

BOARD OF EDUCATION

MICHAEL J. TESTANI
Acting Superintendent of Schools

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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ALBERT BENEJAN

JOSEPH J. LOMBARD

JESSICA MARTINEZ

JOSEPH SOKOLOVIC

CHRIS TAYLOR

Bridgeport, Connecticut

June 15, 2020

Board Members:

A Regular Meeting of the Board of Education will be held on Monday, June 22, 2020, 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>.

Bobbi Brown
Board of Education Secretary

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

**Monday, June 22, 2020 – 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) 6/8/20 Regular Meeting
- 6. Chairman's Report**
- 7. Committee Reports/Referrals**
 - a) Facilities
 - b) Finance
 - c) Governance
 - d) Teaching and Learning
 - e) Personnel
 - f) Students & Families
 - g) Contracts
 - h) Ad-Hoc Committee: GCS Males of Color
 - 1.) Presentation of Males of Color Whitepaper
- 8. Superintendent's Report**
 - a) General Report
 - b) Public Q&A Regarding District Operations During COVID-19
- 9. Old Business – None to be Transacted**
- 10. New Business**
 - a) Discussion and Possible Action Regarding Issuance of RFP for Transition Services in an Ages 18-21 Program for Individuals with Disabilities
 - b) Discussion and Possible Action Regarding Participation in Joint Bridgeport Board of Education/City of Bridgeport RFP for Medicare Supplement and Medicare Prescription Contracts
 - c) Discussion and Possible Action Regarding a Memorandum of Agreement (MOA) Between Tango Flight, Inc. and Bridgeport Public Schools to Build a Modern FAA Certified Light Sport Aircraft at Bassick High School
 - d) Discussion and Possible Action Regarding Vacation Day Buyout for Michael J. Testani for Year Ending June 30, 2020
- 11. Adjourn**

Monday, June 8, 2020

MINUTES OF THE REGULAR MEETING OF THE BRIDGEPORT BOARD OF EDUCATION, held June 8, 2020, by video and audio conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:36 p.m. Present were Chair John Weldon, Secretary Bobbi Brown, Joseph Sokolovic Joseph Lombard, and Sybil Allen. Albert Benejan joined the meeting subsequently as noted.

Acting Superintendent Michael J. Testani was present.

APPROVAL OF BOARD MINUTES:

Ms. Allen moved to approve the minutes of the Regular Meeting of May 26, 2020. The motion was seconded by Mr. Lombard and unanimously approved.

COMMITTEE REPORTS:

Mr. Sokolovic said the Finance Committee will meet on Wednesday, June 10th.

Mr. Weldon, in the absence of Mr. Illingworth, said the 1000 Series was discussed with counsel at the Governance Committee meeting.

Mr. Benejan joined the meeting.

Mr. Sokolovic said the Teaching & Learning Committee tentatively will meet on June 16th.

Mr. Weldon said the Personnel Committee met last week to conduct interviews of candidates for principal and a recommendation was made to the superintendent. There will be another meeting in the next week or two.

Mr. Benejan reported on the Students & Families Committee. He said the meeting discussed parent engagement expenditures and he indicated he was very happy with the level of expenditure. He added Mr. Young gave the committee an amazing report on bullying. He said he believed parents and students should have consequences for bullying.

Mr. Weldon said the Contracts Committee will meet this week to address minor contract-related items, including Mr. Testani's contract and an RFP for special education services.

Mr. Sokolovic said the Ad Hoc Committee on Great City Schools/Males of Color met last week and received an update on the white paper, which should be ready to present to the board at its next regular meeting.

PUBLIC COMMENT:

Marge Hiller said a number of speakers would speak on the importance of the School Volunteer Association(SVA) to teachers and students. She said weekly readers have posted stories online for classrooms. She said the SVA office has formed partnerships with Fairfield University and Urban Impact to be used when school reopens in the fall. She said all the volunteers miss the students. She said many of the volunteers are very familiar with the Microsoft Teams platform and are eager to use it with classes. She urged the SVA be restored to the district's budget.

D. J. Maxwell, library media specialist at Madison School, said she was advocating for the School Volunteer Association and for its return to the budget. She said she began as a volunteer eight years ago in Bridgeport, which inspired her to return to graduate school in order to work in her present position. She said the mentors help with the social-emotional needs of the students. She that asked the SVA be added back into the budget.

S. Bungu said the SVA donates thousand of books and supplies to classrooms. She highlighted the visits of authors to her classroom because of the SVA. She said there is a mentorship program that visits students once a week and all students in the program receive tee shirts and certificates. She said the program reminds children that people that do not know them care about them.

Claudia Gillespie, a bilingual teacher at Marin School, said if she needs books Ms. Goodwin of the school volunteer office finds a way of fulfilling the request. She described the positive impact the volunteer had on the classroom. She said students in her class make great connections with the volunteer reader, even though he doesn't speak Spanish. She said she would hate to lose access to the volunteers at the school.

SUPERINTENDENT'S REPORT AND AGENDA:

Mr. Testani said there was a lot of information about distance learning on the district's website, including learning opportunities for children during the summer.

Mr. Testani said registration for high school credit recovery will begin June 15th. Dr. Jenkins is working with principals to

identify students for the early reading success program. Both programs will take place online.

Mr. Testani discussed the graduation schedule. He said graduations began today at Skane School.

Mr. Testani said the governor's order allows graduations with up to 150 people outdoors. The figure includes the graduates. He said for this reason the plan for drive-through graduations in the district would continue, along with lawn signs, and video montages. He said a celebration later in the summer might be possible.

Mr. Testani said the last day of school is June 17th, with collection of devices and pickup of personal belongings continuing. He said his Facebook Live events on Fridays seems to be working well for parents and students. He said he would like to continue the events when school reopens.

Mr. Testani said the reopening task forces committees have started meeting, with some reports expected soon.

Mr. Testani said the first parent survey on the website will close tomorrow.

Mr. Weldon indicated there were no members of the public who had dialed in to submit questions on COVID-19.

In response to question, Mr. Testani said each school was in charge of keeping track of which devices were given out.

In response to a question, Mr. Testani said once he starts to receive reports from the reopening task force committees he would be able to schedule a general overall meeting on the matter. He said he has provided guidance on what models

are starting to develop from the state Department of Education.

NEW BUSINESS:

The next agenda item was on the E-Rate contract.

Jeff Postolowski, director of IT, said every year the department has to put forward an official submission for the ratification of filing Form 471, which basically provides details to the federal government, which provides the lion's share of the district's internet services, wifi services, fiber, and connectivity. There is also Category 2 which has to do with paying for infrastructure that runs everything.

He said Rachel Botts, the E-Rate consultant, was available to answer questions. Ms. Botts said E-Rate results in a huge discount for the district on internet services and connectivity, as well as infrastructure. She said for all services that come into campuses and connect campuses there is a 90 percent discount and an 85 percent discount for the equipment to do so.

Ms. Allen moved to approve *"Be it resolved that the governing body for the Bridgeport school district; (1) authorizes the filing of FCC form 471 Schools and Libraries Universal Program Services Ordered and Certification form for the services and/or products as detailed in the attached report entitled, 'E-Rate Requests, FY2020,' for the fiscal year of July 1st, 2020 to June 30th, 2021. And (2) Authorizes payment of the applicant's share under the following conditions: (1) approval of the funding of the discounted portion of the Schools and Libraries Division(SLD) of the Universal Service Administrative Company(USAC) and (2)*

receipt of service during the fiscal year July 1, 2020 to 6/30/2021.”

The motion was seconded by Mr. Sokolovic and unanimously approved.

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

The meeting was adjourned at 7:18 p.m.

Respectfully submitted,

John McLeod

BRIDGEPORT PUBLIC SCHOOLS

BOARD OF EDUCATION

COUNCIL OF GREAT CITY

SCHOOL AD-HOC MALES OF

COLOR COMMITTEE



Bridgeport Board of Education

Council of Great City Schools

Ad-Hoc Males of Color Committee Members

Joseph Sokolovic

Sauda Baraka

Terry Walden

Eric Alicea

Natasha Noel

Joanne Kennedy

Dr. Carmen McPherson

Dr. Sheila Kearney

John Ramos III

John Brockenberry

Rubin Martin

Ricardo Avelo

Melissa Jenkins, Ed.D.

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Introduction to the White Paper

In 2015 Bridgeport Board of Education adopted the Great City Schools Males of Color position statement (Appendix A) to address the needs of males of color within the district and to understand the effects of systemic racism and institutional inequity on the education of males of color. For this white paper, a male of color is represented by the racial selection of Black or Hispanic on a child's school enrollment form.

The Board of Education Ad-Hoc Committee Males of Color was formed in 2015 to assess, research, understand, and propose solutions to the exodus of young males of color who were voting with their feet, choosing to drop out and/or choosing to disengage with the current socio-political context of schooling (McPherson). This paper will summarize the thoughts of community members, the personal experiences of committee members, and the literature of racial oppression and educational inequity in an effort to argue for overt structural supports for males of color and to argue for the systemic practice of equity audits for all children. Kendi (2019) states that racism "is not equivalent of a slur. It is descriptive, and the only way to undo racism is to consistently identify and describe it – and then dismantle it." To identify and describe the racism, challenges, and plight of the men of color is to advance justice and equity for all children because it is in the identification and description of the injustice that creates action. If all children lives' matter, then we take up the mantle for all children when we assure that the male of color life matters.

Thus, this white paper does not seek to compare males of color achievement to anything other than the standard of excellence that has been created for all children (Hilliard, 2003). The committee does not strive to present a response based on

comparison. The committee strives to identify, describe, and recommend a systemic response to what, why, and how males of color navigate the school system as a whole. Males of color performance will be examined to understand the “wedge between the current performance of males of color and the levels of excellence” that is needed for males of color to thrive academically, socially, emotionally, and civically. More attention needs to be given to how to maximize males of color opportunities to learn and to achieve based on the standard of excellence within and beyond the school system (Hilliard, 2003, p. 138).

To understand the societal and educational barriers males of color face, a review of literature and socio-political challenges facing males of color will be reviewed through the lens and experiences of committee members. Court cases, institutional racism, and concepts such as white supremacy will be described to capture the context in which males of color live.

Two community forums were held to capture the voices of community members around the need to support and advance males of color. Community member responses summarize solutions to the challenges facing our males of color.

The ultimate goal of the white paper is (1) to argue for a formalize mentoring program to provide young men of color with strategies, interventions and experiences that will inspire them to make positive choices that ensure positive outcomes during their elementary, middle, and high school careers and beyond and (2) to argue for an equity audit of the school system to restructure how males of color experience school.

Systemic Challenges for Males of Color

Within the socio-political context of schooling, all students are assessed to measure progress toward academic, social, and emotional standards of excellence. The assessments represent one tool for evaluating the quality of educational programming, and students' preparedness for career after high school. The following data tables serve to describe the current landscape of performance for males of color across four-years of academic data, across two-years of discipline data, and for one-year of social-emotional data.

The first table is a summary of the Smarter Balanced Assessment Trend Data for males of color across grades 3-8 for Mathematics and English Language Arts. This data table reveals growth in the performance of males of color across four-years in both Mathematics and English Language Arts. The percentage of Males of Color scoring at level 3 (i.e., proficiency) and level 4 (i.e., exceeding proficiency) in English Language Arts (ELA) increased from 16.27% in 2015-16, to 16.62% in 2016-17, to 19.26% in 2017-18, and to 20.88% in 2018-19. In Mathematics, males of color performance increased from 7.97% in 2016-16, to 11.17% in 2016-17, to 12.48% in 2017-18, and to 12.94% in 2018-19. While the growth of males of color performance demonstrated the efforts of the school system to support achievement, the 2018-19 data reveals that approximately 80% of the males of color did not meet ELA proficiency and approximately 88% of the males of color did not meet Math proficiency.

The second table is a summary of the CT School Day Scholastic Assessment Test (SAT) Trend Data for males of color across four-years. This data reveals flat performance

for males of color in grade 11 for both ELA and Math. The percentage of males of color scoring at level 3 (i.e., proficiency) and level 4 (i.e., exceeding proficiency) in English Language Arts (ELA) was 24% in 2015-16, 23.93% in 2016-17, 24% in 2017-18, and to 22.14% in 2018-19. In Mathematics, the percentage of males of color scoring at level 3 (i.e., proficiency) and level 4 (i.e., exceeding proficiency) were 7.37% in 2016-16, 12.73% in 2016-17, 8.59% in 2017-18, and 7.73% in 2018-19. This data reveals that approximately 78% of the males of color did not meet ELA proficiency and approximately 92% of the males of color did not meet Math proficiency on the SAT.

The State of Connecticut Department of Education launched the Next Generation Science Standards (NGSS) Assessment during the 2018-19 school year. Only 15.92% of the males of color in grades 5, 8, and 11 met or exceeded proficiency on the science assessment. This reveals that approximately 84% of the males of color in grades 5, 8, and 11 did not meet science standards for their grade-level.

Discipline data for males of color has been provided for school years 2017-18 and 2018-19. The state of Connecticut Department of Education reports discipline data across two-years, so district may use the data as an early indicator tool of potential disengagement with school and as a symptom requiring early intervention. The In-school suspension (ISS) data and Out-of-school suspension (OSS) data shows steady increases across grades 2-8 with an increase in grade 9 for both ISS and OSS. The data reveals that males of color would benefit from additional supports as they progress across grade-levels, and the data reveals that educational programming may need to be reviewed to provide supports for males of color in regards to comportment.

One of the final set of data tables provided summarizes males of color responses on the School Climate Survey fall 2018. The data are reported for males of color by grade-bands: 3-5, 6-8, and 9-12. Two indicators are outlined in the tables: Student-Teacher Trust Indicator and Emotional Regulation Indicator. Survey questions are included with students' responses to the questions. While student-teacher trust indicators reveal that the majority of students trust their teachers, the data shows a decline in trust at the age band of grades 9-12 for both males of color and females. The indicator for Emotional Regulation shows that approximately half of the males of color have emotional regulation skills and approximately 50% of the males of color do not have emotional regulation skills. Emotional regulation is defined as the ability to under an individual's own emotions and to choose a response to change the emotion.

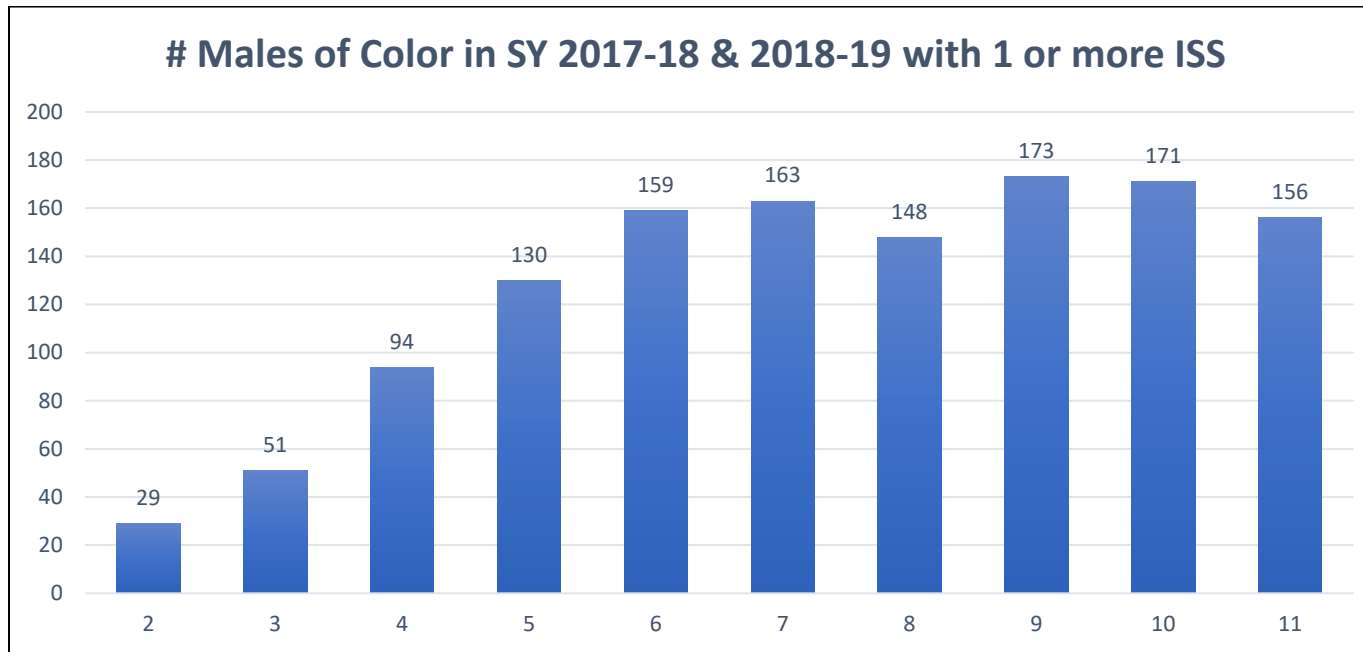
Males of color engagement in school as measured formally by academics, behavior, and social and emotional wellness are just three factors that determine if males of color will stay in school and if males of color will have the skills needed for success beyond high school. Course completion data, chronic absenteeism, and mobility/enrollment in more than one school data were not reported at this time and need to be reviewed to effectively plan for males of color school success. Additionally, there are qualitative data sources that have not been reported that contribute to males of color success that also need to be examined.

