are successful in a smaller, more personalized environment with as low student to mental health staff ratio.

WFC implements Restorative Practices, Dialectical Behavioral Therapy, and positive behavioral supports in daily programming. WFC also provides intensive mental health support for up to ten students through its IMPACT program. There are also three additional mental health staff at WFC to support the social and emotional well-being of all students.

The cost avoidance per out placement (therapeutic day program) per student enrolled at WFC program is approximately \$79,917.

WFC Enrollment (as of 12/8/2022)

Grade	Total Number of Students
9	2
10	6
11	12
12	25
TOTAL	45

Community Partnership Program (CPP)

Students enrolled in the CPP are students that require post-secondary transition programming beyond their four years of high school. Students may remain in the CPP up until their twenty-second birthday if appropriate.

Through activities of daily living, building vocational skills, career awareness, and accessing post-secondary education and employment, the CPP helps students become independent members of their community.

CPP

Students in the CPP are currently learning on-site employment skills through a variety of job sites including:

- The Food Pantry at UB
- Residential Life at UB
- Fairfield Town Hall
- Fairfield Public Schools Central Office
- Bob's Stores
- Walgreens
- A&R Workshop
- The Maritime Aquarium
- JP's Diner at SHU

CPP & University of Bridgeport

The collaboration between the Fairfield Public Schools and the University of Bridgeport continues to grow. Students in the CPP have access to the entire university campus and school wide events. Peer Mentors have started to be incorporated into the program, interacting with students in a variety of activities throughout the day. Additional opportunities to expand the relationship between the Fairfield Public Schools and the University of Bridgeport continues.

The cost of rental space at UB for the 2022-23 school year is \$20,000

The cost avoidance per out placement (transition program)) per student enrolled in the CPP is approximately \$52,596.

CPP Enrollment (as of 12/8/2022)

Total:

Start of 2022-23 school-year: 22

Currently: 18 (4 students have aged out to date)

Students remain in the Community Partnership Program until their 22nd birthday when appropriate. Enrollment varies throughout the year based on birthdates.

FAIRFIELD PUBLIC SCHOOLS

Board of Education Special Meeting Agenda

COMMUNITY CONVERSATION

Fairfield Ludlowe High School Cafeteria
785 Unquowa Road

Thursday, December 15, 2022

7:00 PM to 9:00 PM

This meeting is in-person only.

MEMBERS OF THE PUBLIC:

This meeting will be conducted in-person only. There will be no opportunity to call-in with public comment. Per CDC Guidelines, masks are optional for all attendees regardless of vaccination status.

Public Participation: *As a means of encouraging public participation the Chair shall solicit comments from the public with regard to the agenda item. The Chair may limit Public Comment in any manner appropriate to the orderly and efficient conduct of the conversation. Members of the public will have up to 2 minutes to raise their topic of conversation on the agenda item. The Chair may modify this limitation at the beginning of the meeting if the number of persons wishing to speak makes it advisable to do so.*

1. Call to Order of the Special Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Superintendent Presentation and Community Conversation regarding racial balance, academic excellence, and facility utilization per the Board Approved Racial Balance Plan Amendment, 8-30-2022
(Enclosure Nos. 1, 2)
4. Adjournment

RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379

Fairfield Public Schools

A Plan for Racial Balance

Plan Amendment

As Approved by the Board of Education

August 30, 2022

Introduction

The following amendment to the Fairfield Public Schools' *Plan for Racial Balance*, as originally approved on November 15, 2016, previously amended on April 6, 2017, and updated on October 26, 2021, is presented for consideration by the Connecticut State Board of Education.

While the district's immediate racial balance concerns are focused at the elementary level, the effort to promote greater racial balance and equity will of necessity impact the district's secondary schools. This will include equity training, school climate improvement and adjustments to K-12 feeder patterns.

1. Amendment Process

Date	Action
By September 8, 2022	Board of Education submits Plan Amendment to the State Board of Education,
Fall of 2022 (date TBD)	Board of Education representatives meet with State Board of Education to discuss approval of the proposed Plan Amendment.

2. Engaging the community:

Date	Action
June 9, 2022	Board of Education conducted meeting with members of the McKinley School community.
Between August 15 and September 30, 2022	Plan community conversations re: racial balance, academic excellence, and facility utilization.
Between October 1 and December 1, 2022	Conduct multiple community conversations re: racial balance, academic excellence and facility utilization.
Ongoing	Continued community engagement through components of the Plan.

The programmatic and attendance zone changes envisioned in this Plan Amendment will be of interest to families and staff members throughout the district. Therefore, the Board of Education and the Superintendent will initiate a series of community conversations on the subjects of racial balance, academic excellence and facility utilization in fall of 2022. Sessions will be conducted in various locations throughout the town, in both “in person” and “virtual” formats, with translation services available.

3. Equity Training for the Board of Education and District Staff

Date	Action
Between September 15 and December 15, 2022	Plan equity training workshops for presentation to the Board of Education and all district staff members.
Between February 1 and May 15, 2023	Conduct equity training workshops for the Board of Education and for all district staff members.

Achieving racial balance and educational equity throughout our school district will require a heightened level of understanding and commitment from our governing board, our district leadership, our school principals and faculty members. To that end, a series of educational equity training workshops for the Board of Education, school administrators and staff members will be developed during the fall semester of the 2022-23 school year, with implementation to begin during the winter and spring of 2023.

