

BOARD OF EDUCATION

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

MEMBERS OF THE BOARD cont.

MICHAEL J. TESTANI
Superintendent of Schools

MEMBERS OF THE BOARD

JOHN R. WELDON
Chairman

BOBBI BROWN
Vice-Chairman

JOSEPH J. LOMBARD
Secretary



"Changing Futures and Achieving Excellence Together"

SYBIL ALLEN

ALBERT BENEJAN

SOSIMO J. FABIAN

JESSICA MARTINEZ

JOSEPH SOKOLOVIC

CHRIS TAYLOR

Bridgeport, Connecticut

June 2, 2021

Board Members:

A Regular Meeting of the Board of Education will be held on Monday, June 7, 2021, at 6:30 p.m. via a Microsoft Teams Live Broadcast event. Public viewing access to the meeting will be made available through <https://www.bridgeportedu.net/stream>.

Joseph J. Lombard
Board of Education Secretary

**BRIDGEPORT BOARD OF EDUCATION
AGENDA OF REGULAR PUBLIC MEETING**

**Monday, June 7, 2021 – 6:30 P.M.
Microsoft Teams Live Broadcast Event
Bridgeport, CT**

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Roll Call**
- 4. Public Comment (Agenda Items Only)**
- 5. Approval of Board Minutes**
 - a) May 24, 2021 Regular
- 6. Chairman's Report**
- 7. Committee Reports/Referrals**
 - a) Ad-Hoc Districtwide Branding Initiative
 - b) Contracts Committee
 - c) Educational Diversity, Equity and Inclusion
 - d) Facilities
 - e) Finance
 - f) Governance
 - g) Personnel
 - h) Students and Families
 - i) Teaching and Learning
- 8. Superintendent's Report**
- 9. Old Business – None to be Transacted**
- 10. New Business**
 - a) Discussion and Possible Action on Effective School Solutions
 - b) Discussion and Possible Action on Read to Grow
 - c) Discussion and Possible Action on Parent Square School Messaging Platform
 - d) Discussion and Possible Action to Establish Policy for Remote Participation in In-Person Board and Committee Meetings
- 11. Adjourn**

Monday, May 24, 2021

MINUTES OF THE REGULAR MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held May 24, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:41 p.m. Present were members Chair John Weldon, Vice Chair Bobbi Brown, Albert Benejan, Sosimo Fabian, Sybil Allen, and Joseph Sokolovic.

Superintendent Michael J. Testani was present.

Mr. Benejan moved to add the following item to the agenda: Discussion and possible approval of new Bassick High School Project, phase 1, abatement and demolition. The motion was seconded by Mr. Sokolovic and unanimously approved.

APPROVAL OF BOARD MINUTES:

Ms. Allen moved to approve the minutes of the Special Meeting of May 3, 2021. The motion was seconded by Ms. Brown and unanimously approved,

Ms. Brown moved to approve the minutes of the Special Meeting of May 6, 2021. The motion was seconded by Mr. Sokolovic and unanimously approved.

Mr. Sokolovic moved to approve the board's minutes of the Regular Meeting of May 10, 2021. The motion was seconded by Ms. Allen and unanimously approved.

CHAIR REPORT:

Mr. Weldon said he attended the year-end Elementary school debate league at High Horizons Magnet this week. He said all the participants were very impressive, with Cesar Batalla School winning the competition.

COMMITTEE REPORTS:

Ms. Brown said the Ad Hoc Districtwide Branding Initiative Committee met on May 19th. There was a discussion of a new logo for the district, which will include input from district staff. Students will be able to participate in a campaign for social-emotional learning by contributing artwork. She said the superintendent would report back to the Contracts Committee on a new districtwide communications system.

Ms. Brown said she and Mr. Benejan asked Supt. Testani to prepare a communications outline for proper messaging for the new school year.

Mr. Benejan asked that the staff members join the next committee meeting to report on the logo. The superintendent said Ms. Robinson said she will identify those who will be working on the logo from her department.

Mr. Weldon said the Contracts Committee met this week and three of tonight's agenda items came out of the meeting.

Dr. Fabian said he had not scheduled a meeting of the Diversity, Equity & Inclusion Committee. He said he would like to report on numbers he has studied at the next regular board meeting on the richness and diversity the district has. Mr. Weldon suggested a meeting be held with the committee to go over the numbers.

Mr. Sokolovic said it was getting ridiculous that the committee had not met in six months. He said the committee found there was a big chasm between personnel and student ratios, which the committee was supposed to be working on, and the chair is incapable or unwilling to call a meeting. He said Mr. Weldon should remove the chair from the committee and have someone else pick it up. He said to not address this is the very definition of institutional racism and discrimination.

Mr. Weldon said he would give Dr. Fabian the benefit of the doubt on the presentation he was planning.

Mr. Weldon said the Facilities Committee would meet on June 7th.

Mr. Benejan said he would like to hear a security update from Lt. Grech or Mr. Collazzo, including budgetary information.

Mr. Sokolovic said the Finance Committee met on May 12th. The 2020-21 budget still appears to be finishing in a balanced condition. He said the 2021-22 budget was also discussed, which indicated if ESSER funding is needed to cover escalated costs we will have a structural deficit, which will only grow year to year that we are underfunded by the city and the state. The district would then hit a fiscal cliff and face massive cuts.

Mr. Sokolovic said it was alarming that the cliff is not on our radar with the possibility of cuts to existing services. He said planning for ESSER-3 is currently going on. He said the next meeting is June 9th and there may have to be summer meetings with the ESSER funding at issue.

In response to a question, Supt. Testani said there would be a better answer at the next meeting on the status of the budget in the current fiscal year.

In response to a question the superintendent said the district staff is based on need and all departments will be assessed and staffed accordingly. He said he could have an offline conversation about that. He added we're not going to use federal funds to add additional staffing where people would lose their jobs when the funding ends. He said unfortunately collective bargaining units may have interests that are separate from those of the district.

Mr. Weldon said the Governance Committee will meet on June 7th. Mr. Benejan referred an item on the board's policy about communicating with staff members. He said he likes to communicate with staff, students, and parents, and listen to their views. He said he wants to see everyone work as a team.

Mr. Benejan reported on the Students & Families Committee. He said a lot of the parent leaders are not spending parent engagement properly because they are using the money for the schools and not for parents. He said the next meeting will be on May 27th.

Mr. Sokolovic said the Teaching & Learning Committee will meet tomorrow.

SUPERINTENDENT'S REPORT:

Supt. Testani displayed the high school graduation information, which will take place at the Bridgeport Amphitheater. He said he would share information with the

board on events for 8th grade, 6th grade, kindergarten, and pre-K ceremonies.

The superintendent said we are into the home stretch of the school year and everyone in the district had done a tremendous job, from food and nutrition, custodians, security, paraprofessionals, clerical, administrators, to teachers.

Supt. Testani said it was the hiring season and the district would be adding somewhere between 100 and 150 new staff members for next year.

In response to a question, the superintendent said the upcoming agenda item gives everyone the clear understanding that we're moving forward with the Bassick High project. He said it would be a beautiful, state-of-the-art school, which was long overdue. He noted the original Bassick opened in 1929.

NEW BUSINESS:

The next agenda item was on the new Bassick High School project, phase 1, abatement and demolition.

Larry Schilling said Phase 1, which requires board approval, costs approximately \$9.8 million. He said further meetings with state and city officials will take place, along with the submission of documents.

Architect Joe Banks said this phase includes demolition of buildings, demolition of utilities, and having erosion controls in place. He displayed visuals of the buildings to be demolished. He described discussions with utility companies, the University of Bridgeport, and the city about

the utilities. In some instances services are capped and removed in other instances.

Mr. Banks said civil engineers have made recommendations on erosion control measures to be used during this phase.

Mr. Sokolovic moved “*approval of the new Bassick High School project, phase 1, abatement and demolition, as presented by the project architect.*” The motion was seconded by Mr. Benejan and unanimously approved.

The next agenda item was on contracts for temporary, noncertified staff services for the period of July 1, 2021, to June 30, 2024, with Kelly Services, Inc., Global Solutions Group, Inc., and Midtown Personnel, Inc.

Marlene Siegel, chief financial officer, said an RFP was issued and there were eleven bidders. An evaluation committee rated the eleven proposals, which were ranked, and the top three ranked bidders were selected for the development of contracts.

Ms. Siegel said the three contracts are similar in structure and content, and have been reviewed by the city attorney. She described the job titles covered by the contracts. There is a provision in the contract to extend the contracts by mutual agreement for two one-year terms.

Ms. Siegel described the procedures to be used internally to request services from the vendors, which will be determined by the lowest price. The contract requires that in recruiting and selecting employees each of the vendors will give preference to the employment of Bridgeport residents.

Dr. Fabian said he hoped the board would require the last-mentioned provision in most of the contracts it approves. He described it as fiscal equity.

Mr. Sokolovic moved *“to approve the contracts as presented by the CFO for temporary, noncertified staff services for the period of July 1, 2021, to June 30, 2024, with Kelly Services, Inc., Global Solutions Group, Inc., and Midtown Personnel, Inc.”* The motion was seconded by Dr. Fabian and unanimously approved.

The next agenda item was on issuing solicitation of bids for food and nutrition items for the 2021-22 school year.

John Gerrity, director of food nutrition, said in response to a question at the Contracts Committee that there is language in the bid specifications that contracts are renewable at the discretion of the board. He said city purchasing ordinances allow up to three years of bid extensions.

Mr. Gerrity said there are eight companies that have agreed to extend their bid pricing for 2021-22. He recommended we take advantage of the bid extensions due to inflationary pressures on food costs.

In response to a question, Mr. Gerrity said he was seeking authorization to go out to bid for the food items that the nutrition center uses. The bids will be brought back to the board for final approval.

Ms. Allen said she was disappointed in food services over the years. She said older elementary children get the same food and portions that are fed to kindergartners.

Mr. Benejan said he agreed with Ms. Allen. He said students are receiving cold meals and packaged meals, and sometimes there is a shortage of food.

Mr. Gerrity said hot breakfasts and hot lunches are provided, but during Covid grab and go meals are provided for parents to pick up for remote learners that are not heated. In-school learners are getting the normal meals. He said service in schools varies by school, with some students eating in cafeteria and some eating in the classroom. He said some of the grab-and-go meals can be heated at home.

Mr. Gerrity said the portion sizes are regulated by federal regulations, which are followed stringently. In K to 8 schools students are offered a full compliment of five components. If students take at least three of the five components it is considered a reimbursable meal. High school students get larger portion sizes.

Mr. Gerrity said pre-Covid there were share tables where students could obtain extra items left by other students. He said the district provides universal free meals to everyone in the district. He said the same menu is served in the K to 8 schools, including schools that only go up to Grades 5 or 6. The five components are bread, protein, dairy, fruits and vegetables.

In response to a question, Mr. Gerrity said food is delivered to schools fresh every morning. He described the delivery patterns. He said all meals are prepared at the nutrition center between 7:30 a.m. to 1:30 p.m.

Ms. Allen said there was a lot of waste in the lunch program because the items are not packaged according to the child's grade level.

Mr. Gerrity said previously students had to take all five meal components, which led to quite a bit of waste. The federal regulations have been revised so that students have to take a minimum of three of the five components.