Systemic Challenges for Males of Color

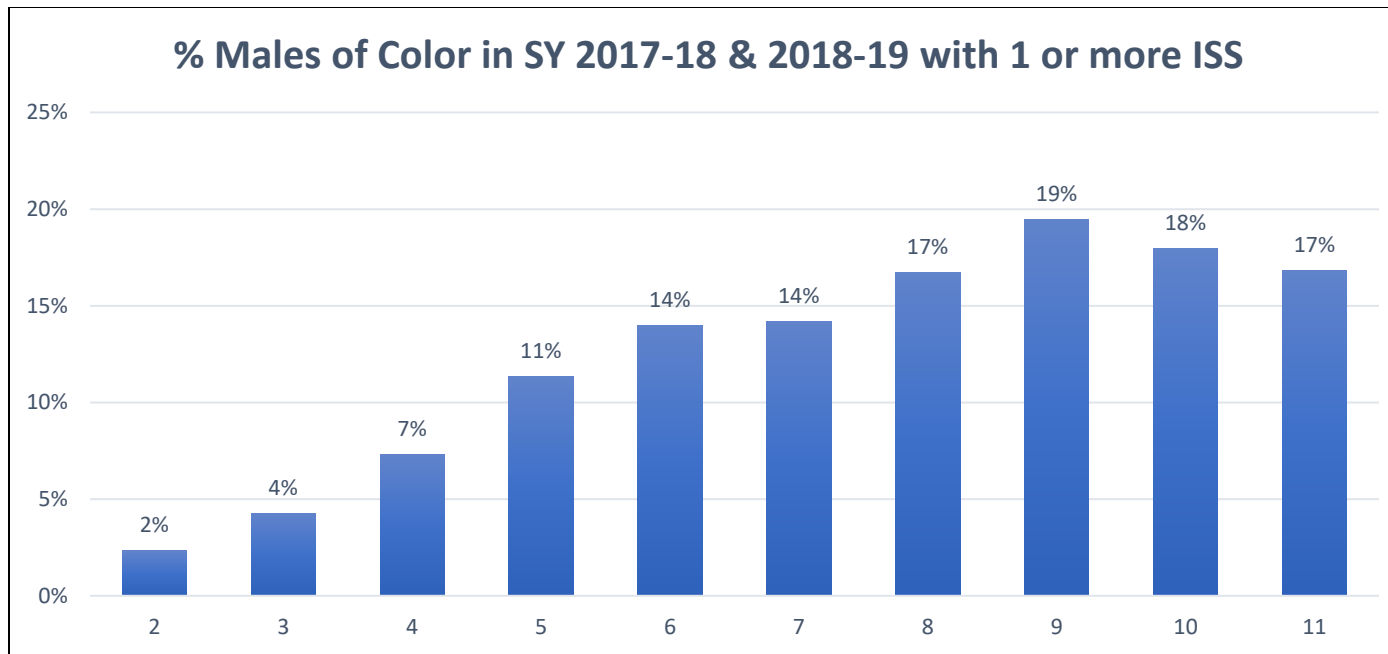
Smarter Balanced Assessments, Trend Bridgeport School District, ELA and Math, All Grades Combined, Males of Color								
Subject	Year							
	2015-16		2016-17		2017-18		2018-19	
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
ELA	3187	16.27%	4066	16.62%	4165	19.26%	4056	20.88%
Math	3187	7.97%	4066	11.17%	4165	12.48%	4056	12.94%

CT School Day SAT, Trend								
Bridgeport School District, All Subjects, Males of Color								
Subject	Year							
	2015-16		2016-17		2017-18		2018-19	
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
ELA	407	24.00%	443	23.93%	433	24.00%	429	22.14%
Math	407	7.37%	443	12.73%	433	8.59%	429	7.73

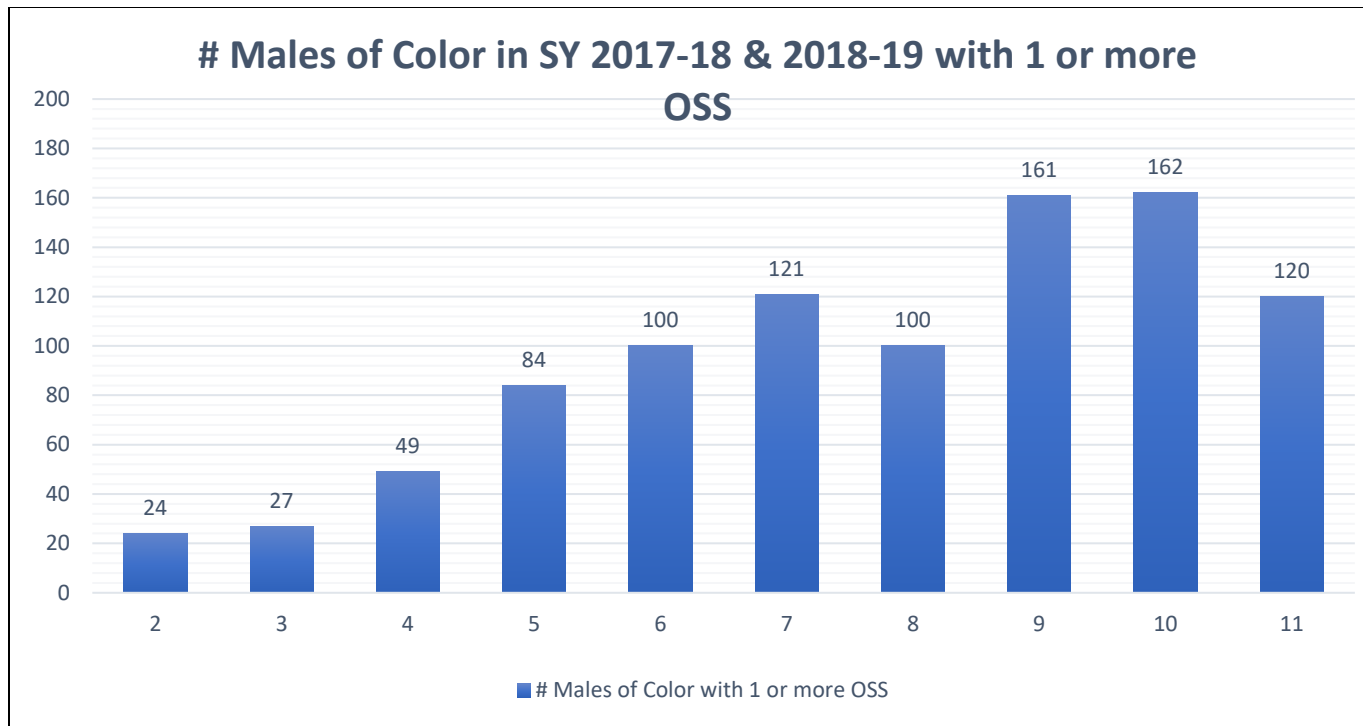
Next Generation Science Standards(NGSS) Assessment, 2018-19			
Bridgeport School District, All Grades Combined, Males of Color			
		Level 3 & 4 Met or Exceeded	
Race/Ethnicity	Total Number with Scored Tests	Count	%
Grade 5, 8 & 11	1715	273	15.92%



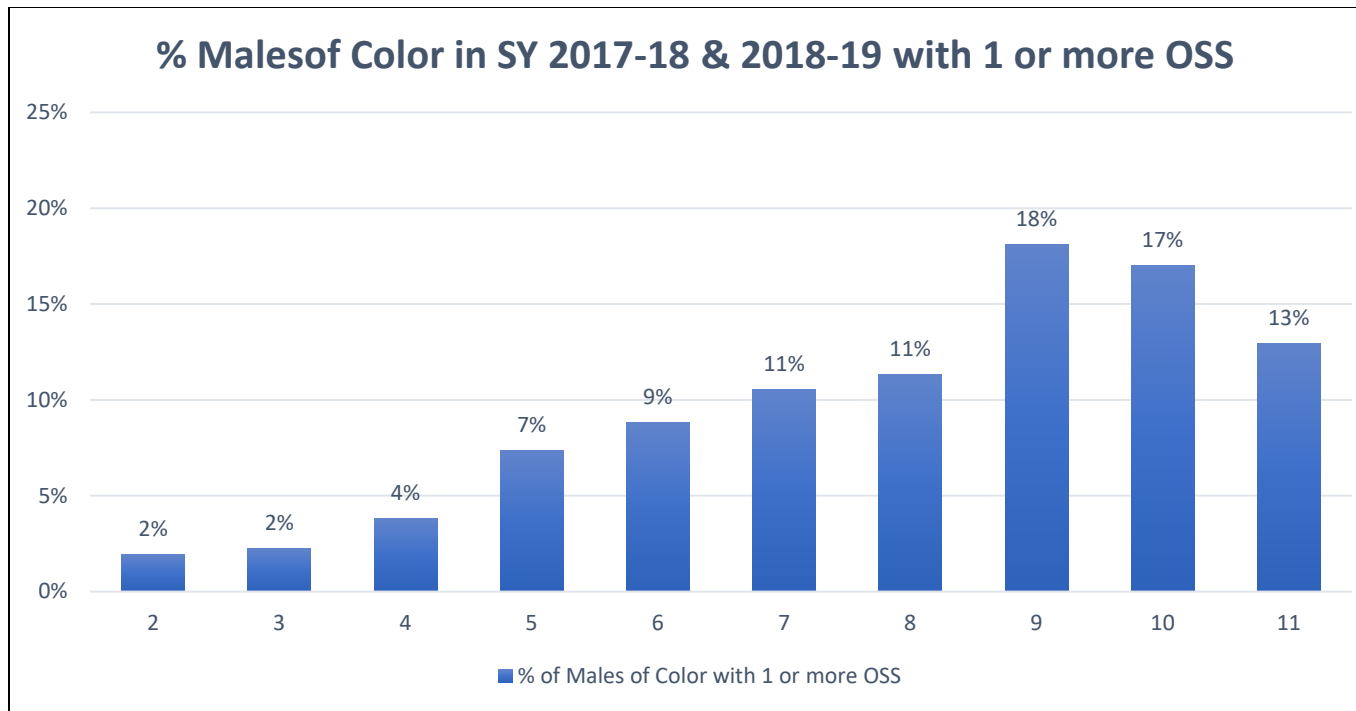
Grade	# of Males of Color 2017-18 & 2018-19
2	1251
3	1196
4	1288
5	1144
6	1136
7	1149
8	884
9	889
10	951
11	928



Grade	# of Males of Color 2017-18 & 2018-19
2	1251
3	1196
4	1288
5	1144
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8	884
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2	1251
3	1196
4	1288
5	1144
6	1136
7	1149
8	884
9	889
10	951
11	928

School Climate Data - Fall 2018 Student-Teacher Trust Indicator							
Bridgeport Public Schools							
Grades	District Average	Male			Female		
		Black	Hispanic	White	Black	Hispanic	White
3-5	n = 4,309 90%	n = 746 86%	n = 1,076 90%	n = 242 90%	n = 696 89%	n = 1,071 92%	n = 251 93%
6-8	n = 3,698 83%	n = 640 80%	n = 949 83%	n = 226 83%	n = 612 80%	n = 907 85%	n = 219 88%
9-12	n = 3,376 78%	n = 589 75%	n = 804 79%	n = 253 79%	n = 564 78%	n = 808 79%	n = 186 80%

Questions for grades 3-5

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

<p>QUESTION</p> <p>➤ When my teachers tell me not to do something, I know they have a good reason.</p>	<p>91% responded favorably</p>	<p>▲ 1 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ I feel safe and comfortable with my teachers at this school.</p>	<p>90% responded favorably</p>	<p>▲ 1 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ My teachers will always listen to students' ideas.</p>	<p>85% responded favorably</p>	<p>▲ 3 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ My teachers treat me with respect.</p>	<p>92% responded favorably</p>	<p>▲ 3 from Spring 2018</p>	

Questions for grades 6-8

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

➤ When my teachers tell me not to do something, I know they have a good reason.

83 %

responded favorably

▲ 5

from Spring 2018



QUESTION

➤ I feel safe and comfortable with my teachers at this school.

86 %

responded favorably

▲ 3

from Spring 2018



QUESTION

➤ My teachers will always listen to students' ideas.

76 %

responded favorably

▲ 8

from Spring 2018



QUESTION

➤ My teachers treat me with respect.

87 %

responded favorably

▲ 4

from Spring 2018



Questions for grades 9-12

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

<p>QUESTION</p> <p>➤ When my teachers tell me not to do something, I know they have a good reason.</p>	<p>77 % responded favorably</p>	<p>0 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ I feel safe and comfortable with my teachers at this school.</p>	<p>84 % responded favorably</p>	<p>▼ 1 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ My teachers will always listen to students' ideas.</p>	<p>68 % responded favorably</p>	<p>▲ 2 from Spring 2018</p>	
<p>QUESTION</p> <p>➤ My teachers treat me with respect.</p>	<p>84 % responded favorably</p>	<p>▲ 2 from Spring 2018</p>	

School Climate Data - Fall 2018 Emotional Regulation Indicator							
Bridgeport Public Schools							
Grades	District Average	Male			Female		
		Black	Hispanic	White	Black	Hispanic	White
3-5	n = 4,309 55%	n = 746 48%	n = 1,076 55%	n = 242 54%	n = 696 53%	n = 1,071 58%	n = 251 62%
6-8	n = 3,698 45%	n = 640 46%	n = 949 49%	n = 226 47%	n = 612 39%	n = 907 42%	n = 219 49%
9-12	n = 3,376 46%	n = 589 53%	n = 804 52%	n = 253 52%	n = 564 41%	n = 808 38%	n = 186 33%

Questions for grades 3-5

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

➤ How often are you able to control your emotions when you need to?

58%

responded favorably

▲ 6

from Spring 2018



QUESTION

➤ Once you get upset, how often can you get yourself to relax?

57%

responded favorably

▲ 3

from Spring 2018



QUESTION

➤ When things go wrong for you, how calm are you able to stay?

49%

responded favorably

▲ 7

from Spring 2018



Questions for grades 6-8

How did students respond to each question?

Sorted by Survey order - First to last -

QUESTION ➤ When you are feeling pressured, how easily can you stay in control?	44 % responded favorably	▲ 3 from Spring 2018	
QUESTION ➤ How often are you able to pull yourself out of a bad mood?	39 % responded favorably	▲ 1 from Spring 2018	
QUESTION ➤ When everybody around you gets angry, how relaxed can you stay?	48 % responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ How often are you able to control your emotions when you need to?	51 % responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ Once you get upset, how often can you get yourself to relax?	46 % responded favorably	▲ 3 from Spring 2018	
QUESTION ➤ When things go wrong for you, how calm are you able to remain?	44 % responded favorably	▲ 5 from Spring 2018	

Questions for grades 9-12

How did students respond to each question?

Sorted by Survey order - First to last -

QUESTION ➤ When you are feeling pressured, how easily can you stay in control?	46 % responded favorably	▼ 2 from Spring 2018	
QUESTION ➤ How often are you able to pull yourself out of a bad mood?	36 % responded favorably	▼ 2 from Spring 2018	
QUESTION ➤ When everybody around you gets angry, how relaxed can you stay?	53 % responded favorably	▲ 1 from Spring 2018	
QUESTION ➤ How often are you able to control your emotions when you need to?	55 % responded favorably	▼ 1 from Spring 2018	
QUESTION ➤ Once you get upset, how often can you get yourself to relax?	44 % responded favorably	▼ 2 from Spring 2018	
QUESTION ➤ When things go wrong for you, how calm are you able to remain?	41 % responded favorably	▼ 1 from Spring 2018	

Societal and Educational Setting for Males of Color

White supremacy and the impact on educational system

White supremacy or white supremacism is the racist belief that white people are superior to people of other races and therefore should be dominant over them.

In academic usage, particularly in usage, which draws on critical race theory or intersectionality, the term “white supremacy” can also refer to a political or socioeconomic system, in which white people enjoy a structural advantage (privilege) over other ethnic groups, on both a collective and individual level.

My experience with so called white supremacy is when my children started to attend Bridgeport Public Schools. Whenever I had a problem or serious question about what was happening with the students at their school particularly at Bassick I would always end up in front of a white male. I found that problematic, so I began to take notice of how people of color were treated in this district.

The fact that we as black people especially and people of color respectively are not adequately represented in the Bridgeport Public Schools. How can the children in this school district be expected to succeed, if it is not set up for them to succeed and they are not properly represented in decision making positions? Our MOC do not see enough of people they can relate to as teachers, principals, board members etc. and that must change.

Marginalization and Oppression of Black Boys

This is what happens when we are not properly represented in our district. Right now, we are up to 34 expulsion hearings for this 2019/2020 school year. Dr. Umar Johnson, Doctor of Clinical Psychology and certified school psychologist states: (1) mis-

education, (2) special education, (3) psychiatric medication, (4) juvenile incarceration, (5) psychological frustration, (6) premature extermination. These are all results of the white power structure.

Institutional Racism

Institutional racism was a term first coined by Stokely Carmichael (Kwame Ture) in the late 1960's to distinguish between personal bias and institutional bias.

<https://www.thoughtco.com/what-is-institutional-racism-721594>

Institutional biases differ from personal biases insofar as institutional biases have a much greater impact on society than individualized racism. Nowhere does the disparate impact on minorities have a more pronounced lifelong impact, than those suffered by children in our educational institutions. Institutional racism in education is most often carried out unknowingly through unconscious bias. It is only by recognizing and changing the implicit biases in those that run our educational institutions that positive change can take place. The first step is recognizing that there is a problem. Often times encounters with institutional racism are stumbled upon by happenstance. A case in point according to a study published by the Pew Research Center <https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>



[Diversity in the STEM workforce varies widely across jobs | Pew Research Center](#)

Women and Men in STEM Often at Odds Over Workplace Equity 1. Diversity in the STEM workforce varies widely across jobs. By Cary Funk and Kim Parker. As the U.S. has transformed rapidly to an information-based economy, employment in science, technology, engineering and math occupations has grown – outpacing overall job growth.

www.pewsocialtrends.org

Blacks and Hispanics are to this day woefully underrepresented in the STEM fields. While the total US workforce is comprised of 11% Blacks and 16% Hispanics, representations of these groups in the STEM fields are 9% and 7% respectively. This disparity could be traced back to education and the disparate promotion of STEM to people of color early in their education. In some cases the opposite is true. In Bridgeport Public Schools, for example, there is but a single 500 plus seat, K-8 magnet school exclusively for the children of Bridgeport (a predominately black and brown city) that is dedicated to science focus. In 2015 there was an attempt to shift the focus from science to that of civic engagement. Had this change been allowed to happen there would have been countless students entering a magnet school of civics, rather than a school of science. One must ask, would the surrounds more affluent school districts attempt such

a shift in educational focus? One would think not. It is only in poor, locally underfunded black and brown districts where things like this are likely to occur

Equity

Attending Bridgeport Public Schools grades K-12, I actually did not always attend my neighborhood school. For grades K-4, I attended McKinley School on the East End of Bridgeport. William Tinkler, an African American male, was principal. I remember Mr. Tinkler mostly for the mantra, “I am somebody. I walk talk. I talk tall. I treat others as they would like to be treated because I am somebody.” I also remember taking ballet and gymnastics at McKinley. I remember that Mr. Tinkler was one of a few black educators in the school, but he was the leader. I remember what my father called “white flight” as I look at my class pictures, which consisted on black and white children until third-grade were only one white classmate was left in the class picture, and her name was Tina. Tina lived across the street from the school. Tanya and Kelly, two white children who lived on my street did not go to public school. They went to Catholic School. I loved McKinley School and did not there was a difference in regard to school until my family moved to the East Side on Ogden Street Extension.

On the East Side, I actually remember that there were a few more white children on the street, but they did not go to public school. They went to Catholic School – St. Ambrose, which was closer than the school I had to walk to everyday. My new school was Hall School, a small neighborhood school that did not feel like a neighborhood school because it was almost a mile away. Nevertheless, I entered in 5th grade and immediately noticed that there were more white children in my classroom. The school was actually more racially diverse, but the divide was obvious. At this time in my life, race was more

obvious. I actually think race was obvious most of my childhood because my parents described race at home often. I knew the word “white flight” as a child as early as age 7. Both my parents were raised in the Jim Crow climate and laws of South Carolina and had come to Bridgeport for a better life. They both worked in the major factories in and around Bridgeport – Sikorsky Aircraft and Jenkins’s Brothers. My parents spoke often about having good health benefits and good schools. I never felt that I did not attend a good school until it was time for middle school. At this time, my mother said I could not go to the local school, which was either East Side Middle School or Paul Lawrence Dunbar. My mother heard of fighting while children were walking home, and she did not want me to get hurt. Whether this is true or not, this was my mom’s perception, so she did what many families over 39 years later continue to do. My mom requested a control transfer.

She applied for a control transfer to John Winthrop School or Thomas Hooker School. When the transfer was denied, my mom made me write the appeal letter to Assistant Superintendent Al Norwood. I did not want to write the appeal. I wanted to go to middle school with my friends. But no, in my mom’s mind, I needed to be safe, and I needed to get a good education. My mom’s perception was that the East Side Middle School and Paul Lawrence Dunbar would not provide a good education, and education was the key to my future, both my parent retorted over and over. I did not understand quite yet the access and opportunity mantra my parents were purporting. My friends seemed educated. My friends were learning. Yet deep in my parents’ minds was a description of inequity - schools that contained too many black children were not as good as schools with white children. Equity, access and opportunity to attend “good schools” were marked by going to school with white children.

The story of Brown versus the Board of Education was their heartbeat. So, I was transferred to Thomas Hooker School. At Thomas Hooker, I attended school with white children. I was not the only black student at the school, but I was with white students, so my school was deemed better in the minds of my parents. Why did I have to get on a bus early in the morning and travel over 2 miles to a different school for what was perceived as a greater equitable opportunity? For some reason, my parents thought that the racial, social, and political aspects of schooling could limited full access and opportunity to reading, writing and arithmetic. And 39 years later, thousands of parents still seek a control transfer as an equitable solution.