4. Improving School Climates for All Children:

Date	Action
By February 1, 2023	Conduct district-wide Equity Review

Simply moving students from one school to another is not a sufficient response to the challenges of racial and socio-economic equity and student success. The district must assure that all students are safe, nurtured and learning, regardless of the school that they attend. Therefore, by February 1, 2023, the Superintendent will review the steps that the district is currently taking to assure that all students are welcome and academically successful, regardless of the school to which they are assigned and will recommend improvements, as necessary. This equity review will address issues such as:

- effective instruction;
- assessment of academic progress;
- academic support services for students as needed;
- counseling services;
- service to multi-lingual learners;
- access to advanced courses;
- maintenance of positive school climate;
- staff selection; and
- professional development.

In a related effort, on June 24, 2022, the Board of Education adopted an update to its *District Improvement Plan* which calls for all students to:

- acknowledge, explore and value the importance of diversity;
- acquire an understanding and appreciation of other cultures; and
- engage in culturally responsive curriculum and develop a sense of belonging to the Fairfield Public School community in order to create more equitable opportunities and outcomes.

The Plan also calls on the district to:

- close the opportunity gap for underperforming subgroups;
- reduce barriers for admission to rigorous courses;
- participate in faculty recruitment, hiring and retention efforts to promote hiring practices that result in diverse groups of qualified candidates.

5. Intra-District Magnet School:

While it is unlikely that a magnet school program would have a substantial impact on the district’s racial balance status, the Board of Education will consider the desirability of establishing one or more magnet school programs in the district as a means of expanding educational options for students and encouraging families to enroll their children in schools outside of their immediate neighborhoods. Magnet possibilities include an International Baccalaureate program or a Dual Language program.

6. Redistricting:

Date	Action
By December 1, 2022	Board of Education provides a redistricting charge to the administration.
Between December 1 and December 31, 2022	Superintendent engages outside consulting firm to assist in the creation and evaluation of various K-5 redistricting arrangements
Between January 1 and May 30, 2023	Superintendent and staff work with the Board of Education to develop alternative redistricting plans, including analyses of the impact on racial balance for each elementary attendance area.
By May 30, 2023	Superintendent presents redistricting plans for consideration to a committee of the Board of Education (The BoE will determine if this presentation will be to a subcommittee or to a committee of the whole.
By June 30, 2023	Superintendent and committee recommend redistricting plans to the full Board of Education

By September 30, 2023	Board of Education conducts public forums on proposed redistricting plans.
By October 15, 2023	Board of Education discusses proposed redistricting plans at the first Board meeting of the month
By October 30, 2023	Board of Education takes action on a proposed redistricting plan.
August of 2024	New elementary attendance zones take effect.

Based on current projections presented by the Board of Education’s enrollment consultants, some of the district’s K-5 schools are expected to exceed building utilization while others are significantly below target utilization. Redistricting of the district’s elementary school attendance zones will likely be required over the next few years to better utilize our facilities. The district will address the racial imbalance issue while addressing these facilities concerns.

The Superintendent will present district-wide redistricting plans which will bring the disparity in racial composition between any one elementary school and the district-wide K-5 average within the limits required by law. The proposed plans may include use of focused redistricting of new housing developments in the McKinley area. The Plan will assure that students currently receiving bilingual education and other support services at the McKinley School continue to receive such services, regardless of the school to which they are assigned. The Superintendent’s recommended plans will be presented to a committee of the Board of Education not later than May 30, 2023.

The Board of Education will consider the Superintendent’s recommendations along with any comments or recommendations that the committee may wish to make and will provide the public with an opportunity to comment on these plans. At least one public forum on the proposed redistricting options will be held prior to Board action on this matter.

Not later than October 30, 2023, the Board will act upon a redistricting plan which will bring the disparity in racial composition between any one elementary school and the district-wide K-5 average within the limits required by law. New attendance districts will be effective as of the beginning of the 2024-25 school year.

Appendices

1. History
2. Elementary Building Capacities vs. Projected Enrollment for 2022-2023
3. Achievement Data by School & Race/Ethnicity
4. Attendance Data by School & Race/Ethnicity
5. Open Choice Enrollment

Appendix 1: History

Year	McKinley % Students of Color	District % Students of Color	Absolute Imbalance	Actions Taken That School Year
2010-11	43.47%	17.58%	25.89%	Opt-into McKinley Opt-out of McKinley
2011-12	45.70%	18.89%	26.81%	Opt-into McKinley Opt-out of McKinley
2012-13	43.41%	19.00%	24.41%	Opt-into McKinley Opt-out of McKinley
2013-14	45.85%	19.37%	26.48%	Opt-into McKinley
2014-15	49.10%	20.53%	28.57%	Opt-into McKinley
2015-16	47.90%	20.70%	27.20%	Opt-into McKinley
2016-17	53.23%	23.21%	30.02%	Opt-into McKinley Pre-K Program (Burr, Dwight)
2017-18	53.24%	24.85%	28.39%	Opt-into McKinley Pre-K Program (Burr, Stratfield)
2018-19	55.48%	25.63%	29.85%	Opt-into McKinley Pre-K Program (Burr, Stratfield) Increase Open Choice enrollment to 100
2019-20	55.61%	25.62%	29.98%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Maintain Open Choice enrollment at 100
2020-21	56.65%	26.40%	30.25%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Limit Open Choice enrollment to currently enrolled students (74)
2021-22	55.78%	26.55%	29.23%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Increase Open Choice enrollment to 100

Appendix 2: Elementary Building Capacities vs. Projected Enrollment for 2024-2025

School	Year Built	Last Updated	Capacity ¹	2024-2025 Enrollment ²	Enrollment vs. Capacity	Utilization Rate
Burr	2004	N.A.	478	358	-120	75%
Dwight	1962	2000	378	244	-134	65%
Holland Hill	1956	2018	504	353	-151	70%
Jennings	1967	2002	365	269	-96	74%
McKinley	2003	N.A.	504	458	-46	91%
Mill Hill	1955	2021	415	390	-25	94%
North Stratfield	1961	2000	504	458	-46	91%
Osborn Hill	1958	2009	478	437	-41	91%
Riverfield	1959	2015	491	381	-110	78%
Sherman	1963	2012	462	402	-60	87%
Stratfield	1929	2011	480	337	-143	70%
Total			5,059	4,087	-972	81%

Notes:

1. Program capacity, after allowing for special programs.
2. Projected 2024-2025 enrollment, per June 28, 2022, report from SLAM.

