



**BOE/CO
Friday Packet
March 15, 2024**

Upcoming Meeting Dates

3-18-2024 BoE Policy Committee Meeting Agenda

3-5-2024 BoE Policy Committee Minutes

3-19-2024 BoE Non-Meeting Tour of Giant Steps and Mona Terrace

3-20-2024 Facilities Committee Agenda

3-11-2024 Facilities Committee Minutes

3-13-2024 Dr. Zavodjancik Memo re: Educator Evaluation

3-13-2024 Dr. Zavodjancik Memo re: AP Changes

3-15-2024 Revised *Increasing Educator Diversity* Presentation



Upcoming Board of Education Meeting Dates **2024**

| | | |
|-----------------|----------------|--|
| March 18 | 5:00 PM | Policy Committee Superintendent Conference Room 501 Kings Hwy East |
| March 19 | 4:45 PM | BoE Non Meeting - Tours 309 Barberry Road, Southport and |
| | 5:45 PM | 100 Mona Terrace, Fairfield |
| | 7:00 PM | BoE Special Meeting/Town Hall CO Board Room 501 Kings Hwy East |
| March 20 | 9:30 AM | Facilities Committee Superintendent Conference Room 501 Kings Hwy East |
| March 26 | 7:00 PM | BoE Regular Meeting CO Board Room 501 Kings Hwy East |
| April 2 | 5:00 PM | Policy Committee Superintendent Conference Room 501 Kings Hwy East |
| April 3 | 5:00 PM | Finance Committee Superintendent Conference Room 501 Kings Hwy East |
| April 23 | 7:00 PM | BoE Regular Meeting CO Board Room 501 Kings Hwy East |
| April 24 | 9:30 AM | Facilities Committee Superintendent Conference Room 501 Kings Hwy East |



FAIRFIELD PUBLIC SCHOOLS

Policy Committee Meeting
Monday, March 18, 2024
5:00 PM
501 Kings Highway East
Superintendent's Conference Room

To listen via your phone, call 408-418-9388,
and use Meeting Access code: 2330 715 9981

Agenda

- I. Call to Order
- II. Approval of March 5, 2024 Policy Committee meeting minutes
- III. Policy
 - a. 4118.112 (CABE 4000.1) – Title IX/Sexual Harassment of Employees
 - b. 4115.3 – Evaluation and Employment of Coaches
 - c. 4111.1 – 4211.1 (CABE 4118.11) – Nondiscrimination/Affirmative Action
 - d. 5145.6 – Grievance Procedures (Title IX)
 - e. 5145.5 – Exploitation: Sexual Harassment
 - f. 6151 – Class Size
 - g. 6140 - Curriculum
 - h. 6146.1 - Grading Policy
- IV. Future Items
 - a. Bullying Policy – 5131.911
 - b. Homework Policy - 6154
 - c. School Climate

- d. Restorative Practices
- e. Reading – 6142.2
- f. Bylaws Impact – (Policy 9000)
- g. Sustainability Policy
- h. Resident/Non-Resident School Attendance - 5118
- i. Artificial Intelligence

V. Open Discussion/Public Comment

VI. Adjournment

Future Meetings: April 2nd, April 30th, May 14th, June 4th, June 18th, August 26th, September 3rd, September 16th, October 1st, October 14th, October 29th, November 18th, December 3rd.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.



FAIRFIELD PUBLIC SCHOOLS

Policy Committee Meeting Minutes

Tuesday, March 5, 2024

5:00 PM

501 Kings Highway East
Superintendent's Conference Room

In Attendance:

Ms. Maxon Kennelly, Ms. Jennifer Jacobsen, Ms. Carol Guernsey, Dr. Zakia Parrish, Dr. James Zavodjancik, Mr. Robert Mancusi (left at 5:44pm), Ms. Kanicka Ingram (left at 6:53pm), Mr. Mick McGarry (FEA President), Ms. Jodie Shannon (FEA Representative), Dr. Jeannette Faber (FEA Representative), Ms. Jennifer Racioppo (FEA Representative), Ms. Kristen Hardiman

Call to Order: Ms. Maxon Kennelly called the meeting to order at 5:01pm.

Approval of February 5, 2024 Policy Committee meeting minutes: Approved with changes by 3-0 vote.