Crumpton versus Chop and Crumpton versus the Board of Education

The United States witnessed, between 1916 and 1970, what is now known as The Great Migration. African American's fled the rural, segregated south, and headed north to urban factory centers in search of equity and fairness. They wanted equitable employment, and equity in educational opportunities for their children.

Bridgeport, Ct was no exception to this movement. Individuals and families left their homelands and headed to the manufacturing capitol of the United States. Once in Bridgeport, they found work unbounding, access to quality schools, and neighborhoods where many purchased their homes.

My husband's family were early migrators; his father left the south at or around age 12, in 1936 to reside with a family member. His parents soon joined him. His mother migrated in the early 1940's, ironically renting a room from his grandmother and the rest is history.

The end of WWII brought home the soldiers, my husband's father was one. He married his sweetheart and before my husband's birth bought their home on the East End of Bridgeport.

My husband recalls his neighborhood fondly. He reminisces on the ethnic, and socioeconomic diversity, and the rigor of schools. He attended Lincoln, now Paul Lawrence Dunbar, and Harding High School. He also watched the changes, as the schools and neighborhoods became Blacker and Browner, the school leadership changed as did the attitude towards students, especially the Black male student.

By the time he entered middle school, at Lincoln, the school district had hired a number of young white men as teachers, to replace the elder single women of yesteryear. It was as if there was a new policy developed and it was directed at and impacted the young Black male. He explained that this "new" attitude and behavior differentiation moved to the high school, where he personally encountered threats and abusive behavior from white male teachers and principals.

His older brother had already dropped out of school and he was on his way out, his senior year, 1966, until a family member encouraged him to stay and graduate.

The 1960's was a period mired with movement and change, we were in the throes of a bloodletting war, where thousands of young American men were sacrificed.

We saw assassinations of beloved leaders, Medgar Evers June 1963, President Kennedy November 1963, Malcolm X in 1965, Dr. Martin L. King, Jr. in April of 1968 and Senator Robert Kennedy, June 1968. The country was in turmoil. Protest and civil unrest dominated those years.

As civil right legislation was signed, the Supreme Court decision, *Topeka vs Brown*, was gaining traction, Jim Crow segregation was teetering, in a faint mist off to the left, just before the horizon, a new movement was gaining momentum.

The Moynihan Report: *The Negro Family, a Case for National Action* was written and released, stoking the fire to return the country to “weaponizing Black bodies.”

The white urban dwellers began moving to adjoining suburbs where new housing developments, with single family homes were in the making, new schools and few to no people of color.

In Fairfield County, we saw the growth of Stratford, Trumbull, and Fairfield. Within the city, new development enclaves, “Blackrock” or “Lake Forest,” were where white families carved out niches blocking Black and Brown families and their children from their space.

The Bridgeport Public School system was under siege, the resources that it once had were being shifted to the newly established suburbs, or to those local “enclaves.” In those new suburban communities, schools needed to be built or renovated to accommodate the children of the new residents, while in Bridgeport the school buildings, many built in the late 1890’s and early 1900’s were overlooked.

Politics was wreaking havoc on the school budget, everyone had their hand in the pot, leaving pittance for our children.

Bridgeport families fed up with the declining public schools, sought relief through the courts. In 1975, minority students, with their families behind them, filed a lawsuit “seeking to have the school system desegregated. The defendants named in the complaint were the members of the Bridgeport Board of Education, the Bridgeport

Superintendent of Schools, the Mayor of Bridgeport, the Comptroller of Bridgeport, and the members of the Bridgeport Board of Apportionment and Taxation, in their official and individual capacities.”

The case never went to court rather an agreement was reached on July 31, 1979 “where all parties to the suit entered into a consent decree, which was approved by the District Court for the District of Connecticut (Burns, J.) on July 31, 1979. In the consent decree, the parties stipulated, inter alia, that:

Various acts and omissions of the City Defendants prior to the filing of the complaint when considered together and cumulatively resulted in racial segregation in and among some of the Bridgeport public schools in violation of the rights of the Plaintiffs and the classes which they represent under the Fourteenth Amendment to the United States Constitution. Such acts and omissions have had some impact on the entire school system.

The consent decree was designed ‘to eliminate substantial racial imbalance and to provide equality of educational opportunity in the Bridgeport public schools.’ In order to achieve more balance in the employment of teachers, the consent decree required the City defendants to file with the court a plan for an affirmative recruiting program.”

The Bridgeport Education Association (BEA) was not party to the consent decree, but was granted permission by the District Court on July 31, 1979 on their motion to intervene, “but only ‘in the remedy phase of this litigation so far as it relates to the rights of members of the intervenors in the terms and conditions of employment.’”

The Consent Decree was approved on July 20, 1979, and included statistics regarding “the steady increase in the percentage of minority teachers as well as a

significant downward trend in the total student population. Despite the fact that the Stipulation provided some indication that Bridgeport might eventually need to layoff teachers, given this declining enrollment, no provision was made for this eventuality in the consent decree.”

“October 2, 1980, the District Court approved the plan entered an Order on Hiring Minority Teachers and Administrators ("hiring order"), which among other things directed the City defendants: to use their best efforts to recruit and hire minority teachers in such a manner that, on an annual basis, the total number of minority teachers hired shall at least equal the total number of white teachers hired, until the percentage of minority teachers in the Bridgeport Public Schools approximate the percentage of minority workers in the Bridgeport area labor force. However, the hiring order made no mention of possible future reductions in force.”

The “hiring order” was appealed by the BEA and in 1980, during the pending appeal, “the City defendants were confronted by a budgetary problem for the 1981-82 school year. The City defendants submitted a report to the district court in which they proposed to layoff 32 non-tenured teachers in the same racial ratio as the teaching staff as a whole — that is, 75% of the layoffs would be of white teachers.”

In both the Spring of 1990 and 1991, the BEA did not take any court action with respect to the impending layoffs, (each year, the laid off teachers were rehired) it was not until the layoff notices distributed the Spring of 1992 that the BEA filed a grievance “claiming that absolute preference being given to minority teachers violated the reduction in force provision of the collective bargaining agreement.”

The City defendants made a motion to the court to "clarify" the hiring order, to make clear that the City defendants should give an absolute preference to the retention of minority teachers in making reductions in force." Although, the laid off teachers were all rehired prior to the beginning of school that year, the BEA moved forward with their appeal under "Equal Protection under the Law.

The BEA, a union member funded organization, sought to impact and affect an affirmative action, though no member suffered, and further to use member contributions to support the perceived rights of one race over another. The action taken by the BEA is analogous to the Dred Scott decision of 1857, where Chief Justice Roger Taney stated, "[Blacks] so far inferior, that they had no rights which the white man was bound to respect..." The Morgan Court stated, with respect to the BEA appeal, that, "no plan should 'unnecessarily trammel the interests or opportunities of whites.'"

Had the 1975 court case filed and the subsequent 1979 court decree, prevailed, rather than disrupted by what can only be described as racism, the impact on our males of color, being taught by men and women who looked like them, would have resulted in a positive outcome and success for our Males of Color.

We know from established best practices that Black and Brown children are more successful when they have a role model, a teacher that is of their race and or cultural background. The outcomes of the survey and forums held by the Bridgeport Great City Schools Males of Color Committee also called for more teachers of color. The students and forum participants indicated that having a teacher of color would support their success.

The Court Decree, if it was allowed to be fully implemented, would have changed the trajectory of many of our Males of Color. Our young men would be graduating from high school and going onto higher learning or trade schools; being employable, creating employment, being empowered and being leaders in our community as opposed to the well-documented School to Prison Pipeline and low graduation rates, poverty and often hopelessness. Crumpton vs Chop would have made a difference.

Sheff versus O'Neill

The Sheff vs. O'Neill case in 1989 came about as its purpose was to reduce 'racial isolation in public schools' in Connecticut. The case took the issue of school segregation from the Federal to the State level. Sheff aimed to find a solution to the racial disparities that were seen in Hartford Public schools (Clarke & Holmes, 2005), disparities cited, included but were not limited to low test scores, decrepit buildings, old textbooks among other things (de la Torre, 2017). As a result of the prevailing conditions 11 Hartford families along with Elizabeth Horton Sheff sued the state of Connecticut in April 1989. The families alleged that conditions in the Hartford public school system were producing racial isolation and students were being denied access to a quality education as a result (Megan & Kauffman, 2017). The Connecticut Supreme Court ruled in favor of the plaintiffs in July 1996. The ruling stated that the system of education in Hartford was unconstitutional, and as a result, a plan was implemented to address the findings and redress the racial imbalance and other inequities found. The plan included: (1) "a 5-year takeover of Hartford Public Schools, (2) a stronger commitment to early childhood education, (3) the restructuring of the voluntary integration school programs (i.e. magnet schools)." (Kennedy, 2017). As stated previously, prior to the Sheff case, Hartford schools

were underperforming, and the system was struggling. Hartford schools in the late 80's and early 90's reportedly housed some of the worst schools in the state. The families in the case determined that integration of Hartford schools which consisted of mainly Black and Hispanic students, was "the best way to solve this issue" (Taylor, 2017). Integration it was believed would intentionally cause Black and Hispanic students to interact with White students. For this to occur however "Hartford schools would have to improve, to attract suburban and white students."

Magnet Schools

As a person who is a product of a both a magnet middle and high school, I had a very limited perspective on what it meant to be in one. As a student, I was taught to believe magnet schools were an oasis, an inclusive learning environment where the city's most capable students congregated around master teachers. After becoming an educator in Bridgeport, I began to realize that the opportunities offered at High Horizons Magnet School and Central High School's magnet program were not inordinately different from the one offered at public schools. One difference came in the form of authority and internalized privilege. Students in magnet programs were constantly reminded that it was a privilege to attend a magnet school, and that privilege could be stripped away. The influential difference between a regular school program and a magnet program centers around parent involvement. Parents were active in magnet programs because there are a smaller amount of students that attend the school than a public school. Personally, I feel magnet programs, like any program, are as beneficial as a as the relationships made within the building.

Voices from the Community

To capture the voices of members of the community, the Board of Education hosted two forums. One forum was held in May 2018 and the other forum was held June 2019. Both forums used a focus group model for data collection. Data were analyzed using research questions as a guide.

What do you think will enhance our males of color educational success?

- Mentoring
- After-school activities
- More male teachers of color
- Parent training program, Closing the gap between school and home
- Addressing systemic racism
- Intentional parent involvement
- Understanding who is being taught rather than what you are teaching, e.g.,
 - Show love
 - Understand males of color culture
 - Educator emotional regulation
 - Understand the child's stress; know where they come from; know their stories
 - Be a support system
- Instruction
 - Innovation
 - Creative and innovative thinking

- Text/literacy materials do not reflect males of color or young male experience
- Expectation of monolithic black cultural expression
- Pedagogy
- Culturally responsive pedagogy
- Challenge that engages
- Make learning fun

What do you think are the most pressing issues facing our young males of color in the educational system?

- Early Start Care (i.e., high quality childcare and preschool)
- High Stakes Testing (e.g., males of color performance and outcomes)
- High administrator and teacher turnover
- Suspensions
- Over identification in special education
- Adverse childhood experiences (ACEs)
- Reflection of males of color in content; pedagogy of self
- Exposure to males of color; models of success; places
- Support systems
 - Authority figures to talk “with” and not “at”


What is the community's responsibility to impact change for our males of color?


- Parent outreach
- Greater, more consistent influence (e.g., be more involved with the youth)
- Community policing
- Community partnership
- Sharing human capital
 - Come into school
 - Commit time
 - Creating a brain trust
 - Critical thinking
 - Young people with energy
 - Provide resources and opportunities
- Community schools
 - Open schools on Saturdays
 - Interest based

Call-to-Action – Leading with Intentionality and Heart

The Ad-Hoc Committee Males of Color recommends to the Board of Education that a formalized and systemic mentoring program be established and maintained for males of color. Additionally, the committee recommends the use of equity audits to address the needs of males of color as outlined in the feedback from the community forums.

Mentoring

Countless studies have shown that when young men of color are provided with culturally relevant and rich curricula along with positive male role models of color they are more likely to succeed, within and beyond educational settings. In a 2009 study, *Mentoring urban Black Middle-School Male Students: Implications for Academic Achievement* Gordon, Iwamoto, Ward, Potts, and Boyd, looked at the role a male-role modeling mentoring initiative played in the academic achievement of African American young men. They determined that exposure to and interactions with successful minority men had the potential to show African American young men that their alternative avenues to success that were outside having to play ball and or rap. 

 Other studies seek to highlight a moving away from a deficit paradigm mindset approach to young men of color, choosing instead to create a strengths-based model, that seeks to identify and build upon the strengths of young men of color as a way to reinforce positively their existence and that they are seen beyond their build, stature, their dress style and stereotype. Harper (2015), created a visual study of 325 college-bound juniors and seniors who attended 40 public New York City high schools. In his article Harper sought to create an opposing narrative to challenge and upturn the “one-sided mischaracterizations of young men of color and the urban schools that educate them.” He used visual sociology along with critical race methodologies to deconstruct deficit narratives and construct in their place “anti-deficit counter narratives about boys of color and urban education”, (Harper, 2015). A formal mentoring program has the power to equip males of color with the assets needed to navigate the socio-political context of schooling and settings outside of a formal education.

The National Mentoring Partnership published a “Guide to Mentoring Boys and Young Men of Color Sponsored by My Brother’s Keeper Alliance and MENTOR: The National Mentoring Partnership.”

An overview of the guide consists of the following:

- “WHY EMPHASIZE MENTORING FOR BOYS AND YOUNG MEN OF COLOR?”
 - When President Obama launched the My Brother’s Keeper (MBK) Initiative in February 2014, he described some of the ways BYMOC are disproportionately represented in their exposure to several risk factors and challenges: Data shows that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career. For instance, large disparities remain in reading proficiency, with 86 percent of Black boys and 82 percent of Hispanic boys reading below proficiency levels by the fourth grade – compared to 58 percent of White boys reading below proficiency levels. Additionally, the disproportionate number of Black and Hispanic young men who are unemployed or involved in the criminal justice system alone is a perilous drag on state budgets and undermines family and community stability. These young men are more than six times as likely to be victims of murder than their White peers and account for almost half of the country’s murder victims each year (“Fact Sheet”, 2014).”
- THE POSITIVE IMPACT OF A STRENGTHS-BASED APPROACH TO MENTORING

- It is important that mentoring for BYMOC is approached from a strengths-based perspective. While the challenges facing BYMOC have been well documented, much less attention has been given to the strengths of these individuals and their communities. A strengths-based approach to mentoring can positively impact a significant proportion of BYMOC whose life contexts and societal perceptions and experiences may be quite different than other youth. Through strong relationships with mentors, the impact of the challenges BYMOC face can be mitigated and their strengths and the strengths of their communities, families, and cultures can be drawn on to bolster their potential for success.
- CRITICAL MENTORING
 - To support BYMOC, it is recommended that programs consider using an approach to mentoring that has been termed “critical mentoring” (Weiston-Serdan, 2015). Critical mentoring is focused on the development of a critical consciousness in mentors and mentees. Critical consciousness is the ability to perceive and understand social, political, and economic oppression; to be able to deal with such issues; and to be ready to take action against oppressive elements of society. Beginning with an understanding of youth context, critical mentoring allows the mentoring relationship to focus on providing mentees with opportunities to reflect, discuss, as well as challenge systems of inequity. This catapults the Photo courtesy of My Brother’s Keeper Alliance 6 mentoring process into a realm of transformation and liberation. Critical mentoring yields more extensive

conversations about race, gender, class, sexuality, ableism, etc. and offers ways for both mentor and mentee to address how these issues permeate our society and adversely affect BYMOC (Weiston-Serdan, 2015).

- CONCLUSION

- In spite of the progress our country has made in advancing the well-being of all populations, American society has in many ways re-segregated itself over the past four decades, creating a deficit in social and economic supports for BYMOC (Putnam, 2015). The negative impacts of re-segregation are felt in numerous realms, including education, the workplace, and public health. Research has shown that residential segregation disproportionately harms Black teenagers and young adults; they suffer significantly higher rates of disconnection than White youths (Lewis & Burd-Sharps, 2015). As a result, the resource of social capital – social support including the community, the family, and other social organizations – has been diminished. Photo courtesy of the Mentoring Partnership of North Carolina 7 Mentoring can help address these deficits and strengthen the existing assets of youth of color and their communities. More than ever, mentors are in a position to make a significant difference in transforming the dialogue in America and in helping to produce a generation of youth who thrive. Mentors can provide youth with positive experiences in social relationships, which can lead to improvement in other important relationships in their lives (Keller, 2005).

Equity Audit

An equity audit would address the following recommendations:

- Implicit bias training and race neutral policies
- Teacher and students involved in the audit
- Review of systems and structures
 - Professional development - examines the biases and ideologies; social and structural inequities
 - Hiring practices - adhere to established procedures and policies or examines current procedures and policies
 - Race conscious policy making
 - Curriculum relevant to males of color; African-Studies; Diaspora history

And multiple structures would be used to facilitate the audit and to promote ongoing inclusivity and sharing of the power base:

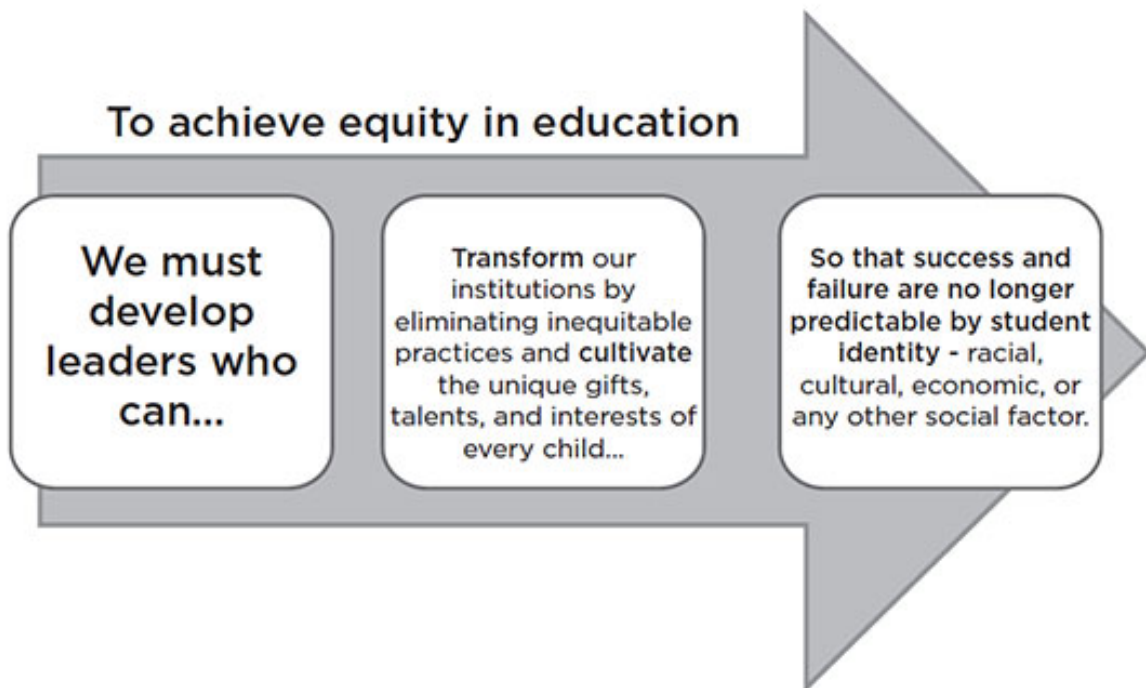
- Teacher summit
- Mentoring
- New teacher orientation
- Book studies
- One forum annually
- Annual BOE retreat
- Parent/community summit

Educational equity as defined by the National Equity Project “means that each child receives what they need to develop their full academic and social potential.”

