

BOARD OF EDUCATION

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

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Revised 2-12-21

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"Changing Futures and Achieving Excellence Together"

Bridgeport, Connecticut

February 12, 2021

Board Members:

A meeting of the Teaching & Learning Committee of the Board of Education will be held on Tuesday, February 16, 2021, at 6:00 PM via Video Conference Call. Link to view meeting will be made available to the public through <https://www.bridgeportedu.net/stream>.

Agenda

1. Approval of Minutes – January 19, 2021
2. Special Education Update
3. Cultural Relevancy Check: Language Arts/Literacy Curriculum
4. Discussion and Possible Action on the Psychological and Social-Emotional COVID Related Impact on Student Learning
5. Request for Purchase of New Mathematics Program for Grades 2-5, and 9/10
6. Adjourn

Joseph J. Lombard
Secretary
Board of Education

BBOE Teaching & Learning Committee Members:

Joseph Sokolovic (Chair)

Sybil Allen

Joseph J. Lombard

Michael J. Testani (Staff)

Tuesday, January 19, 2021

MINUTES OF THE TEACHING & LEARNING COMMITTEE OF THE BRIDGEPORT BOARD OF EDUCATION, held January 19, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:05 p.m. Present were members Chair Joe Sokolovic, Joseph Lombard, and Sybil Allen. Board members Bobbi Brown and Albert Benejan joined the meeting subsequently as noted.

Superintendent Michael J. Testani was present.

Ms. Allen moved to approve the committee's minutes of November 17, 2020. The motion was seconded by Mr. Lombard and unanimously approved.

The next agenda item was an update on the social studies curriculum and development for culture relevancy.

Supt. Testani said the members of the committee included accomplished social studies teachers and administrators. He said the committee was doing a great job in trying to revise the curriculum and save the district significant dollars.

Chris Johnson, co-chair of the curriculum development team, made a presentation. The team was assembled in December. He said the biggest changes are in 7th and 9th grades. He said the committee found a lot of overlap in studying certain subject such as Ancient Egypt. Ninth grade will move to more modern world history.

Mr. Johnson said the big thing the committee has done is to try to create a structure not based on textbooks, which are often written from a Eurocentric lens. He said there is concentration on the Connecticut Social Studies Framework skills which includes sustained inquiries. Students are presented with problems or challenges and they try to come up with solutions.

Mr. Johnson said the U.S. history group discussed the Progressive Era's response to the Gilded Era, and how to make that relevant to kids today. He said educators should instill the idea of our students becoming progressive members of society constantly pushing for social change. He said it will include analyzing primary source documents and arguing or debating a point.

Mr. Johnson said the original administrative team included six former history teachers, who then asked the principals to nominate their best teachers to contribute.

In response to a question, Mr. Johnson said there is full alignment with the state standards, which also aligns to Common Core standards. He said the district was ahead of the curve with the Perspectives on Race course. He said Dr. Canton is working with a group of teachers to revise that curriculum.

Mr. Sokolovic expressed concern about material that includes pictures that are not multicultural. Mr. Johnson said one goal is to round out the sources being used. He said the effort is to tap into our best teachers to make sure kids across the district are doing project-based learning, which leads to higher engagement. He described the way world history is being approached.

In response to a question, Supt. Testani said he has discussed with Ms. Siegel the district's approach to K-6 curriculum. The approach may be more traditional in that area after a committee has been put together to vet potential resources. He said the fruits of the current committee can be used when the K to 6 curriculum is addressed later.

In response to a question, Mr. Johnson said the graduation requirements for history are Modern World History in 9th grade; Civics, paired with Perspectives on Race, in 10th grade; and U.S. History in 11th grade.

Mr. Johnson said electives such as psychology, sociology and Latin American studies are being reworked.

The superintendent noted social studies had been without a director due to budget cuts since about ten years ago. He noted there are many skills embedded in the social studies curriculum such as reading, writing, and critical thinking.