Policy:

1110.1 – Parent/Family Involvement

Dr. Parrish stated CABE recommended deleting this policy since language in this policy is also covered in policy 6172.4 Title I Parent Involvement. Ms. Jacobsen stated this policy resides in the Community Relations section while policy 6172.4 resides in the Instruction section. Therefore, she would not like to delete this policy. Ms. Guernsey agreed with Ms. Jacobsen that she would like to keep this policy. Ms. Maxon Kennelly stated she was fine either way; however, since Ms. Guernsey and Ms. Jacobsen would like to keep the policy, then she agrees the policy will not be deleted. Dr. Parrish explained if the policy remains, then it will need to be reviewed later since it is a 2004 policy.

5144.2 – Use of Exclusionary Time Out Settings

Mr. Mancusi explained the audit revealed this policy was missing so he started with a template of the mandated CABE policy.

Ms. Maxon Kennelly asked Mr. Mancusi who is allowed to do physical restraint and how they are trained. Mr. Mancusi explained we have staff members who are trained in PMT and they train our staff in-district on a yearly basis. Mr. Mancusi stated the Special Education Department keeps track of the training to make sure staff are current on their training. Ms. Maxon Kennelly asked if the topic of training should be in this policy. Mr. Mancusi explained training is a legal requirement, so he does not believe it needs to be in policy.

Ms. Maxon Kennelly asked about the italicized language on Page 11. Mr. Mancusi stated that language is important so it should remain in the policy. Ms. Maxon Kennelly recommended making that sentence item #5 and removing the italics.

Ms. Jacobsen stated the “minor misbehavior” language on Page 11 is subjective. Ms. Maxon Kennelly stated she did not have a problem with that language because of items #1-4. Mr. Mancusi stated he will recommend alternate language to be used in that section.

Ms. Jacobsen pointed out there are different definitions throughout the policy. For example, on Page 10, third paragraph under section “III, A”, the definition of “seclusion” is different than the definition of “seclusion” on Page 9 under section “I”.

Ms. Jacobsen questioned the language on Page 10, item #2 under section “III, B”. Ms. Jacobsen would like clarification on what “behavior that is severely disruptive” means. Mr. Mancusi explained it would be very difficult to define behavior because it is subjective. Mr. Mancusi recommended adding the word “unsafe” to this line item.

Ms. Jacobsen questioned the language in the last paragraph on Page 13, Section “F”. Ms. Jacobsen stated this language is too far into this policy and recommends it be placed earlier in the policy. Mr. Mancusi stated he will look at language in other model policies.

After further discussion, Mr. Mancusi stated he will provide a new draft of this policy to present to the committee at the next meeting.

6159 – IEP/Special Education Program

6171 – Special Education

6172 – Program Adaptations/Alternative Education

Mr. Mancusi provided a memo to the committee which explains polices 6159, 6171 and 6172 are not legally required since we are mandated to follow state and federal laws on these topics. Dr. Parrish explained these policies were flagged in the CAGE audit as missing; however, CAGE recommended we follow the advice of legal counsel.

After discussion, the committee agreed these policies will not be adopted since the District is mandated to follow state and federal laws.

4115-4125 – Appointment & Conditions of Employment – Evaluation

Dr. Zavodjancik explained edits to this policy are the result of a change in legislation and the model plan. Dr. Zavodjancik stated the changes he has proposed align with the model plan. Dr. Zavodjancik also explained CAGE’s policy was far longer because it contained duplicate information, so he paired it down to eliminate the redundant language.

Ms. Jacobsen asked Dr. Zavodjancik if the committee should approve the plan before approving the policy. Ms. Maxon Kennelly stated she recommends approving the policy first before the committee sees the plan. Dr. Zavodjancik explained the policy shows how the plan will be set up. So, he thinks changes to the policy should be approved before the plan is approved. Ms. Guernsey stated she is not

comfortable working on the policy without seeing the plan. Dr. Zavodjancik stated the plan is being built now but is not ready yet. Ms. Guernsey asked when is the earliest they can share the plan with the policy committee. Dr. Zavodjancik stated it will be shared with the Board in May.