<https://nationalequityproject.org/resources/featured-resources/educational-equity-a-definition>

The National Equity Project states that “working toward equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.



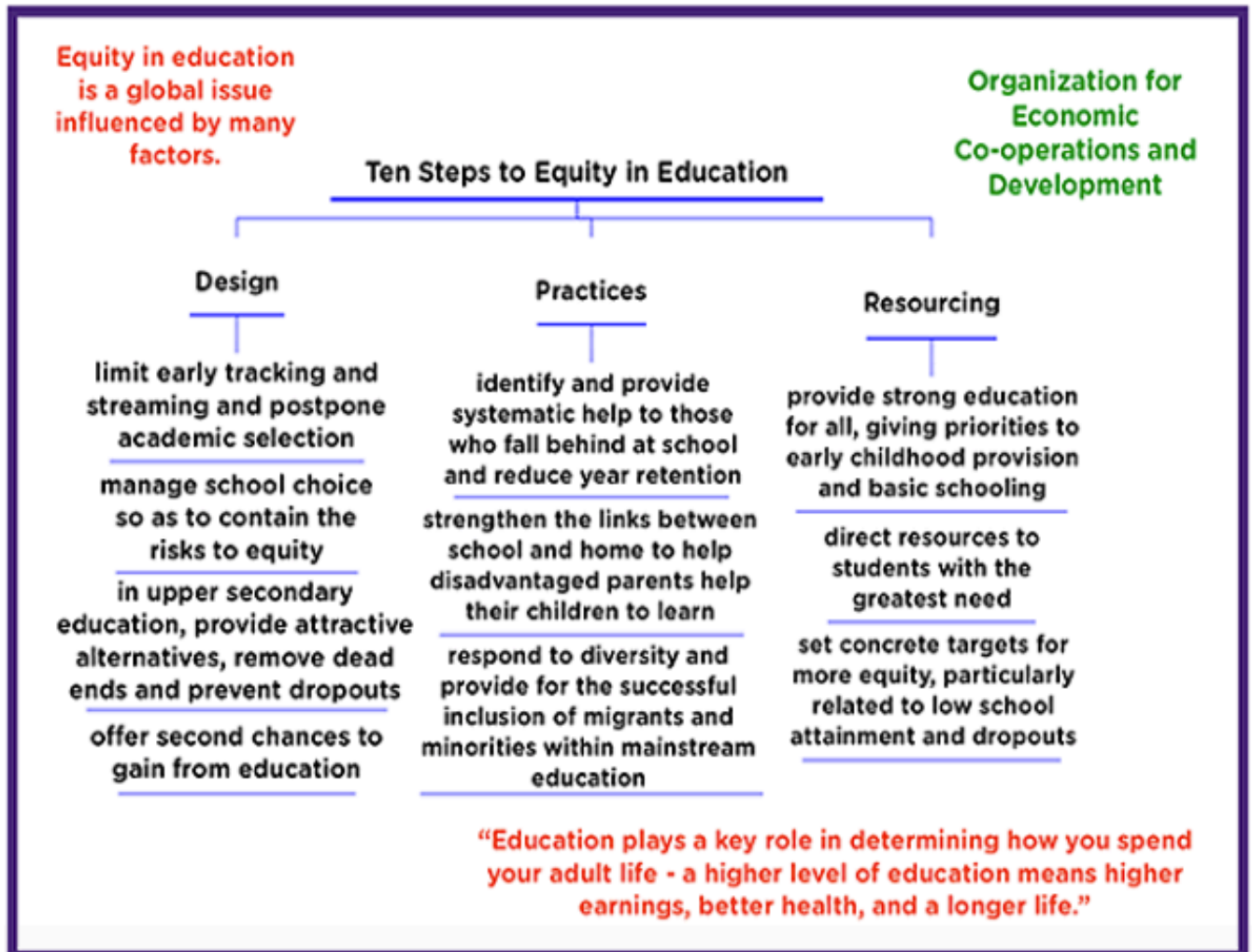
The Organization for Economic Co-Operation and Development (OECD) defines two dimensions of equity in education:

- Fairness, which means ensuring that personal and social circumstances do not prevent students from achieving their academic potential.
- Inclusion, which means setting a basic minimum standard for education that is shared by all students regardless of background, personal characteristics, or location.

Achieving these standards requires looking at equity from several different aspects.

- Monetary resources: Is school funding equitable? Do schools serving populations with greater needs have access to the resources they need to effectively serve these students?
- Academic standards: Are all students held to high performance standards? How are standards modified to accommodate students with special needs?
- Academic content and support: Do all students have access to high-quality content that fits their educational needs? What supports are provided for students who need extra help to achieve academic goals? Do all students have highly qualified teachers who are well prepared to meet their needs?

OECD has outlined ten critical steps to equity in education that encompass educational design, practices, and resourcing.



The Males of Color Ad-Hoc Committee has launched mentoring as a tool to support males of color within the district and seeks support and commitment from the Board of Education to establish a formalized mentoring program. A formalized mentoring program with annual funding would support males of color academic, social and emotional needs as outlined in the data. A formalized mentoring program would support males of color within a societal and educational setting struggling to create equity. Mentoring would support males of color who still live in a society plagued with institutional racism and white supremacy and privilege. Mentoring would support males of color in a school setting that still struggles to hire teacher who look like them.

Mentoring would support males of color with human and social capital in the absence of equitable financial funding. Mentoring would support males of color whose parents are not able to enroll in a magnet school. Mentoring would support males of color families in collaboration with community resources. And while mentoring would support males of color at the individual level, unfortunately, all males of color will not be able to have a formal mentor at this time.

To create the other supports males of color need, the Males of Color Ad-hoc Committee seeks support and commitment from the Board of Education for ongoing systematic and systemic equity audits of the school system to restructure how males of color experience school. An equity audit could provide to the school system and district leaders data to understand the early indicators of success and the early indicators of failure and could lead to the creation of multi-tiered response to the needs of males of color, which would also meet the needs of all children. The males of color performance are a reflection of the performance of many children in our district. An equity audit could show the school system and district leaders where implicit bias has possibly led to white privilege or institutional racism. An equity audit could reveal how finances could be used to create greater equity. An equity audit could reveal potential solutions to the voices from the community who have requested intentional parent involvement, innovation instruction, and a decrease in over-identification of children. And finally, ongoing systematic and systemic equity audits could support the implementation of the Council of Great City Schools Males of Color Pledge signed by the Board of Education on May 30, 2014. As stated by the National Equity Project, "To achieve equity in education, we must develop leaders who can transform our institutions by eliminating inequitable

practices and cultivate the unique gifts, talents and interests of every child...so that success is no longer predictable by student identity – racial, cultural, economic, or any other social factor” including gender. The call-to-action is to lead with intentionality and heart on behalf of males of color.

References

Will be added

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Resolution: A Pledge by America's Great City Schools

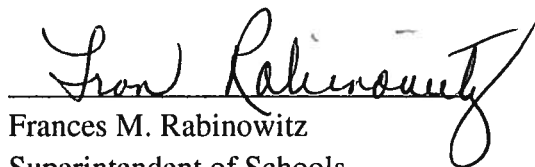
- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Bridgeport Public Schools system pledges to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and
- That the Bridgeport Public Schools school system will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and
- That the Bridgeport Public Schools system will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and
- That the Bridgeport Public Schools school system will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and

- That the Bridgeport Public Schools system will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and
- That the Bridgeport Public Schools school system will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and
- That the Bridgeport Public Schools system will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and
- That the Bridgeport Public Schools system will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FASFA, and
- That the Bridgeport Public Schools system will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and
- That the Bridgeport Public Schools system will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents.
- That the Bridgeport Public Schools system will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district.

 5-30 14

Sauda Efiya Baraka

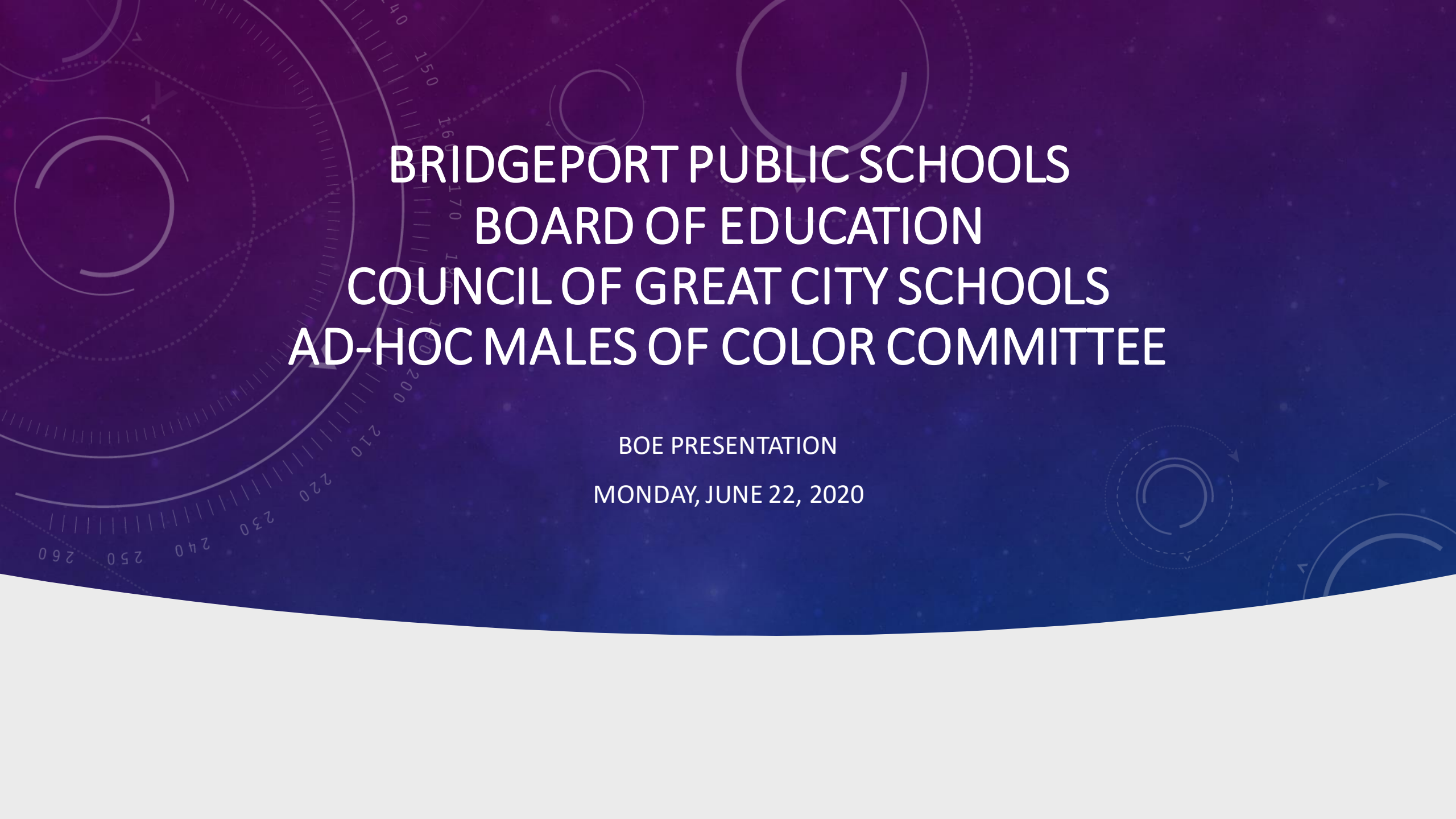
Bridgeport Board of Education Chair



Frances M. Rabinowitz

Superintendent of Schools

Bridgeport Public Schools

The background is a dark blue gradient with a white curved line at the bottom. On the left side, there is a large, faint graphic of concentric circles and a scale, resembling a compass or a clock face, with numbers like 40, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, and 260. On the right side, there are smaller, faint circular patterns with arrows.

BRIDGEPORT PUBLIC SCHOOLS BOARD OF EDUCATION COUNCIL OF GREAT CITY SCHOOLS AD-HOC MALES OF COLOR COMMITTEE

BOE PRESENTATION
MONDAY, JUNE 22, 2020

COMMITTEE MEMBERS

- Joseph Sokolovic
- Sauda Baraka
- Terry Walden
- Eric Alicea
- Natasha Noel
- Joanne Kennedy
- Dr. Carmen McPherson
- Dr. Sheila Kearney
- John Ramos III
- John Brockenberry
- Rubin Martin
- Ricardo Avelo
- Melissa Jenkins, Ed.D.



OVERVIEW OF THE WHITE PAPER

Introduction

Systemic Challenges for Males of Color

Societal and Educational Setting for Males of Color

Voices from the Community

Call-to-Action

INTRODUCTION

BOE Adopted the Council of Great City Schools Males of Color Pledge on May 30, 2014.

An Ad-Hoc Committee formed to assess, research, understand and propose solutions to Males of Color exodus from school and disengagement in school.

Kendi (2019) states that the word racism “is not equivalent to a slur. It is descriptive, and the only way to undo racism is to consistently identify and describe it – and then dismantle it.”

INTRODUCTION

To identify and describe the racism, challenges, and plight of men of color is to advance justice and equity for all children because it is in the identification and description of the injustice that creates action.

If all children's lives matter, then we take up the mantle for all children when we assure the male of color life matters.

SYSTEMIC CHALLENGES FOR MALES OF COLOR

- In the review of data for males of color, this white paper does not seek to compare males of color achievement to anything other than the standard of excellence that has been created for all children (Hilliard, 2003).
- Thus, males of color will not be compared to white children.
- Males of color performance will be examined to understand the “wedge between their current performance and levels of excellence” that is needed for males of color to thrive academically, socially, emotionally, and civically.



Smarter Balanced Assessments, Trend

Name Box

Bridgeport School District, ELA and Math, All Grades Combined, Males of Color

Subject	Year							
	2015-16		2016-17		2017-18		2018-19	
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
ELA	3187	16.27%	4066	16.62%	4165	19.26%	4056	20.88%
Math	3187	7.97%	4066	11.17%	4165	12.48%	4056	12.94%

CT School Day SAT, Trend

Bridgeport School District, All Subjects, Males of Color

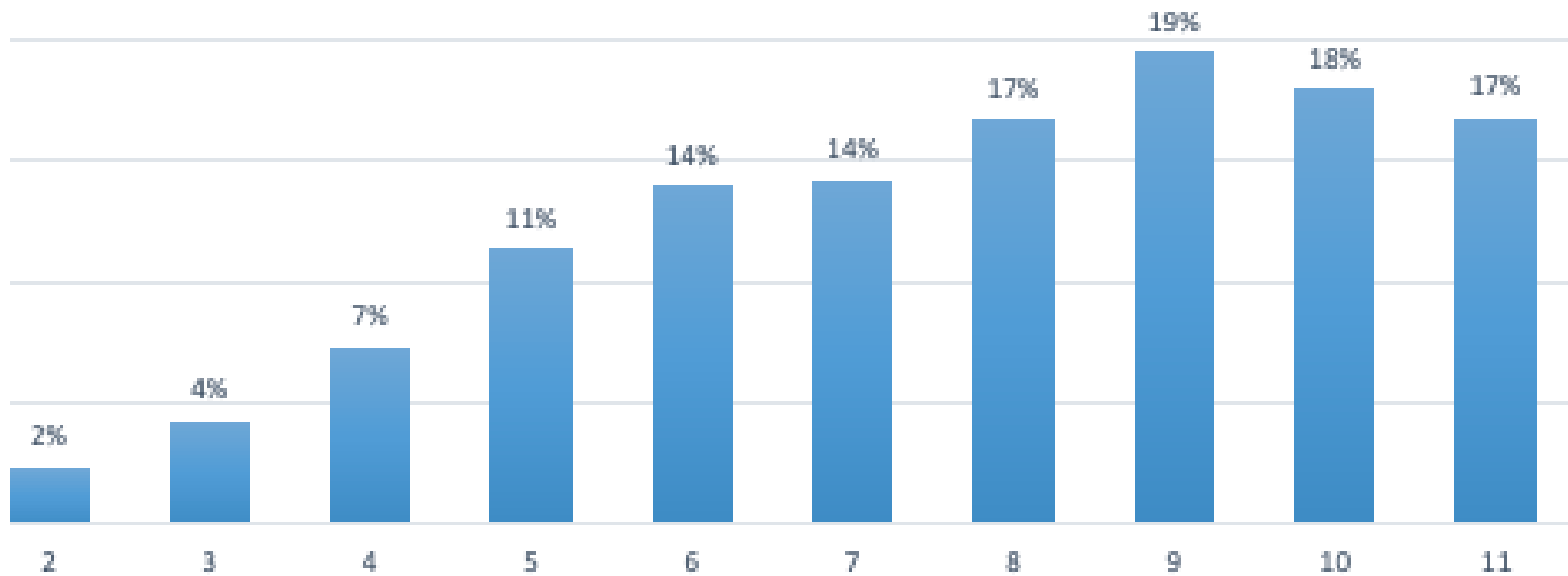
Subject	Year							
	2015-16		2016-17		2017-18		2018-19	
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded)%
ELA	407	24.00%	443	23.93%	433	24.00%	429	22.14%
Math	407	7.37%	443	12.73%	433	8.59%	429	7.73

Next Generation Science Standards(NGSS) Assessment, 2018-19

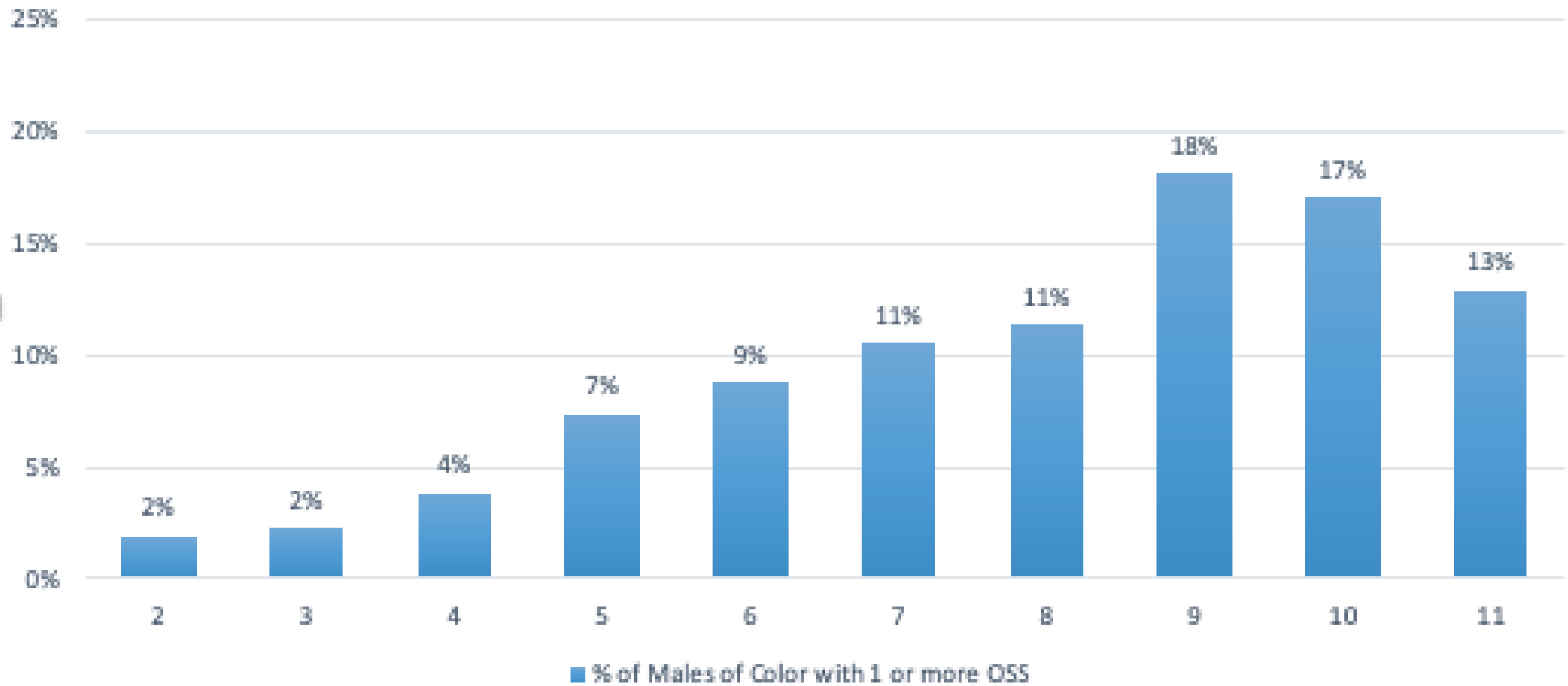
Bridgeport School District, All Grades Combined, Males of Color

