

# BOARD OF EDUCATION

City Hall - 45 Lyon Terrace  
Bridgeport, Connecticut 06604

MEMBERS OF THE BOARD cont.

## MEMBERS OF THE BOARD

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"Changing Futures and Achieving Excellence Together"

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**Revised 5-18-2021**

Bridgeport, Connecticut

May 18, 2021

Board Members:

A meeting of the Teaching & Learning Committee of the Board of Education will be held on Tuesday, May 25, 2021, at 5:30 PM via Video Conference Call. Link to view meeting will be made available to the public through <https://www.bridgeportedu.net/stream>.

## Agenda

1. Approval of Minutes – April 27, 2021
2. SPED Update Including Up to Date Dashboard.
3. Discussion Summer Programming
4. Discussion and Possible Action on Effective School Solutions
5. Discussion and Possible Action on Read to Grow's Early Steps to Literacy Program at Claytor and Bryant School SY 2021-22, and Marin and Dunbar School SY 2022-2023
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, April 27, 2021

MINUTES OF THE TEACHING & LEARNING COMMITTEE OF THE BRIDGEPORT BOARD OF EDUCATION, held April 27, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:00 p.m. Present were members Chair Joe Sokolovic, Joseph Lombard, and Sybil Allen. Board member Albert Benejan was present.

Ms. Allen moved to approve the committee's minutes of March 16, 2021. The motion was seconded by Mr. Lombard and unanimously approved.

The next agenda item was a special education update. Dementred Young, director of social work, made a presentation.

Mr. Young said there were reduced numbers of special education students reported to the state this year compared to last year because it was harder to test kids that were not in school for in-person instruction. He said that testing is now ongoing.

Mr. Young said special education data is presented to the state every October 1st. On October 1, 2020, there were 4,243 special education students; with 467 in ages 3 to 5 and the rest 6 to 21 years. Male students comprise 2,832 of the total. The chart also displayed the racial breakdown.

Mr. Young presented data on the breakdown of special education students by disability, with the majority falling into the learning disability category.

Mr. Sokolovic said in future presentations he would like to see the figures placed next to student demographics. He said the two-thirds receiving special education services being male stood out.

In response to a question, Mr. Young said the categories more likely to lead to out-of-district placements are emotional disturbances and multiple disabilities. He noted out-of-district placements take place in the least-restrictive environment.

Mr. Young discussed out-of-district placements. He said the figures indicated the numbers have been going down each year from 2019-19. There were 11 students sent out of district this year, which is drastically lower because of Covid. Because students have been in school less they are less apt to show behaviors that lead to out-of-district placements.

Mr. Young displayed a summary of out-of-district placements, totaling 317. He said there are 43 seats for the district for The University School, but only 24 seats are filled. He said those figures only apply to special education students, not those expelled. He said another category is state-approved schools such as CES, ACES, and High Roads.

Mr. Young discussed the amount of special education students in charter schools. The totals were 3,620 students, of which 429 are special education students. He said the district has to provide all charter schools with services such as speech, social work, occupational or physical therapy, and special education.

Mr. Sokolovic noted Bridge Academy has the highest percentage of special education students: 21.69.

In response to a question, Mr. Young said he could look at historical numbers to see if charter schools were deselectioning special education students.

Mr. Young displayed a slide that showed the number of special education students has increased since 2011, but it did dip a little bit on 10/1/20.

In response to a question, Mr. Young said he believed the different departments are working more collaboratively to not over-identify students for special education. Mr. Sokolovic said he was always concerned about over-identifying or under-identifying, because each are dangerous to students.

Mr. Young displayed a slides on the special education evaluations. He said evaluations are still ongoing and haven't stopped. He pointed to the great progress in addressing missed reevaluations and initial evaluations.

The next agenda item was a culturally relevancy and science curriculum update. David Henry, district science director, presented on the item.

Mr. Henry said Dr. Morgan helped him take over as science director. He said Portia Scott-Thiam, a teacher, has been assigned to help with science leadership. He said he has created a team and invited anyone with science teaching responsibilities to join.

Mr. Henry discussed the digital science products in the district. The K to 5 level uses the HMH Science Dimensions, which expires in June of 2022. The 6 to 8 level uses iQuest, which is licensed through June 2024.

In response to a question, Mr. Henry said the science leadership team has put on professional development. He said this year's sessions has included material on Next General Science Standards presented through Teams. There were other sessions focusing on the digital products.