In response to a question about high school meals, Mr. Gerrity said during the pandemic the menu had to be tailored for in-school learners and remote learners. At the beginning of the year, students could only attend school two days out of five. He said we had to tailor the menu to items that could be packaged to send home with students. He said students that attended Monday and Tuesday were provided with meals for the rest of the week if they desired. He said because it was not a typical school year the menu was slightly different than in the past.

Mr. Weldon said he believed we should go out to bid on all items because you never know what price you will get in the market. Current providers that will extend pricing can submit that price as their bid.

Mr. Weldon moved *“to go out to bid for all food items with the resulting bids to be returned to the board for final approval before any awards are made.”* The motion was seconded by Ms. Allen and unanimously approved.

Supt. Testani said the federal guidelines did not seem to break down portion sizes between elementary and middle schools. He said in the grains area there could be an extra ounce. He said he would like to present further information to the board in the future.

The next item was on the second amendment to the professional agreement with The University School(TUS) for expelled student education services.

The superintendent said there is a contract with TUS to provide the educational component for expelled students. He said we'd like to extend the contract for one year, to have the time to come up with an in-house program if it's cost-effective. The prices in the amendment will stay flat. He said there may be some creative ways of using what was learned during Covid to create a new program.

Mr. Sokolovic moved "*to enter into the second amendment to the contract with The University School as presented by staff.*" The motion was seconded by Ms. Allen and unanimously approved.

Mr. Benejan said as board members we have to work as a team and we should not be saying to each other that they don't things. He said sometimes body language says a lot with the people who are watching us.

Ms. Allen moved to adjourn the meeting. The motion was seconded by Mr. Benejan and unanimously approved.

The meeting was adjourned at 7:53 p.m.

Respectfully submitted,

John McLeod



Bridgeport Public Schools

Michael J. Testani
Superintendent of Schools

Supporting Student Mental Health and Reducing Therapeutic Outplacements



Teaching and Learning Board Subcommittee
Meeting: Bridgeport Public Schools

May 25th, 2021



Effective School Solutions

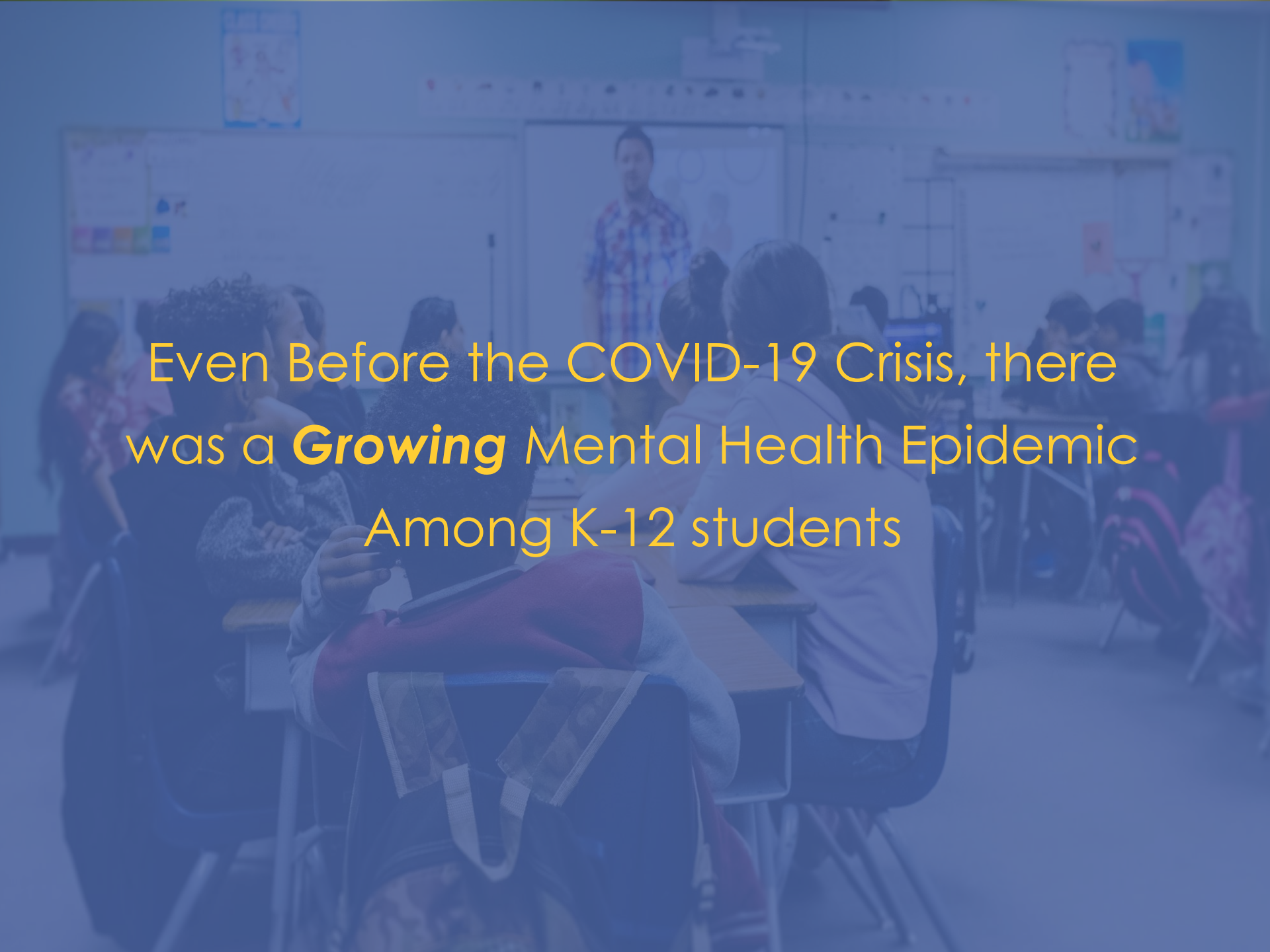
Executive Summary



- Even prior to COVID-19, Bridgeport Public Schools had seen an increase in the number of students with severe emotional and behavioral challenges, that both strained existing clinical resources and led to a steady increase in out of district placements.
- The anticipated return of students to a more normalized schooling environment, coupled with the traumatic impact of the pandemic is adding new urgency to addressing the significant mental health challenges that exist among BPS students.
- To address this concern, the district is focused on strengthening its MTSS continuum through decreasing classification rates among students as a result of behavioral issues, reducing the flow of students to therapeutic outplacements, conscientiously returning students currently outplaced, as well as providing foundational professional development and coaching for staff to support students with mental health challenges.
- The district has engaged in partnership discussions with Effective School Solutions, an organization with deep experience in the creation of in-district therapeutic programming that can assist the district with realizing these goals.
- In order to have a measurable and sustainable impact across the district, the 2021-2022 clinical focus of the partnership will be at 6 designated sites where proof of concept Tier 3 programming will be established

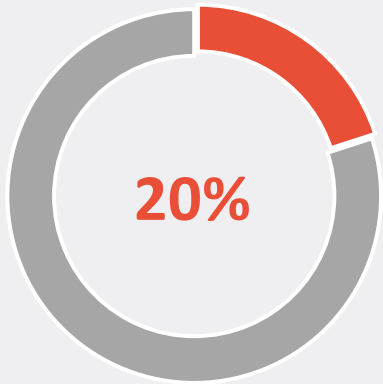
Our goals for today

1. Outline the impact of COVID-19 on trauma and student mental health
2. Provide an overview of the proposed partnership between Bridgeport Public Schools and Effective School Solutions (ESS)
3. Review partnership pricing proposal

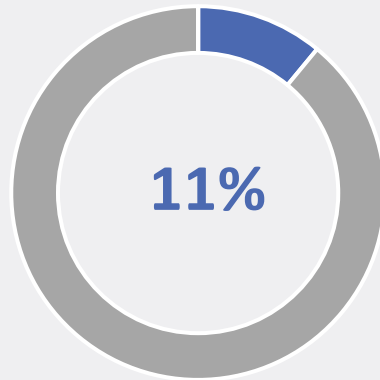
A photograph of a classroom scene, overlaid with a semi-transparent blue filter. In the foreground, several students are seated at their desks, viewed from behind. In the background, a teacher stands at the front of the room near a whiteboard. The text is centered over the image in a yellow, sans-serif font.

Even Before the COVID-19 Crisis, there
was a **Growing** Mental Health Epidemic
Among K-12 students

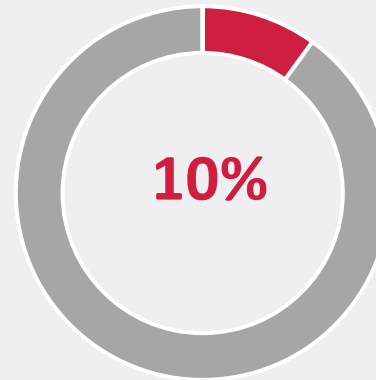
Of youth ages 13-18, 1 in 5 have a mental illness.



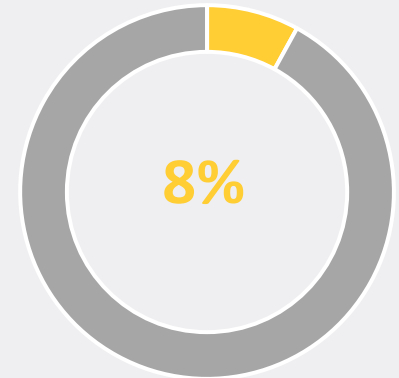
live with a mental health condition



have a mood disorder



have a behavior or conduct disorder



have an anxiety disorder

Source: National Alliance on Mental Illness. <https://www.nami.org/learn-more/mental-health-by-the-numbers>

Traumatic Impact of COVID-19

ACADEMIC STRESSORS

- Managing unstructured time
- Lack of motivation
- Challenges connecting with teachers

FAMILY & ECONOMIC STRESSORS

- Toxic home environments
- Parent/Child Conflict
- Family Conflict
- Community
- Uncertainty

Increase in intensity
of existing mental
health challenges

“Ambient Trauma”

“Universal ACE”

SOCIAL ISOLATION

- Loneliness
- Lack of peer group support
- Separation from caregivers and mentors

ANXIETY ABOUT COVID-19

- Fear of getting sick
- Fear of a loved one getting sick

Hartford Courant Article – May 22nd, 2021

As the coronavirus pandemic subsides, children in Connecticut are struggling with anxiety and depression. But mental health providers say they can't handle the growing demand for services



A closed playground at Squire Village in Storrs in early March 2020, at the beginning of the COVID-19 pandemic. More than a year later, child mental health services are severely overburdened, providers say, as rates of anxiety, depression and other behavioral health issues among adolescents surge. (Mark Mirko / Hartford Courant) (Mark Mirko/Hartford Courant)

- The [Centers for Disease Control and Prevention has reported](#) that between April and October 2020, the proportion of pediatric emergency department visits that were related to mental health rose by 24% for children ages 5 to 11 and 31% for those ages 12 to 17, when compared to the same period in 2019.
- All children ages 10 and older who visit the hospital's emergency department for any reason undergo a suicide risk screening. Typically, about 16% of children show signs of increased risk of suicide. Last October, that proportion rose to 19%, then to 22% by January and to 25% in March — a steadily climbing six-month trend.
- “I get referrals every day for outpatient therapy,” she said. “I’m reaching out to my friends, asking who has openings, and none of my colleagues in private practice and very few people doing outpatient work have openings. A lot of clinics have waitlists.”
- Adolescent mental health providers stress that children have endured a period of profound crisis — remote learning, diminished social contact, a deadly pandemic — with fewer cognitive resources than adults.