		Level 3 & 4 Met or	
Race/Ethnicity	Total Number with Scored Tests	Count	%
Grade 5, 8 & 11	1715	273	15.92%

% Males of Color in SY 2017-18 & 2018-19 with 1 or more ISS



% Males of Color in SY 2017-18 & 2018-19 with 1 or more OSS



School Climate Data - Fall 2018
Student-Teacher Trust Indicator

Bridgeport Public Schools

Grades	District Average	Male			Female		
		Black	Hispanic	White	Black	Hispanic	White
3-5	n = 4,309 90%	n = 746 86%	n = 1,076 90%	n = 242 90%	n = 696 89%	n = 1,071 92%	n = 251 93%
6-8	n = 3,698 83%	n = 640 80%	n = 949 83%	n = 226 83%	n = 612 80%	n = 907 85%	n = 219 88%
9-12	n = 3,376 78%	n = 589 75%	n = 804 79%	n = 253 79%	n = 564 78%	n = 808 79%	n = 186 80%

School Climate Data - Fall 2018
Emotional Regulation Indicator

Bridgeport Public Schools

Grades	District Average		Male			Female		
			Black	Hispanic	White	Black	Hispanic	White
3-5	n = 4,309 55%		n = 746 48%	n = 1,076 55%	n = 242 54%	n = 696 53%	n = 1,071 58%	n = 251 62%
6-8	n = 3,698 45%		n = 640 46%	n = 949 49%	n = 226 47%	n = 612 39%	n = 907 42%	n = 219 49%
9-12	n = 3,376 46%		n = 589 53%	n = 804 52%	n = 253 52%	n = 564 41%	n = 808 38%	n = 186 33%

SOCIETAL AND EDUCATIONAL SETTING FOR MALES OF COLOR

White supremacy
and its impact on
the educational
system

Marginalization and
oppression of males
of color

Institutional racism

Equity

Crompton versus
Chop and Crompton
versus the Board of
Education

Sheff versus O'Neill

Magnet schools

WHITE SUPREMACY & INSTITUTIONAL RACISM

- In academic usage, particularly in usage, which draws on critical race theory or intersectionality, the term “white supremacy” can also refer to a political or socioeconomic system, in which white people enjoy a structural advantage (privilege) over other ethnic groups, on both a collective and individual level.
- Institutional racism was a term first coined by Stokely Carmichael (Kwame Ture) in the late 1960's to distinguish between personal bias and institutional bias.
- Institutional biases differ from personal biases insofar as institutional biases have a much greater impact on society than individualized racism.

EQUITY AND CRUMPTON VERSUS CHOMP & BOE

- As stated by the National Equity Project, “To achieve equity in education, we must develop leaders who can transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents and interests of every child...so that success is no longer predictable by student identity – racial, cultural, economic, or any other social factor” including gender.
- Bridgeport families fed up with the declining public schools, sought relief through the courts. In 1975, minority students, with their families behind them, filed a lawsuit “seeking to have the school system desegregated. The defendants named in the complaint were the members of the Bridgeport Board of Education, the Bridgeport Superintendent of Schools, the Mayor of Bridgeport, the Comptroller of Bridgeport, and the members of the Bridgeport Board of Apportionment and Taxation, in their official and individual capacities.”

SHEFF VERSUS O'NEILL AND MAGNET SCHOOLS

- The Sheff vs. O'Neill case in 1989 came about as its purpose was to reduce 'racial isolation in public schools' in Connecticut. The case took the issue of school segregation from the Federal to the State level. Sheff aimed to find a solution to the racial disparities that were seen in Hartford Public schools (Clarke & Holmes, 2005), disparities cited, included but were not limited to low test scores, decrepit buildings, old textbooks among other things (de la Torre, 2017).
- . As a student, I was taught to believe magnet schools were an oasis, an inclusive learning environment where the city's most capable students congregated around master teachers. After becoming an educator in Bridgeport, I began to realize that the opportunities offered at High Horizons Magnet School and Central High School's magnet program were not inordinately different from the one offered at public schools. One difference came in the form of authority and internalized privilege.

VOICES FROM THE COMMUNITY

- What do you think will enhance our males of color educational success?
- What do you think are the most pressing issues facing our young males of color in the educational system?
- What is the community's responsibility to impact change for our males of color?



WHAT DO YOU THINK WILL ENHANCE OUR MALES OF COLOR EDUCATIONAL SUCCESS?

Mentoring

After-school
activities

More male teachers
of color

Parent training
program, Closing
the gap between
school and home

Addressing systemic
racism

Intentional parent
involvement

Understanding who
is being taught
rather than what
you are teaching

Instruction

WHAT DO YOU THINK ARE THE MOST PRESSING ISSUES FACING OUR YOUNG MALES OF COLOR IN THE EDUCATIONAL SYSTEM?

- Early Start Care (i.e., high quality childcare and preschool)
- High Stakes Testing (e.g., males of color performance and outcomes)
- High administrator and teacher turnover
- Suspensions
- Over identification in special education
- Adverse childhood experiences (ACEs)
- Reflection of males of color in content; pedagogy of self
- Exposure to males of color; models of success; places
- Support systems
 - Authority figures to talk “with” and not “at”

WHAT IS THE COMMUNITY'S RESPONSIBILITY TO IMPACT CHANGE FOR OUR MALES OF COLOR?

Parent outreach

Greater, more
consistent influence
(e.g., be more involved
with the youth)

Community policing

Community
partnership

Sharing human capital

Community schools

- Open schools on Saturdays
- Interest based

CALL-TO-ACTION: LEADING WITH INTENTIONALITY AND HEART



Mentoring



Equity audit

MENTORING RECOMMENDATION

- A formal mentoring program has the power to equip males of color with the assets needed to navigate the socio-political context of schooling and settings outside of a formal education.
- Why mentoring? MOC are disproportionately represented in their exposure to several risk factors and challenges: Data shows that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career.
- A strengths-based approach to mentoring can positively impact a significant proportion of BYMOC whose life contexts and societal perceptions and experiences may be quite different than other youth. Through strong relationships with mentors, the impact of the challenges BYMOC face can be mitigated and their strengths and the strengths of their communities, families, and cultures can be drawn on to bolster their potential for success.

EQUITY AUDIT

- An equity audit would address the following recommendations:
- Implicit bias training and race neutral policies
- Teacher and students involved in the audit
- Review of systems and structures
- And multiple structures would be used to facilitate the audit and to promote ongoing inclusivity and sharing of the power base:
 - Teacher summit
 - Mentoring
 - New teacher orientation
 - Book studies
 - One forum annually
 - Annual BOE retreat
 - Parent/community summit

RFP Program for Transitioned Students
Due Date: XXXXXXX, 2020

**DEPARTMENT OF PUBLIC PURCHASES
Margaret E. Morton Government Center
999 Broad Street
Bridgeport, CT 06604**

**REQUEST FOR PROPOSALS
FOR TRANSITION SERVICES IN AN 18-21 PROGRAM FOR
INDIVIDUALS WITH DISABILITIES**

**RFP# _____
2020-2021**

**Proposal Due Date: XXXXXX, 2020
No later than 5:00 P.M.**

**LOCATION: Department of Public Purchases
City of Bridgeport
Margaret E. Morton Government Center
999 Broad Street
Bridgeport, CT 06604**

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PROJECT: Transition Program - Request for proposals for the Bridgeport Board of Education

DESCRIPTION: The Bridgeport Board of Education (“BBOE”) is seeking proposals (each a “Proposal”) from qualified proposers (each a “Proposer”) to provide educational services to students having a disability between ages 18 through 21 for the Transition Program from the Bridgeport Public Schools. This is a federal mandate but with Connecticut regulations involved <https://portal.ct.gov/SDE/Special-Education/Secondary-Transition>.

PROPOSAL DUE DATE; CONFIDENTIALITY OF PROPOSALS: Proposals (one original and nine (9) copies) shall be submitted to the Department of Public Purchases, City of Bridgeport, Margaret E. Morton Government Center, 999 Broad Street, Bridgeport, CT 06604 and must be received no later than 2:00 pm, June 25, 2020 and then, at said office, to be publicly opened, but the contents of which shall remain confidential until a final contract is executed. If a Proposer deems any portion of a Proposal to be business confidential and protected from disclosure under the Connecticut Freedom of Information Act, such portion should be so identified and placed in a separate folder or envelope with the Proposal that is appropriately marked.

COST INFORMATION: Proposers are asked to submit a breakdown of costs by each service/deliverable identified in the RFP. The BBOE will negotiate with the successful proposer on the final contractual costs for the Services.

PROJECT MANAGER AND CONTACT PERSON FOR THIS RFP:

Tony Pires

Manager, Business Operations
Bridgeport Public Schools Business Office
45 Lyon Terrace, 3rd Floor, Room 320
Bridgeport, CT 06604
203.275.1299 office
Email address: tpires@bridgeportedu.net

THE FOLLOWING SCHEDULE FOR THE SELECTION PROCESS MAY BE ALTERED AT ANY TIME WITHOUT PRIOR NOTIFICATION IN THE BBOE'S SOLE DISCRETION.

The RFP submission deadline is absolute. Proposals not received in the City of Bridgeport's Purchasing Department, 999 Broad Street, Bridgeport, CT by the date and time specified WILL NOT BE ACCEPTED.

Activity	Date	Contact Person	Phone	Location
RFP Released	06/08/2020	Tony Pires Purchasing	203-275-1299	45 Lyon Terrace, Bridgeport
RFP Submission Deadline	06/25/2020			
Evaluation of Proposals Completed	07/10/2020			
Bridgeport Board of Education	*TBD			
Notice of Intent to Award and Mail Notification of Proposed Award and Denial(s)	*TBD			
Board of Public Purchases	*TBD			

All of the above dates are estimates only.

Section I: INTRODUCTION

A. Background

Pursuant to the Individuals with Disabilities Education Act (IDEA, 2004[PR1]), [Section 300.1](#) states that one of the purposes is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

District Description – Summary Data

The Bridgeport School District is the second largest school system in Connecticut, servicing approximately 21,000 students. It also ranks lowest among the Connecticut school districts on the economic scale.

There are 38 schools consisting of 30 elementary, 6 high schools, 1 alternative school; additionally, there are currently 11 charter schools where special education services are the responsibility of Bridgeport. The Services required by this RFP shall be limited to qualified Students in the Transitional phase, students 18-21, of their individualized education plan (IEP).

B. Purpose

Consistent with the [Guidelines](#)[PR2], the standards for education are grounded in the conviction that opportunities for students who have been recommended for Transitional programming should exhibit the following characteristics:

- CT Sec. 300.43[PR3] Transition services means a coordinated set of activities for a child with a disability that—
 - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Section II: SCOPE OF SERVICES

A. Objectives

- CT Sec. 300.43 Transition services means a coordinated set of activities for a child with a disability that—
 - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
 - (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

The Proposer should include in its Proposal, comprehensive information to demonstrate a viable plan to achieve the following objectives:

The individual educational plan (IEP) must include:

- (1) appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) the transition services (including courses of study) needed to assist the student with a disability in reaching those goals).

What Is Transition?

The range of possible services is very broad. It can include:

- Instruction (including special education)
- Related services
- Community experiences
- Career and college counseling
- Help with daily living skills

Some transition services can take place at school. However, many transition services are provided out in the community. It is **critical** that these services take place in the student's own community, where they are likely to continue living after high school, to ensure that they learn to navigate and use the services **actually available** in their community; the disparity from one community to another of available services may render transition ineffective if not completed in their community.

For example, community specific transition activities include:

- Meeting with community leaders, store managers, bank managers
- Navigating their cities public transportation
- Apply for housing assistance or subsidized housing
- Recreational activities in their neighborhood
- Volunteer opportunities
- Engaging in their community's elections/political organizations
- Utilizing public libraries, food banks/pantries, churches, etc.

Community Access & Independent Living

Transition goals related to independent living may involve the student taking on responsibilities. Here are some examples of what the student may learn to do in preparation for adulthood:

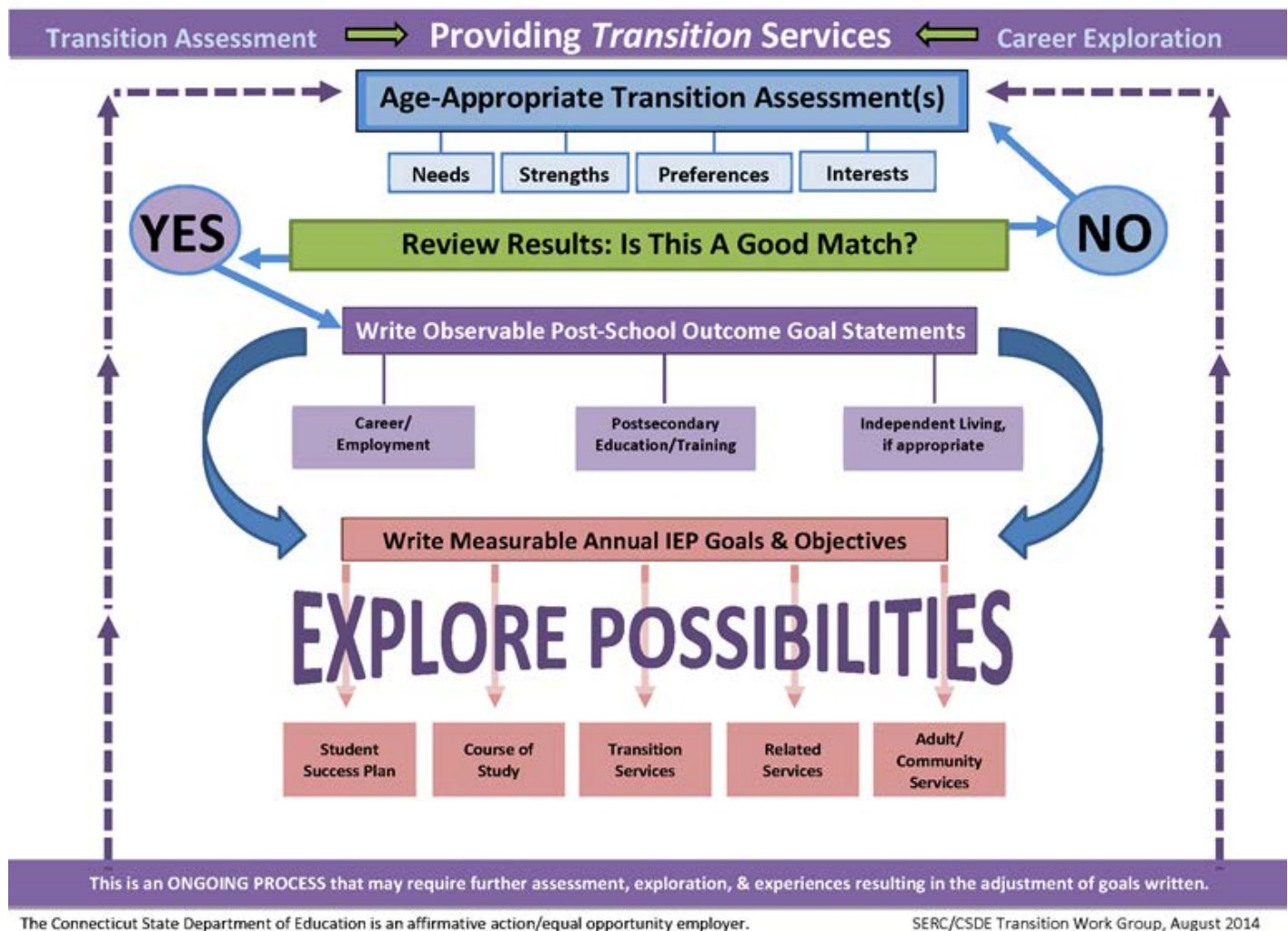
- Open a bank account and learn how to use a debit card, write checks, balance their checkbook, and create a budget.
- Create a meal plan budget, create a grocery list, shop for groceries and learn how to prepare meals.
- Go to DMV to take the Driving Permit test, enroll in driving school and obtain their Driver's License.
- Be responsible for maintaining a car and buying auto insurance.
- Learn how to use their community's available public transportation (buses, trains, taxi).
- Research and select physicians in their community, access community health organizations, schedule their own appointments with the doctor and dentist.
- Apply for benefits they may be eligible for (Medicaid, Housing, Title 19, etc.).
- Set up and use a calendar for school, work, personal appointments and leisure time.
- Secure independent or group housing; learn how to manage household bills, how to clean their household, and maintain a safe household.
- Transition out of DCF or juvenile judicial services.

Continuing Education & Career Exploration

The student may explore college, career and job options in their communities.

- Take career interest inventories to explore potential careers.
- Practice interview skills in mock interviews.
- Create a resume and learn how to maintain it as they gain experience.

- Meet with other students who have gone on to college or career. If they also have learning and thinking differences, talking with them may be extra helpful.
- Research and visit local colleges and training schools.
- Apply for college or vocational training; take aptitude tests; register for classes; apply for accommodations they may require.
- Apply for Financial Aid.
- Start attending college courses while in transition if they require a paraprofessional to assist them.
- Arrange for a jobsite visits, taking a tour or shadowing at a workplace.
- Look into local internships and apprenticeships.
- Attend community job fairs.



B. Deliverables

1. Basic Deliverables From Proposer:

- The Selected Proposer ("Contractor") must provide educational services to Transition Age[PR4] adults on as many school days each year as school is in session, as determined by the BBOE.
- The Proposer will comply with the CSDE requirements as they relate to program certification under the CSDE Guidelines.

Teaching within the Transition Age School / program is a choice by staff. Therefore, the process for the recruitment and hiring of staff by the Contractor to perform pursuant to the agreement to be entered into by it with the BBOE ("Contract") requires that candidates for employment evidence the value of high expectations for themselves and their students. The Contractor's staff are to be actively committed to building a trusting school environment and understand their position as role models for students. Staff practices are to reflect a holistic perspective of care for students' overall development (i. e. personal, social, emotional, intellectual, life success) and create a climate of safety / security. Staff are to emphasize, value, embrace and implement the process of learning as the means to creating the primary motivation to learn.