Appendix 3: Achievement Data by School & Race/Ethnicity

Table 3A: Smarter Balance Assessment Proficiency for ELA & Math – Asian

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	67%	78%	87%	56%	78%	80%
Dwight	80%	83%	100%	80%	83%	83%
Holland Hill	89%	81%	100%	83%	81%	100%
Jennings	50%	63%	100%	50%	75%	88%
McKinley	87%	78%	72%	83%	87%	50%
Mill Hill	78%	69%	67%	78%	85%	92%
North Stratfield	88%	76%	71%	71%	76%	71%
Osborn Hill	86%	87%	85%	93%	87%	92%
Riverfield	80%	83%	100%	80%	83%	100%
Sherman	91%	100%	100%	82%	100%	75%
Stratfield	79%	91%	100%	86%	82%	67%

Table 3B: Smarter Balance Assessment Proficiency for ELA & Math – Black/African American

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	50%	67%	33%	50%	50%	33%
Dwight	67%	71%	40%	67%	71%	40%
Holland Hill	33%	0%	30%	0%	17%	50%
Jennings	43%	63%	60%	43%	75%	60%
McKinley	50%	73%	61%	70%	36%	35%
Mill Hill	75%	80%	100%	75%	80%	*
North Stratfield	*	67%	50%	*	50%	17%
Osborn Hill	50%	100%	100%	75%	67%	100%
Riverfield	*	100%	100%	*	100%	100%
Sherman	100%	100%	0%	100%	100%	*
Stratfield	0%	*	33%	0%	*	33%

Table 3C: Smarter Balance Assessment Proficiency for ELA & Math – Hispanic/Latinx

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	71%	75%	71%	79%	83%	71%
Dwight	88%	89%	71%	75%	78%	100%
Holland Hill	49%	53%	58%	47%	58%	52%
Jennings	78%	71%	79%	78%	64%	57%
McKinley	47%	58%	47%	46%	52%	36%
Mill Hill	40%	46%	57%	40%	36%	29%
North Stratfield	64%	80%	43%	57%	60%	33%
Osborn Hill	80%	64%	47%	60%	46%	47%
Riverfield	91%	93%	93%	82%	86%	93%
Sherman	67%	78%	100%	80%	78%	100%
Stratfield	53%	56%	43%	50%	39%	43%

Table 3D: Smarter Balance Assessment Proficiency for ELA & Math – Two or More Races

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	91%	83%	77%	82%	86%	77%
Dwight	100%	100%	90%	100%	100%	100%
Holland Hill	71%	78%	89%	57%	56%	78%
Jennings	75%	67%	100%	67%	75%	83%
McKinley	88%	67%	46%	75%	67%	64%
Mill Hill	75%	78%	88%	75%	89%	88%
North Stratfield	77%	78%	69%	77%	67%	62%
Osborn Hill	82%	89%	75%	91%	100%	83%
Riverfield	100%	56%	90%	75%	44%	100%
Sherman	100%	100%	100%	89%	93%	100%
Stratfield	92%	85%	60%	77%	69%	60%

Table 3E: Smarter Balance Assessment Proficiency for ELA & Math – White

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	85%	85%	80%	78%	79%	69%
Dwight	86%	84%	81%	81%	81%	86%
Holland Hill	74%	71%	72%	67%	70%	74%
Jennings	76%	75%	74%	77%	82%	72%
McKinley	67%	71%	54%	59%	63%	54%
Mill Hill	79%	81%	77%	74%	78%	66%
North Stratfield	79%	79%	77%	75%	71%	72%
Osborn Hill	81%	77%	81%	83%	78%	78%
Riverfield	83%	88%	82%	87%	83%	80%
Sherman	84%	90%	90%	86%	91%	84%
Stratfield	75%	75%	69%	66%	69%	59%

Appendix 4: Attendance Data by School & Race/Ethnicity

Note: Any rate that is represented by an asterisk (*) indicates that the number of students is so low that it requires data suppression to ensure confidentiality.

Table 4A: Chronic Absenteeism Rate – Asian

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	27.6
Dwight	*	*	*	*
Holland Hill	*	*	*	*
Jennings	*	*	*	*
McKinley	*	*	0	*
Mill Hill	0	*	*	0
North Stratfield	20.7	*	28	*
Osborn Hill	0	*	*	0
Riverfield	*	*	0	*
Sherman	0	0	*	*
Stratfield	0	*	*	0

Table 4B: Chronic Absenteeism Rate – Black/African American

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	0	*	*	*
Dwight	0	0	0	*
Holland Hill	*	0	0	*
Jennings	0	0	0	0
McKinley	*	*	*	17.1
Mill Hill	0	0	0	*
North Stratfield	*	0	*	*
Osborn Hill	0	0	*	0
Riverfield	0	*	0	0
Sherman	*	0	0	*
Stratfield	*	0	0	*