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ESS: Helping Districts Reinvent Their Approach to Mental Health Care



- Since 2009, Effective School Solutions has offered intensive, “Tier 3” mental health programming to serve students with intensive emotional and behavioral challenges
- ESS offers the same quality care as a therapeutic day school- but has pioneered delivery within the school setting
- This results in better care for students, maintenance of students in the **least restrictive environment**, and a significant reduction of Out-of-District Placements and associated costs- as well as significant improvements in **grades, discipline, and attendance**
- ESS currently serves almost 2,000 students each day, in 70+ districts across 9 states

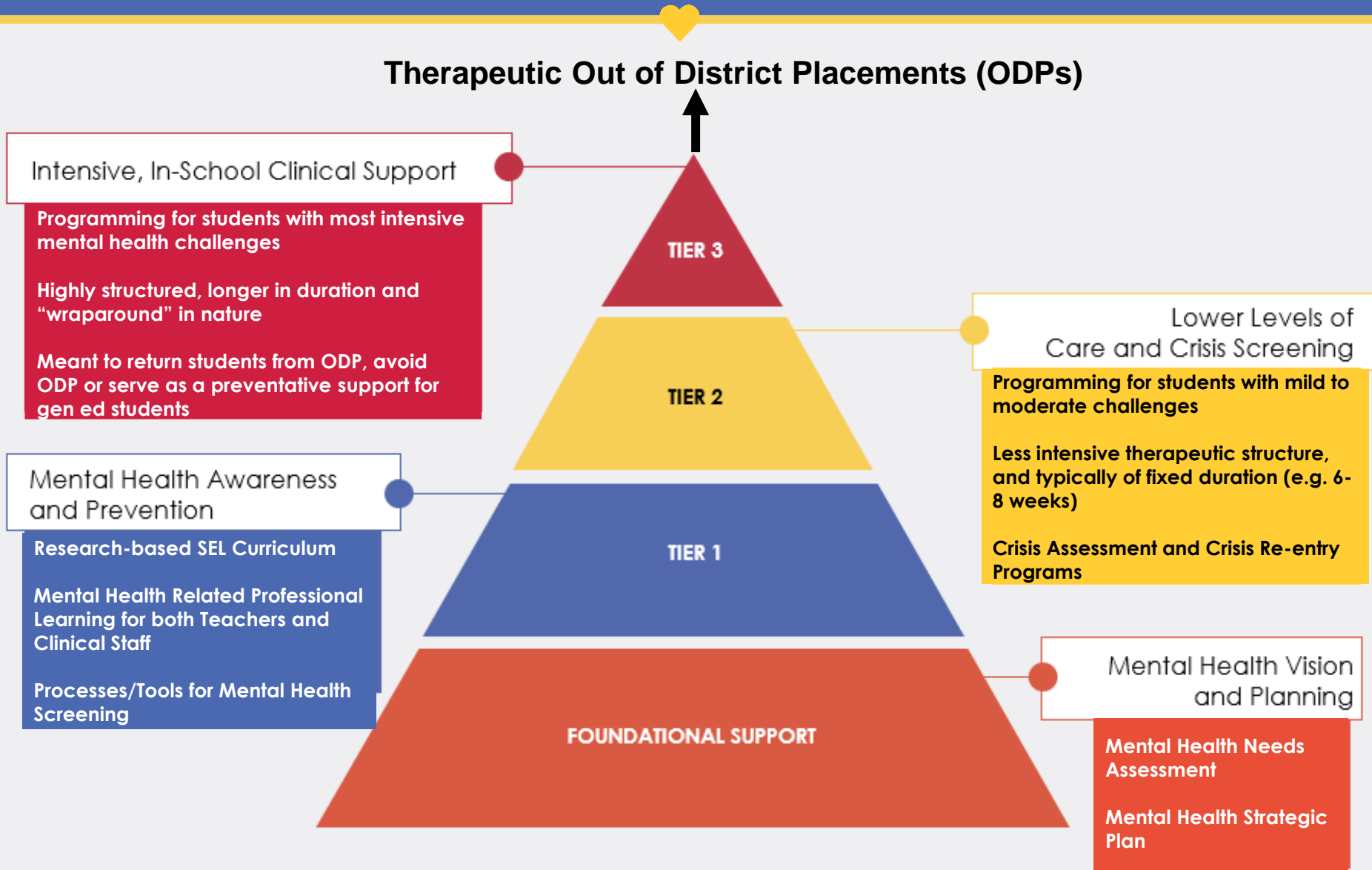


**Effective School
Solutions**

Reinventing K-12 Mental Health Care

MTSS Framework for Mental Health Support

Therapeutic Out of District Placements (ODPs)



BPS Vision: A Three-Year Plan To Impacting District Outplacements



2021-2022 Targeted ODP Prevention

- **Tier 3:** Set up intensive Tier 3 programs supporting 90 students at 6 schools (Dunbar, Marin, Harding, Claytor, Bassick, Curiale) focused on ODP prevention
- **Tier 3:** Begin identification and return of a cohort of students from ODP settings
- **Tier 2:** Create additional bandwidth for existing BPS clinical teams to support the anticipated mental health surge in the fall
- **Tier 1:** Provide district-wide professional learning and targeted coaching to expand educator toolkit for mental health support

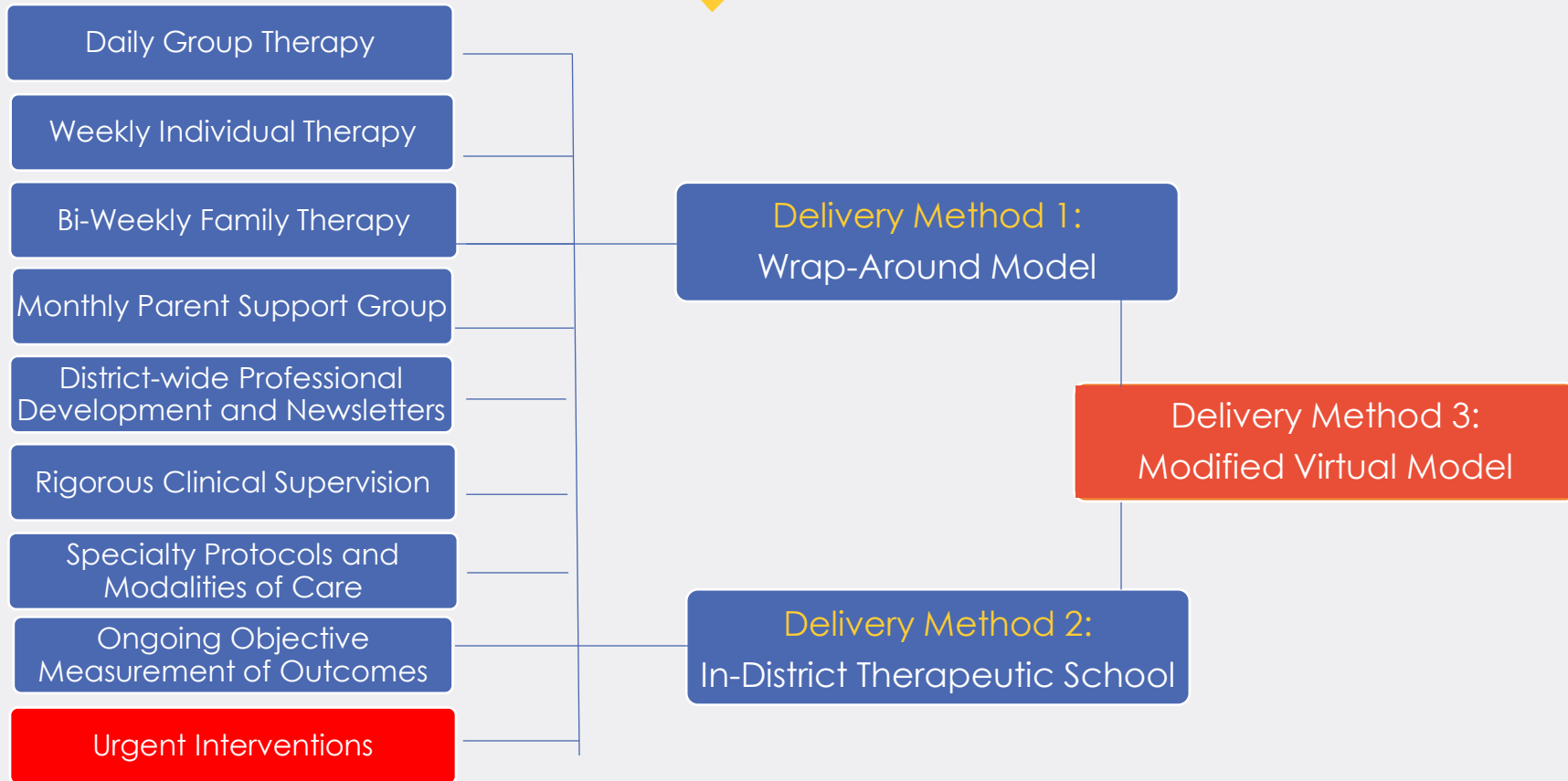
2022-2023 Expanded ODP Prevention and Strategic Return

- **Tier 3:** Identify potential locations to expand clinical footprint
- **Tier 3:** With program established, expand ODP returnee efforts to continue partially funding the implementation of Tier 3 programming
- **Tier 1:** Expand professional development efforts to a broader group of schools across the district

2023-2024 Comprehensive ODP Prevention and Return

- **Tier 3:** Seek to fully fund Tier 3 programming efforts through ODP returnee savings and prevention efforts and create a budget surplus
- **Tier 3:** Continue PD/coaching efforts leveraging both internal and external resources
- **Tiers 1-3:** Build and implement clear plan for long-term sustainability of the program

Tier 3 Program Architecture: What It Looks Like



Tier 1 Professional Learning Plan

Components

Quarterly Mental Health Workshop Series for Staff

Champions Committee Coaching for Capacity Building

Mental Health Virtual Learning Series for Parents

Description

PD workshops to establish foundational knowledge of ESS Trauma-Attuned Model (TAM™)