The Contractor must comply with all applicable federal and state laws, statutes, regulations, orders, policies, procedures, rules, mandates, guidelines, prohibitions, protocols and other requirements as appropriate, including but not limited to:

- a) Conn. Gen. Stat. Sections 4a-58 thru 4a-62; 10-15 thru 10-16b; 10-74j; 10-74k; 10-153 Discrimination on account of marital status; 10-233c; 10-233d; 10-234bb; 46a-51 (8), (17), (18) Discriminatory practices; 46a-56; 46a-58 (a) Deprivation of rights;
- (b) Governor's Executive Order No. 3 issues June 16, 1971;
- (c) Public Act 91-58 An act concerning discrimination on the basis of sexual orientation;
- (d) Title VII of the Civil Rights Act of 1964, 42 U. S. C., sub. 2000e
- (e) Age Discrimination in Employment Act, 29 U. S. C. 621;
- (f) Executive Order 11246;
- (g) Connecticut Constitution Article I, Section 20;
- (h) Amendment V Equal Rights Protection Amendment;
- (i) Public Act 15-133 An act concerning alternative education;
- (j) Public Act 17-200 An act concerning education mandate relief;

- (i) Any and all other laws that govern the hiring of school-based employees within the State of Connecticut;

2. Qualifications of Proposer and its Principals

The Proposer and all its officers, directors, and owners ("principals") must be properly licensed, permitted and certified (where licenses and / or certifications are required) at the inception of the Contract to provide and perform adequate and reasonably satisfactory services under the contract at the proposed service locations.

The Proposer represents that it will perform the Services pursuant to the Contract in a good and workmanlike manner by adhering to the Connecticut Core Standards and ensuring that its employees and any other personnel ("Staff") follow the Standards of Professional Responsibility, as applicable; and diligently complete the Services in accordance with the terms of the Contract.

Neither the Proposer, nor any of its principals within the five (5) year period immediately prior to the date of submission of its proposal shall have committed, pleaded nolo contendere to, or been convicted of any violation of any federal or state criminal statute that: (a) arose directly or indirectly from its business operations; or (b) otherwise reflects poorly on its business integrity or honesty; or (c) may result in the Proposer or any of its principals rendering services under its proposal while still under criminal sentence or serving probation or within five (5) years of the conclusion of serving criminal sentence or serving probation (whichever is later).

Neither the Proposer nor any of its principals shall be under indictment or grand jury investigation or other federal or state criminal investigation.

Notwithstanding anything else or any provision herein to the contrary:

(1) Neither the Proposer nor any of its principals - during an additional five (5) year period following the completion of incarceration, parole or probation (whichever is the latest to occur) shall have: (a) committed, pleaded nolo contendere to, or been convicted of, any crime (felony or misdemeanor) that would reasonably indicate working with minors would be inappropriate, undesirable or improper, or would have the appearance of impropriety; or (b) been subject of, or to, a judicial protection or protective order; and

(2) Neither the Proposer nor any of its principals at any time shall have committed, pleaded nolo contendere to, or been convicted of, any crime (felony or misdemeanor) involving or alleging violence against another person, physical, mental or sexual abuse, stalking or harassment, or distribution of, or possession with the intent to distribute, any illegal drugs, or other illegal substance."

3. Screening and Evaluation Protocols for Proposer and its Principals

The Proposer and all its officers, directors and owners ("principals") must disclose whether they have committed, pleaded nolo contendere to, or been convicted of, any federal or state crime; and whether any criminal charges are pending.

The Proposer and its principals must submit to nationwide criminal history records checks, including but not limited to, the following screening processes and criteria; and provide documentary evidence of the results of such screenings prior to final designation as Selected Proposer:

(a) Criminal Background Check (with Federal and State Fingerprinting) - state clearance applies both to the State of Connecticut and any other state in which the individual has resided as an adult.

(b) Criminal Background Check (with Judicial Court Search) - the search must not disclose or reveal any crimes committed or civil judgements for actions or inactions that would reasonably indicate the individual is irresponsible, lacking in moral character, or otherwise inappropriate in his behavior, such that he would not be reasonably suitable for working with minors in a school environment.

(c) DCF Child Background Search - the search must not disclose or reveal any adverse reports on file indicating the individual engaged in, failed to report or otherwise tolerated or condoned child neglect, abuse or other irresponsible actions or inactions such that they would not be reasonably suitable for working with minors in a school environment.

(d) Sex Offender Registry Search - the search must not disclose that the individual's name appears on any national or international Sex Offender Registry or equivalent listing.

(e) TB Testing and Physical - the testing must disclose that the individual has up-to-date TB testing and inoculations, has not been exposed to TB, and has passed a comprehensive physical examination.

(f) Education Level - the verification of the individual's educational background (completed by reference to the National Student Clearinghouse) must both meet minimal position requirements and comport with the

educational background claimed by the individual.

4. Qualifications, Screening and Evaluation Protocols for the Selected Proposer's Employees and any other Personnel who will perform pursuant to the Contract "Staff")

The Contractor shall be responsible at all times to recruit, select and provide qualified and trained employees and any other Staff sufficient and properly licensed and certified (where licenses and / or certifications are required) to provide adequate and reasonably satisfactory Services pursuant to the Contract.

All of Contractor's Staff who will perform pursuant to the Contract shall at a minimum satisfy the qualifications required for the Proposer and its principals in Section B. Deliverables, 2. "Qualifications of Proposer and its Principals".

The Contractor shall conduct and or be responsible for all reasonable, proper and legal screenings of its Staff that will be performing Services pursuant to the Contract. Such screenings shall at a minimum include those listed hereinbefore in Section B. Deliverables, 3. Screening and Evaluation Protocols for Proposer and its Principals.

The Contractor in selecting Staff to perform pursuant to the Contract shall utilize selection and evaluation criteria and qualifications that comply with all applicable federal and state statutes, regulations, orders, policies and procedures, protocols and other requirements, including but not limited to, those listed hereinbefore in Section B. Deliverables, sub. 1. thru 3. for Proposer and its principals, as applicable.

Representation and Warranties: The Proposer represents and warrants as follows at the time it submits its Proposal and will be asked to affirm such representations and warranties in the Contract:

- a. That it has the requisite experience to undertake and complete the Services, and has in its employ or will hire qualified trained personnel to perform the Services required;
- b. That it will employ its best professional judgment in the performance of the Services to ensure that its Services are consistent with the exercise of the highest standard of care applicable to student alternative education services rendered in the State of Connecticut;
- c. That it is financially stable and has adequate resources and personnel to commence, perform and complete the Services required in a timely fashion;
- d. That the performance of the Services, and its representation of the BBOE, will not result in a

- conflict of interest, will not violate any laws or contractual obligations with third parties, and is an enforceable obligation of the Proposer;
- e. That it will not subcontract or assign any of the Services to third parties without prior written approval of the BBOE and receipt of the Superintendent's prior written consent, which may be withheld in the BBOE's sole and absolute discretion;
 - f. That it possesses all licenses and permits that may be required to perform the Services required under the contract.

Insurance requirements: The following insurance coverage is required to be produced to the BBOE and shall be maintained and kept in force by the selected Proposer at its sole cost and expense. It is further understood that the Proposer shall require similar coverage, as appropriate, from every approved contractor and subcontractor in any tier, as the case may be, or any other person by reason of the license conferred by a contract that may enter onto District property on behalf of the Proposer. All non-standard endorsements and provisions shall be disclosed in advance in writing to the BBOE. The Proposer shall provide evidence to the BBOE, and maintain in effect for the duration of a contract without interruption and for one year after the Proposer's last activity for the Bridgeport Board of Education or occurring on District property, the insurance coverages identified below, from insurers licensed to conduct business in the State of Connecticut and having a Moody's or Best's financial rating of A - 10, or coverage otherwise acceptable to the BBOE. The Proposer will not enter upon District property or commence any activity in the performance of services until the required insurance is purchased, and evidence thereof is presented to the BBOE. The BBOE may terminate any contract if any of the insurance coverages provided hereunder lapses or is cancelled without a reasonable substitution by the Proposer of coverage of similar type, coverage and quality.

- a. **Comprehensive General Liability** (occurrence form) naming the BBOE as an additional insured party by policy endorsement and insuring against claims or suits brought by members of the public alleging bodily injury or personal injury or property damage and claimed to have arisen out of operations conducted under a contract with the BBOE. Coverage shall be broad enough to include contractual liability premises and operations, and personal injury, with a minimum of \$1,000,000 for each occurrence and \$10,000,000 in the aggregate with a combined single limit for bodily injury, personal injury and property damage.

Exclusions for employees will be removed. The proposer or its agent shall inform the District in advance of any non- standard endorsements or policy provisions that may be part of the insurance contract(s). Limits may be made up of primary and umbrella or excess coverage.

Sexual Misconduct and Molestation insuring against or suits brought by members of the public alleging sexual misconduct or molestation by the Provider, its employees, agents, and invitees in amount limitations of a minimum of \$1,000,000 per occurrence and \$10,000,000 combined primary and excess coverage for each occurrence/aggregate.

- b. **Comprehensive Automobile Liability** insuring against claims or suits brought by members of the public alleging bodily injury, personal injury or property damage, and uninsured motorist and claimed to have arisen out of the use of owned, hired or non-owned vehicles in connection with business naming the District as an additional insured party by policy endorsement. Coverage will include limitations of \$1,000,000 for each occurrence/aggregate with a combined single limit for bodily injury, personal injury and property damage. Limits may be made up of primary and umbrella or excess coverage.

- c. **Workers' Compensation** insuring in accordance with statutory requirements including voluntary compensation, employer's liability insurance and occupational disease insurance in order to meet obligations towards employees in the event of injury or death sustained directly or indirectly in the course of employment. Liability for employee suits shall not be less than \$500,000 per claim.

- d. **Errors and Omissions** covering professional liability in an amount of at least \$1,000,000.

- e. **General requirements:** All policies shall include the following provisions:

- Cancellation notice—The BBOE shall be entitled to receive from the insurance carriers not less than 30 days' written notice of cancellation or non-renewal by policy endorsement. All notices are to be given to the:

Business Manager
Bridgeport Board of Education
45 Lyon Terrace
Bridgeport, Connecticut 06604

- Certificates of Insurance—all policies will be evidenced by an original certificate of insurance on an ACORD-25 form reflecting all coverage required and delivered to the District prior to any work or other activity commencing under a contract.
- Additional insured—The Proposer shall ensure that its approved contractors and subcontractors will arrange with their respective insurance agents or brokers to name the BBOE, on all policies of primary and excess insurance coverages as additional insured party by policy endorsement except for any errors and omissions insurance coverage or workers' compensation coverage, The Proposer shall submit to the BBOE upon commencement of a contract and periodically thereafter, but in no event less than once during each year thereof, evidence of the existence of such insurance coverages in the form of Certificates of Insurance. Such certificates shall designate the BBOE in the following form and manner:

The Bridgeport Board of Education, its elected and appointed officials,
officers, department heads, employees, agents, servants, contractors,
successors and assigns ATIMA
Attention: Business Manager
45 Lyon Terrace
Bridgeport, Connecticut 06604

- The coverage afforded to the BBOE shall be primary insurance with respect to Services performed under a contract. If the District has other insurance that is applicable to the loss, such other insurance shall be on an excess or contingent basis. The amount of the Proposer's liability under any insurance shall not be reduced by the existence of such other insurance. The coverage afforded to the additional insured shall not apply to the sole negligence of the additional insured.
 - The cost of all deductibles on any policy of insurance to be purchased by the Proposer will be borne by the Proposer.
2. **Compliance with Law:** The Proposer is solely responsible for compliance with all applicable laws relating to its employees, such as wage and hour laws, safety and health requirements, and the Proposer shall not interfere with the BBOE's collective bargaining obligations.

3. **Confidentiality:** In accordance with all applicable laws, regulations, and procedures, the Proposer and personnel provided by the Proposer shall maintain strict confidentiality of all information and records which the Proposer or such personnel may come in contact with or be privy to in the course of providing Services, including but not limited to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
4. **Pricing Structure:** The Annual Tuition Costs[PR5] submitted in the RFP proposal MUST BE ALL-INCLUSIVE of taxes, insurance, overhead and expenses of every kind and nature. NO additional fees or expenses may be charged. There will be NO payment for overhead and expenses.
5. **Invoicing:** Invoices shall be payable within forty-five (45) days after the date of receipt of a complete invoice with all back-up documents by the BBOE Business Office.

C. The Proposer will also be responsible for documenting adequate resources to achieve the specifications contained herein, specifically:

- Identification of the Proposer's senior Staff members who will take primary responsibility for oversight of staffing services to the BBOE. Provide a resume and a background check for each person.
- Description of staffing services provided for other expulsion programs to school districts during the past five (5) years, regarded as being successful, i.e., not terminated for cause or terminated before the end of the term. If any services were terminated prior to completion of a contract, the facts and circumstances shall be disclosed.
- Certification that the Proposer is not barred from bidding for or entering into a contract in Connecticut or any other jurisdiction.

D. Implementation Timelines

The Proposer shall provide sufficient staffing to accomplish the Services described in this RFP within the described timeframe.

E. Department Responsibilities

The BBOE Point of Contact ("POC") is Tony Pires who will coordinate the administrative process for this RFP, in consultation with the Assistant Superintendent for Instructional Leadership. The Assistant Superintendent for Instructional Leadership will be available to confer with the selected Proposer to review progress, discuss questions and coordinate meetings and activities with appropriate District officials. The Proposal (see Section IV below) should specifically describe any assumptions or expectations with regard to the Department's role.

5. Conditions and Limitations

The substantive provisions of this section in part are the result of substantial articulated good faith concerns expressed by the BBOE, its Teaching & Learning Committee and their respective membership, to provide a safe, healthy and otherwise suitable learning environment for all District students, and in this instance to fulfill the BOE's obligation and commitments to the BBOE's transitioned students.

All other clauses notwithstanding, the provisions of this section are subject/ subordinate to and limited by:

- All representations, certifications, and commitments made by the BBOE with respect to state and/or federal grant applications/ acceptances, contracts and other agreements; and
- All state and federal laws, regulation and other legal rules, requirements and restrictions, including but not limited to Conn. Gen. Stat. 46a-79 and 46a-80 if and as applicable.

Section III. RULES AND CONDITIONS

A. General Information

1. **Who to Contact for Information—Requests For Information ("RFIs") and Answers** – Please direct all inquiries concerning this RFP to:

Tony Pires
Manager, Business Operations
Bridgeport Board of Education
45 Lyon Terrace – Room 320
Bridgeport, CT 06604
203.275-1299
Email address: tpires@bridgeportedu.net

There will not be a pre-proposal conference. Proposers should contact only the POC for technical inquiries or information related to the RFP. Such inquiries will be treated as RFIs that will be posted on the City of Bridgeport bidding website, bidsync.com, with the answers to such RFIs.

Last date for submission of an RFI: Thursday, June 23, 2020 5:00 pm

Answers to RFIs: Monday June 24, 2020 5:00 pm

All RFIs and the answers thereto are the responsibility of the Proposer and should be taken into consideration when submitting a Proposal. A Proposer's failure to do so will be its sole responsibility and may adversely affect consideration of its Proposal. A Proposer's failure to do so will be its sole responsibility and may adversely affect consideration of its Proposal.

2. **Who May Submit Proposals; Conflicts of Interest Prohibited** – Conflicts of Interest Prohibited - Proposals are invited from all parties with demonstrated experience in providing Services to transitioned students to school districts.

Note: Please refer to 24 CFR 85.36 for conflict of interest provisions. Essentially, this provision prohibits employees of the City of Bridgeport, the BBOE or agents of the District from participating in the selection, award or administration of a contract that might provide a benefit to their direct relatives or anyone in business with them or their direct relatives.

3. **Term of Contract** – The anticipated initial term of any contract awarded is estimated to be for a two (2) year period from August 1, 2020 – July 31, 2022, one (1) year extensions with approval by the BBOE.
4. **Budgeted Funding and Contract Award**: Proposers are asked to submit with their Proposals a pricing sheet set forth as Exhibit B attached hereto and made a part hereof. The BBOE will negotiate with the successful Proposer to arrive at the final contractual rate of compensation.
5. **Interpretations and Addenda** – The BBOE reserves the right to amend, alter, or change the rules and conditions contained in this RFP prior to the deadline for submission of Proposals. Any revisions to the RFP will be accomplished through addenda or supplements to the RFP, shall become part of the RFP, and shall be published on the City of Bridgeport electronic bidding website, bidsync.com.
6. **Proposer's Cost of Developing Proposal** – Costs of developing and submitting Proposals are entirely the responsibility and at the sole cost of the Proposer and shall not be chargeable to or recoverable in any way from the BBOE.
7. **Confidentiality of Proposals**-The BBOE shall keep all Proposals confidential to the extent that the Connecticut Freedom of Information Act ("FOIA") allows until the evaluation process is completed and a contract has been awarded. Submission of a Proposal shall constitute an agreement to public disclosure

of the proposal after the award of the contract. Any confidential information such as trade secrets contained in a Proposal shall be appropriately marked and included in a separate envelope or folder with the Proposal. The BBOE shall keep confidential any such trade secret material as allowed by FOIA.

8. **Disposition of Proposals** – All Proposals submitted become the property of the BBOE and may be returned upon request, only at the BBOE's option and at the Proposer's expense.

B. Submission of Proposals

1. The original and six (6) copies of the Proposal shall be enclosed in a sealed envelope with the name and address of the Proposer. The lower left corner of the envelope should be plainly marked "RFP # BEX _____ **Program for Transition Students**".
2. Proposals SHALL be submitted either by mail, overnight courier or personal delivery to:

Department of Public Purchases
Margaret E. Morton Government Center
999 Broad Street
Bridgeport, CT 06604

Each person is responsible for delivery of each Proposal by the date and time required sent to any other office or received at any later time will not be accepted. Each Proposer is responsible for taking steps to ensure that its Proposal is delivered by the date and time required for submission.

3. All Proposals must be received by 3:00p.m. on June 25, 2020 at the required address by mail, by recognized overnight delivery service or by hand-delivery. Postmarks, pick-up dates, email confirmations or facsimile (FAX) transmissions are not evidence of actual receipt and will not be accepted in lieu of this requirement for actual delivery.
4. The BBOE reserves the right to terminate this RFP for any reason or for no reason, reserves the right to re-bid for the services, reserves the right to decline to re-bid the services and reserves the right not to issue a contract in its sole and absolute discretion.

C. Contract Provisions

1. The successful Proposer must agree to all terms and conditions of a Contract with the BBOE as a condition of performing any Services, which Contract will include a code of conduct for interaction with all students.

Section IV. PROPOSAL FORMAT AND CONTENT

In order to be considered complete, the Proposer shall supply all of the information requested in this section of the RFP. A Proposal that fails to comply completely with all material requirements will be deemed nonresponsive. The BBOE, however, reserves the right to waive any immaterial noncompliance that in its judgment does not compromise the overall purpose and intent of the RFP. The Proposal shall include the sections listed below and shall be submitted in the following format and order:

A. Proposal Format

1. The Proposal should be prepared simply and economically providing straightforward and concise delineation of the Proposer's capabilities to satisfy the requirements of this RFP. Fancy bindings, colored displays, and promotional materials are neither necessary nor desired. Emphasis in the Proposal should be on completeness and clarity of content. The evaluation process will not provide credit for capabilities or advantages that are not clearly shown in the written proposal or that have not been requested pursuant to this RFP.
2. All Proposals shall require a sufficient number of copies of proposals, recognizing that copies will be necessary for each member of the Evaluation Committee as well as each BBOE Member.
3. The Proposal must be submitted in the legal entity name of the Proposer. The Proposal must be signed by authorized representative of the proposer, a corporate officer, or authorized agent of the Proposer.

B. Proposal Cover Letter and Statement of Intent to Meet RFP Requirements

A cover letter and Statement of Intent to Meet RFP requirements must be submitted to the BBOE.

C. Table of Contents

A table of contents shall be provided that identifies all major sections of the Proposal by page number. All exhibits and attachments shall also be identified and referenced by page number.

D. Body of Proposal

1. Qualifications

- a. Statements describing background, including date established, type of ownership, location of headquarters and offices, and number of employees engaged in providing services to transitioned students.
- b. Description of services that distinguish the Proposer from the competition.