Table 4C: Chronic Absenteeism Rate – Hispanic/Latinx

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	*
Dwight	0	0	*	*
Holland Hill	9.7	*	8.5	19.7
Jennings	0	24.1	*	18.8
McKinley	*	*	9.7	30.3
Mill Hill	*	0	*	*
North Stratfield	*	*	*	*
Osborn Hill	0	*	*	*
Riverfield	*	*	*	*
Sherman	*	*	*	*
Stratfield	*	*	0	14.6

Table 4D: Chronic Absenteeism Rate – Two or More Races

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	*
Dwight	*	*	*	*
Holland Hill	*	0	*	*
Jennings	*	*	*	0
McKinley	0	0	*	*
Mill Hill	0	*	*	*
North Stratfield	*	0	*	*
Osborn Hill	0	*	*	*
Riverfield	*	0	0	0
Sherman	0	*	0	*
Stratfield	*	*	*	*

Table 4E: Chronic Absenteeism Rate – White

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	7.0	7.3	9.9	12.2
Dwight	*	*	7.1	15.3
Holland Hill	6.1	4.1	5.5	10
Jennings	3.2	3.6	4.2	*
McKinley	3.4	6.1	6.0	18.4
Mill Hill	*	*	4.5	*
North Stratfield	3.1	5	5.2	3.9
Osborn Hill	2.3	4.8	5.3	2.5
Riverfield	2.9	2.6	*	3.6
Sherman	3.0	5.3	7.2	8.0
Stratfield	3.4	3.6	4.7	8.5

Appendix 5: Open Choice Enrollment

Table 5A: Open choice seats across levels

School Level	2021-22 Enrollment	Open Seats for 2022-23	Total for 2022-23
Elementary	23	14	37
Middle	37	0	37
High	26	0	26
Total for 22-23SY	86	14	100

Table 5B: Open choice seat across elementary schools, by grade

School/Grade	K	1	2	3	4	5	Total
Burr	--	2	2	--	--	--	4
Dwight	--	2	2	--	--	1	5
Holland Hill	--	--	--	--	--	--	0
Jennings	--	--	2	2	--	--	4
McKinley	--	--	--	--	--	--	0
Mill Hill	--	--	--	2	2	--	4
North Stratfield	--	--	3	1	--	--	4
Osborn Hill	--	--	2	2	--	--	4
Riverfield	--	--	--	2	--	--	2
Sherman	--	2	--	--	4	--	6
Stratfield	--	2	2	--	--	--	4
Total	0	8	13	9	6	1	37

Enclosure No. 2
December 15, 2022

McKinley Elementary School Racial Imbalance Update

December 15, 2022

Goals

- Review the State of Connecticut's Racial Imbalance law and its application to McKinley Elementary and Fairfield Public Schools
- Review the October 1 census data
- Review and discuss the standardized test scores and attendance information which is concerning the State Board of Education
- Discuss possible next steps for the Fairfield Public Schools to address the racial imbalance issues

Connecticut's Racial Imbalance Law, 10-226(e)

Sec. 10-226e-2. School reports

Each board of education shall annually submit, in such manner and at such time as specified by the Commissioner of Education, information on the racial composition of each school by grade, the racial composition of the teaching staff of each school, and the number of pupils in each elementary school who are eligible to receive free or reduced price lunches pursuant to federal law and regulation.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-3. Determination of racial imbalance

(a) Reports submitted pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies will be reviewed annually by the State Department of Education. The proportion of pupils of racial minorities in each school will be compared to the proportion of pupils of racial minorities in comparable grades in the school district as a whole, as follows:

(1) Proportion for the school. The total number of pupils of racial minorities in the school, as reported pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies, shall be divided by the total number of pupils in the school. The resulting percentage shall be the Proportion for the School.

(2) Comparable proportion for the school district. For all grades of a given school, the total number of pupils of racial minorities enrolled in the same grades throughout the school district shall be divided by the district-wide total pupil enrollment in such grades. The resulting percentage shall be the Comparable Proportion for the School District for such school.

(b) Any school in which the Proportion of the School falls outside of a range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced.

(c) If the State Board of Education determines that one or more school in a school district is racially imbalanced, said board shall promptly notify the board of education having jurisdiction of such school or schools.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-4. Determination of impending racial imbalance

(a) Any school not previously cited for racial imbalance, in which the Proportion for the School falls outside a range of from 15 percentage points less to 15 percentage points more than the Comparable Proportion for the School District, shall be deemed to have impending racial imbalance.

(b) The State Board of Education shall notify, in writing, a board of education having jurisdiction of a school district which includes one or more schools with impending racial imbalance.

(c) Any board of education notified pursuant to subsection (b) of this section may be required to provide the Commissioner of Education with information concerning student building assignments, interdistrict educational activities and other evidence of addressing issues of racial, ethnic and economic isolation.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-5. Plans

(a) Any board of education which has received notification from the State Board of Education pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies shall submit to the State Board of Education a plan to correct racial imbalance in the school which has been determined to be racially imbalanced. All plans shall be subject to the requirements of this section; provided, however, that any school district so notified, which has a minority student enrollment of fifty percent or more may, in lieu of filing a plan, demonstrate that such racially imbalanced school is a diverse school.

