

# BOARD OF EDUCATION

City Hall - 45 Lyon Terrace  
Bridgeport, Connecticut 06604

MEMBERS OF THE BOARD cont.

## MEMBERS OF THE BOARD

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"Changing Futures and Achieving Excellence Together"

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**JOSEPH SOKOLOVIC**

**CHRIS TAYLOR**

Bridgeport, Connecticut

October 13, 2020

## Board Members:

A meeting of the Teaching & Learning Committee of the Board of Education will be held on Tuesday, October 20, 2020, at 5:30 PM via Video Conference Call. Link to view meeting will be made available to the public through <https://www.bridgeportedu.net/stream>.

## Agenda

1. Approval of Minutes – August 25, 2020
2. Curriculum Review and Cultural Relevancy Check Social Studies.
3. Curriculum Review and Cultural Relevancy Check Arts.
4. Special ED Update
5. Distance Learning Update

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Bobbi Brown  
Secretary  
Board of Education

## BBOE Teaching & Learning Committee Members:

Joseph Sokolovic (Chair)  
Sybil Allen  
Joseph J. Lombard  
Michael J. Testani (Staff)

Tuesday, August 25, 2020

MINUTES OF THE MEETING OF THE TEACHING & LEARNING COMMITTEE OF THE BRIDGEPORT BOARD OF EDUCATION, held August 25, 2020, at Park City Magnet School, 1526 Chopsey Hill Road, and by video conference, Bridgeport, Connecticut.

The meeting was called to order at 6:30 p.m. Present were members Chair Joseph Sokolovic, Joseph Lombard and Sybil Allen. Board members Albert Benejan and Bobbi Brown were in attendance. Board member John Weldon joined the meeting subsequently as noted.

Supt. Michael J. Testani was present.

Ms. Allen moved to approved the committee's minutes of May 28, 2020. The motion was seconded by Mr. Sokolovic and unanimously approved.

The next agenda item was a discussion of in-person learning.

Supt. Testani noted the meeting was being held in a classroom and he pointed out some of the safety features that will be in place when school reopens on September 8. He described how the teacher would interact with students participating online.

In response to a question, Mr. Testani said on a day like today with extreme heat schools without air conditioning would probably have to cancel classes for the day. He said teachers would be on duty in the morning to assist with students entering schools. He said students would be

encouraged to be open and honest about needing a break with their masks. He said going back to school would be challenging for some students who have not been in school for six months.

Mr. Weldon joined the meeting.

Supt. Testani said Yale has provided a ten-session workshop free to all Connecticut educators, which has been noticed districtwide.

Carrie Rasmanuskas, the district's social-emotional learning coordinator, said social-emotional learning professional development opportunities were provided during the summer; staff members have attended full five-day training for restorative practices; and there was recently on-board training for new hires in the district in restorative practices and RULER.

Ms Rasmanuskas said there are RULER resources online for students and parents and staff training for adverse childhood experiences.

Herminio Planas, executive director of elementary education, said this year there is a new math program for Grades 6 to 8 called Into Math. He said it includes a softcover book and a lot of online resources. A new testing component is totally aligned with Common Core. He said iReady is used for Grades pre-K to 2.

Mr. Planas said a large grant has been received for Grades 3 to 5 to buy the instructional component from Greg Tang, which is totally aligned with Common Core.

Mr. Planas said the entire curriculum for pre-K to 8 was updated during the summer. He described the virtual manipulatives that will be used.

Dr. Selena Morgan, executive director of elementary education, discussed the science program. Grades K to 5 will use HMHCo. She said she has spoken with Mr. Henry, the new science director, about establishing a routine for science with four priorities.

Dr. Morgan said iQuest will be used in Grades 6 to 8. There was summer training for the interactive digital editions, which will be valuable if the district has to go to total remote learning. She said Mr. Henry is working on getting the interactive digital edition of iQuest for high school physics and chemistry. She said the most important thing to be established are habits of mind and routines with students.

Dr. Morgan said she has urged all teachers to register with Donors Choose for science bundles.

Supt. Testani said in good weather physical education teachers are going to be encouraged to bring classes outdoors. He said on days with poor weather there will be instruction in the classroom around health and wellness.