2. Experience

- a. Statements describing work history and successful experience on similar projects, within the last five (5) years
- b. Provide proof the proposer as worked with similar population who will participate in a transition program.

3. Organizational Structure

The content of this section shall describe how the Proposer intends to organize resources, as necessary to render the Services required by this RFP.

For Staff assigned to oversee and/or provide Services, the Proposer shall provide the following:

- c. Resumes describing their educational background and relevant experience;
- d. Percentage of time to be devoted to rendering Services; and
- e. Job titles;
- f. Indication if the Staff is an employee of the Proposer, or if she/he is a subcontractor or employee of a subcontractor.

At the time of selection of the Proposer, it shall be required to provide the results of all Screening Protocols listed herein as to each employee involved in rendering Services, which requirement shall

continue on a rolling basis as the Proposer replaces employees during the term of the contract.

4. Workplan

Submit a workplan ("Workplan") for rendering the Services, which shall:

- g. Describe the major activities and processes with timelines (consistent with the objectives delineated in Section II A) necessary to provide the Services and deliverables outlined in Section II B and II C.
- h. Be organized by the Services outlined in Section II B.

The Workplan should detail any data and other information expected or assumed to be provided by the BBOE, as well as specific tasks or activities expected to be completed by the BBOE.

5. Costs/Bid Sheet

Provide a completed bid sheet for the performance of the Services as required in this RFP as set forth on **Exhibit B**.

6. References

- i. Proposer shall provide three (3) letters of reference from current and/or former clients for whom the Proposer has provided services similar to those required herein.
- j. Letters of reference shall include the name, address and telephone number of the individuals who provide the references.
- k. The BBOE will contact references. If references cannot be reached, the Proposal shall be considered appropriately. If references obtained by the BBOE are not favorable, it may refuse to consider the Proposal.
- l. References will not be used as a specific evaluation criterion for scoring purposes but the lack thereof or the quality of the reference shall be taken into consideration as part of the evaluation of qualifications and experience.

7. Location and Facility

- m. The Proposer shall identify the facility and address to include a certificate of occupancy and Zoning compliance for the use as a School where the Services will be rendered, prior to or as a precondition of any notice of intent to award or entry into a contract.

Section V. SELECTION PROCESS

A. Evaluation Criteria

Proposals will be evaluated on a uniform 100-point scoring system. Any Evaluation Credits (see below) that may be awarded for a Target Group for these professional services identified under the City's Minority Business Enterprise Ordinance, as amended, shall be in addition to the scores achieved under the 100-point scoring system. Scoring will be awarded up to the maximum points shown in each category below.

Criteria	Maximum Points
Qualifications	20
Quality of Past Success/ Experience	20
Organizational Structure	25
Work Plan	15
Costs	20
Total Possible Points (without MBE points)	100

The allocation formula for points for costs is as follows:

Lowest Bid amount divided by current bid amount times
maximum "Costs" points = points

Percentages will be rounded to the nearest whole number. See below for example:

<u>Bids</u>	<u>Allocation Formula</u>	<u>Points</u>
\$100 (lowest bid)	$\$100/100 \times 20$	20
\$150	$\$100/150 \times 20$	13

B. Evaluation Process

Proposals shall be evaluated and a notice of intent to award issued in the following manner:

1. All Proposals shall be submitted to an Evaluation Committee, which shall evaluate and score the Proposals. The Evaluation Committee may be comprised of, but is not limited to, the following members:
 - Superintendent/Designee
 - Executive Director of HR
 - Supervisor of Specialized Instruction
 - Principal – High School
 - Principal – Elementary
 - Manager, Business Operations
2. All Proposals meeting the requirements of the RFP will be rated using the evaluation criteria identified above. The Evaluation Committee may schedule interviews with the top candidates. Proposers will be notified of any additional required information or interviews after written Proposals have been evaluated.
3. In the event that agreement cannot be reached with the selected Proposer, the BBOE, at its sole discretion, shall have the right to negotiate with the next ranking Proposer until an agreement can be reached. If no agreement can be reached with the next ranking Proposer, the BBOE will continue until an agreement can be reached with another Proposer or until the BBOE decides to terminate the RFP process in its sole and absolute discretion.
4. The BBOE reserves the right to reject any or all submittals; request clarification of any submitted information; waive any informalities or irregularities in any submittals or cancel all or any portion of the selection proceedings at any time.
5. Proposals that contain false or misleading statements or which provide a reference that do not support an attribute claimed by the Proposer may result in the BBOE declining to further consider the Proposer. If, in the opinion of the BBOE, such information was intended to mislead the BBOE in its evaluation, it will be the basis for the rejection of the Proposal.

VI. MBE (Minority Business Enterprises) in order to receive any award favorable to Minority Business Enterprises (See Ch.3.12.130, City Ordinances) for goods, materials and general services, all MBE firms, for themselves and their sub- contractors, must submit a true copy of their current (no older than 2 years) State of Connecticut certification, other government certification in another City or State, or certification from one of the recognized independent organizations listed on the City's website under "Purchasing" as a minority-owned, or disadvantaged-owned business. The BBOE reserves the right to authenticate such certification."

Minority Business Enterprises Are Encouraged to Respond. The District encourages Minority Business Enterprises ("MBEs") to submit their qualifications and fee proposal. An MBE firm or a joint venture of which it is a part is entitled to Evaluation Credits if it is a Target Group for these services under the provisions of the Minority Business Enterprise Ordinance, Section 3.12.130 of the City Ordinances ("MBE Ordinance"). Target Groups ("Target Groups") for this procurement are:

- African Americans
- Asian Americans
- Hispanic Americans
- Minority females
- Caucasian females

Non-Minority Proposers Are Encouraged to Joint Venture with Target Group Proposers. Non-minority proposers are encouraged to form joint venture arrangements (described below) with a Target Group and the resulting joint venture will be entitled to additional points based on the extent of the Target Group's ownership interest in the joint venture as further described below.

Additional Evaluation Credits for Prime Contractors That Are Target Group Members (10 points); Non-MBE Proposers Forming Joint Ventures with Target Groups (maximum 5 points): Proposers that demonstrate that they are Minority Business Enterprises that constitute

Target Groups, as defined in the City's Minority

Business Enterprise Ordinance, Chapter 3.12.130, shall be granted an additional ten points (10) as Evaluation Credits. The Target Groups for professional services include:

- African Americans
- Asian Americans
- Hispanic Americans
- Minority females
- Caucasian females

For further information about the MBE Ordinance, Target Groups or the assignment of Evaluation Credits, please call Fred Gee at 203-576-8473.

Evaluation Credits will be assigned to (a) proposers who are Target Group proposers defined in the MBE Ordinance or to (b) non-MBE proposers who have entered into a joint venture arrangement with a Target Group for this RFQ/RFP. The Target Groups for this solicitation are Asian Americans, Hispanic Americans, Minority Business Enterprises, Minority Female Business Enterprises and Caucasian Females. A “joint venture” is a written contractual business undertaking by two or more parties who agree to contribute equity and to share risk, expertise, experience, and profits in the undertaking. The term “joint venture” refers to the purpose of the entity but not its type. A joint venture can be a corporation, a limited liability company, a partnership, individuals or groups of individuals, or another legal structure. It is typically established for a single business transaction. The joint venture agreement includes an agreement to form a new entity, an agreement to contribute equity, an agreement to share revenues, expenses and profits, and an agreement concerning control of the enterprise. Evidence of the written existence and attributes of a joint venture must be submitted at the time of bid submission. The District, with the advice of the Office of the City Attorney, will determine the qualifications and entitlement to joint venture status of any such entity in the exercise of its prudent business judgment, reasonably exercised.

The points for Evaluation Credits that will be assigned shall be (a) ten (10) points to prime contractors that are Target Group proposers or (b) up to five (5) points to non-MBE proposers that have formed joint venture arrangements with Target Group proposers determined by a formula that takes the percentage of the Target Group firm’s ownership interest in such joint venture converted to a percentage (e.g., .25 or 25% ownership interest x 10 = 2.5 points) to arrive at the number of points not to exceed 5.

A Target Group firm seeking Evaluation Credits must provide a certification of its minority business status and state in its qualifications statement its desire to be recognized as a minority business enterprise and to receive Evaluation Credits. A non-MBE firm seeking Evaluation Credits must (A) state the basis for seeking Evaluation Credits, (B) identify the joint venture created with a Target Group firm, (C) identify the minority firm as one of the Target Groups for the type of services or work sought by the bid, (D) identify the Target Group's percentage ownership interest in the joint venture, (E) state whether such joint venture (i) was created only for this particular bid, (ii) is now and/or will in the future be utilized for bidding, (iii) is currently utilized for bidding on both public and private work, (iv) has bid on, undertaken or completed work in the past, together with a description of such work and customer contact information, and (F) describe the Target Group's active involvement in and dollar volume of the work that the Target Group will perform as part of the services that are the subject of the bid to ensure that its participation is reasonably similar to its percentage ownership interest in such entity. Items (A) through (F) must be supported by documentation satisfactory to the City so that the City can independently verify the basis for the claim to Evaluation Credits, determine any entitlement to the award of Evaluation Credits, and determine the amount of Evaluation Credits to be awarded.

Any MBE Evaluation Credits to which a proposer is entitled to shall be added to the score received from the Evaluation Committee.

Request for Proposals (RFP)
Carrier for Medicare Advantage Plan
Bid No. BFB11119C
CITY OF BRIDGEPORT, CT
DEPARTMENT OF PUBLIC PURCHASES
999 BROAD STREET
BRIDGEPORT, CT 06604
October 30, 2018

I. PURPOSE, GENERAL INFORMATION, BACKGROUND

A. **Purpose:** The City of Bridgeport, CT and the Bridgeport, CT Board of Education (the “City”) are seeking proposals from qualified insurance carriers (“Vendor”) to provide a fully insured group Medicare Advantage Plan (the “Plan”) for a closed group of approximately 2,500 Medicare-eligible retired employees and their eligible spouses or surviving spouses. The anticipated effective date is April 1, 2019.

B. Background

1. For many years, the City has provided either self-funded or insured Medicare Supplement or Advantage plans. Since March-2017, the City has provided a self-funded Medicare Supplement Plan. Benefits are provided pursuant to collective bargaining agreements between the City and the unions representing its employees. The City has provided self-funded Employer Group Waiver Plans (EGWP) to Medicare retirees since January-2012 administered by Express Scripts.
2. Member contributions to the Plan vary between 0% and 100% of plan costs, depending on their date of retirement and the union from which they retired.
3. Most members are covered by a plan that is equivalent to a Plan F (a federally standardized Medicare Supplement plan). In 2016, the City implemented eight additional Medicare Supplement plan designs that more closely mirror the plan designs being offered to pre-65 retirees. Members aging into Medicare today are subject to co-pays for office visits, emergency room visits and inpatient stays. For additional information on this subject, refer to Section II (F) under Scope of Services.
4. For budgeting, billing, administrative and reporting purposes, the City retirees are divided into four distinct groups – Civil Service & Grants, Fire & Police, Certified BOE and Non-Certified BOE.
5. Beacon Retiree Benefits Group LLC, a duly licensed broker doing business in the State of Connecticut, provides enrollment support, eligibility maintenance, member communications, plan oversight/management, claim resolution, call center functions and plan consulting to the City. Beacon is the broker-of-record for this population.

C. General Information

1. **Electronic Posting of Invitation to Bid.** The invitation to submit proposals will be posted on www.bidsync.com, the City’s electronic bidding website. All Questions and Answers about the RFP (Q & A process described in paragraph I. C. (5) below) will also be posted on such website.

2. **Minority Business Enterprises Are Encouraged to Respond.** The City encourages Minority Business Enterprises (“MBEs”) to submit their qualifications. For further information about the MBE Ordinance, Target Groups or the assignment of Evaluation Credits, please contact Fred Gee at 203-576-8473 or by email at Fred.Gee@bridgeportct.gov.

a. **Target Groups:**

- i. **Definition:** An MBE Vendor is entitled to Evaluation Credits if it is a Target Group for these services under the provisions of the Minority Business Enterprise Ordinance, Section 3.12.130 of the City Ordinances (“MBE Ordinance”). Target Groups for this procurement are: Asian Americans, Hispanic Americans, Caucasian females, MBEs, and minority female and Caucasian female minority business enterprises.
- ii. **Evaluation Credits:** Vendors that demonstrate that they are Minority **Business Enterprises** that constitute Target Groups, as defined in the City’s Minority Business Enterprise Ordinance, Chapter 3.12.130, shall be granted an additional ten points (10) as Evaluation Credits.
- iii. **Obtaining Target Group Certification:** A Target Group Vendor seeking Evaluation **Credits** must provide a certification of its minority business status and state in its qualifications statement its desire to be recognized as a minority business enterprise and to receive Evaluation Credits.

b. **Joint Ventures between Non-Minority Vendors and Target Group Vendors.** Non-minority Vendors are encouraged to form joint ventures or partnerships with Target Group Vendors and the joint venture will be entitled to additional points based on the extent of the Target Group’s ownership interest in the joint venture/partnership as further described below.

- i. **Meaning of Joint Venture:** A “joint venture” is a written contractual business undertaking by two or more parties who agree to contribute equity and to share risk, expertise, experience, and profits in the undertaking. The term “joint venture” refers to the purpose of the entity but not its type. A joint venture can be a corporation, a limited liability company, a partnership, individuals or groups of individuals, or another legal structure. It is typically established for a single business transaction. The joint venture agreement includes an agreement to form a new entity,

an agreement to contribute equity, an agreement to share revenues, expenses and profits, and an agreement concerning control of the enterprise.

- ii. **Evaluation Credits for Joint Ventures:** Up to five (5) points to non-MBE **Vendors** that have formed joint venture arrangements with Target Group Vendors determined by a formula that takes the percentage of the Target Group Vendor's ownership interest in such joint venture converted to a percentage (e.g., .25 or 25% ownership interest x 10 = 2.5 points) to arrive at the number of points not to exceed 5.
- iii. **Applying for Evaluation Credits:** Evidence of the written existence and **attributes** of a joint venture must be submitted at the time of bid submission. The City, with the advice of the Office of the City Attorney, will determine the qualifications and entitlement to joint venture status of any such entity in the exercise of its prudent business judgment, reasonably exercised.
- iv. Requirements of non-MBE Vendors seeking Evaluation Credits
 - (a) state the basis for seeking Evaluation Credits,
 - (b) identify the joint venture created with a Target Group Vendor,
 - (c) identify the minority Vendor as one of the Target Groups for the type of services or work sought by the bid,
 - (d) identify the Target Group's percentage ownership interest in the joint venture,
 - (e) State whether such joint venture
 - (i) Was created only for this particular bid,
 - (ii) Is now and/or will in the future be utilized for bidding,
 - (iii) Is currently utilized for bidding on both public and private work,
 - (iv) Has bid on, undertaken or completed work in the past, together with a description of such work and customer contact information.
 - (f) Describe the Target Group's active involvement in and dollar volume of the work that the Target Group will perform as part of the services that are the subject of the bid to ensure that its participation is reasonably similar to its percentage ownership interest in such entity. Items (a) through (f) must be supported by documentation satisfactory to the City so that the City can independently verify the

basis for the claim to Evaluation Credits, determine any entitlement to the award of Evaluation Credits, and determine the amount of Evaluation Credits to be awarded.

3. **Treatment of Confidential Information.** Financial statements, proposals and other business confidential information may not be subject to disclosure under the Connecticut Freedom of Information law, Section 1-210(b)(5)(A) of the Connecticut General Statutes (FOIA), if such information constitutes "trade secrets" as defined therein. If a Vendor desires certain information to be protected from disclosure under FOIA as a trade secret, a Vendor should clearly identify such information, place such information in a separate envelope appropriately marked, and submit such information with its bid or proposal. Such information shall be retained by the Project Manager in confidence, shall only be viewed by City employees and consultants having a "need to know," and shall be returned to all unsuccessful Vendors or respondents, or will be destroyed, upon award or the termination or withdrawal of the bid. If such information is sought to be disclosed, the Project Manager will afford notice to the party or parties whose information is being sought so that each has an opportunity to dispute disclosure in a court of law at such party's sole cost and expense. The City shall protect information from disclosure or refuse to disclose such information unless it (i) is already known; (ii) is in the public domain through no wrongful act of the City; (iii) is received by the City from a third party who was free to disclose it; (iv) may be properly disclosed under FOIA; or (v) is required to be disclosed by a court of law.
4. **Vendor's Costs in responding to this RFP:** The City shall not be liable for any costs the Vendor incurs in preparation and submission of its proposal, in participating in the selection process or in anticipation of an award of contract.
5. **Questions and Answers About this RFP:** It is the responsibility of the Vendor to inquire about additional information or clarification of any aspect of this RFP, by submitting questions to www.bidsync.com. Questions will be received until **5:00 PM on November 13, 2018**. All responses will be posted no later than **5:00 PM on November 20, 2018**. All Vendors are obligated to become familiar with such questions and responses and to submit or revise their proposals accordingly. The City assumes no responsibility for a Vendor's failure to read questions and responses or to revise their proposals accordingly.
6. **Request for Modification:** The City reserves the right to (1) request that Vendors modify their proposals to more fully meet the needs of the City, (2) negotiate modifications to the proposal with the successful Vendor, and (3) waive minor irregularities in the proposals. If it becomes necessary to revise or amend any part of

this RFP, the City will post a revision by written addendum to Bidsync and contact Vendors who notified the City of their intent to respond to this RFP.

7. **Proposals Become the property of the City:** Any information or materials submitted as a response to this RFP shall become the property of the City of Bridgeport and will not be returned. All submitted materials will be available for public review.
8. **Form of Agreement:** The parties will use an insurance policy/contract created by the selected Vendor with mutually agreed upon modifications. Upon the acceptance of a proposal, the City will endeavor to negotiate a mutually satisfactory contract with the successful Vendor. In the event the successful Vendor fails, neglects or refuses to reach agreement with the City on contract language within thirty (30) days after the selection procedure has been approved by the Board of Public Purchases the City may, at its option, terminate and cancel its action in awarding said contract, the City's offer of a contract shall be withdrawn and the contract shall become null and void and of no effect, and the City may consider other proposals or solicit new proposals.
9. **Intent to Respond Notification:** The City has excluded certain information from the bid specifications included in this RFP. Vendor is requested to notify Richard.Weiner@Bridgeportct.gov of its intention to respond to this RFP **no later than November 30, 2018. Vendor must provide a return email address.** Upon receipt of Vendor's notice, City will send a participant census, claims data and benefit summaries by return email.
10. **Tentative Bid Review Timetable.** Dates are subject to change

RFP Issued	Tuesday, October 30, 2018
Deadline to ask questions	Tuesday, November 13, 2018
Answers to questions to be posted on Bidsync by	Tuesday, November 20, 2018
Deadline to submit intent to respond	Friday, November 30, 2018
Deadline to submit proposals	Wednesday, December 19, 2018
Interviews to be completed by	Wednesday, January 09, 2019
Vendor Selected by	Friday, January 11, 2019

11. **Conformance to RFP Specifications:** Vendor's proposal is presumed to conform in every respect to the Scope of Service described herein except where Vendor has expressly set forth deviations from these specifications.
12. **Right to reject submissions and/or cancel this RFP:** This RFP in no way obligates the City to select a Vendor. Moreover, the City may, at any time prior to the execution of a contract, reject any and all proposals and/or cancel this RFP without further liability therefor, when doing so is deemed to be in the City's best interests.
13. **Who Can Bid:** Proposals will only be accepted from Vendors contracted with CMS and licensed to sell, administer and adjudicate claims for fully insured Medicare Advantage Plans for employers domiciled in the State of Connecticut with a retiree population residing in all fifty (50) states and Puerto Rico. The City has an agreement with a Broker-of-Record to perform certain services relative to this contract. Intermediaries other than the Vendor as defined herein will not be compensated by the City for their services.
14. **No Contact between Vendor and City or Beacon Retiree Benefits Group.** Once this RFP is published, no Vendor may communicate with either the City or Beacon Retiree Benefits Group, on any substantive matter covered by this RFP except through the Question and Answer process described in paragraph I.C.(5) this document. Should administrative or logistical issues arise, the Vendor may contact the Department of Public Purchases (203-576-7158) for guidance. Any unauthorized contact will be grounds for immediate rejection of a Vendor's qualification and other remedies.
15. **Duration of Proposal:** By submitting a proposal to this RFP, Vendor agrees to honor the terms of its proposal for not less than 180 days from deadline for submission.