Handout #1 page 3

October 1, 2022 Racial Imbalance Data* - Handout #2

*Pending CSDE Certification

<u>School</u>	<u>Total</u>	<u>Percentage</u>	<u>Imbalance</u>
Burr Elementary School	101	28.69%	2.00%
Dwight Elementary School	44	17.96%	8.74%
Holland Hill Elementary School	147	39.30%	12.61%
Jennings Elementary School	72	27.48%	0.78%
McKinley Elementary School	238	54.97%	28.27%
Mill Hill Elementary School	80	19.80%	6.89%
North Stratfield Elementary School	97	23.60%	3.10%
Osborn Hill Elementary School	97	22.00%	4.70%
Riverfield Elementary School	67	17.18%	9.52%
Roger Sherman Elementary School	57	14.73%	11.97%
Stratfield Elementary School (ECC excluded)	78	23.01%	3.69%
Total/Average	1078	26.70%	---

Elementary Language Arts Academic Performance Smarter Balanced Assessment (3-5) *Percent Proficient*

	2017-2018	2018-2019	2020-2021	2021-2022	Difference Comparison
McKinley	64%	67%	54%	47%	-
Burr	84%	84%	77%	82%	+35%
Dwight	86%	84%	80%	86%	+39%
Holland Hill	69%	66%	69%	80%	+33%
Jennings	73%	73%	77%	81%	+34%
Mill Hill	76%	78%	76%	82%	+35%
North Stratfield	78%	78%	74%	77%	+30%
Osborn Hill	81%	78%	78%	72%	+25%
Riverfield	84%	87%	84%	77%	+30%
Sherman	84%	90%	91%	87%	+40%
Stratfield	74%	75%	66%	72%	+25%

Elementary Language Arts Academic Performance Smarter Balanced Assessment (3-5) *2020-2021 by Subgroups / Percent Proficient*

	Asian	Black/African American	Hispanic/Latino	2 or more races	White
McKinley	72%	61%	47%	46%	54%
Burr	87%	33%	71%	77%	80%
Dwight	100%	40%	71%	90%	81%
Holland Hill	100%	30%	58%	89%	72%
Jennings	100%	60%	79%	100%	74%
Mill Hill	67%	100%	57%	88%	77%
North Stratfield	71%	50%	43%	69%	77%
Osborn Hill	85%	100%	47%	75%	81%
Riverfield	100%	100%	93%	90%	82%
Sherman	100%	0%	100%	100%	90%
Stratfield	100%	33%	43%	60%	69%

Elementary Language Arts Academic Performance Smarter Balanced Assessment (3-5) *2021-2022 by Subgroups / Percent Proficient*

	Asian	Black/African American	Hispanic/Latino	2 or more races	White
McKinley	70%	33%	39%	*	53%
Burr	75%*	50%*	91%*	77%*	83%
Dwight	86%*	50%*	90%*	80%*	87%
Holland Hill	100%*	80%*	63%	100%*	81%
Jennings	89%*	100%*	83%*	100%*	78%
Mill Hill	81%*	*	75%*	100%*	82%
North Stratfield	91%*	80%*	58%*	81%*	78%
Osborn Hill	77%*	50%*	46%*	85%*	74%
Riverfield	100%*	0%*	81%*	73%*	77%
Sherman	67%*	0%*	80%*	100%*	88%
Stratfield	33%*	60%*	47%*	67%*	77%

Elementary Language Arts Academic Performance Smarter Balanced Assessment (3-5) *2020-2021 by High Needs Status / Percent Proficient*

	High Needs	Non-High Needs
McKinley	43%	65%
Burr	50%	85%
Dwight	56%	80%
Holland Hill	43%	81%
Jennings	57%	85%
Mill Hill	42%	88%
North Stratfield	32%	81%
Osborn Hill	38%	87%
Riverfield	71%	86%
Sherman	74%	95%
Stratfield	37%	73%

Elementary Language Arts Academic Performance Smarter Balanced Assessment (3-5) *2021-2022 by High Needs Status / Percent Proficient*

	High Needs	Non-High Needs
McKinley	40%	58%
Burr	67%	87%
Dwight	57%	95%
Holland Hill	58%	90%
Jennings	60%	90%
Mill Hill	56%	92%
North Stratfield	48%	85%
Osborn Hill	39%	82%
Riverfield	44%	83%
Sherman	73%	90%
Stratfield	37%	86%

Elementary Mathematics Academic Performance

Smarter Balanced Assessment (3-5)

Percent Proficient

	2017-2018	2018-2019	2020-2021	2021-2022	Difference Comparison
McKinley	59%	61%	47%	49%	-
Burr	76%	79%	70%	77%	+28%
Dwight	81%	81%	85%	84%	+35%
Holland Hill	62%	66%	69%	73%	+24%
Jennings	73%	80%	72%	80%	+31%
Mill Hill	72%	76%	67%	77%	+28%
North Stratfield	73%	69%	65%	67%	+18%
Osborn Hill	83%	78%	77%	71%	+22%
Riverfield	86%	82%	83%	79%	+30%
Sherman	86%	90%	85%	89%	+40%
Stratfield	66%	67%	57%	67%	+18%

Elementary Mathematics McKinley Academic Performance Smarter Balanced Assessment (3-5) *2020-2021 by Subgroups / Percent Proficient*

School	Asian	Black/African American	Hispanic/Latino	2 or more races	White
McKinley	50%	35%	57%	64%	54%
Burr	80%	33%	71%	77%	69%
Dwight	83%	40%	100%	100%	86%
Holland Hill	100%	50%	52%	78%	74%
Jennings	88%	60%	36%	83%	72%
Mill Hill	92%	0%	29%	88%	66%
North Stratfield	71%	17%	33%	62%	72%
Osborn Hill	92%	100%	47%	83%	78%
Riverfield	100%	100%	93%	100%	80%
Sherman	75%	0%	100%	100%	84%
Stratfield	67%	33%	43%	60%	59%