The superintendent said the goal is to use individualized packets for students when engaged in art class, so they're not sharing materials. He said he has spoken to Alicia Robinson and those materials have been ordered. He said CDC guidelines would be followed for choir and band. He said the swim program is temporarily paused.

In response to a question, Supt. Testani said donations had been received so students would not have to share musical instruments.

Supt. Testani said for carts for meals will be brought to children in classrooms, although schedules will allow some grade levels to go to the cafeteria. He said the goal is to get kids out of the classroom, moving around, so they're not stationary in a classroom all day.

Dr. Melissa Jenkins, executive director of early childhood, said in Grades K to 6 program called Reading Wonders has been adopted by the board. It is both digital and print. Children will be able to write on the program on tablets. Children in upper grades will be able to develop keyboard skills and respond to text through typing.

Dr. Jenkins said Teachers in Grades K-8 will be supported by professional development in Teams to make sure instruction is interactive.

Dr. Jenkins said a digital program called World of Wonders for pre-K is being looked at for potential purchase.

Dr. Jenkins said high school teachers worked on revising curriculum this summer, which will support the diversity of children in the community and a project-based learning approach. She said we are working to be as student-centered as possible. She added Ms. Rasmanuskas will be working with ELA middle school teachers to amplify social-emotional themes in the curriculum.

In response to a question, Dr, Jenkins said DIBELS is a one-to-one assessment so teachers will use Plexiglas and

schedule appointments with families for children on remote learning.

Supt. Testani said just because we do not have a history/social studies director it doesn't mean the teachers aren't working hard to implement the curriculum. He said it had been about nine years since there was a director and it would be valuable to have a person even for on a part-time basis for a short period of time, so that is being looked at. He said candidates might include retirees or teacher-leaders in the district.

Mr. Lombard thanked Mr. Sokolovic for arranging the presentation.

In response to a question, Supt. Testani said students on remote learning can directly message teachers privately. He said the intent is to set up the classroom cameras to capture the front of the classroom and the whole white board, so children at home will not be able to see the other children. He said teachers have the ability to move around the room while being social distance. He said teachers can decide about where to move based on their comfort level. He said students on remote who are not behaving appropriately can be muted by the teacher so the class is not disrupted.

In response to a question, Supt. Testani said students could leave items in their desks in the classrooms. He said parents are going to be limited in their access to schools. They will be allowed to make appointments if they need to come to the building.

Jeff Postolowski, director of ITS, said there will be a virtual white board that both children in the class and viewing

remotely will see. They will be able to see what the teacher virtually writes on the white board.

The superintendent said the remote learning plan had been enhanced since the spring.

In response to a question, Supt. Testani said parents will all get a copy of the remote learning expectations, which is on the district's website.

The superintendent said all IEPs stopped on the day school closed down, but now it is expected that the district will fulfill the goals and objectives of all students with IEPs. There is an October 1st deadline for assessments.

In response to a question, Supt. Testani said the goal is to seamlessly transition into all-remote learning if in-person learning is cancelled in the case of a spike. He said he was concerned about the ability of primary grade students to interact remotely.

Mr. Sokolovic passed out some wipes to have those in attendance wipe down the desks they used.

Mr. Lombard moved that the meeting be adjourned. The motion was seconded by Mr. Sokolovic and unanimously approved. The meeting was adjourned at 7:35 p.m.

Respectfully submitted,

John McLeod



**PERFORMING & VISUAL ARTS  
20/21**





## 19/20 DEPARTMENT GOALS

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- High Quality Arts Instruction
- Culturally Responsive Teaching
- Equity & Access

## 20/21 DEPARTMENT GOALS

- High Quality Arts Instruction
- Cultural Competence/ SEL
- Equity & Access



# HIGH QUALITY ARTS INSTRUCTION

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- DPVA Curriculum
  - Performing Arts: Elements of Music
  - Visual Arts: Elements of Art & Principles of Design
  - Last reviewed and modified in 2016/2017
  - National Core Arts Standards aligned
  - Includes key vocabulary, rubrics, assessments, resources

# NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



## What Are The Standards?

[Learn More....](#)

*What is the status of state arts standards revision?*

[Learn More...](#)



## Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



## Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



## Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



## Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CREATING						
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.☒ Essential Question(s): How do musicians generate creative ideas?						
	Pre K (MU:Cr1.1.PK)	Kindergarten (MU:Cr1.1.K)	1 <sup>st</sup> (MU:Cr1.1.1)	2 <sup>nd</sup> (MU:Cr1.1.2)	3 <sup>rd</sup> (MU:Cr1.1.3)	4 <sup>th</sup> (MU:Cr1.1.4)
Imagine	a With substantial <b>guidance, explore</b> and experience a variety of music.	a With <b>guidance, explore</b> and experience <i>music concepts</i> (such as <b>beat</b> and <b>melodic contour</b> ).	a With limited <b>guidance</b> , create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b> .	a <i>Improvise <b>rhythmic and melodic patterns</b> and <b>musical ideas</b></i> for a specific <b>purpose</b> .	a Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b> ).
		b With <b>guidance</b> , generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b> ).	b With limited <b>guidance</b> , generate <b>musical ideas</b> in multiple <b>tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> (such as <b>duple</b> and <b>triple</b> ).	b Generate <b>musical patterns</b> and <b>ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b> ) and <b>meter</b> (such as <b>duple</b> and <b>triple</b> ).	b Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b> ) within a given <b>tonality</b> and/or <b>meter</b> .	b Generate <b>musical ideas</b> (such as <b>rhythms, melodies,</b> and <i>simple accompaniment patterns</i> ) within related <b>tonalities</b> (such as <b>major</b> and <b>minor</b> ) and <b>meters</b> .

Anchor Standard 8: Interpret intent and meaning in artistic work.								
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.								
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art								
	Pre K VA:Re8.1.Pka	Kindergarten VA:Re8.1.Ka	1st VA:Re8.1.1a	2nd VA:Re8.1.2a	3rd VA:Re8.1.3a	4th VA:Re8.1.4a	5th VA:Re8.1.5a	6th VA:Re8.1.6a
Analyze	Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the <b>characteristics of form</b> .	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and <b>characteristics of form</b> .	Interpret art by analyzing use of <b>media</b> to create subject matter, <b>characteristics of form</b> , and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, <b>characteristics of form</b> , and use of <b>media</b> .	Interpret <b>art</b> by analyzing <b>characteristics of form</b> and structure, contextual information, subject matter, visual elements, and use of <b>media</b> to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, <b>characteristics of form</b> and structure, and use of <b>media</b> to identify ideas and mood conveyed.
Anchor Standard 9: Apply criteria to evaluate artistic work.								
Enduring Understanding: People evaluate art based on various criteria.								
Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation								
	Pre K VA:Re9.1.Pka	Kindergarten VA:Re9.1.Ka	1st VA:Re9.1.1a	2nd VA:Re9.1.2a	3rd VA:Re9.1.3a	4th VA:Re9.1.4a	5th VA:Re9.1.5a	6th VA:Re9.1.6a
Interpret	Select a preferred artwork.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given <b>criteria</b> .	Apply one set of <b>criteria</b> to evaluate more than one work of art.	Recognize differences in <b>criteria</b> used to evaluate works of art depending on <b>styles, genres, and media</b> as well as historical and <b>cultural contexts</b> .	Develop and apply <b>relevant criteria</b> to evaluate a work of art.



# CULTURAL COMPETENCE

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## PROFESSIONAL DEVELOPMENT

- 19/20- Examined implicit bias, privilege, and strategies to implement culturally responsive practices

“

If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together. a quote here.

*-Lilla Watson*

“

So if you really want to hurt me, talk badly about my language.

*-Gloria Anzaldua*



# Some Examples of Privilege in the USA

Adapted from University of San Francisco



If while growing up, college was an expectation of you and not a lofty dream, **you have class privilege.**



If you're confident that the police exist to protect you, **you have white male privilege.**



If you can use public bathrooms without stares, fear or anxiety, **you have cisgender privilege.**