II. SCOPE OF SERVICES

- A. **Term of contract:** The term of this contract will commence on April 1, 2019 (Effective Date) and will end on December 31, 2020. The City shall have the option of four (4) one-year contract renewals.
- B. **Group Plan:** This Plan will be a group Medicare Advantage (MA) plan. MA plans should be passive PPO plans where member cost share is the same both in and out of network. Individual products will not be considered.
- C. **Anticipated Enrollment:** The population covered by this RFP is expected to be a closed group. The City has begun to transition certain employees and non-Medicare retirees to a plan sponsored by the State of Connecticut, called the *CT Partnership Plan*. Upon attaining

Medicare eligibility, these individuals will be enrolled in a Medicare version of this plan underwritten by United Healthcare. In addition, some individuals presently enrolled in the Plan covered by this RFP may be moved to the *Partnership* plan. The enrollment in the Plan covered by this RFP is estimated to be approximately 2,500.

D. **Geographic range of coverage:** United States and Puerto Rico

E. **Provisions pertaining to pre-existing conditions or waiting periods:** There will be no exclusions, restrictions or benefit limitations for pre-existing conditions, nor will there be any waiting periods for coverage.

F. **Plan Designs:** Vendor will provide nine (9) Medicare Advantage plan designs matching the following chart. Detailed designs will be provided upon receipt of Vendor's notice of intent to respond. If Vendor cannot precisely match the requested designs, it should so specify and propose its best alternative design which the City will consider. The City will assign the participants to the applicable Medicare Advantage plan based on the retiree or spouse's pre-65 benefit.

Plan No.	Office Visit Co-Pay	Hospital Co-Pay	ER Co-pay	Current Enrollment
1	\$0	\$0	\$0	2,298
2	\$15	\$0	\$50	2
3	\$10	\$200	\$75	102
4	\$20	\$200	\$75	147
5	\$25	\$200	\$75	10
6	\$15	\$200	\$75	35
7	\$20/\$40	\$200	\$75	2
8	\$25/\$40	\$200	\$75	5
9	\$15/\$20	\$200	\$75	14
				2,615

G. **Enrollment and Billing:**

1. Enrollment (initial eligibility, additions, terminations, changes) will be conducted through transmission of electronic eligibility files (in Excel) or via on-line capabilities. Vendor must have secure and HIPAA compliant data transmission capability.
2. Vendor will provide initial eligibility file with member policy numbers or unique IDs to allow for electronic reconciliations.

3. Vendor will issue monthly electronic invoices (in Excel) with applicable eligibility data for each plan design offered charging each of three divisions, as follows:
 - a. City: Retired Civil Service, Police and Firefighters
 - b. Board of Education: Retired Certified Employees
 - c. Board of Education: Retired Non-Certified Employees

H. Claim Reporting Requirements:

1. Carrier will provide claim data illustrating incurred and paid claims provided to the City on a semi-annual basis and upon renewal.
2. Claim data should be broken down by the City's four subgroups (Retired Civil Service, Retired Police and Firefighters, Retired Certified Employees and Retired Non-Certified Employees).

I. Claims Adjudication: Vendor will process claims with the speed and accuracy that is consistent with industry standards.

J. Customer Service

1. Vendor will provide a designated toll-free member services number.
2. Vendor will design and issue custom-designed member ID cards indicating City and BOE of Bridgeport.
3. Vendor will prepare and issue a Summary of Benefits and Explanation of Coverage for each member upon enrollment into the plan.
4. Vendor will work with and communicate directly with Beacon Retiree Benefits Group, the City's Medicare Retiree Benefit Plans Administrator. A designated account representative will be assigned to the City's groups to assist Beacon in the administration and servicing of the plan(s).

K. Financials

1. Vendor will provide a per-member-per-month premium quote for a period of not less than 12 months and preferably for 21 months or longer. Premiums should be proposed net of commissions. Any assumptions of anticipated ACA insurer fees or taxes should be outlined in the proposal.
2. Guarantees beyond this proposed time frame will be viewed as a value-added component to Vendor's proposal.
3. Premium rate increases may only take place on January 1 provided 120 days' notice is given before anticipated change takes effect. Vendor will describe any terms or conditions under which it would modify rates.
4. Vendor's proposal includes all printing and postage costs for ID cards, booklets, benefit summaries, EOCs and any other communications required by law. On-line services for Members or City will be considered a value-added component.

III. MANDATORY SUBMISSION REQUIREMENTS: Each Vendor must submit its proposal addressing the items requested below. Requested information omitted by the Vendor is done at the Vendor's peril. The City reserves the right to investigate all statements made by Vendor as to its qualifications and to request additional information it deems necessary.

A. Non-Collusion Agreement (see Bid-Sync website)

B. Bidder Information (see Bid-Sync website)

C. Provide a cover letter including the following items

1. **Vendor's name, address and contact information (telephone, fax, email and street address)** for the representative for this proposal and the signature of the officer authorized to contract with the City for services proposed herein.
2. **Company History and Capabilities:**
 - a. Provide an overview of the general nature of Vendor's business, services rendered, and clients served.
 - b. Provide information relating to Vendor's business structure and parent ownership, if applicable.
 - c. Specify location of offices that will service this account.
 - d. Describe business history including experience in providing the services described in Section II, Scope of Services.

- e. Provide information regarding the qualifications of the staff who will service this contract.
 3. **License to Provide Insurance:** Provide a statement that Vendor is licensed to sell and administer group Medicare Advantage Insurance plans in all fifty (50) states and Puerto Rico.
 4. **Financial Strength:** Provide documentation from three recognized national rating agencies attesting to Vendor's financial strength (if applicable to your organization).
 5. **Client References:** Provide names, contact information, and dates of engagement for three organizations of comparable size and complexity to the City for which Vendor has performed services comparable to that described in the Scope of Services. In addition, list account(s), if any, that Vendor has lost in the past three years. If none, state, "None."
 6. **Summarization of Strengths:** Provide a statement explaining why the Vendor is the best qualified vendor for this contract.
- D. **Scope of Services:** Present proposal citing all items from the Scope of Services including
1. Term of Contract proposed
 2. Plan design(s)
 3. Enrollment, billing and payment procedures
 4. Implementation: Specify steps and time periods required for a trouble-free implementation on the Effective Date.
 5. Customer service commitments
 6. Cost proposal
 - a. State the premium Vendor proposes to charge on a per Member per month basis, exclusive of brokers' commissions for each plan design.
 - b. Specify any guarantees in excess of a 12-month premium rate.
 - c. List and explain any other expenses Vendor proposes to charge for its proposal.

- d. Any charges not stated herein, may not be submitted later.
- e. Quotations must be exclusive of taxes for which the City is not liable. Tax exemption certificates will be furnished upon request.
- E. **Sample Contract:** Provide a sample contract Vendor proposes to use for this service.
- F. **Answers to questions listed in Section V (below):** When answering the questions contained in Section V, please repeat the questions and provide its answers numbered to correspond to the question as indicated in Section V. Respond to all questions that relate to the proposal you are submitting. Those questions that do not apply to your proposal should be so noted in your response. Vendor is requested to respond only to the specific questions asked in this RFP.
- G. **Describe Value-added services and/or innovative programs** not addressed elsewhere.
- H. **Evaluation Credits:** If applicable, state the basis for seeking Evaluation Credits. **See Section (I) (C) (2), above.**

IV. SUBMISSION OF PROPOSALS

A. **Copies required, address and deadline for submission:**

Vendor will submit six (6) copies of its proposal in separate, sealed envelopes and one (1) flash drive with electronic copy containing the items listed in Section III, Mandatory Submission Requirements, to the Department of Public Purchases, 999 Broad Street, Bridgeport, CT 06604 by **2:00 PM on Wednesday, December 19, 2018** and then at said office to be publicly opened. **Note to Vendors: time is of the essence: late submissions, regardless of the reason, will not be accepted.**

- B. Please mark your envelope: **RFP for Carrier for Medicare Advantage Plan – BFB11119C**. If your envelope is not marked accordingly, the City will not assume responsibility if your package is misdirected or its delivery delayed.

V. EVALUATION PROCESS

- A. **Selection Committee.** A Selection Committee consisting of three to five employees of the Plan Sponsor including the Benefits Manager (Project Manager), Employee Services Coordinator, Supervisor of Payroll and Benefits and others with knowledge of group benefits and/or finance will be appointed to conduct a comprehensive, fair and impartial evaluation of all proposals. The composition of the Selection Committee is subject to change at the discretion of the City.

B. Evaluation Steps

1. Beacon Retiree Benefits Group and the Project Manager will perform an initial review of the responses for compliance with the required documentation to determine responsiveness and if additional time should be granted for missing or incomplete items. An initial ranking of proposals will be performed using the evaluation criteria describe in paragraph C, below.
2. Beacon will then meet with the Selection Committee to discuss its findings and advise the Committee on the creation of a short list of Vendors and to determine the need for finalist interviews. The Selection Committee may request additional information from Vendors.
3. The Selection Committee will evaluate the finalist proposals relative to the Scope of Services based on their responses to the Mandatory Submission Requirements, Proposal Questionnaires, the various exhibits which they provide and the results of the interviews (if conducted) using the Evaluation Criteria described in paragraph C below to determine twinning Vendor.
4. The selection process and decision will be reviewed by the Board of Public Purchases for compliance with the City's purchasing ordinance
5. The winning Vendor will then be invited to enter into a contract with the Plan Sponsor which is subject to approval by the City Attorney and then by the City Council and the Mayor. Prior to completion of this step, the Plan Sponsor may cancel this RFP without further liability thereto.
6. A notice to proceed will be issued upon execution of the contract.

C. Selection Criteria: The City will use a mandatory 100-point scoring system.

1. Cost: Value to the City and plan members as measured by competitiveness of premium proposal, fees, guarantees, contract term, value-added services, cost controls and financial strength of Vendor. **50 points**
2. Ability of the Vendor to deliver the Scope of Services, including,
 - a. Capacity to administer multiple plan designs
 - b. Enrollment and billing practices
 - c. Provider network
 - d. Claim reporting
 - e. Speed and accuracy in adjudicating claims

- f. Communication services.
 - g. Customer Service support. **25 points**
3. Vendor's experience and client references in delivering the Scope of Services to other organizations of comparable size, complexity and nature as that of the City. **25 points**
4. MBE Evaluation Credits (See paragraph I(C)(3), above):
- a. For Prime Contractors That Are Target Group Members (10 points)
 - b. Non-MBE Vendors Forming Joint Ventures with Target Groups (**maximum 5 points**).

VI. QUESTIONS

For Vendor's proposal to be considered and accepted, Vendor must provide answers to the questions presented in this section. When answering the questions, please repeat the questions and provide answers numbered to correspond to the question as indicated in the RFP. All questions must be answered. Reference should not be made to a prior response, or to Vendor's contract, unless the question involved specifically provides such an option. Refer to earlier sections of this RFP before responding to any of the questions in order to have a complete understanding of City's requirements with respect to the bid. Please respond to all questions that relate to Vendor's proposal. Questions that do not apply to Vendor's proposal should be so noted.

1. Has your organization experienced a security breach whereby member PHI has been compromised at any point during the last ten years? If so, please describe what actions were taken as a result of that breach, how quickly the breach was identified, how many records were involved and what steps have been taken to avoid such breaches in the future.
2. Describe the rating methodology used to develop the proposed and future premium rates and fees.
3. In providing a fully insured premium proposal, will the City be pooled with other employers or rated on its own merit?
4. Please indicate if the risk is held entirely by Vendor's organization or shared with a reinsurer or other risk bearing entities.

5. Please provide actual renewal percentage increases for comparable groups over the last 5 years and any other information that may provide a historical benchmark.
6. In the case of a fully insured arrangement, please describe the Vendor's typical billing process, when invoices are distributed, when premium payments are due and what grace periods apply.
7. Please provide the total number of existing enrolled members in Vendor's Medicare Advantage plans and breakdown that membership between individual enrollees vs. group members.
8. Please provide the total number of employer groups or unions with 1,000 or more retirees enrolled in group Medicare Advantage plans with Vendor's organization.
9. Please provide a sample of Vendor's master employer group application and any certificate, policy or schedule of benefits that would apply to the City under these proposed plans.
10. Please provide Vendor's standard reporting templates or sample claim reports.
11. Please provide a GeoAccess report illustrating and analyzing member accessibility to participating providers in the proposed plan.
 - a. Please provide all member locations (zip codes) where your firm is unable to provide access within two to five miles.
 - b. Please provide an average distance to a primary care provider.
 - c. Please provide an average distance to each major specialty provider
 - d. Please provide an average distance to critical care centers or hospitals.
12. Describe your efforts or ability to recruit frequently-used non-network providers into your network.
13. Describe your organization's willingness and ability to reach out to providers to educate their offices relative to the proposed plan on behalf of City members.
14. In the past five years, how many providers have you terminated from the proposed MA network? How many providers have voluntarily requested termination from your MA network?

15. Describe your organization's Medicare Advantage network growth and development plans.
16. Would you approach a provider for recruitment upon member or City request? If so, what is the process?
17. What is your current CMS Star rating for the proposed plan? Please provide the plan's CMS Star Rating for the past five years.
18. Describe care management programs that assist retirees in proper utilization, health improvement and usage of quality healthcare providers.
19. Describe how your plan supports members who are managing multiple health conditions.
20. Describe your process for ensuring continuity of care during transition.
21. Describe the process if members of the plan are inpatient on the effective date of change. Please describe if the process differs between acute care hospitals or skilled nursing facilities.
22. Describe in detail all programs and services, such as wellness programs, disease management programs, case management programs, pharmacy utilization management programs you will offer with this plan that may in some way control costs.
23. Describe how your proposed plan design enhances quality of care, including improvements in health status and clinical outcomes.
24. Please provide a list of services covered under the plan that require prior authorization. Please describe the process.
25. How are denials communicated to the member? To the provider? What is the turnaround time for a prior authorization request.
26. How does the appeals process for prior authorization denials work?
27. Please describe your expedited appeals process. How long is the turnaround time? What percentage of denials are overturned? What percentage of prior authorizations are denied?
28. Please describe your non-expedited appeals process. How long is the turnaround time?

29. For retirees who enroll after the original effective date of the plan, approximately how long does it take from the date Vendor is notified to add them to the plan until their ID card and documents are mailed?
30. Does Vendor provide any on-line enrollment capabilities or offer any on-line administration to the group? Does Vendor provide any on-line capabilities to the enrolled members in the proposed plan? Please explain.
31. City retirees and spouses are all enrolled as single participants. Please confirm that this is acceptable to Vendor's organization.
32. Please describe your policy regarding retroactive enrollments and cancellations.
33. How do eligibility, member services and claims administration interface?
34. Will there be a dedicated service team for City retirees?
35. Where will the customer service representatives for City retirees be located?
36. What is Vendor's current customer service staffing level per member?
37. Do customer service representatives have access to claims and eligibility?
38. What are the hours of operation for Vendor's customer service unit?
39. Do members reach an automated system during the hours of operation? After hours?
40. If a retiree leaves a voicemail, how long before a call is returned?
41. Are calls recorded and tracked electronically?
42. Can retirees contact Vendor's customer service team via email?
43. What is Vendor's telephone call response times, average speed of answer and average hold time?
44. Please provide current performance goals and actual results for:
 - a. Claims processing turnaround time
 - b. Payment accuracy
 - c. Financial accuracy

45. Please provide the turnaround time distribution shown below using results from 2017 and 2018 YTD:
- a. Percentage of claims processed and paid within 5 working days
 - b. Percentage of claims processed and paid within 10 working days
 - c. Percentage of claims processed and paid within 20 working days
 - d. Percentage of claims processed and paid within 20+ days
46. Describe fraud and abuse detection and prevention practices which will pertain to this contract, including practices to detect and avoid duplicate billing and payments?
47. What percentage of Vendor's Medicare claims are processed manually?
48. Please provide a sample of Vendor's standard Explanation of Coverage (EOC).
49. Does Vendor have the ability to customize EOCs?
50. Is Vendor able to provide retirees on-line access to their claims information?
51. What is the proposed staffing for this account, including brief biographies of key Personnel?
52. Please share any high level performance guarantees Vendor will consider for all member services, claims administration and eligibility processing.
53. If Vendor has TPA partner(s) that will be involved in providing services in the administration of the City's plans, please provide the name(s) of those partners and services rendered.
54. Please provide an implementation schedule based on the proposed effective date. This should include details of specific activities, target dates, data requirements and responsibilities for completion.
55. What information does Vendor require from Beacon Retiree Benefits Group for implementation of its services? What data format is required?
56. As stated in the Scope of Services, the City retirees will require customized ID cards to be distributed directly to the retiree prior to the effective date. Please confirm that Vendor can provide this service initially and on an on-going basis.

57. Does Vendor use a third party to produce and distribute ID cards? If so, where are they located?
58. Please confirm that Vendor will assign a unique ID number for each member and that confirm what member identification number will appear on the ID card.
59. Please provide a sample ID card.
60. Please provide a list of medical services that require prior authorization under the proposed plan.

Bridgeport Public Schools Staff Movements

As of
June 22, 2020

I. PROBATIONARY APPOINTMENTS

	NAME	POSITION	EFFECTIVE
1.	Rebecca Gellatly	Music Teacher	08/26/2020
2.	Ashley Laquesse	Special Education Teacher	08/26/2020

II. RETIREMENTS

	NAME	SCHOOL	POSITION	YEARS of SERVICE	EFFECTIVE
1.	Lisette Colon	Human Resources Office	HR Talent Manager	29 Years	06/12/2020
2.	Theresa Harris	Bryant School	Elementary Teacher (Gr. 1)	32 Years	07/01/2020
3.	Brenda Pires	Dunbar School	Instructional Assistant	23 Years	06/30/2020
4.	Maria Tisdale	Harding High School	Resource Teacher	20 Years	06/30/2020
5.	Patricia Henneghan	Claytor Magnet Academy	Special Education Assistant	14 Years	06/18/2020
6.	Elaine Herlihy	Central High School	Resource Teacher	32 Years	07/01/2020
7.	Candida Umpierre	Roosevelt School	TESOL Teacher	25 Years	06/30/2020

III. SEPARATION FROM THE BOARD OF EDUCATION

	NAME	SCHOOL	POSITION	EFFECTIVE	REASON
1.	Heather Hickey	High Horizons	Math Teacher (Gr. 8)	06/30/2020	Personal
2.	Jacqueline Prieto	Read School	Kindergarten	07/27/2020	Personal
3.	Samantha Stine	Bassick High School	Biology Teacher	06/30/2020	Personal
4.	Catherine Yuan	BPT Juvenile Detention Center	General Science Teacher	07/20/2020	Personal
5.	Christopher Johnson	Bridgeport Military Academy	Naval Junior ROTC Officer	06/30/2020	Personal
6.	Elena Mayorga	Barnum School	Bilingual Kindergarten Teacher	06/30/2020	Personal