Elementary Mathematics McKinley Academic Performance Smarter Balanced Assessment (3-5) *2021-2022 by Subgroups / Percent Proficient*

School	Asian	Black/African American	Hispanic/Latino	2 or more races	White
McKinley	55%	29%	41%	*	57%
Burr	75%*	50%*	67%*	77%*	78%
Dwight	83%*	50%*	90%*	60%*	86%
Holland Hill	100%*	60%*	51%	100%*	76%
Jennings	89%*	100%*	75%*	100%*	79%
Mill Hill	88%*	*	58%*	100%*	75%
North Stratfield	82%*	40%*	53%*	56%*	67%
Osborn Hill	85%*	75%*	46%*	77%*	72%
Riverfield	100%*	0%*	83%*	73%*	79%
Sherman	78%*	0%*	100%*	91%*	90%
Stratfield	10%*	20%*	37%*	67%*	72%

Elementary Mathematics Academic Performance Smarter Balanced Assessment (3-5) *2020-2021 by High Needs Status / Percent Proficient*

	High Needs	Non-High Needs
McKinley	35%	59%
Burr	57%	74%
Dwight	64%	92%
Holland Hill	48%	79%
Jennings	43%	83%
Mill Hill	33%	79%
North Stratfield	22%	76%
Osborn Hill	47%	83%
Riverfield	75%	84%
Sherman	77%	87%
Stratfield	37%	62%

Elementary Mathematics Academic Performance Smarter Balanced Assessment (3-5) *2021-2022 by High Needs Status / Percent Proficient*

	High Needs	Non-High Needs
McKinley	41%	61%
Burr	55%	85%
Dwight	57%	92%
Holland Hill	47%	86%
Jennings	54%	91%
Mill Hill	42%	90%
North Stratfield	36%	72%
Osborn Hill	32%	82%
Riverfield	50%	84%
Sherman	87%	90%
Stratfield	39%	78%

District Elementary Attendance Data

Percent Chronically Absent

	17-18	18-19	19-20	20-21	21-22
McKinley	4.1%	4.6%	7.7%	21.5%	20.6%
Burr	7.1%	7.5%	9.5%	15.1%	8.6%
Dwight	4.7%	5.1%	7.3%	15.4%	10.7%
Holland Hill	7.2%	5%	5.7%	13.1%	9.1%
Jennings	3.4%	6.1%	5.2%	5.2%	7.7%
Mill Hill	2.6%	1.7%	5.5%	2.8%	6.0%
North Stratfield	4.7%	5.3%	7.4%	4.6%	8.0%
Osborn Hill	1.9%	4.8%	6.4%	2.4%	7.0%
Riverfield	3.6%	3.4%	4.4%	3.8%	8.3%
Sherman	3%	5.2%	7.2%	8.2%	11.5%
Stratfield	4.7%	5.2%	4.2%	9.4%	7.6%

McKinley Academic Performance (STAR) Percent Proficient

School	ELA Winter 2022	ELA Spring 2022	Math Winter 2022	Math Spring 2022
McKinley	49%		68%	
Burr	78%		85%	
Dwight	72%		87%	
Holland Hill	71%		81%	
Jennings	72%		82%	
Mill Hill	79%		82%	
North Stratfield	69%		82%	
Osborn Hill	76%		87%	
Riverfield	78%		84%	
Sherman	74%		90%	
Stratfield	61%		70%	

Next steps
Questions



**FAIRFIELD
PUBLIC SCHOOLS**

James Zavodjancik, Ed.D.

Chief Academic Officer

Phone: 203-255-8390

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To: Mr. Michael Testani, Superintendent of Schools

From: James Zavodjancik, Ed.D., Chief Academic Officer

Date: December 8, 2022

Re: Business Curriculum

Simultaneously with the Business Curriculum Presentation leading up to the regular Board of Education Meeting on November 29, 2022, the public was informed of the curriculum changes in the following manner:

- An Infinite Campus message sent to all current families (PK-12) on November 21, 2022 with links to the curriculum, an electronic form to submit feedback, and an invitation to review textbook/course resources at Central Office.
- Posting each curriculum document in a PDF form on our Academics website.
- BOE packet with complete information for the November 29, 2022 meeting.

The Infinite Campus Messenger included a link for families to submit feedback and comments. Feedback was open until December 8, 2022. Please see the following pages of this document for public feedback. No individual requested to review the physical textbooks located at Central Office during the review period.

In addition, during the curriculum presentation on November 29, 2022, information regarding the Business Department's course-by-course overview changes was requested. That information is included herein.

Question 1: Course or Curriculum Name	Q2: Comments/Feedback on Course/Curriculum	Q3: Comments/Feedback on Resource(s)
CIS Web Design	In this course, you should consider adding CSS (Cascading Style Sheets) as they are bedrock of page design. If course is same as posted, then perhaps need to be updated.	N/A
CIS Web Design	Dreamweaver – excellent tool but outdated.	N/A
<p>Response: CSS is covered in both HTML/HTML 5 and Dreamweaver units. Dreamweaver is an excellent tool. We are fortunate that FFLD has maintained this license to the Adobe Suite. There are also some popular, inexpensive online web design sites that are used. Dreamweaver allows the basic to advance coding/design concepts while keeping all information locally stored under FFLD control reducing issues with students’ privacy and posting on live sites.</p>		
AP Computer Science	None of the materials go over lower-level concepts like TCP/IP networking or hardware design. There is a lot of opportunity in hardware design. I mean we have AMSL right around the corner, etc. Also, encryption as a topic and section on hacking or security would be good. The ethics discussion seems outdated in what is going on out there.	N/A
<p>Response: The Technology Education department has handled hardware concepts, including networking, whereas the business department has traditionally handled programming/software. In the review process, the department debated offering a cybersecurity course as part of the course options. Several legal/ethical concerns in regard to what we would teach/allow high school students to perform arose.</p>		
Business Curriculum – Add Business Communication	Overall, this is an incredibly robust curriculum, and well thought out. As a professional, I am concerned with the way students communicate in business. While my sophomore daughter has told me that FPS does train students at an early age on how to send an email, you would be surprised how I see so many students unable to communicate in succinct business fashion, and also write as if they are texting, including no spaces between how they communicate. I know how difficult it is to change the curriculum, so if there’s any way to infuse this within teach class that may be helpful. Thank you for sharing and asking our opinion.	N/A