Ms. Jacobsen stated there are inconsistencies throughout the policy regarding the language “growth and success”. Ms. Jacobsen questioned the definition of “educator” on Page 18. She recommended removing the word “and” in Section II, under the definition of educator, and replacing it with “student/educator support specialists”. Ms. Jacobsen also questioned the language on Page 20, section “D”, “focus on things that matter”. Ms. Jacobsen suggested adding the language “to the role” to the end of that sentence.

Dr. Zavodjancik explained some of the language in this policy reads like regulation language; however, he wanted to present it as policy. Dr. Zavodjancik stated he did not want to make that determination on what belongs in regulations versus policy. Ms. Maxon Kennelly agreed that most of this is regulation language, and it does not need to be so prescriptive in policy. Ms. Guernsey agreed with Ms. Maxon Kennelly. Dr. Zavodjancik stated he will present both policy and regulations to the committee at the next meeting.

6151 – Class Size

Ms. Maxon Kennelly stated she is very uncomfortable with the language in this policy. Ms. Ingram stated she suggested modifying this policy so that it aligns with the budget book. Ms. Jacobsen stated the issue to decide is the timing to collapse or split classes.

Ms. Guernsey and Ms. Maxon Kennelly will present a revised policy to the committee at the next meeting.

6140 – Curriculum

Ms. Maxon Kennelly stated she developed the edits to this policy. After discussion, the committee agreed to revise the language in paragraph four on Page 35. The regulation number and date in the last paragraph on Page 35 was corrected.

A revised policy will be presented to the committee at the next meeting.

6146.1- Grading Policy

There was no discussion on this topic due to time restraints.

Open Discussion/Public Comment:

Mr. Mick McGarry – FEA President

Mr. McGarry spoke about the concern among staff on the use of Artificial Intelligence. Mr. McGarry also spoke about the possible change in the Non-Resident Tuition fee. Ms. Maxon Kennelly encouraged Mr. McGarry to participate in the Finance Committee meetings since that is the committee which approves the fee for Non-Resident Tuition.

Ms. Jennifer Racioppo – FEA Representative

Ms. Racioppo spoke about staff wanting to conduct a student survey in Grades 9-12 and then hold small focus groups with students and a team of FEA representatives about reassessments.

Dr. Jeannette Faber – FEA Representative

Dr. Faber spoke about the morale survey conducted with teachers in the district.

Adjournment: Ms. Maxon Kennelly adjourned the meeting at 7:40pm.

FAIRFIELD PUBLIC SCHOOLS

Board of Education Non-Meeting Agenda
Tuesday, March 19, 2024

**Giant Steps Property, 309 Barberry Road, Southport CT
4:45 PM**

**Immediately following to
100 Mona Terrace, Fairfield, CT
5:45 PM**

Board of Education members will gather to tour the Giant Steps property at 309 Barberry Road, Southport CT and immediately follow to tour 100 Mona Terrace, Fairfield CT.

FAIRFIELD PUBLIC SCHOOLS

Board of Education Facilities Committee Regular Meeting Agenda
Wednesday, March 20, 2024
501 Kings Hwy East, Suite 210, Superintendent Conference Room
9:30 AM

To listen via your phone, call 408-418-9388, and use Meeting Number (access code): 233 679 94115
Please Note:

- ✓ If you call in, you will not be heard by the board members.
- ✓ The meeting recording will also be available (audio only) on the FPS YouTube Channel.

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Business Items
 - A. Approval of March 11, 2024 Special Meeting Minutes
 - B. To hear from building administrators on facility deficiencies and needs
 - C. ECC Discussion
 - D. BOE Long Range Facilities Plan
 - E. HVAC and IAQ Updates
4. Public Comment
5. Next Meeting Date and Topics
6. Open Committee Comment
7. Adjourn

FAIRFIELD PUBLIC SCHOOLS

Board of Education Facilities Committee Special Meeting Agenda

Monday, March 11th, 2024

501 Kings Hwy East, Suite 210, Superintendent Conference Room 12:00PM

1. Call to Order and Roll Call **Mimi Maniscalco, Tony Vuolo, David Hudspeth, Mike Testani, Angelous Papageorge, Jennifer Jacobsen, Jason Li, David Krasnoff** start time 12:00pm
2. Pledge of Allegiance
3. Business Items
 - Approval of February 26, 2024 Special Meeting Minutes **Mr. Li Motion Mr. Krasnoff 2nd Approved 3-0**
 - To hear from building administrators on facility deficiencies and needs **Mrs Maniscalco discussed needs and deficiencies at Dwight. Mr Vuolo discussed needs and deficiencies at Jennings. Mr. Hudspeth discussed needs and deficiencies at Osborn Hill.**
 - BOE Long Range Facilities Plan **Discussed updating needs and deficiencies per administration conversation. Reviewed middle school and high school needs and deficiencies.**