Mr. Sokolovic said he got involved in the board when there was an attempt to change the science theme at Park City Magnet. He said this led to his recognition of the underrepresentation of minorities in science and STEM. He said he finds science is better in Grades 7 to 12 than K to 5 because of teachers with science degrees in 7 to 12. He said he has observed the lack of science material on K to 5 bulletin boards. He said this leads to the science spark not being lit in young children.

Mr. Henry said he agreed and noted only 12 to 13 percent of students at Aquaculture are city residents. He said he could distribute science material to K to 5 classrooms through the superintendent's office.

In response to a question, Mr. Henry said the availability of digital licenses varies by school. He said he was looking to make some changes in the summer.

Mr. Henry said he asked teachers about culturally relevant practices. He read quotes from teachers, which included discussion of genes and pedigrees; sickle cell anemia; an interactive earthquake and volcano map; highlights of STEM in black history and women's history month; racism and sexism in science; and pollution in Bridgeport.

Mr. Henry described the virtual science fair, which included six outside scientists evaluating the projects. He said an

Aquaculture student will participate in an international science fair with a presentation on sharks.

Mr. Henry then discussed future plans. The science revision is on the fiscal schedule for the 2022-23 school year. This summer the curriculum will be reviewed and shored up, along with evaluating digital products.

Mr. Benejan said the plans looked amazing; he asked about costs. Mr. Henry said he believed the costs anticipated are within the parameters given to him by the CFO. Mr. Sokolovic said curriculum is in a renewal cycle as a normal course.

In response to a question, Mr. Henry said all Bridgeport students can take courses at Aquaculture, even if they are in another high school. He said the program covers a range of students, from students who want to earn college credits to those who are not interested in college but can get into the marine trades. He said the school included advanced equipment for the study of science. He said because the program is interdistrict there are students of all backgrounds that come together.

In response to a question, Mr. Henry said there is no allocation for a PTSO at Aquaculture; there is a parent-student organization, but there has not been in-person interaction during the Covid period. He said going forward it needs to improve. Mr. Benejan said he would be willing to assist with information and help.

Mr. Sokolovic urged board members take a tour of the Aquaculture school to see some of the amazing things there. He said he was surprised to learn how few Bridgeport students are in Aquaculture.

Mr. Henry said he believed we can do a better job of getting the word out for Bridgeport students. He said the fish market at the school is run by a Bassick student. He said at one point almost 50 percent of students were from Bridgeport.

Mr. Henry said Central students come to Aquaculture in the morning; Bassick and Harding students come in the afternoon. Fairfield and Trumbull are the biggest sending towns.

Mr. Henry said there is a video on YouTube about the school created the human resources department.

The next agenda item was an update on the plane being built at Bassick High.

Dr, Joseph Raiola, principal, said the students are having a great time and building relationships with the mentors and instructor. There are about 25 students and 15 mentors involved, including pilots, aviation mechanics, and business owners.

Dr. Raiola displayed an image of the airplane. The organization partnered with is Tango Flight. He said it had been a great experience for the school. The plane will not be finished for a couple more years. He said Steve Blum, the instructor, has been very meticulous about the operation . He said the shop where the plane is being worked on is set up as a first-class shop such as would be used in industry.

Dr Raiola displayed photos of students working on the plane, including extensive riveting. He said the work involved is repetitive, but has to be done meticulously, with a lot of quality control.

Mr. Benejan urged the board members visit Bassick to see the work on the plane and students' interaction with mentors. He asked that Mr. Blum also present to the board in the future.

In response to a question, Dr. Raiola said the focus right now is the hands-on work, not the science of flight and related subjects.

Mr. Sokolovic said this demonstrates when our programs are funded and they have what they need, our kids will go far. Dr. Raiola said he could provide an update in six months with Mr. Blum.

Mr. Benejan described the boo the students use, which includes the technical drawings of the plane.

The next agenda item was on social studies curriculum renewal update.

Chris Johnson said it is intended to develop a culturally responsive curriculum that can be adapted to anything that is happening currently, including shifting away from the way U.S. history has been taught. He said the idea is to get away from Eurocentrism. The concept is to talk about essential questions and big picture questions, so that every student can engage that content from a perspective that engages them and allows them to research.

Mr. Johnson said the history committee has looked at a multitude of resources and vendors, but it was noted there was not enough differentiated reading and ELL support in the products. He said we want students to become



participants in civics and understand how social sciences interact with one another.