35 Days of coaching on creating TAM classrooms to develop a cadre of internal experts with monthly booster sessions

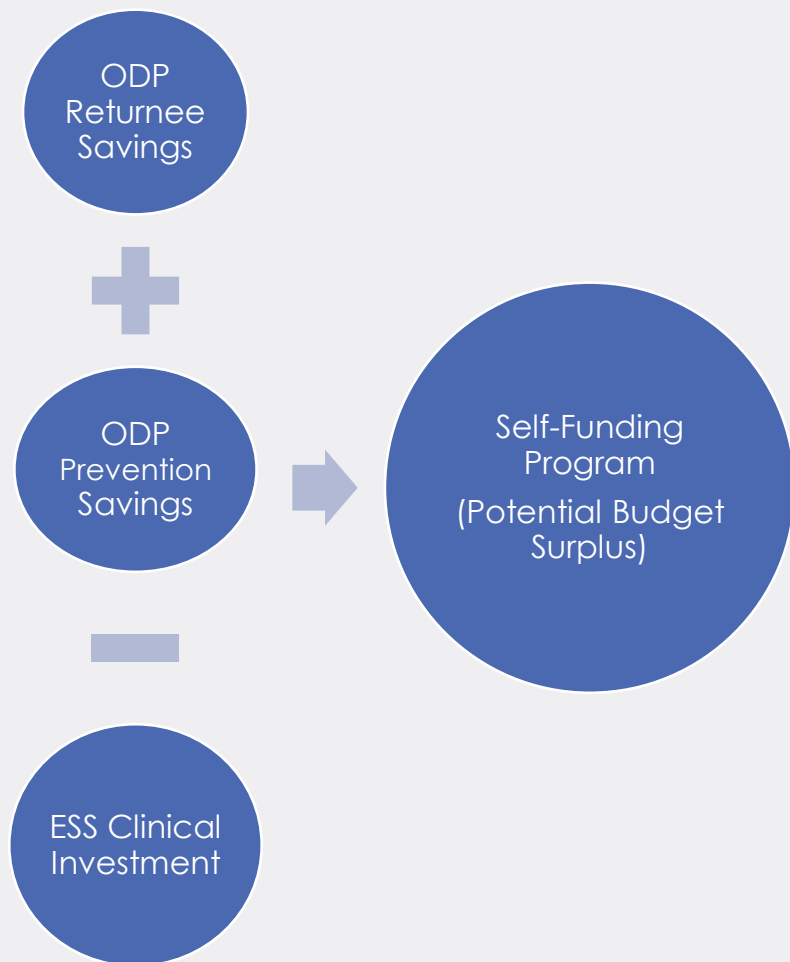
Monthly virtual workshops to provide support and resources for parents (provided in English, Spanish, and 1 additional language)

This professional learning continuum is focused on supporting Mental Health Core Competencies of: Awareness, Student Relationships, De-Escalation and Crisis Prevention Skills, and Classroom Management

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Building Sustainability: Strategies to Self-Fund Mental Health Initiatives



- In-district programming can often return students from ODP, which can cost as much as \$100,000 per student, per year, providing hard cost savings
- This type of programming also successfully maintains “at-risk” in-district students, reducing the reliance on outside placements and avoiding associated costs
- In-district clinical programming can often be self-funding or even create a budget surplus
- Cost, long commutes, dearth of placements, permanency of placements, academic rigor, and LRE concerns are some of the primary reasons for building Tier 3 programming in-district
- Additional funding besides stimulus and ODP savings include IDEA, Title I, and Medicaid reimbursement

Building Sustainability: Establishing In-District Tier 3 Clinical Programs

Current Program	School Year 2021-2022	School Year 2022-2023	School Year 2023-2024	Total Savings
ODP Returner Savings				
<i>Students in program brought back from ODP</i>	6	6	6	6
<i>Annual cost savings per student</i>	\$100,000	\$105,000	\$110,250	\$315,250
Total "Hard" Cost Savings from ODP returners	\$600,000	\$630,000	\$661,500	\$1,891,500
Estimate of Cost Avoidance from Preventing Additional Future ODP				
<i># of students at risk of future ODP</i>	9	9	9	9
<i>Annual cost savings per student</i>	\$100,000	\$105,000	\$110,250	\$315,250
Total Additional Cost Avoidance from Future ODP Prevention	\$900,000	\$945,000	\$992,250	\$2,837,250
TOTAL SAVINGS	\$1,500,000	\$1,575,000	\$1,653,750	\$4,728,750

Proposed Partnership Option



Partnership Components	
Tier 3 program at Dunbar, Luis Munoz Marin, and Harding High serving a cohort of up to 60 students (20 at each site) with 6 clinicians	✓
Tier 3 Program at Curiale, Geraldine Claytor, and Bassick High serving a cohort of up to 30 students (10 at each site) with 3 clinicians	✓
Full clinical supervision, quality management, and risk management support for enrolled students	✓
Dedicated Full-time project manager for district implementation	✓
Full furnishing of ESS therapeutic spaces	✓
Tier 1 Quarterly Onsite Professional Development Workshops at 6 sites - 12 Days	✓
Tier 1 Monthly Mental Health Virtual Learning Series for Parents (English, Spanish, and 1 additional language)	✓
Tier 1 Mental Health "Champions" Committee Coaching to Build District Mental Health Capacity (30 teachers - 35 Days)	✓
Annual List Pricing	\$1,626,533
BPS Discount	\$167,281
Annual Bridgeport Total for 3 Year Contractual Commitment	\$1,459,252

THANK YOU

for your time & attention

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Early Steps to School Success

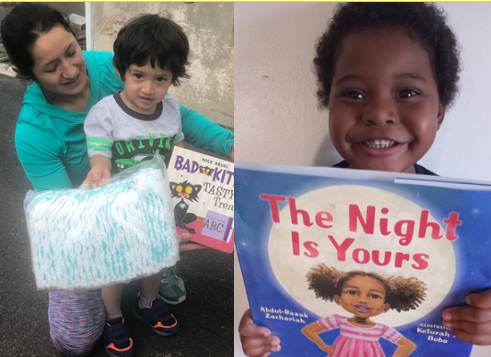


The Need

Early education, starting with moms during pregnancy and following children from their first days to their first day of school, is a critical window to academic achievement. Children are born ready to learn, but for the nearly 15 million children living in poverty in America, the risks of entering kindergarten ill-prepared to succeed are high.

Save the Children introduced its Early Steps to School Success program in 2006. Built on private-public partnerships with local schools and states, Early Steps delivers high-quality early childhood development services to children ages 0 to 5 and their families.

Read to Grow began partnering with Save the Children in 2018 to bring the Early Steps Program to communities in New Haven, CT. The Early Steps to School Success Program currently operates in 4 elementary schools in New Haven: Celentano, Lincoln-Bassett, Christopher Columbus, and Truman. Read to Grow will be expanding ESSS to Bridgeport in Fall 2021.



Questions?

readtogrow@readtogrow.org
203-488-6800

Program Components

Home Visits Conducted by Early Childhood Coordinators. For ages 0-3. Coordinators provide parents with age-appropriate activities for their children, help monitor developmental progress and offer suggestions on how to interact with young children to promote early literacy.

Helping Parents Support Child Development Coordinators help parents build skills and strategies to support their child's growth. They advise parents on topics such as establishing healthy sleeping routines, interpreting and responding to babies' efforts to communicate and helping toddlers develop self control and problem-solving skills.

Book Bag Exchange/Home Library Coordinators continue to foster a love of learning in children ages 0-5 with a Book Bag Exchange, supplying families with children's books that encourage reading frequency, comprehension, and parent-child interaction.

Fostering Positive Connections Between Families and Schools To support a positive parent-school relationship for children prior to entering school, parent education groups meet at local schools to discuss early development topics and monthly play groups are also available at Early Steps sites

Transition to School Coordinators help children and families connect with teachers and faculty before the first day of preschool.

Community Connections Coordinators build relationships with local resource partners so they can connect families to the services they need, as well as advocate for themselves in a sustainable way-with services that will continue to be there for them and their community.

Early Steps to School Success: Connecticut



Partnership

The Early Steps to School Success Program in Connecticut is operated by Read to Grow in partnership with Save the Children.



Partnership

The Early Steps to School Success Program in Connecticut is offered by Read to Grow in partnership with Save the Children.



Since 2006, Save the Children has operated Early Steps to School Success and is currently running ESSS in 8 other states in partnership with school districts and community organizations. A total of 4,913 children are enrolled nationwide.



Currently, Read to Grow's implementation in New Haven is the only urban implementation of Early Steps in the country.

Priorities & Goals

We focus on families with children ages 0-3 and 3-5.

Prioritize families experiencing poverty, trauma, immigration, challenges with language acquisition, ongoing effects of systemic racism.

We aim to support families in preparing their children to be kindergarten ready and strengthening a positive home to school connection.

Early Steps to School Success Components



Prenatal to 3

- Home visiting
- Parent/Child Coaching
- Picture Books
- Educational Materials
- Playgroup
- Activities focused on school readiness
- Connections to community resources

PreK - ages 3-5

- Book Bag Exchange
- Literacy activities
- Home to School connections

Home Visiting Program

Biweekly home visits to families prenatal through age 3

Visits are conducted using the Plan and Play curriculum and age appropriate corresponding activities to enhance development

Families live in the neighborhoods surrounding the coordinator's school and will ideally send their children to preschool there

Playgroups are conducted once a month for the families in the program

Home Visiting during COVID

Virtual home visits twice a month (zoom, facetime, phone call)

One socially distanced material drop off per month (books, activities, etc.)

Coordinators keep in touch with families and offer support between home visits



3-5 Book Bag Exchange (non-COVID)

Coordinators do a read aloud once a week with each participating PreK class

Coordinators provide preschool students with 4 high quality books each week to take home and read with their families

Students bring the books back the following week and switch out for 4 new books

The goal of the program is for parents/caregivers to read more frequently with their children



3-5 Home Library (during COVID)

Preschool children receive two high quality books per month to take home to keep and build a home library

ESSS coordinators provide corresponding activities to go along with the books

Some of the preschool teachers have incorporated the books and activities into their lesson plans with the class

Coordinators check in with PreK teachers or parents each month to collect reading frequency numbers

Staffing Structure

Executive Director (Read to Grow)



Program Specialist (Save the Children)



Early Childhood Coordinators (Read to Grow employees)





Monitoring & Evaluation

SCORE - Database for coordinators to enter all data and metrics gathered (frequency & duration of visits, how often parents are reading to child, etc)

Ages & Stages Questionnaire (ASQ)-a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.

PICCOLO - observational measure of positive parenting interactions with very young children (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes)

Peabody Picture Vocabulary Test (PPVT & PLS)- administered at age 3 and again at age 5. Measures language skills.

Coordinators administer PICCOLO & ASQ. Program Specialist typically administers the PPVT & PLS.

Effectiveness

Nationally, in 2019, 89% of 3-year-olds and 89% of 5-year-olds with at least 1 year of ESSS home visiting scored at or above normal level in vocabulary acquisition

An external evaluation by researchers at the University of Nebraska, the University of Maryland and Tufts University revealed that children who participated in Early Steps had stronger receptive language scores and their caregivers had greater confidence in their parenting skills than similar children and caregivers who did not participate in Early Steps.

Testimonials

In a recent parent survey of families enrolled in Read to Grow's implementation of Early Steps, 100% of respondents would recommend the ESSS program to a pregnant friend/friend with young child.

“ESSS is helping me to be a better mom, teacher, and advocate not only for myself but for my children as well.”

“I'm bonding with my child more.”

“Whenever I have questions or concerns my home visitor is always there to help.”



What districts & schools agree to provide....