- HVAC and IAQ Updates **Mr. Lee provided update on Phase 1 and Phase 2**

4. Public Comment **None**

5. Next Meeting Date and Topics **Plan to review Draft of Long Term Plan, ECC, Additional Administration discussions.**

6. Open Committee Comment **Discussed off site visits, discussed timeline for Dwight.**

7. Adjourn **Mr Li Motion Mr Krasnoff 2nd Approved 3-0 meeting adjourned 1:50PM**



To: Mr. Michael Testani, Superintendent of Schools

From: Dr. James Zavodjancik, Chief Academic Officer

Date: March 13, 2024

Re: Educator and Leader Evaluation and Support Plans

During the March 12, 2024 regular Fairfield Board of Education meeting, Mr. Testani updated the Board on the state's and district's progress toward educator and leader evaluation.

The 2023 Connecticut legislative session approved [Public Act 23-159](#) which modified [Connecticut General Statutes 10-151b](#). As a result, updated [evaluation guidelines](#) and a resulting model evaluation plan were developed and subsequently approved.

During the February 14, 2024, Connecticut State Board of Education meeting, the state's [model teacher and leader evaluation plan](#) was approved.

Page 2 of the State Department of Education's executive summary (see model plan link above) lists the manner in which districts may devise their educator evaluation plans and seek approval. Fairfield Public Schools is currently in the development process and has chosen to create/revise its own plan in alignment with the Connecticut Guidelines 2023 and the Connecticut Model Evaluation Plan.

The FPS plan, once fully developed, will be presented to the Fairfield Board of Education. The plan requires approval from both the district's Professional Development and Evaluation Committee (PDEC) and the Fairfield Board of Education by July 1, 2024. The plan, pending approval, will be implemented in the 2024-2025 school year.

The hyperlinks above include the resolution, approval, and a copy of the state's model plan and guidelines for more information.



James Zavodjancik, Ed.D.
Chief Academic Officer
Phone: 203-255-8390
FAX: 203-255-8273

To: Mr. Michael Testani, Superintendent of Schools

From: Dr. James Zavodjancik, Chief Academic Officer

Date: March 13, 2024

Re: Changes to Advanced Placement Courses – AP Psychology, AP Physics, and Digital Assessments

The College Board® Advance Placement program has notified us of changes to course curriculum. Changes and links to the College Board website are included within this memo.

Advanced Placement Psychology Revisions (2024-2025):

- [Course Revisions](#)
- [Exam Revisions](#)
- [College Board FAQ](#)
- [AP Psychology Course and Exam Description](#) (Fall 2024)

On the following page is a crosswalk between our currently approved AP Psychology course and the new AP Psychology course prepared by Ms. Lisa Olivere, FPS Program Director of Social Studies.

Advanced Placement Physics Revisions (2024-2025):

- [Course Changes](#) and FAQ
 - [AP Physics I: Algebra-Based Course and Exam Description](#)
 - [AP Physics II: Algebra-Based Course and Exam Description](#)
 - [AP Physics C: Mechanics Course and Exam Description](#)
 - [AP Physics C: Electricity and Magnetism Course and Exam Description](#)

The changes to AP Physics I were previously captured and written into our curriculum prior to College Boards official change. These were presented and approved during the AP Physics curriculum approvals. The remaining courses have mainly exam changes that will not affect our curriculum documents.

Finally, beginning in May 2025, nine AP assessments will be fully online. Information on these changes can be found [here](#).

FPS has begun work to adapt our curriculum to the changes so that our students are prepared for the shifts. This will require us to update our course audits for our teachers' submission to the College Board.