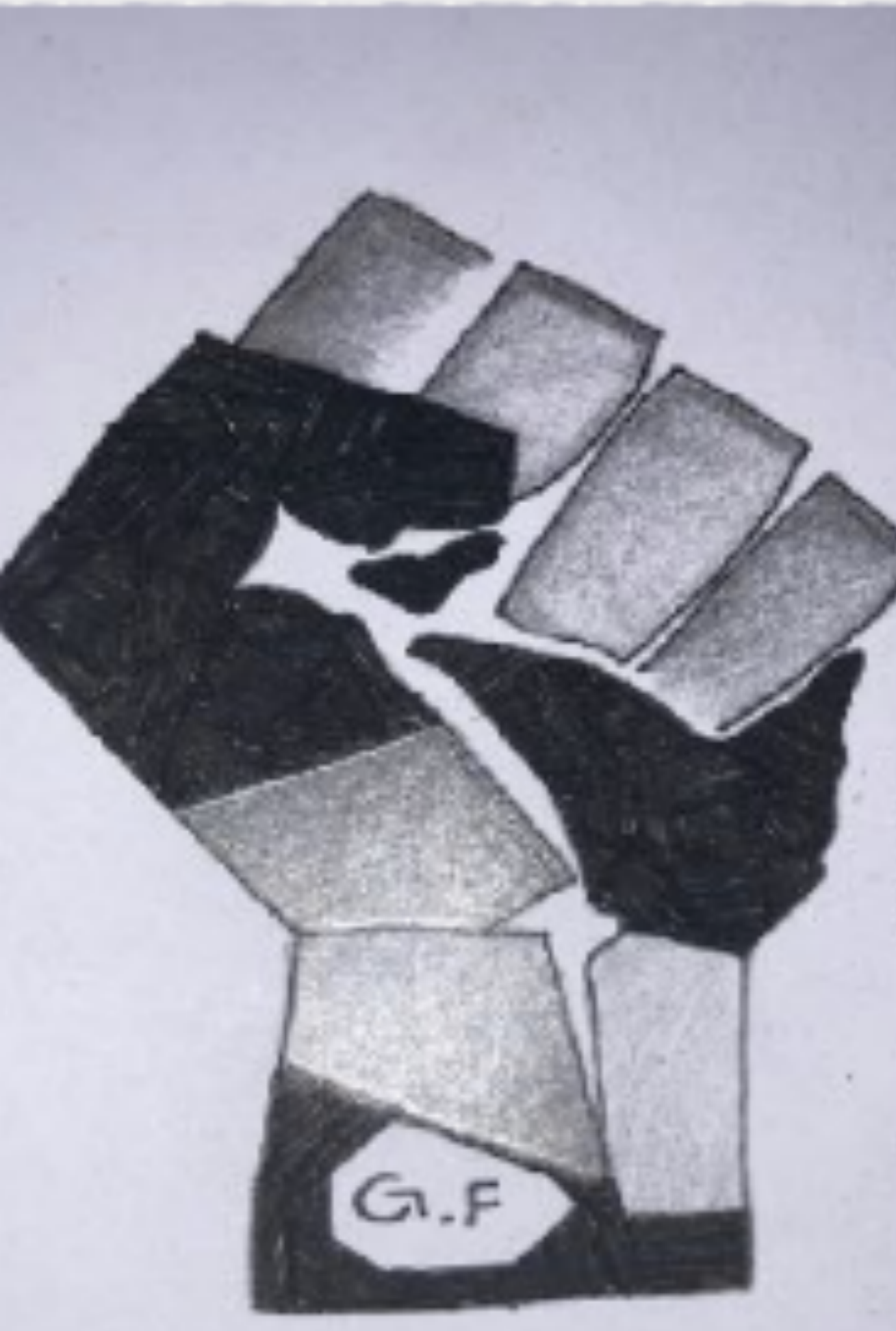
If you can expect time off from work to celebrate your religious holidays, **you have religious privilege.**



If you can comfortably walk down the street holding your partner's hand, **you have heterosexual privilege.**



If you don't have to worry about where the elevator is, **you have able-bodied privilege.**