Ms. Brown joined the meeting.

Ms. Brown said she was excited to see what the committee comes out with. She noted social studies inspired her while she was in school.

Supt. Testani said the state has made African-American and Latin American studies a minimum requirement, and the district is looking to stretch that, requiring both courses to graduate. He said Perspectives on Race is an important elective.

Mr. Sokolovic suggested a follow-up report on the work in April.

Mr. Benejan joined the meeting.

Mr. Sokolovic said he had discussion with the superintendent about the next agenda item on MTA track safety. He said the program looks good, but it is for the future. He suggested the matter be postponed, perhaps to May or June, until more attention can be devoted to it.

Ms. Allen moved "*to table this to another time that we can get more out of it.*" The motion was seconded by Mr. Lombard.

Mr. Sokolovic said he wanted to give the item a proper vetting and give it the respect it deserves, since it was referred by City Council members.

The motion was unanimously approved.

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

The meeting was adjourned at 6:31 p.m.

Respectfully submitted,

John McLeod

Specialized Instruction – Update 02/16/2021

IEP Students	
SEDAC Date - # Special Education Students	# Special Education Students
10/1/2020	4242
10/1/2019	4385
10/1/2018	4175
10/1/2017	4028
10/1/2016	3843
10/1/2015	3602
10/1/2014	3437
10/1/2013	3047
10/1/2012	3010
10/1/2011	2960

EVT - Initial Evaluations	# - Qualified
07/01/2020-06/30/2021	115
07/01/2019-06/30/2020	543
07/01/2018-06/30/2019	787
07/01/2017-06/30/2018	751
07/01/2016-06/30/2017	782
07/01/2015-06-30-2016	780
07/01/2014-06/30/2015	756
07/01/2013-06/30/2014	430
07/01/2012-06/30/2013	188
07/01/2011-06/30/2012	378

Evaluations:

Evaluations	10/16/2020	11/17/2020	12/17/2020	02/16/2021
Reevaluations-MISSED	581	272	299	111
Initials-MISSED	361	62	0	0
Reevaluations-Current	1507	1507	1401	943
Pending Initial-Current	750	750	271 (750)	243
Total Evaluations	3199	2591	2450	1297

Specialized Instruction – Update 02/16/2021

Out of District Placements:

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

SUMMARY - Out Of District	11/17/2020	12/07/2020	02/10/2021	%
The University School	24 (43)	23 (43)	24 (43)	55.81%
Disability Resource Network	39	39	39	
State Approved Schools (i.e., CES, ACES, High Roads, etc.)	256	252	254	
Total Out of District	319	316	317	

Charter School	Total Students	SPED Students	%
2686113 - Common Ground High School	3	1	33.33%
2696113 - The Bridge Academy	272	59	21.69%
2700113 - Side By Side Charter School	26	2	7.6%
2800113 - New Beginnings Inc. Family Academy	476	44	9.24%
2835113 - Park City Prep Charter School	348	31	8.9%
2850113 - Achievement First Bridgeport Academy	1128	104	9.2%
2860113 - Highville Charter School	1	0	0.0%
2940113 - Great Oaks Charter School	657	119	18.11%
2970113 - Capital Preparatory Harbor School	709	69	9.7%
Total	3620	429	-

	July	August	September	October	November	December	January	February
Due Process	0	0	1	0	0	0	1	0
Complaints	0	0	0	0	1	0	3	2

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

Collection Year: 2019-2020

District: 015 - BRIDGEPORT
Printed on: 02/12/2021 07:25 AM

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

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

Total Evaluation Student Records for this Collection Year: 543

Indicator 11 Calculation	Results	Public	Private	* Explanation
On-time Evaluations*	478	251	227	Complete on-time plus Complete with acceptable reasons
Late Evaluations*	52	17	35	Complete Beyond Timeline plus all Incomplete
Moved	13	12	1	
Parental Consents*	530	268	262	Parental Consents received minus Moved
Percentage*	90.2 %	93.7 %	86.6 %	On-time Evaluations divided by Parental Consents Received multiplied by 100