College Board AP Psychology Revisions

Briefing: On March 1, 2024 the College Board released revisions to the AP Psychology exam and course that will take effect in the 2024-25 school year (May 2025 exam). The College Board modifications to course content and reorganization of units does not require a change to the existing FPS AP Psychology curriculum. The College Board revisions are as follows:

Exam:

Section I: Updated Multiple Choice Questions (90 minutes instead of 40 minutes)

- Fewer questions, reduced from 100 to 75 multiple choice questions
- Fewer answer options, reduced from 5 choices (A-E) to 4 choices (A-D)

Section II: New Free Response Questions (70 minutes instead of 50 minutes)

- As in previous years, there are two free response questions (FRQ); however, the questions are formatted differently and go beyond applying concepts. Students are provided extended time to read peer-reviewed professional articles, evaluate research, data, and methodology, as well as, develop claims using evidence from research findings.

Course:

- Simplified course organization containing fewer key concepts and terms.
- Research methodology, once a significant focus in unit one, is now integrated across all units. Analyzing and evaluating social science research is a skill that students practice in every unit. They will demonstrate this skill through the revised free response questions.

The College Board indicated that they will provide updated AP Classroom resources beginning in July, and on an ongoing basis throughout the 2024-2025 academic year. The FPS AP Psychology team plans to meet in the spring and summer to make any adjustments to course implementation.

AP College Psychology Crosswalk Document

| FPS AP Psychology Curriculum Units | College Board AP Psychology (Revised) |
|--|--|
| Unit 1: Introduction to Psychology <ul style="list-style-type: none"> ● Historical figures in psychology ● Biopsychosocial approach ● Research methodology and ethical guidelines | Unit 1: Biological Basis of Behavior <ul style="list-style-type: none"> ● Heredity and Environment (Biopsychosocial approach) ● The Nervous System ● Sleep ● Sensation |
| Unit 2: Mind and Body <ul style="list-style-type: none"> ● The Nervous System ● Sensation ● Perception ● Sleep and dreaming | Unit 2: Cognition <ul style="list-style-type: none"> ● Perception ● Thinking and decision making ● Memory ● Intelligence and achievement |

| | |
|--|--|
| <p>Unit 3: Learning and Motivation</p> <ul style="list-style-type: none"> ● Learning: classical, operant, and observational ● Language development ● Motivation ● Emotion ● Memory | <p>Unit 3:Development and Learning</p> <ul style="list-style-type: none"> ● Physical, social, and cognitive development ● Gender and sexual orientation ● Communication and language development ● Learning: classical, operant, and observational |
| <p>Unit 4:Personality Development</p> <ul style="list-style-type: none"> ● Physical, social, and cognitive development ● Trait , Psychodynamic, Humanistic, Social-Cognitive and Theories of Personality ● Sex and gender ● Intelligence and testing | <p>Unit 4:Social Psychology and Personality</p> <ul style="list-style-type: none"> ● Perception ● Attribution theory ● Psychology of Social Situations (Influence of groups on individuals) ● Trait , Psychodynamic, Humanistic, Social-Cognitive and Theories of Personality ● Motivation ● Emotion |
| <p>Unit 5:Abnormality</p> <ul style="list-style-type: none"> ● Psychological Disorders ● Treatment of Psychological Disorders | <p>Unit 5:Mental and Physical Health</p> <ul style="list-style-type: none"> ● Positive Psychology ● Psychological Disorders ● Treatment of Psychological Disorders |
| <p>Unit 6:Social Psychology</p> <ul style="list-style-type: none"> ● Attribution theory ● Influence of groups on individuals ● Social psychology (Asch, Milgram, Zimbardo) | |

Increasing Educator Diversity

3-15-2024
Updated for Friday Packet

Embracing Everyone In Fairfield.



Celebrating Diversity: Embracing Differences, Creating Unity

The Fairfield Public Schools community is committed to practices of recruitment, hiring, and retention of a diverse staff that is ultimately representative of our student population and the global society.

Join us as we explore the beauty of diversity!