# CULTURAL COMPETENCE



## PROFESSIONAL DEVELOPMENT

- 20/21- SEL, Curriculum, and Equity



# Dance Monkey

Sigue el ritmo con percusión corporal



PIES



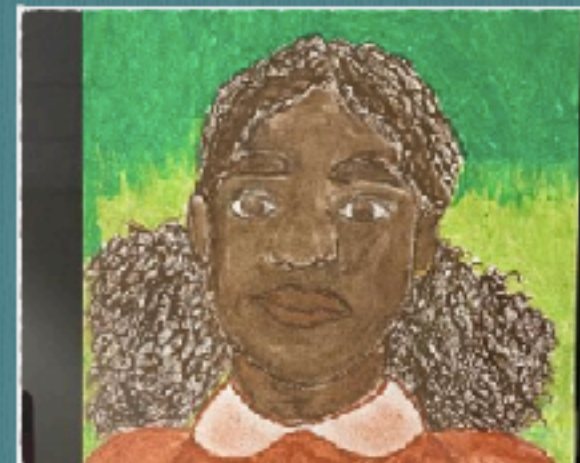
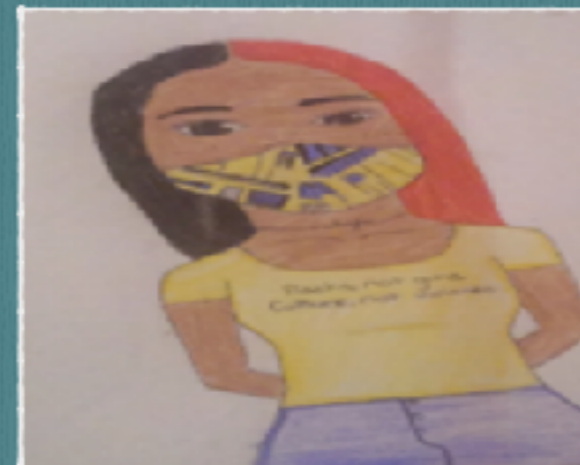
PITOS



PALMADAS



RODILLAS





# EQUITY & ACCESS

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## PRESENTATIONS/PERFORMANCES

- Calendar Recognition Ceremony
- Black History Program
- Annual Battle of the Bands
- All District Magnet Concert
- All District Art Show
- Fire Prevention Poster Contest
- Congressional Art Contest
- TA Student/ Staff Art Exhibit
- Annual Arts Count Day
- Links, Inc National Poster Contest



# EQUITY & ACCESS

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## PARTNERSHIPS

- City Lights Art Gallery
- Quick Center for the Arts
  - ‘Arts for All’
- KEYS
  - One on one lessons
- Neighborhood Studios
  - Conservatory
- Double Up Dane Studio
  - Gift of Dance

# QUESTIONS?



**Summary Statistics**

**Date:** 10-16-2020

**District:** 015 - Bridgeport

Students by Age	
Total 3-21 Students:	4384
3-5 Students:	524
6-21 Students:	3860

Students by Grade	
PK:	280
K-12:	4104

Students by Race	
Amer. Indian / Alaskan Native:	16
Asian:	47
Black / African American:	1632
White (non-Hispanic):	408
Hispanic/Latino of any race:	2228
Native Hawaiian/Other Pacific Islander:	6
Two or more races:	47

Students by Type	
IEP:	4384
Service Plan:	0

Students by Gender	
Male:	2936
Female:	1448
Non-Binary:	0

Students by Disability			
Intellectually Disabled:	200	**Learning Disabilities (LD):	1840
Hearing Impairment:	27	Deaf-Blindness:	0
Speech / Lang. Impairment:	261	Multiple Disabilities:	117
Visual Impairment:	6	Autism:	435
Emotional Disturbance:	283	Traumatic Brain Injury (TBI):	4
Orthopedic Impairment:	4	Developmental Delay:	416
* Other Health Impairment:	791	ADD/ADHD *Included in	588
		Dyslexia **Included in LD:	69

TWNDP Groups (K-12)	
79.1-100%:	2233
40.1-79%:	967
0-40%:	904

## Specialized Instruction – Update 10/16/2020

### Resource Students who receive Sp. Ed. Transportation according to their IEP

Previous Count from **08/2019** = **198**

Previous Count from **01/2020** = **157**

**Current Count as of 10/2020** = **145**

\*According to the CSDE – all students may stay until their 22<sup>nd</sup> birthday <https://portal.ct.gov/-/media/SDE/Digest/2020-21/September-4-2020-Updated-Guidance-Regarding-IDEA-Eligibility-Until-Age-22.pdf>