A **dedicated desk/office space for the coordinator** on the days they're in the building

A **space for coordinators to run Playgroups** for their Home Visiting Families (these are families who may not have school age children yet)

Include the coordinators in school events and parent events

Expectation that coordinators **will work with Preschool teachers** for the 3-5 Home Library/Book Bag Exchange program

Main Office staff know the coordinators and are aware of the program

Coordinators do not...

Teach classes

Serves as subs

Are not always in the building because they are doing home visits



Bridgeport Public Schools



Bridgeport Board of Education: Board Product Briefing




How is ParentSquare Different?

Empower your entire school community through one secure, unified platform.

SCHOOLMESSENGER®

Our current product


Mass Communications


Urgent Alerts
Send with a few clicks

Attendance/Lunch Balances
Day/period absences + excuse notes

Social & Web Share
Post to existing sites and channels

Secure Document Delivery
Save paper, maintain privacy

+


Classroom Communications


Direct & Group Messaging
Connect students, teachers, parents

Parent-Teacher Conferences
Save time, increase bookings

Volunteering & Sign-ups
Fill needs faster, chase less

StudentSquare App
Secure teacher-student communications

+


School Services

Forms & Permission Slips
Save time and paper

Calendar & Event RSVPs
Increase attendance

Invoices & Payments
Accept secure online payments

Health Screening Forms
Fast, daily checks for students/staff

Pure Contact

Save time, protect privacy, and keep contact data current

Jane Doe Jane.Doe@email.com ✕

Ryan Lee R.Lee@defunctdomain.com ✕

Christy Tompson 555-555-1234 ✕

Christy Tompson 555-555-1233 ✕

The Problem

For Parents

- Only allowed one email/phone per account, children at multiple schools = multiple accounts
- Emails/phones can't be shared amongst family members
- Need to contact school to update

For Schools

- Parent and guardian contact info is frequently outdated or contains typos
- Different emails/phones tied to the same person for each student require manual merging
- Time-consuming hassle for schools to manually review and track down family members for updated contact information

The Solution with Pure Contact

For Parents

- Parents can log in to their account using any of their emails/phones and can share contact methods with other family members
- If a contact detail is wrong, parents can suggest corrections
- Safely maintain staff and personal contact details in a single account for staff who also have children in school

For Schools

- Receive real-time reports with all parent updates
- Easily update parent contact details in their student information system (SIS)
- Free up precious time spent chasing families with bad data

Parent

Rachelle Hudson
Lincoln Elementary School, Santa Barbara, CA

✉ Email: HudsonFam@email.com Confirm Edit Skip for Now

📞 Phone: 805-555-1234 Confirm Edit Skip for Now

👤 Child: Christina Hudson Correct Remove/Edit

👤 Child: Dayne Hyrthe Correct Remove/Edit

Yes, This is Me
This is Not Me



The Result

For Parents

- A single account for all school communication
- The ability to identify typos and bad contact details at any time
- Easy way to update all schools when contact details change so they never miss out on important information

For Schools

- Simplified database administration and improved contact quality
- System that assures complete data security and student privacy
- More equitable communications to reach more parents



633 USERS RESPONDED

940 No Activity

1,007 Registered

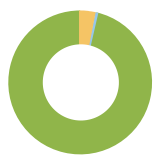
566 Unregistered

Total Users 1573

Total Users 1573

33 Require Action

EMAIL

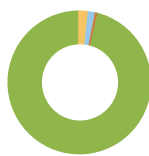


CONFIRMED 308

- EDITED 11
- SHARED 2

13 Require Action

PHONE



CONFIRMED 298

- EDITED 7
- SHARED 5
- LANDLINE 1

13 Require Action

CHILD



CONFIRMED 316

- REJECTED 4
- EDITED 2
- WRONG SCHOOL 1

7 Require Action

Pure Contact is a unique feature included with ParentSquare at no additional cost

Request a Demo Today

About ParentSquare

ParentSquare unifies all communication tools from the district to the classroom - with oversight throughout and powerful reporting metrics. With multi-directional communication, translation to 100+ languages and access via app, email, text, voice, and web portal, ParentSquare's platform helps you engage all your families, regardless of language or socioeconomic barriers.

Pure Contact

Save time, protect privacy, and keep contact data current

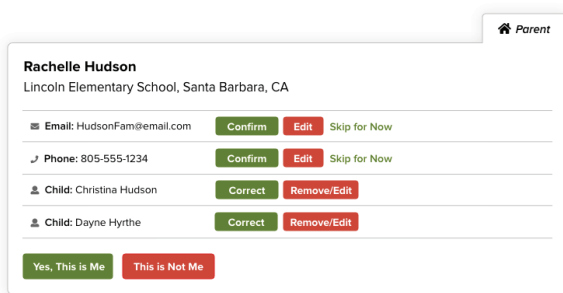
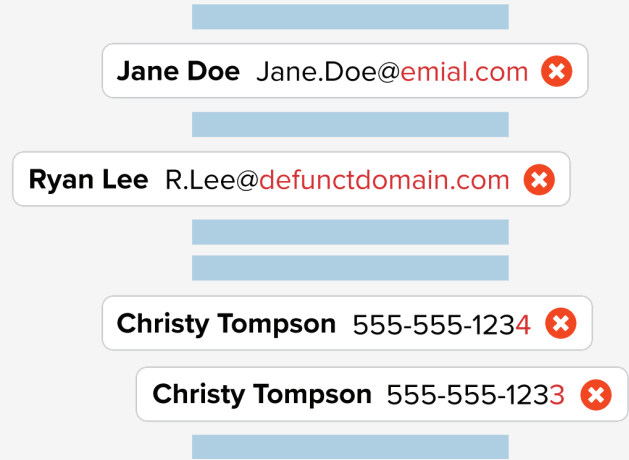
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- If a contact detail is wrong, parents can reject it and suggest corrections
- Safely maintain staff and personal contact details in a single account for staff who also have children in school

ParentSquare Translate

Reach parents in the language they prefer

English Language Learners (ELLs) can benefit greatly from parental engagement and involvement, but often as an educator, communicating with non-English speaking families can be difficult. In turn, families may feel intimidated to get involved because they are not comfortable speaking English. For districts and schools, interpreters can be expensive and difficult to source. With ParentSquare's translation feature, educators can easily communicate with ELL families in their native language!

With ParentSquare Translate:

- Confidently communicate in parents' preferred language (teacher to parent and vice versa)
- Increase communications equity within a school or district for more equal engagement
- User preferred language can be synced from your SIS or parents can update their language settings on their ParentSquare account



ParentSquare Translate Features:

- Google Translate in 100+ languages
- Automatic, real-time translation
- Translate Forms, Permission Slips, and Posts
- Two-way translation with Direct Messaging
- Send important Alerts in a user's preferred language

Being a non-Spanish speaking teacher whose students and parents are from a Spanish-speaking household, I love the translation option provided for teachers and parents. It makes communication a whole lot easier, all for the benefit of students.

Diana Nguyen, Aspire Pacific Academy

About ParentSquare

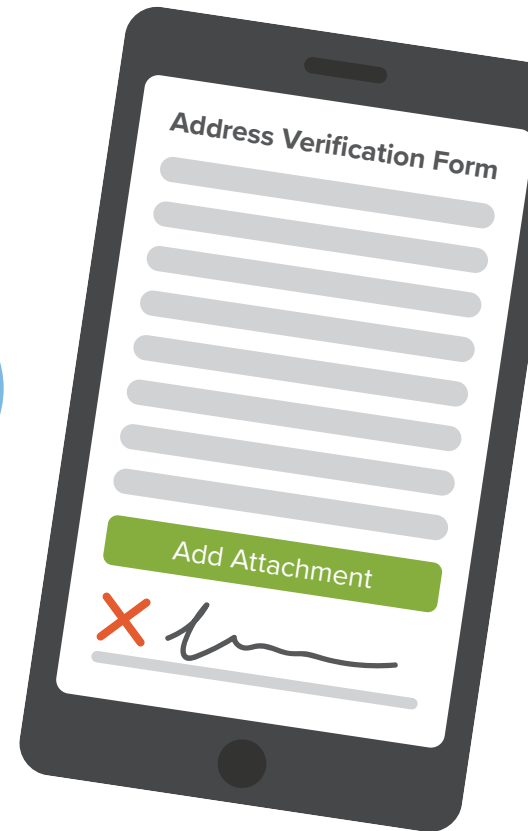
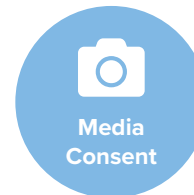
ParentSquare unifies all communication tools from the district to the classroom—with oversight throughout and powerful reporting metrics. With multi-directional communication, translation to 100+ languages, and access via app, email, text, voice, and web portal, ParentSquare's platform helps you engage all your families, regardless of language or socioeconomic barriers.

Digital Forms & Permission Slips

Send parents forms electronically

Send forms & collect parent signatures securely online:

- Save money & support green initiatives by reducing paper consumption!
- No longer worry about forms becoming a lost, crumpled wad in students' backpacks
- Parents can fill out permission slips from the ease of their phone
- Student and parent information is auto-populated
- Easily keep track of all permission slips
- Send automatic reminders to parents



Features of ParentSquare's Forms Technology:

- Easy and intuitive to use - there's no need to be tech-savvy to build forms!
- Forms Library with templates that districts can share with schools
- Ability to duplicate an existing form instead of creating a new one
- Teachers can print out signed forms and take them on field trips
- Student ID, Name, Grade, Parent Name, Phone, and Email are auto-populated
- Mark students who have filled forms offline and remind those who haven't yet filled their forms



How It Works:

1. When creating a post, go to post add-ons and click "Forms / Permissions"
2. Select the date you need the form completed by
3. Choose from an existing form or create a new one
4. Send or schedule your form!

Learn more about Forms/ Permission Slips [↗](#) Remove Form

When do you need completed form by

Select an existing form

Select Form

Create a new form

Form requires signature

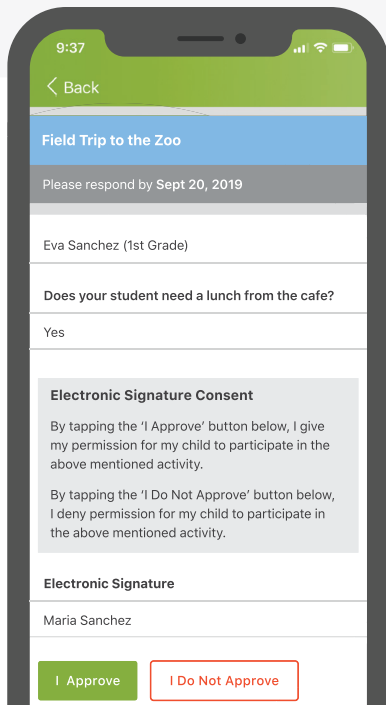
- For giving permission to child, e.g., Field trip form [Show Disclaimer](#)
- For indicating approval/ agreement, e.g., Media release form [Show Disclaimer](#)
- For verification, e.g., Residency form [Show Disclaimer](#)

Form can have attachments

Require student information i

Note: User name, email and phone are automatically pre-populated.