Record Status	Quantity
Complete	478
Complete Beyond Timeline	52
Moved	13
Incomplete	0
Incomplete Beyond Timeline	0
Total Evaluations	543

Denial of Basic Rights

Yes: 2 No: 50

Reasons for Delay	Quantity
1. Documented request by parent to reschedule or delay PPT meeting after agreeing to attend at a particular time and date.	1
2. Parent repeatedly fails or refuses to produce the child for evaluation.	0
3. Student Hospitalized/Extended absence with medical documentation that the student is not available for evaluation.	1
4. Student placed in diagnostic placement for the purpose of determining eligibility.	0
5. PPT Cancelled Due to Inclement Weather/Emergency closing.	7
6. Child referred from the Birth to Three System, had a 90-day transition conference, and either had an IEP in place by their 3rd birthday or was found not eligible.	4
7. Met state 45-school day implementation timeline.	469
8. Other	52
9. Documented agreement to extend the evaluation timeline for the purpose of determining a Specific Learning Disability (ED637 form)	0
Total Reasons for Delay	534

**Connecticut State Department of Education
SEDAC October 1, 2020 Federal Child Count**

Certification Confirmation

District: 015 - Bridgeport

Certified by: Robert E Arnold

Title: Executive Director of Specialized Instruction

Certified: 2/11/2021 9:30:00 AM

Active Students w/ Disabilities receiving Special Education and Related Services

The following tables contain data based on the most current information you have provided via the Special Education Data Application & Collection (SEDAC). The information should accurately reflect all students with disabilities for whom your school district was fiscally responsible on October 1 of the collection year, which includes students receiving services under an IEP as well as a services plan. Your Nexus Students educated out-of-district are also included. Districts have already reviewed the Child Count Verification Reports while reporting their SEDAC data. These data are used by the CSDE to determine Connecticut's Federal Child Count.

Students by Age	
<i>Total 3-21 Students:</i>	4242
<i>3-5 Students:</i>	467
<i>6-21 Students:</i>	3775

Students by Grade	
<i>PK:</i>	222
<i>K-12:</i>	4020

Students by Race	
<i>Amer. Indian / Alaskan Native:</i>	0
<i>Asian:</i>	7
<i>Black / African American:</i>	376
<i>White (non-Hispanic):</i>	85
<i>Hispanic/Latino of any race:</i>	437
<i>Native Hawaiian/Other Pacific Islander:</i>	0
<i>Two or more races:</i>	0

Students by Type	
<i>IEP:</i>	4242
<i>Service Plan:</i>	0

Students by Gender	
<i>Male:</i>	2832
<i>Female:</i>	1410
<i>Non-Binary:</i>	0

Students by Disability			
<i>Intellectually Disabled:</i>	216	<i>**Learning Disabilities:</i>	1803
<i>Hearing Impairment:</i>	26	<i>Deaf-Blindness:</i>	0
<i>Speech / Language</i>	246	<i>Multiple Disabilities:</i>	122
<i>Visual Impairment:</i>	3	<i>Autism:</i>	464
<i>Emotional Disturbance:</i>	249	<i>Traumatic Brain Injury (TBI):</i>	3
<i>Orthopedic Impairment:</i>	2	<i>Developmental Delay:</i>	370
<i>* Other Health Impairment:</i>	738	<i>ADD/ADHD *Included in</i>	543
		<i>Dyslexia **Included in LD:</i>	64

TWNDP Groups (K-12)	
<i>80-100%:</i>	2214
<i>40-79%:</i>	874
<i>0-39%:</i>	932

READY for RIGOR

A Framework for Culturally Responsive Teaching



AWARENESS

- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors



LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Give students language to talk about their learning moves



INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellectual capacity



COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

