



**BOE/CO
Friday Packet
February 10, 2023**

Upcoming Meeting Dates

2-8-2023 MT Memo to CSDE re Racial Imbalance Update

2-10-2023 JZ Memo re Physics and FCS Text Proposal Feedback

2-10-2023 JZ Memo re Honors/AP/non-honors by Ethnicity Data



Upcoming Board of Education Meeting Dates **2023**

February 13 <i>Monday</i>	7:30 PM	Regular Meeting CO Board Room 501 Kings Hwy East
February 15	2:30 PM	Facilities Committee Superintendent Conference Room 501 Kings Hwy East
February 28	7:30 PM	Special Meeting/Self-Evaluation Superintendent Conference Room 501 Kings Hwy East
March 1	5:00 PM	Finance Committee Superintendent Conference Room 501 Kings Hwy East
March 7	5:00 PM	Policy Committee Superintendent Conference Room 501 Kings Hwy East
March 14	7:30 PM	Regular Meeting CO Board Room 501 Kings Hwy East
March 15	2:30 PM	Facilities Committee Superintendent Conference Room 501 Kings Hwy East



FAIRFIELD PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

Michael J. Testani
Superintendent of Schools

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February 8, 2023

Commissioner Charlene Russell-Tucker
CT Department of Education
450 Columbus Boulevard
Hartford, CT 06103-1841

Dear Commissioner Charlene Russell-Tucker,

This is to provide an update on Fairfield Public Schools' Racial Imbalance Plan, as requested at the November 2, 2022 State Board of Education meeting. We continue to make progress on the components of our plan as outlined below.

The district continues to become increasingly diverse. In the last ten years, the percentage of Fairfield Public School students who identify in categories other than "Caucasian" has increased from 19.1 % in October 2012 to 26.72 % in October 2021.

McKinley Elementary School continues to become increasingly diverse, notably due to increases in students identifying as "Hispanic or Latino" and "Black or African American." In the last ten years, the percentage of McKinley Elementary School students who identify in categories other than "White" has increased from 43.18% in October 2013, to 55.45% in October 2022. In that time the percent of students who identify as "Hispanic or Latino" have increased by half, from 20.45% to 30.68%. The percent of students who identify as "Black or African American" has increased by two-thirds, from 5.91% to 10.00%.

Race/Ethnicity information is collected for all students upon registration, using this two-part question required by the State of CT (which follows U.S. Department of Education guidance and regulations): 1) Is the student Hispanic/Latino (Yes/No); 2) What is the student's race (choose all that apply): a. American Indian or Alaskan Native; b. Asian; c. Black or African American; d. Native Hawaiian or Other Pacific Islander; e. White.

Racial balance is calculated as variance between the minority enrollment of a specific school and the district minority enrollment average. The threshold for racial imbalance is +/- 25% from the district average for the relevant grades (i.e., PK-5 schools are compared only against schools with PK-5, middle schools are compared against other middle schools.) The threshold for "impending racial imbalance" is +/- 15% - 24% from the district average.

One strategy that the district has implemented to attempt to rectify the racial imbalance at McKinley Elementary School is allowing school choice for families in elementary school. School choice has had a negative impact on racial balance in at McKinley School as it has caused more non-Caucasian families to opt to attend McKinley who otherwise would have attended another elementary school. of schools. Fairfield Public Schools has fully committed to a district-wide redistricting plan to address both the immediate racial imbalance at McKinley School but also to provide a more equitable distribution of enrollment across our schools. The Board of Education is committed to implementing a long-term solution to the current racial imbalance at McKinley.

There are many factors that contribute to the current demographic enrollment at McKinley Elementary School. These include current housing and development, affordability, and the positive climate and culture that students and families experience at McKinley School. I cannot stress enough how much I have heard from families about how the school's culture has contributed to them seeking to move into the district specifically to enroll their children at McKinley. Families do not see a racially imbalanced school but rather an inclusive school community where their children are learning and growing.

The timeline below is a chronological account of the actions taken to date by the Fairfield Board of Education to begin the process of redistricting:

November 2, 2022: Fairfield Board Finance Committee: Costs/savings estimates from closing an elementary school, as discussed in September

November 15, 2022: Fairfield Board Discussion of Updated Facilities Planning Principles from 2010

November 29, 2022: Fairfield Board First Reading of Revised Facilities Planning Document

December 13, 2022: Fairfield Board adopts revised Facilities Planning Document. Review of 2019 Charge to Milone and MacBroom (SLAM) and Discussion of Updates, Timeline and Associated Budget

December 15, 2022: Fairfield Board holds in-person Community Conversation regarding racial balance, academic excellence, and facility utilization.

December 21, 2022: Board Facilities Committee follow up on seating needs capacity for special programming and ECC, review of November enrollment and capacity data report from SLAM.