HIGH SCHOOL BUSINESS EDUCATION CURRICULA Revisions to Documents, 2022

Understanding by Design Curriculum Development

The High School Business Education faculty completed a full review and update of the curriculum documents for every course offered. This process involved converting the documents to a format that facilitates a process known as “Understanding by Design,” also referred to as “backward design.” This process begins with the end in mind, keeping student learning goals and outcomes at the forefront. This design process is also designed to engage students in exploring big ideas. A big idea is a concept, theme, or issue that gives meaning and connection to discrete facts and skills. Once learning objectives are established, learning experiences are designed to meet specific purposes and promote inquiry. Teaching focuses on what learners need to accomplish their learning goals.

The Understanding by Design template was used to review the business courses starting with desired learning outcomes. Much of the content/skills of each course do remain the same. However, “flipping” the curriculum design backward and examining it from a different perspective, resulted in some modifications that enriched the curriculum by introducing new/updated ideas, refining some concepts, and letting go of some outdated content that was less aligned with the learning goals of the course.

Understanding by Design Template

The new curriculum design template (2022) incorporates **new** fields/information that did not appear consistently on previous curriculum documents, including:

- **Grade level(s)** for which the course is designed and credits may be earned.
- **Prerequisites** for the course (*also noted in the Program of Studies*).
- **Academic Department** responsible for the course.
- **FPS Academic Expectations** - Each course is aligned with two of the six academic expectations which are assessed for mastery based diploma credit and integrated throughout the course and its assessments.
- **Course Materials/Resources** (*as opposed to suggested resources in units in former documents*).
- **Unit overview** briefly describing each unit in the course.
- **Enduring Understandings** are an essential component of Understanding by Design. These specific inferences, based on big ideas, describe what, specifically, learners should understand about the topic and have lasting value beyond the classroom.

The new template does **not** include the following fields/information from the former pre-2022 Business course curriculum documents:

- **Focus Questions** - These are now reframed in an Essential Questions field .
- **Assessment** - Common assessments will now be included in implementation plans for teachers and are not available for public consumption.
- **Technology resources** - Technology is currently used to support teaching and learning in nearly all courses in some manner. In the past, listing items such as computers, DVDs, projectors, were included in the documents. This information is no longer useful in our new template.
- **Suggested materials/resources** - All board approved textbooks or unit chosen instructional materials are included in a new field - Course Materials/Resources.

The following fields are **consistent** from the pre-2022 to the new curriculum template:

- Course Information and Descriptions
- Essential Questions (*formerly known as Focus Questions*)
- Pacing/ Duration throughout the year/semester
- Department level standards
- Learning Goals - What students should know and be able to do (*called course goals, unit objectives, and skill objectives in former documents and learning goals in new documents*)

On the following page, please find the *overview* of changes to each course proposal.

Individual Curriculum Changes (pre-2022 Curriculum to Proposed 2022 Curriculum)

Accounting

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit. No substantive changes to curriculum content.	

Accounting II

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
Curriculum was approved in 2022. No substantive changes to curriculum content.	

Advertising

Additions to 2022	Removal in proposed 2022
<p>Describes the impact of diversity on advertising and identifies characteristics of growing ethnic markets.</p> <p>Identify how verbal and nonverbal communication differ in other cultures and explain the importance of the translation process in global marketing.</p>	<p><u>Removal of:</u> “Identify arguments for both sides of the question as to whether advertising is still a relevant marketing tool.”</p> <p>“What is the human truth, and how have famous campaigns throughout history found it?”</p>
Other Information Regarding Changes	
Changes were made to objective language (same content/skills) to better articulate the expectations of the units.	

AP Macroeconomics

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
There were no additions or removals to the curriculum, however, some of the material was reorganized and now appears in different units than it did in our previous curriculum document.	

AP Microeconomics

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
There were no additions or removals the curriculum, however, some of the material was reorganized and now appears in different units than it did in our previous curriculum document.	

AP Computer Science A

Additions to 2022	Removal in proposed 2022
College Board Class projects: <ul style="list-style-type: none">• The Magpie Lab• The Elevens Lab• The Picture Lab	College Board Gridworld Lab
Other Information Regarding Changes	
Aligned wording of the curriculum to meet the College Board exam requirements is included. In 2014, College Board discontinued Gridworld case studies as part of the exam. Three new labs that instructors are invited to use were included, but they are optional and are not tested on the exam. There are no tested questions on the specific content of the labs, but there are questions that assess the concepts developed in these labs.	