IEP Students	
SEDAC Date - # Special Education Students	# Special Education Students
10/1/2020	Pending
10/1/2019	4385
10/1/2018	4175
10/1/2017	4028
10/1/2016	3843
10/1/2015	3602
10/1/2014	3437
10/1/2013	3047
10/1/2012	3010
10/1/2011	2960

Description	#
Reevaluations-MISSED	<i>Slightly less than 581</i>
Initials-MISSED	<i>Slightly less than 361</i>
Reevaluations-Current	1507
Pending Initial-Current	750
<b>Total Evaluations</b>	<b>3199</b>



## Specialized Instruction – Update 10/16/2020

Initial Evaluations:

EVT - Initial Evaluations	# - Qualified
07/01/2020-06/30/2021	55
07/01/2019-06/30/2020	545 – COVID 19 (03/13/2020)
07/01/2018-06/30/2019	787
07/01/2017-06/30/2018	751
07/01/2016-06/30/2017	782
07/01/2015-06-30-2016	780
07/01/2014-06/30/2015	756
07/01/2013-06/30/2014	430
07/01/2012-06/30/2013	188
07/01/2011-06/30/2012	378

Out of District Placements:

Date	2018-2019	2019-2020	2020-2021
<b>July</b>	1	6	0
<b>August</b>	18	9	0
<b>September</b>	7	4	5
<b>October</b>	7	2	6
<b>November</b>	11	3	
<b>December</b>	8	5	
<b>January</b>	12	8	
<b>February</b>	11	8	
<b>March</b>	5	4	
<b>April</b>	5	0	
<b>May</b>	7	0	
<b>June</b>	2	0	
<b>TOTAL</b>	<b>94</b>	<b>49</b>	<b>11</b>

Out Of District	#
The University School	21 (34)
Disability Resource Network	40
State Approved Schools (i.e., CES, ACES, High Roads, etc.)	256
<b>Total Out of District</b>	<b>317</b>
<b>Students from OOD on Homebound (waiting for another OOD Placement)</b>	<b>5</b>

**Connecticut State Department of Education  
Evaluation Timelines Collection  
SPP Indicator 11 Summary Report**

Collection Year: 2019-2020

District: 015 - BRIDGEPORT  
Printed on: 10/16/2020 03:04 PM

If your district's Percentage is less than 100% you are not in compliance with federal statute:

Percent of children who were evaluated within the State established 45-School Day Initial Evaluation Timeline.  
(RCSA §10-76d-13)

**Total Evaluation Student Records for this Collection Year: 544**

Indicator 11 Calculation	Results	Public	Private	* Explanation
On-time Evaluations*	417	198	219	Complete on-time plus Complete with acceptable reasons
Late Evaluations*	123	78	45	Complete Beyond Timeline plus all Incomplete
Moved	4	4	0	
Parental Consents*	540	276	264	Parental Consents received minus Moved

Percentage*	77.2 %	71.7 %	83.0 %	On-time Evaluations divided by Parental Consents Received multiplied by 100
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Record Status	Quantity	Days Beyond Timeline	Days
Complete	417	<b>Complete Beyond Timeline</b>	
Complete Beyond Timeline	36	Lowest number of days beyond timeline	-19
Moved	4	Highest number of days beyond timeline	91
Incomplete	0		
Incomplete Beyond Timeline	87	<b>Denial of Basic Rights</b>	
Total Evaluations	544	Yes: 0	No: 36

Reasons for Delay	Quantity
1. Documented request by parent to reschedule or delay PPT meeting after agreeing to attend at a particular time and date.	0
2. Parent repeatedly fails or refuses to produce the child for evaluation.	0
3. Student Hospitalized/Extended absence with medical documentation that the student is not available for evaluation.	0
4. Student placed in diagnostic placement for the purpose of determining eligibility.	0
5. PPT Cancelled Due to Inclement Weather/Emergency closing.	5
6. Child referred from the Birth to Three System, had a 90-day transition conference, and either had an IEP in place by their 3rd birthday or was found not eligible.	4
7. Met state 45-school day implementation timeline.	412
8. Other	36
9. Documented agreement to extend the evaluation timeline for the purpose of determining a Specific Learning Disability (ED637 form)	0
<b>Total Reasons for Delay</b>	<b>457</b>