January 4, 2023: Fairfield Board held a Facility Planning Workshop. Review of Specialized Programming Request, First Reading of 2023 Board of Education Charge to Consultant, Timeline related to Facilities.

January 5, 2023: Fairfield Board holds virtual Community Conversation regarding racial balance, academic excellence, and facility utilization.

January 10, 2023: Fairfield Board meeting: Discussion on facilities capital planning, Board follow up questions and amendments on the draft charge from January 4th. The Board voted to postpone the vote on the charge to the consultant to the January 24, 2023, Board meeting.

January 24, 2023: Fairfield Board Meeting: Board adopts charge to the consultant to assist in identifying redistricting scenarios to balance elementary school utilization and resolve racial imbalance.

Looking forward, the district and Board of Education will carefully analyze the recommendations of the SLAM group once they submit their initial report, continue progress on planning our equity trainings, school climate initiatives, and ongoing community engagement.

Our next update to you will be provided by May 2, 2023. Please feel free to contact with me questions on our progress or any of the details above.

Sincerely,

A handwritten signature in blue ink that reads "Michael J. Testani". The signature is fluid and cursive, with the first name being the most prominent.

Michael J. Testani
Superintendent of Schools

*c: Board of Education
Laura Anastasio, CSDE Legal and Governmental Affairs*

MT:mb



To: Mr. Michael Testani, Superintendent of Schools

From: James Zavodjancik, Chief Academic Officer

Date: February 10, 2023

Re: Family/Consumer Science and Physics Textbook Proposal

On January 23, 2022, the school community received a message regarding a proposed update to our Family and Consumer Science (Food Services) and Science (AP Physics I and 2) textbooks via Infinite Campus. This message informed parents of the proposed textbook titles and the process to schedule a review for comment and feedback.

The review period was from January 24 through February 10, 2023. Information from those who chose to review the textbooks is below.

Textbook	Comments/Feedback on the Textbook
<i>FCS</i>	I currently have two daughters in the FPS and am happy to hear that you will be implementing the on-cooking textbook. The book is widely used in the local community college programs, and we have adopted it as the textbook for our culinary apprenticeship program at Yale Hospitality. Our first cohort has taken to the book and benefitted from the course work both online and in the classroom.
<i>Physics</i>	I am the parent of two elementary students, and I'm thrilled to know that when they eventually get to be Physics students, I can trust them in the hands of educators who agree with my understanding of quality in curricular materials. As an AP physics teacher, it is my opinion that Randall Knight's textbook provides an excellent grounding in graphical representation of physical models, problem-solving strategies, and even the foundations of Calculus-based Physics. I'm assuming that the "college physics" title is a non-calculus approach that matches the AP Physics I and II curricula – but I have not had a chance to walk through this exact title. I think I am comfortable leaving positive feedback simply by the choice of the author.
<i>FCS</i>	This is a well thought out and methodical textbook. Most cooking fundamentals are covered. Instructors may want to dive deeper but good overall with detail. There are no concerns. This is a standard textbook that would be used at any culinary school. Additional supplementals will be needed for the additional course work. The textbook is aligned to the approved curriculum; however, it may need to be supplemented for the hospitality and finance part of the courses.



To: Mr. Michael Testani, Superintendent of Schools

From: James Zavodjancik, Chief Academic Officer

Date: February 3, 2023

Re: Honors/AP/non-honors by Ethnicity Data

Honors/AP course enrollment by ethnicity was requested during the [November 2023](#) data presentation. At the time of the presentation, administration requested more time to further disaggregate the data. The data within is a response to the request for AP/Honors by ethnicity. Data in the tables below are from current high school enrollments as of February 1, 2023.

Table 1: % FPS Enrollment by Race/Ethnicity (R/E)

	Black/African American	Asian	White	Hispanic/Latino	Two or more races
Percentage of High School Population	2.8	6.5	73.0	13.4	4.1

Table 2: % AP/Honors Enrollment in Core Courses by R/E

	Black/African American	Asian	White	Hispanic/Latino	Two or more races
English					
AP	1.1	8.8	78.7	6.7	4.4
Honors	1.5	9.4	75.2	9.4	4.3
CP	4.5	4.1	69.3	17.2	4.7
Math					
AP		14.8	74.9	6.3	3.9
Honors	.8	10.8	74.6	8.7	5.0
CP	1.8	4.7	80.3	9.2	3.7
Science					
AP	1.5	10.0	77.0	7.9	3.5
Honors	1.0	9.6	76.0	8.2	4.9
CP	4.6	4.0	66.8	19.8	4.5
Soc. Studies					
AP	1.7	8.5	76.4	8.8	4.4
Honors	1.4	8.8	76	9.1	4.5
CP	4.7	3.9	68.4	18.8	4.0