Additional Questions	Type	Required
question	Short Answer	



What Parents See:

1. Email, text, or app notification with form link
2. Online form with pre-filled information
3. Electronic signature field (if required)
4. Email confirmation upon form completion

Request a Demo Today

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StudentSquare

Secure communication with students

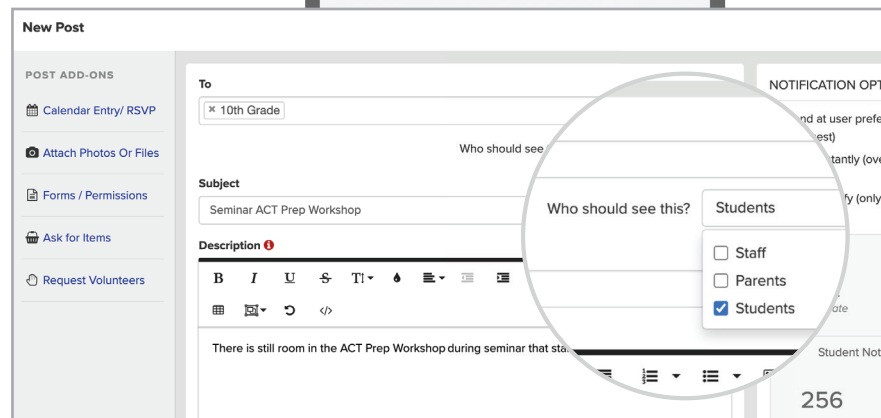
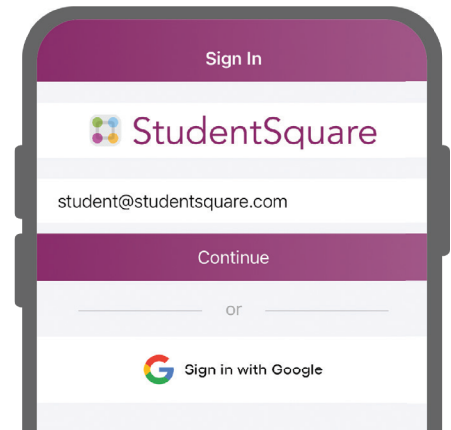
Many middle and high school students don't use email in their day-to-day lives. Align your communications to the way students already communicate with StudentSquare.

With StudentSquare:

- Create a safe and secure communication and workflow center between educators and students
- Confidently reach students with Direct Messages or Posts
- Communicate with a class, grade, groups of students, or the entire school
- Students can engage with communications by appreciating and commenting on a post
- Students can receive communications with push notifications, text messages, emails, alerts, the StudentSquare app, or web portal

StudentSquare Features:

- Calendars & RSVPs
- Sign Ups
- Forms
- Student Groups
- Appointments
- Polls



I love this because I can stay informed on what's happening with my education and see if I have to ask any questions on what my school is doing to make school year 2020-2021 convenient for us all.

11th grade student, **E.C. Goodwin Technical High School**

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Social Media & Web Share

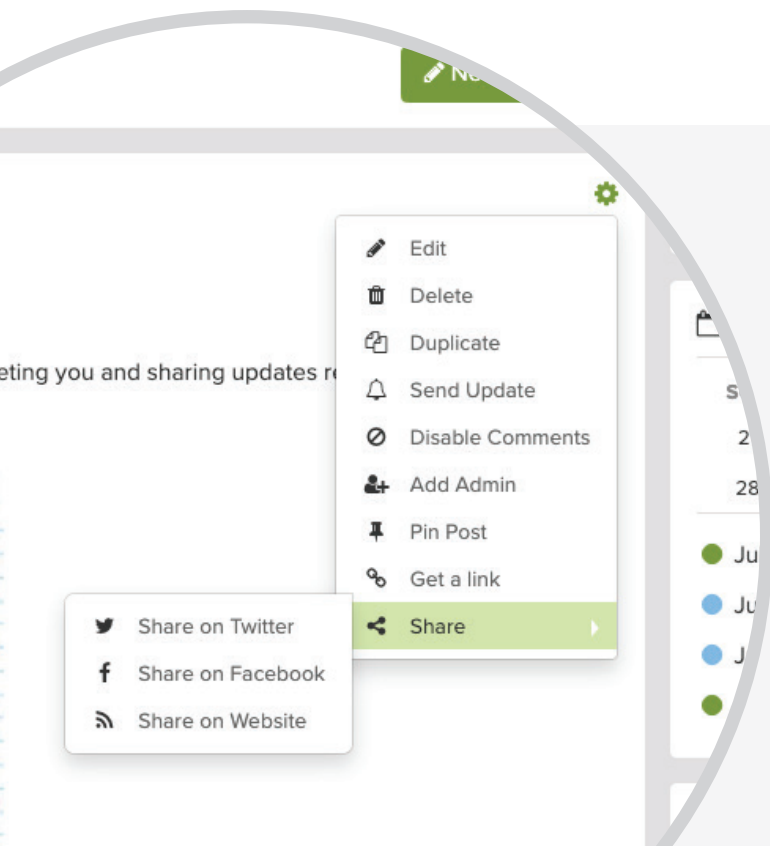
Showcase ParentSquare Posts on Your Social Media Channels*

Benefits of sharing your ParentSquare posts:

- Highlight your school’s accomplishments, fun activities, and more
- Build your brand and cultivate a positive school climate
- Keep your school communications private and share the posts you want to feature
- Maintain control over who can share posts at your district



*Facebook, Twitter & your school website



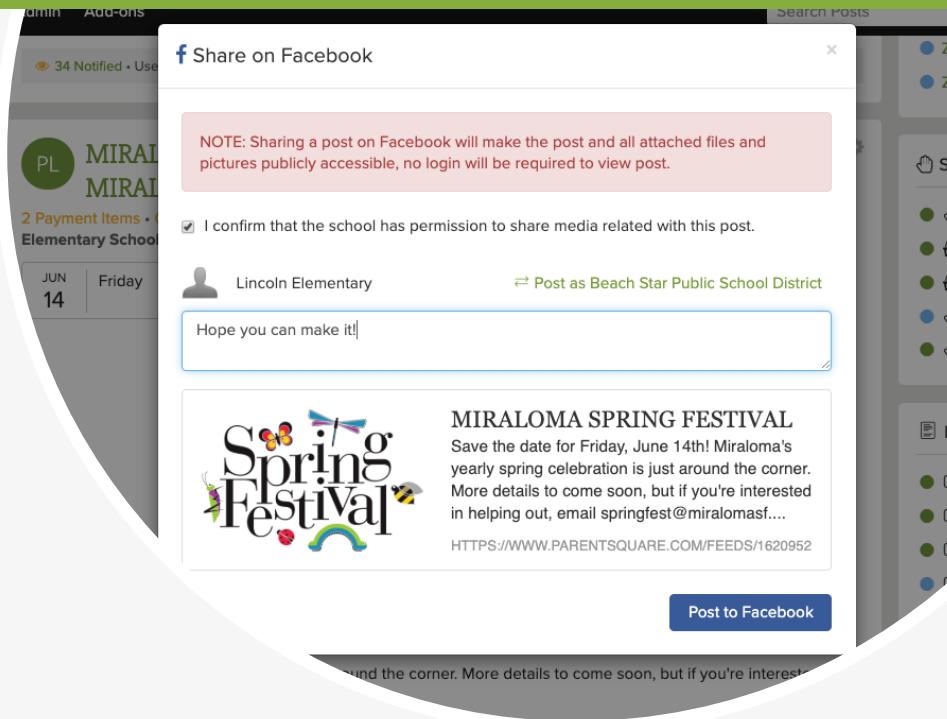
With ParentSquare’s Social and Webshare technology, you can:

- Curate from posts by admin & teachers across all of your schools
- Share interesting & relevant ParentSquare posts to social media with a click
- Once connected, all permitted people can share - no need to exchange passwords
- Keep your website up-to-date with dynamic content from ParentSquare



How It Works:

1. Find a ParentSquare post you want to share
2. Change or add text to accompany your post
3. Share your post with the world!



Request a Demo Today

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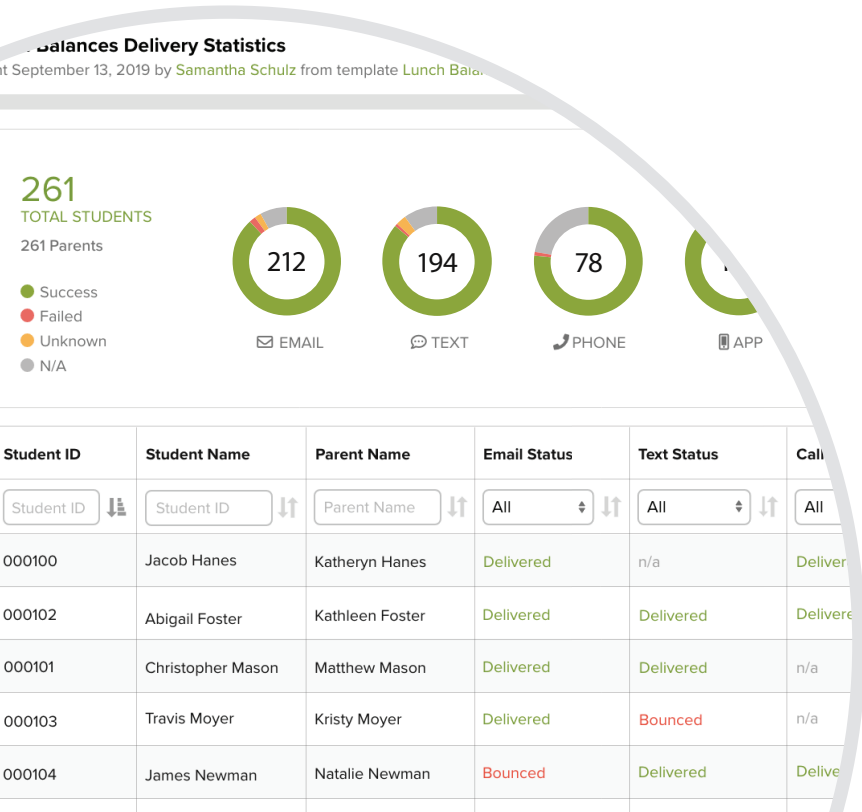
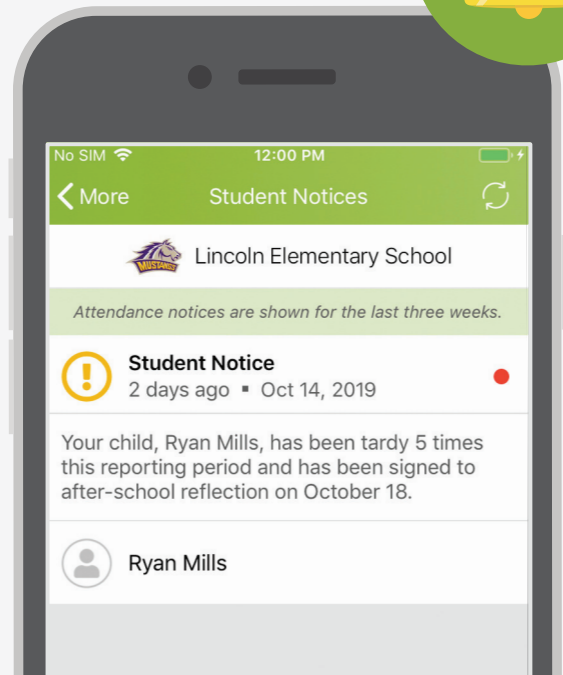