FAIRFIELD
PUBLIC SCHOOLS

AT A GLANCE

Student Demographics by Race/Ethnicity

| 2023 24 Student - Race Ethnicity | | | | | | | | | | | | | | | |
|----------------------------------|----------------------------------|--------------|------------|--------------|------------|--------------|-------------|---------------|---|--------------|-----------------|--------------|-------------|---------------|-------------|
| School | American Indian or Alaska Native | | Asian | | Black | | Hispanic | | Native Hawaiian or Other Pacific Islander | | 2 or more Races | | White | | Total |
| | | | | | | | | | | | | | | | |
| Burr | | | 17 | 4.82% | 11 | 3.12% | 44 | 12.46% | | | 34 | 9.63% | 247 | 69.97% | 353 |
| Dwight | | | 9 | 3.88% | 5 | 2.16% | 14 | 6.03% | 1 | 0.43% | 12 | 5.17% | 191 | 82.33% | 232 |
| ECC | 1 | 0.66% | 15 | 9.87% | 5 | 3.29% | 29 | 19.08% | | | 12 | 7.89% | 90 | 59.21% | 152 |
| Holland Hill | | | 29 | 7.51% | 20 | 5.18% | 74 | 19.17% | | | 32 | 8.29% | 231 | 59.84% | 386 |
| Jennings | 1 | 0.35% | 21 | 7.42% | 3 | 1.06% | 43 | 15.19% | | | 22 | 7.77% | 193 | 68.20% | 283 |
| McKinley | 1 | 0.21% | 51 | 10.69% | 38 | 7.97% | 159 | 33.33% | 2 | 0.42% | 22 | 4.61% | 204 | 42.77% | 477 |
| Mill Hill | | | 25 | 6.22% | 2 | 0.50% | 29 | 7.21% | | | 21 | 5.22% | 325 | 80.85% | 402 |
| North Stratfield | | | 25 | 6.07% | 10 | 2.43% | 58 | 14.08% | | | 21 | 5.10% | 298 | 72.33% | 412 |
| Osborn Hill | | | 27 | 6.03% | 6 | 1.34% | 44 | 9.82% | | | 31 | 6.92% | 340 | 75.89% | 448 |
| Riverfield | | | 18 | 4.51% | 2 | 0.50% | 36 | 9.02% | | | 20 | 5.01% | 323 | 80.95% | 399 |
| Roger Sherman | | | 10 | 2.68% | 11 | 2.95% | 24 | 6.43% | | | 14 | 3.75% | 314 | 84.18% | 373 |
| Stratfield | 1 | 0.24% | 17 | 4.14% | 15 | 3.65% | 61 | 14.84% | | | 19 | 4.62% | 298 | 72.51% | 411 |
| Fairfield Woods | | | 62 | 8.37% | 22 | 2.97% | 119 | 16.06% | | | 40 | 5.40% | 498 | 67.21% | 741 |
| Roger Ludlowe | 1 | 0.13% | 33 | 4.31% | 12 | 1.57% | 55 | 7.18% | | | 56 | 7.31% | 609 | 79.50% | 766 |
| Tomlinson | | | 40 | 6.81% | 39 | 6.64% | 116 | 19.76% | | | 27 | 4.60% | 365 | 62.18% | 587 |
| Fairfield Ludlowe | 1 | 0.07% | 89 | 6.08% | 35 | 2.39% | 142 | 9.69% | | | 68 | 4.64% | 1130 | 77.13% | 1465 |
| WFC & CPP | | | 2 | 2.70% | 7 | 9.46% | 20 | 27.03% | | | 2 | 2.70% | 43 | 58.11% | 74 |
| Fairfield Warde | | | 98 | 7.21% | 65 | 4.78% | 253 | 18.62% | | | 69 | 5.08% | 874 | 64.31% | 1359 |
| Total | 6 | 0.06% | 588 | 6.31% | 308 | 3.30% | 1320 | 14.16% | 3 | 0.03% | 522 | 5.60% | 6573 | 70.53% | 9320 |