AP Computer Science Principles

Additions to 2022	Removal in proposed 2022
<p><u>Optional Project</u> Explore – Implications of Computing Innovations (same requirements)</p>	<p><u>College Board Mandatory</u> Explore – Implications of Computing Innovations Task Description: In the classroom, students explore the impacts of computing on social, economic, and cultural areas of our lives Task Time Limit: 8 hours in Class Time Task Response Format a.) Written Response: Innovation: 400 words Max b.) Written Response: Population and Impact: 300 Word Max c.) Visual Artifact: Visualization or Graphic d.) Visual Artifact Summary: 50 Words e.) Evaluate, Archive and Present Task</p>
Other Information Regarding Changes	
<p>Aligned wording of the curriculum to meet the College Board exam requirements. Prior to 2021, the first task was the <i>Explore</i> section. The explore section was removed prior to the 2021 exam.</p> <p>The Explore section - Computing Innovations is still listed as a grades project for the class but is no longer required to be submitted to the College Board as part of the students' portfolio project.</p>	

Business Communications and Technology

Additions to 2022	Removal in proposed 2022
<p>Unit 2: Presentation and Communication Skills (6 weeks)</p> <p>Unit 3: Professional and Business Etiquette (6 weeks)</p>	<p>Unit 1: Computer Skills and Application (7 weeks)</p> <ul style="list-style-type: none"> • Shortened time • Modified assignments • No database
Other Information Regarding Changes	
<p>Name Change: Computer Information Systems</p>	

Business Fraud, Property, and Employment Law

Additions to 2022	Removal in proposed 2022
New course proposal	New course proposal
Other Information Regarding Changes	
More time allotted for employment law as moved here from Foundations of Business Law. It will allow for a more in-depth approach and the ability to introduce interested students to other topics in business law.	

Business of Sports and Entertainment

Additions to 2022	Removal in proposed 2022
<p>Understand the cultural and economic role of social media influencers on our society.</p> <p>Identify fads and trends and understand how they are created and managed by the entertainment industry and affect us in our daily lives.</p> <p>Explore the history of the film and music industries and its influence on our culture.</p>	None
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit.	

Business Management

Additions to 2022	Removal in proposed 2022
None	<u>Business Etiquette</u> This content is a primary focus of the Business Communications and Technology course.
Other Information Regarding Changes	
<p>Reorganized and reordered some units and content within units for improved flow.</p> <p>Changes to objective language (same content/skills) to better articulate the expectations of each unit. No changes to curriculum content.</p> <p>Learning Goals based on National Standards for Business Education.</p>	

Business of Travel and Tourism

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
Curriculum proposed 2019. No substantive changes to curriculum content.	

Entrepreneurship

Additions to 2022	Removal in proposed 2022
None	<p>Identify the different types of legal structures.</p> <p>Provide advantages versus disadvantages of the different types of legal structures.</p>
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit.	

Financial Literacy

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
<p>Smaller units were devised from larger units (sequencing)</p> <p>Changes to objective language (same content/skills) to better articulate the expectations of each unit. No changes to curriculum content.</p> <p>Learning Goals based on National Standards for Business Education.</p>	

Foundations in Business Law

Additions to 2022	Removal in proposed 2022
Time allotment of units.	Removal of Employment Law - moved content into a new course “Business Fraud, Property, and Employment Law”. Allows for better time allotment to the foundations.
Other Information Regarding Changes	
Name Change: Formerly titled - Business Law	

Game Design and Programming

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
<p>No curriculum content change. We moved to a different Integrated Development Environment Software/Programming (IDE’s) based on Availability: formally VB.Net currently Python for programming, and Gamemaker has been changed to Unity3d with yearly grant approval.</p>	

International Business

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit. No substantive changes to curriculum content.	

Introduction to Business

Additions to 2022	Removal in proposed 2022
None	<ul style="list-style-type: none">• Compare and contrast the types of banks found in the US economy.• Identify the advantages and disadvantages of using credit versus debit.
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit. No substantive changes to curriculum content.	

Introduction to Investing

Additions to 2022	Removal in proposed 2022
Unit 7: Psychology of Money	None
Other Information Regarding Changes	
Name Change: formerly titled - Introduction to Investing & Finance	
Smaller units devised from larger units (sequence).	
Changes to objective language (same content/skills) to better articulate the expectations of each unit. No changes to curriculum content.	
Learning Goals based on National Standards for Business Education and JumpStart Coalition for Personal Financial Literacy.	

Marketing

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
Changes to objective language (same content/skills) to better articulate the expectations of the unit. Promotional & Advertising units combined to provide cohesive instruction.	

Robotic Programming

Additions to 2022	Removal in proposed 2022
None	None
Other Information Regarding Changes	
The Lego NXT's/EV3's kits were discontinued and replaced by Lego Spike. Note for the 2022-23 year (and probably 2023-24), using EV3 kits, but will need to switch kits to Spike as the EV3's begin to fail.	

UEL P

Additions to 2022	Removal in proposed 2022
State of CT Safety Training Name change: UEL P Prerequisite change: 16+ Teacher recommendation	Name change: Internship & Career Explorations
Other Information Regarding Changes	
Aligned wording of the curriculum to meet the State of Connecticut Standards for the UEL P program. No substantive changes to curriculum content.	

Web Design

Additions to 2022	Removal in proposed 2022
Additional time with Adobe Photoshop and Dreamweaver to include CSS	Adobe Flash
Other Information Regarding Changes	
<p>In July 2017, Adobe deprecated Flash and announced its End-Of-Life (EOL) at the end of 2020. It will cease support, distribution, and security updates for Flash Player.</p> <p>Curriculum: Removed Adobe Flash unit, extended Photoshop, and Dreamweaver to include CSS units.</p>	