Auto Notices

Save time, money and paper

Send automated, customized notices home with student-specific information:

- Reduce instances that negatively impact student success and cost the school money — such as truancies and overdue textbooks
- Free up time previously spent sending individual notices by sending these notices in bulk
- Save paper and reach parents where they are by delivering these notices via email, voice message, text or app notification
- Use this feature for anything: tardies, honor roll recognition, student athlete physicals, iPad programs and more! **You decide what to use this for!**

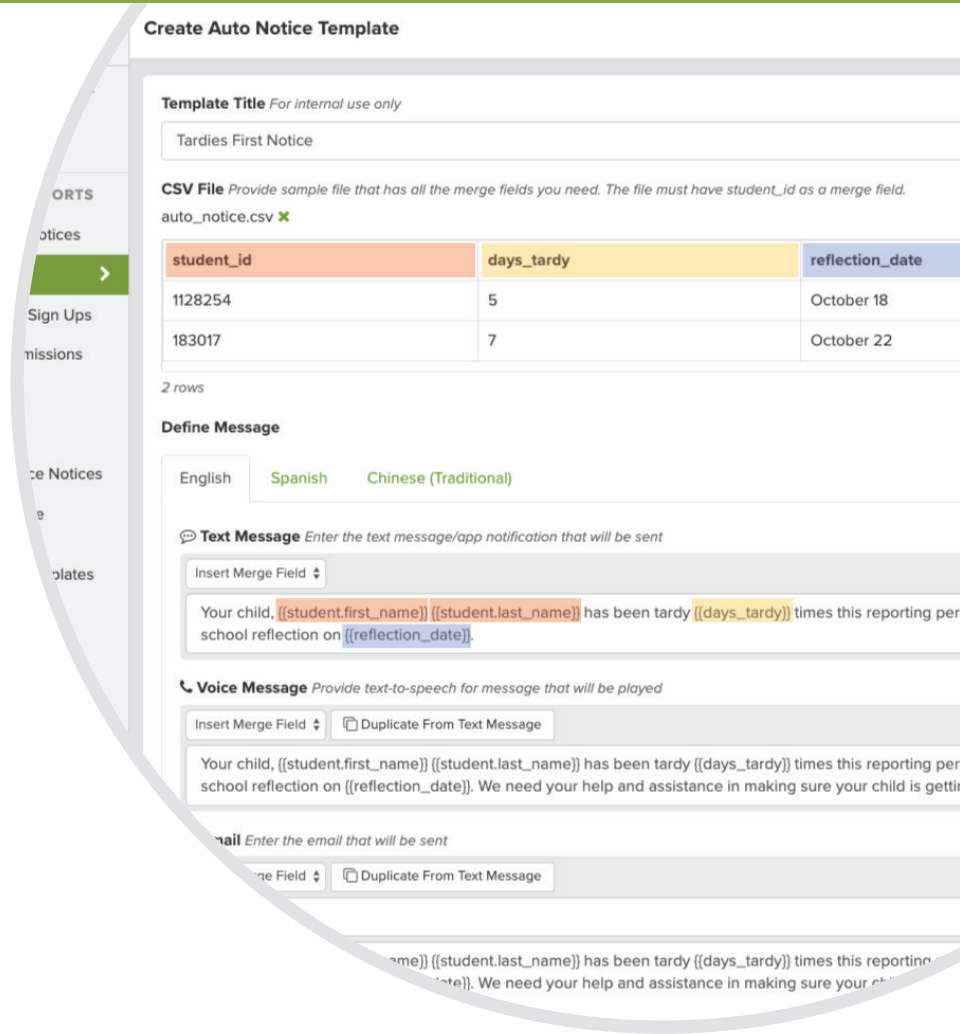


With ParentSquare's Auto Notices Technology, you can:

- Integrate with your SIS & other school systems
- Create auto notices with an easy single page set up
- Build templates and save them for later
- Translate the message into languages spoken in your parent community
- Ensure privacy by only sending student-specific information to each corresponding guardian
- Track delivery status of notices with powerful reporting metrics

How It Works:

1. Upload a sample csv file with all needed headers
2. Draft your message using headers as merge fields
3. Set a schedule and automate, or send on demand! Your notices will go out when needed.



student_id	days_tardy	reflection_date
1128254	5	October 18
183017	7	October 22



New Email Message

From: Lincoln Elementary School
To: Marissa Mills

Your child, Ryan Mills, has been tardy 5 times this reporting period and has been signed to after-school reflection on October 18.

We need your help and assistance in making sure your child is getting to classes on time. Please review our district policy on tardies:

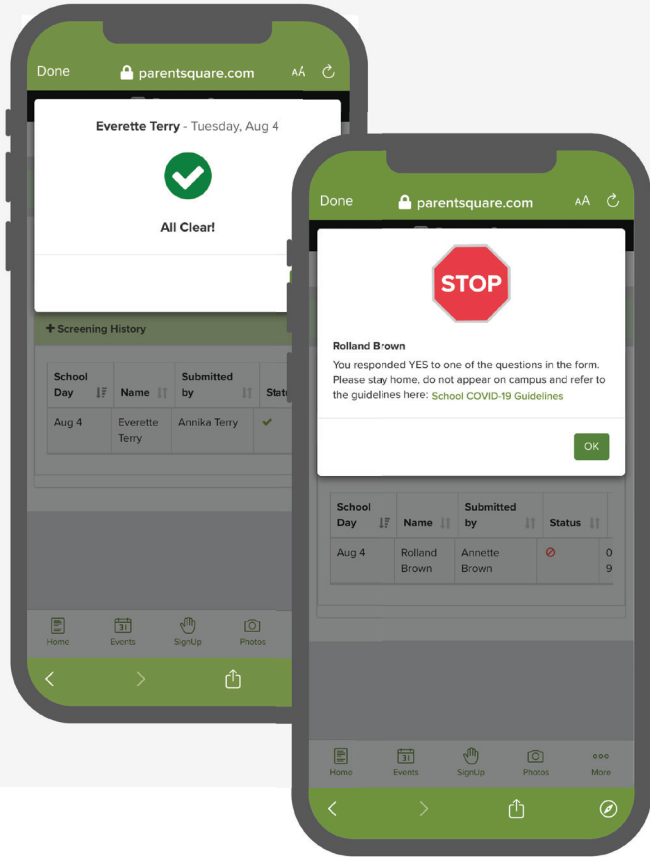
We understand that things come up at home from time to time which may result in unavoidable lateness. If your student arrives after the start of classes at 8:30 am, a legitimate note from your or from a doctor must be provided for the tardy to be excused.

What Parents See:

1. A notification via email, voice message, text or app notification, depending on their preferences.
2. A message with their child's name, and any other relevant information specific to their child (such as a date and time, number of absences, textbook name)

COVID-19 Health Screening Form

Fast, daily health checks for your school community

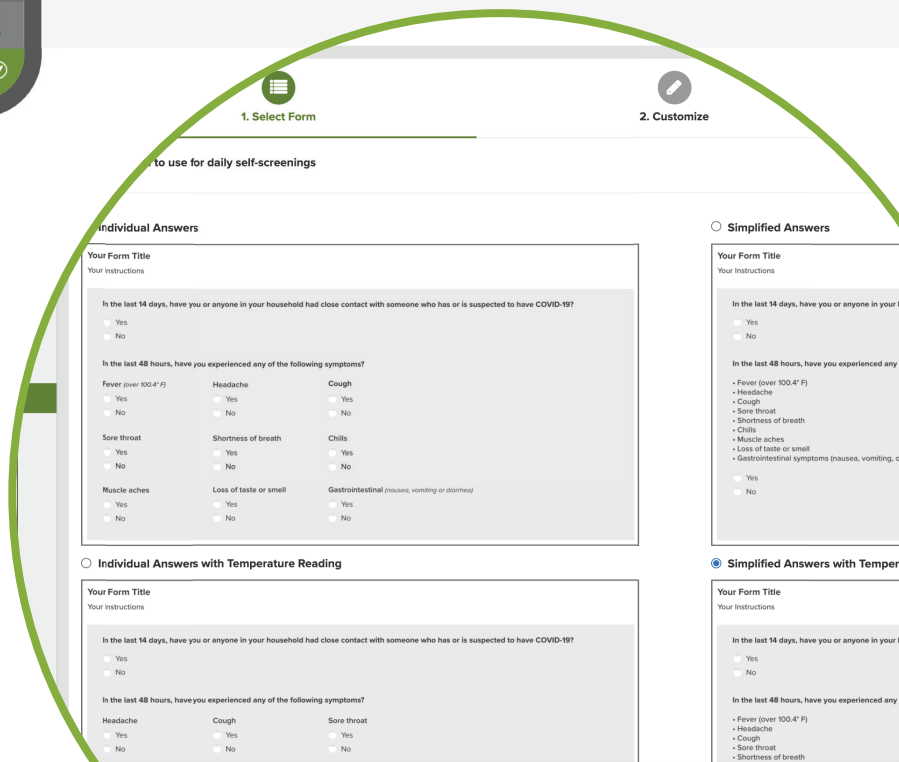


Reduce administrative burdens and prevent the spread of COVID-19

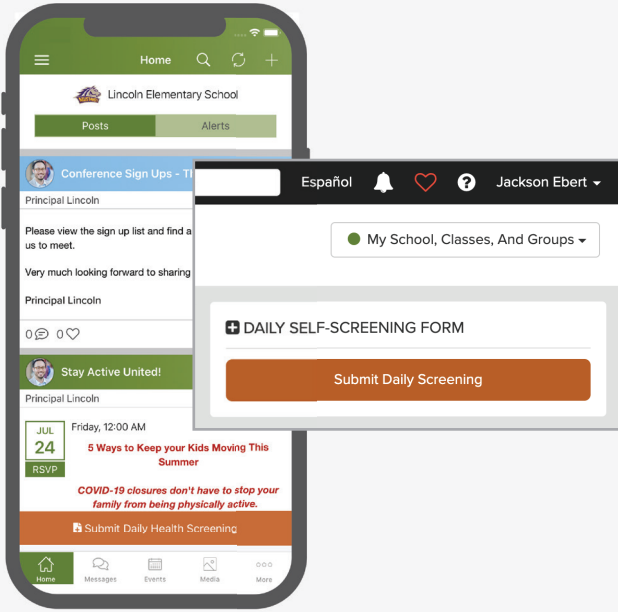
- Simplify the screening process for parents, students and staff with easy reporting via the web or ParentSquare mobile app
- Customizable pre-built forms available in five languages to adhere to district, city, county or state requirements
- Quickly identify and process positive or missing responses via a detailed graphical dashboard

How It Works:

1. Select from 4 pre-built form options or create a custom form
2. Add your own instructions and guidelines
3. Publish to make the form available to your entire district or school