AT A GLANCE

Staff Demographics by Race/Ethnicity

| 2023 24 Teacher - Race Ethnicity - Primary Location | | | | | | | | | | | | | |
|---|-----------|--------------|-----------|--------------|-----------|--------------|-----------------|--------------|-----------|--------------|------------|---------------|-------------|
| School | Asian | | Black | | Hispanic | | 2 or more Races | | Undefined | | White | | Total |
| Burr | 1 | 2.56% | 1 | 2.56% | 1 | 2.56% | | | | | 36 | 92.31% | 39 |
| Dwight | | | | | 1 | 4.17% | | | | | 23 | 95.83% | 24 |
| ECC-Warde | | | | | 1 | 5.56% | | | | | 17 | 94.44% | 18 |
| Holland Hill | | | | | 1 | 2.50% | | | | | 39 | 97.50% | 40 |
| Jennings | | | | | 2 | 6.25% | | | | | 30 | 93.75% | 32 |
| McKinley | | | 1 | 1.92% | 2 | 3.85% | 1 | 1.92% | | | 48 | 92.31% | 52 |
| Mill Hill | | | 1 | 2.63% | | | | | | | 37 | 97.37% | 38 |
| North Stratfield | | | 1 | 2.78% | 1 | 2.78% | | | | | 34 | 94.44% | 36 |
| Osborn Hill | | | 2 | 4.55% | 1 | 2.27% | | | | | 41 | 93.18% | 44 |
| Riverfield | | | 1 | 2.70% | 1 | 2.70% | | | 1 | 2.70% | 34 | 91.89% | 37 |
| Roger Sherman | | | | | | | | | | | 34 | 100.00% | 34 |
| Stratfield | 2 | 5.56% | | | | | | | | | 34 | 94.44% | 36 |
| Fairfield Woods | 1 | 1.03% | | | 5 | 5.15% | | | | | 91 | 93.81% | 97 |
| Roger Ludlowe | 1 | 1.11% | | | 1 | 1.11% | | | | | 88 | 97.78% | 90 |
| Tomlinson | 1 | 1.32% | | | 2 | 2.63% | | | | | 73 | 96.05% | 76 |
| Fairfield Ludlowe | 3 | 1.91% | 1 | 0.64% | 3 | 1.91% | 1 | 0.64% | | | 149 | 94.90% | 157 |
| WFC & CPP | 1 | 9.09% | | | | | | | | | 10 | 90.91% | 11 |
| Fairfield Warde | 3 | 2.00% | 5 | 3.33% | 4 | 2.67% | | | | | 138 | 92.00% | 150 |
| Total | 13 | 1.29% | 13 | 1.29% | 26 | 2.57% | 2 | 0.20% | 1 | 0.10% | 956 | 94.56% | 1011 |



AT A GLANCE

Applicant Demographics by Gender Administrators

July 1 2016-March 14 2024

| Applicant Gender Identification - Administrators | Number of Applicants | Percentage of Applicants |
|--|----------------------|--------------------------|
| Female | 138 | 32.8% |
| Male | 56 | 13.3% |
| Nonbinary | 1 | 0.2% |
| Chose no response option | 2 | 0.5% |
| Did not respond to question | 224 | 53.2% |
| Total applicants | 421 | 100% |



AT A GLANCE

Applicant Demographics by Race/Ethnicity Administrators July 1 2016-March 14 2024

| Applicant Race/Ethnicity - Administrators | Number of Applicants | Percentage of Applicants |
|---|----------------------|--------------------------|
| American Indian or Alaska Native | 1 | 0.2% |
| Asian or Pacific Islander | 4 | 1.0% |
| Black/African American | 10 | 2.4% |
| Hispanic | 17 | 4.0% |
| Two or more races | 4 | 1.0% |
| White | 147 | 34.9% |
| Chose no response option | 13 | 3.1% |
| Did not respond to question | 225 | 53.4% |
| Total applicants | 421 | 100% |



AT A GLANCE

Applicant Demographics by Gender Elementary School Teachers July 1 2016-March 14 2024

| Applicant Gender Identification – Elementary School Teachers | Number of Applicants | Percentage of Applicants |
|--|----------------------|--------------------------|
| Female | 971 | 78.3% |
| Male | 158 | 12.7% |
| Nonbinary | 2 | 0.2% |
| Chose no response option | 15 | 1.2% |
| Did not respond to question | 94 | 7.6% |
| Total applicants | 1240 | 100% |



AT A GLANCE

Applicant Demographics by Race/Ethnicity Elementary School Teachers July 1 2016-March 14 2024

| Applicant Race/Ethnicity – Elementary School Teachers | Number of Applicants | Percentage of Applicants |
|--|-------------------------|-----------------------------|
| Native Hawaiian or Other Pacific Islander | 4 | 0.3% |
| Asian or Pacific Islander | 43 | 3.5% |
| Black/African American | 42 | 3.4% |
| Hispanic | 90 | 7.3% |
| Not Hispanic | 4 | 0.3% |
| Two or more races | 14 | 1.1% |
| White | 881 | 71.0% |
| Chose no response option | 68 | 5.5% |
| Did not respond to question | 94 | 7.6% |
| Total applicants | 1240 | 100% |