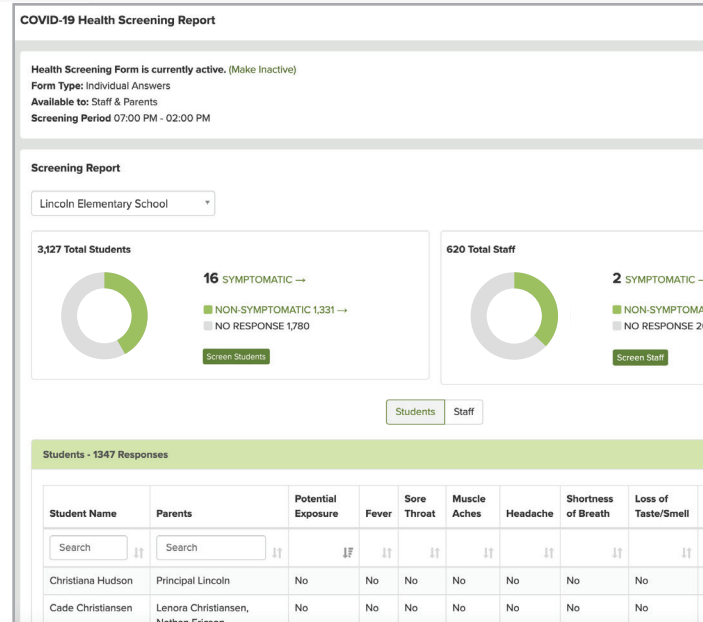
What Parents/Students/Staff See



1. During the active screening period, users will see a “Submit Daily Screening” button on their web or app home feed
2. Parents can submit a screening for one or more of their children, while staff can submit for themselves and their children (if applicable)
3. A confirmation screen displays submission history and can be used as a campus pass for non-symptomatic individuals

What Teachers/Admin See

1. A robust visual dashboard displays daily and previous screening results at the district, school, class and group level
2. Reporting permissions can be assigned to staff such as nurses or bus drivers, allowing them to quickly mark individual students and/or staff as symptomatic, or complete a full screening right from the dashboard



Request a Demo Today

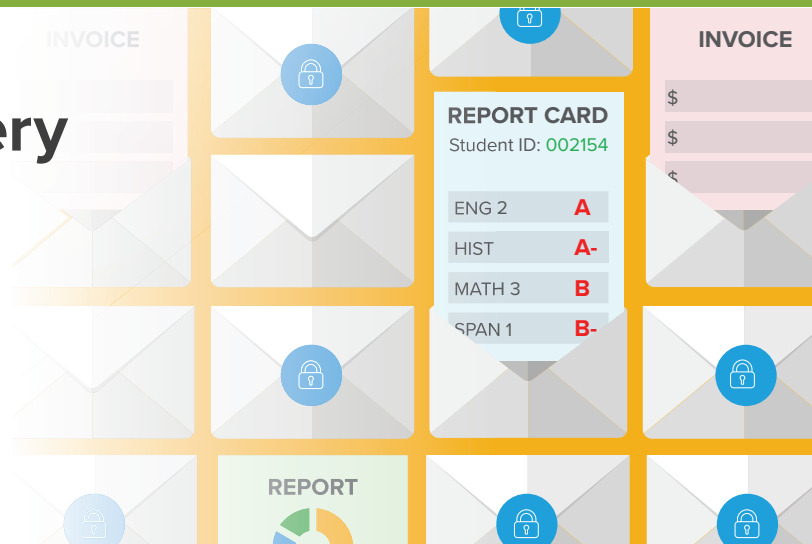
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Secure Document Delivery

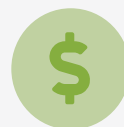
Report cards, Progress Reports & More!

Save time, thousands of dollars, and countless sheets of paper!



Securely deliver important documents to parents electronically:

- Save thousands of dollars in printing, mailing, employee, equipment & facilities costs
- Free up time spent stuffing envelopes
- Help your office go green
- No more papercuts!



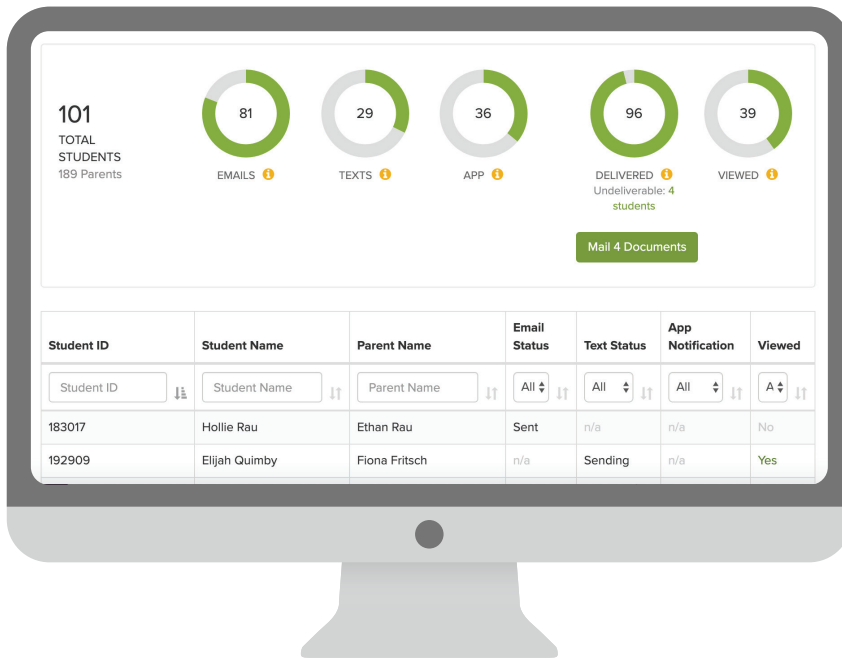
Save over \$1 per document mailed!

All you have to do is upload a master file of all student documents, and our smart technology will split up each document by Student ID, even for documents of varying length. **Minimal work, major benefits!**

ParentSquare's Secure Document Delivery is the only existing technology that:

- Allows variable length documents in the master file
- Lets you define your own templates
- Includes text, app and email notifications - reaching families in their preferred modality and language
- Generates a separate PDF file of documents for parents who did not receive them
- Lets you print & mail these "missed" documents yourself - ensuring 100% deliverability and equity

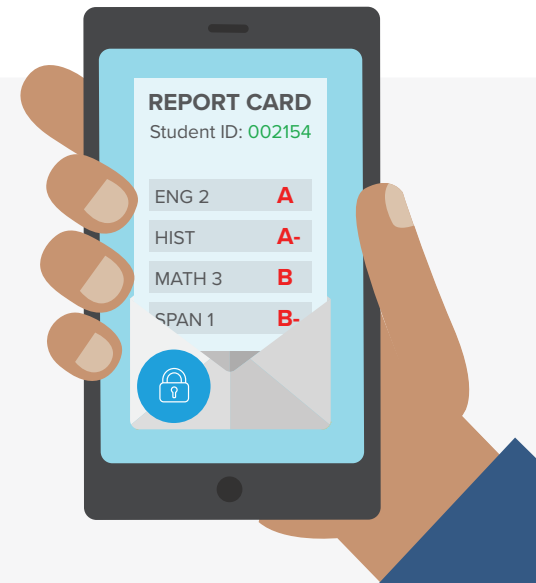
How It Works:



1. Create your own template*, or let us do it for you
*allows transparent student ID
2. Upload a file of student documents
3. Write your own message* to accompany the documents, or use a canned message
*supports multiple languages
4. Send or schedule your document blast!

What Parents See:

1. Parents receive an email, text or app notification with a secure link to their individual document
2. Upon clicking their link, parents are prompted to enter their ParentSquare password or use Touch ID or Face ID
3. Now parents have their student's document. It's that easy!



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POLICY 9171

REMOTE BOARD MEMBER PARTICIPATION IN IN-PERSON BOARD AND COMMITTEE MEETINGS

Except as otherwise required by emergency circumstances or Executive Order, all Board and Committee meetings shall be chaired in-person at the designated physical location of the meeting.

Any Board Member may participate remotely at any in-person Board Meeting at a maximum of up to six (6) times per calendar year.

Any Committee Member may participate remotely at any in-person Board Meeting at a maximum of up to three (3) times per calendar year.

The Chairman of the Board (or chair of a committee) may participate remotely in an in-person meeting but, when doing so, may not function as the Chair for the in-person meeting he/she is participating in remotely. For the Chairman of the Board (or chair of a committee) to participate remotely, he/she must designate another member who will be physically present in the meeting room to act as the chair of the meeting.

At all times, when a Board Member participates remotely in a Board or Committee meeting, it shall be done in a manner that does not serve as a distraction from the overall meeting.

Any Board or Committee Member attempting to exceed the above referenced remote participation limitations will not be granted remote access as a meeting participant and will, instead, be considered absent for attendance and quorum-setting purposes.

BRIDGEPORT PUBLIC SCHOOLS STAFF MOVEMENTS
As of JUNE 1, 2021

I. PROBATIONARY HIRES

	NAME	SCHOOL	POSITION	EFFECTIVE
1.	TANAEYA BROWN	CSMA/SKANE	SOCIAL WORKER	AUGUST 2021
2.	LORENA FIGUEIREDO	ROOSEVELT	ESL	AUGUST 2021
3.	MEREGILDA MATEO	MARIN	BILINGUAL	AUGUST 2021
4.	CYNTHIA TORRES	TRAVELER	SOCIAL WORKER	AUGUST 2021

II. RETIREMENTS

	NAME	SCHOOL	POSITION	YEARS of SERVICE	EFFECTIVE
1.	THOMAS LANESE	NUTRITION CENTER	PLANT MANAGER	25	06/19/2021
2.	RENEE CONECOFF	MADISON	KINDERGARTEN	42	06/21/2021
3.	VIDA PESKAY	MULTIPLE	SCHOOL PSYCHOLOGIST	14	06/30/2021
4.	NITZA RUA	MULTICULTURAL	GLOBAL STUDIES	37	06/30/2021
5.	MADY VANDEVOORDT	WINTHROP	LIBRARY MEDIA SPECIALIST	15	06/30/2021

III. SEPARATIONS

	NAME	SCHOOL	POSITION	EFFECTIVE	REASON
1.	CHRISTINE BLASZCZYNSKI	HIGH HORIZONS	COMPUTER LITERACY	06/30/2021	PERSONAL
2.	LORI BLOOM	HALLEN	ART	06/30/2021	PERSONAL
3.	KYLE BRODERICK	FCW	PHYSICS	06/30/2021	PERSONAL

4.	ALISSA DEAL	BLACKHAM	SCIENCE	06/30/2021	PERSONAL
5.	REBECCA HIGGINS	JOHNSON	SCIENCE	06/30/2021	PERSONAL
6.	TAYLOR KAPUSTA	TISDALE	SOCIAL WORKER	06/30/2021	PERSONAL
7.	BERMARY MARIA	BATALLA	BILINGUAL 1 ST GRADE	06/25/2021	PERSONAL
8.	HEATHER RISLEY	WINTHROP	MATH	06/30/2021	PERSONAL
9.	ALICIA ROBINSON	ADMINISTRATION	DIR. OF PERFORMING & VISUAL ARTS	07/16/2021	PERSONAL
10.	NANCY SCHMITT	CENTRAL	MATH	06/30/2021	PERSONAL
11.	GEORGEANN STEWART	CLASSICAL	ELEMENTARY	06/30/2021	PERSONAL