AT A GLANCE

Applicant Demographics by Gender Middle School Teachers July 1 2016-March 14 2024

| Applicant Gender Identification – Middle School Teachers | Number of Applicants | Percentage of Applicants |
|--|----------------------|--------------------------|
| Female | 444 | 57.8% |
| Male | 203 | 26.4% |
| Nonbinary | 3 | 0.4% |
| Chose no response option | 16 | 2.1% |
| Did not respond to question | 102 | 13.3% |
| Total applicants | 768 | 100% |



AT A GLANCE

Applicant Demographics by Race/Ethnicity Middle School Teachers July 1 2016-March 14 2024

| Applicant Race/Ethnicity – Middle School Teachers | Number of Applicants | Percentage of Applicants |
|---|----------------------|--------------------------|
| Native Hawaiian or Other Pacific Islander | 2 | 0.3% |
| Asian or Pacific Islander | 26 | 3.4% |
| Black/African American | 23 | 3.0% |
| Hispanic | 44 | 5.7% |
| Not Hispanic | 5 | 0.7% |
| Two or more races | 3 | 0.4% |
| White | 512 | 66.6% |
| Chose no response option | 50 | 6.5% |
| Did not respond to question | 103 | 13.4% |
| Total applicants | 768 | 100% |



AT A GLANCE

Applicant Demographics by Gender High School Teachers July 1 2016-March 14 2024

| Applicant Gender Identification – High School Teachers | Number of Applicants | Percentage of Applicants |
|--|----------------------|--------------------------|
| Female | 488 | 59.2% |
| Male | 259 | 31.4% |
| Nonbinary | 3 | 0.4% |
| Chose no response option | 19 | 2.3% |
| Did not respond to question | 56 | 6.8% |
| Total applicants | 825 | 100% |



AT A GLANCE

Applicant Demographics by Race/Ethnicity High School Teachers July 1 2016-March 14 2024

| Applicant Race/Ethnicity – High School Teachers | Number of Applicants | Percentage of Applicants |
|--|----------------------|--------------------------|
| Native Hawaiian or Other Pacific Islander | 1 | 0.1% |
| Asian or Pacific Islander | 27 | 3.3% |
| Black/African American | 28 | 3.4% |
| Hispanic | 61 | 7.4% |
| Not Hispanic | 5 | 0.6% |
| Two or more races | 6 | 0.7% |
| White | 579 | 70.2% |
| Chose no response option | 61 | 7.4% |
| Did not respond to question | 57 | 6.9% |
| Total applicants | 825 | 100% |



Celebrating Diversity and Inclusion through **RECRUITMENT**



Goal: Increase visibility and expand recruiting efforts to include additional strategies that attract the interest of a wider candidate pool, netting 2-5% annual increase of diverse applications.



Celebrating Diversity and Inclusion through Hiring & Selection

Goal: Train 100% of school leaders and anyone participating in the hiring process on identifying implicit bias in the hiring and selection process.

A photograph of a female teacher with glasses and a light-colored sweater leaning over a desk to assist two students, a young woman and a young man, as they work on a laptop. The setting is a classroom with desks and chairs visible in the background.

Celebrating Diversity and Inclusion through Hiring & Selection

Goal: Create inclusive protocols for the interview process to reduce bias in the applicant selection process.

Celebrating Diversity and Inclusion through Retention

Goal: Implement a revised professional learning plan to support newly hired educators of diverse racial, ethnic, and linguistic backgrounds.

Leveraging our unique differences to drive innovation



Diversity and Inclusion Matters



EMPOWER YOUR WORKFORCE

Creating a diverse and inclusive workplace empowers employees



CELEBRATE DIFFERENCES

Celebrating differences helps create a positive workplace culture



ENCOURAGE OPEN COMMUNICATION

Open communication helps foster a sense of community



FAIRFIELD
PUBLIC SCHOOLS

“DIVERSITY IS NOT ABOUT HOW WE DIFFER. DIVERSITY IS ABOUT EMBRACING ONE ANOTHER'S UNIQUENESS.” - OLA JOSEPH

Joseph, O.