Mr. Johnson noted Dr. Jenkins previously presented on Actively Learn. He said it comes with a catalog of content for social studies specifically. He described the resources available on Actively Learn, which has the ability to level to the student's reading level. He said a handful of teachers are piloting Actively Learn in the district currently and their feedback has been sought. He demonstrated how new and current lessons are presented in Actively Learn.

Mr. Johnson displayed the initial quote for Grades 7 to 12 that has been received for Actively Learn licenses: \$4.50 per student, or \$80,000 for two years. He said professional development would be included, along with the ability for district teachers to upload materials and resources for use by other teachers.

In response to a question, Mr. Johnson said he was looking to introduce the resources in the fall. Mr. Sokolovic noted the agenda item was phrased in a way that did not call for action by the committee.

In response to a question, Mr. Johnson said this is part of the social studies curriculum revision cycle. He said textbooks have been found to be not adaptive in this area. He said teachers are rewriting the curriculum to incorporate project-based learning, which put students in a situation to understand what's happening around them. He said Actively Learn is a support to help us to do that.

Mr. Sokolovic said the committee members could get more information from the links in the presentation. He suggested

if time was of the essence the next step might be to bring the purchase to the full board without a vote by the committee.

He said he would discuss the timing with Supt. Testani.

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

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

Respectfully submitted,

John McLeod

DRAFT



# Out of District Placements

Date	2018-2019	2019-2020	2020-2021
July Start of the school Year	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	1
March	5	4	2
April	5	0	2
May	7	0	2
June	2	0	
<b>Total</b>	<b>94</b>	<b>49</b>	<b>24</b>

# Summary of Placements

Summary of Out-of-District	11/17/2020	12/07/2020	02/10/2021	5/25/2021
The University School	24 (43)	23 (43)	24 (43)	24(40)
Disability Resource Network	39	39	39	39
State Approved Schools (i.e., CES, ACES, High Roads, etc,)	256	252	254	256 Increase of 2
Total Out of District	319	316	317	319

# Special Education Charter

Charter School	Total Students	Special Education Students 4/26/2021	Special Education Students 5/25/2021		Percentage
Common Ground High School	3	1	1		33.33%
The Bridge Academy	272	59	59		21.69%
Side by Side Charter School	26	2	2		7.6%
New Beginnings Inc. Family Academy	46	44	44		9.24%
Park City Prep	348	31	31		8.9%
Achievement First	1128	104	104		9.2%
Highville Charter School	1	0	0		0.0
Great Oaks Charter School	677	119	123	<b>4 New</b>	18.11%
Capital Preparatory Harbor School	709	69	71	<b>2 New</b>	9.7
<b>Total</b>	<b>3620</b>	<b>429</b>	<b>435</b>	<b>6</b>	

# Evaluations

	10/16/2020	11/17/2020	12/17/2020	02/16/2021	4/26/2021	5/24/2021
Reevaluations-MISSED	581	272	299	111	126	<b>124</b>
Initials-MISSED	361	62	0	0	66	<b>43</b>
Reevaluations-Current	1507	1507	1401	943	125	<b>123</b>
Pending Initial-Current	750	750	271 (750)	243	154	<b>101</b>
Total Evaluations	3199	2591	2450	1297	587	<b>391</b>



## **HIGH SCHOOL SUMMER SCHOOL REGISTRATION 2021**

**Online Registration Must First Be Completed With School Counselor**

Cost: \$50 Per Class

**Payment Dates:**

**Monday June 14<sup>th</sup> – Thursday June 17<sup>th</sup>  
1:00PM – 6:00PM**

**Central High School Library**

**FOR MORE INFORMATION PLEASE CALL:**

**203 – 275 – 2766**

**NO REGISTRATIONS AFTER JUNE 17<sup>th</sup>**





**NO REGISTRATIONS WILL BE ACCEPTED AFTER JUNE 17th**

**SUMMER SCHOOL DATES– June 28<sup>th</sup> - July 29th**

**Central High School  
1 Lincoln Boulevard**

**TUITION COST:** \$50 per course, Two Course Limit

**Registration:** Open to Bassick, Central, Harding, FCW, and BMA Students

**\*ALL STUDENTS MUST ATTEND IN PERSON\***

- 1. FULL PAYMENT MUST BE PAID AT TIME OF REGISTRATION**
- 2. Cash, Bank Check or Money Orders accepted NO PERSONAL CHECKS**
- 3. NO REFUNDS WILL BE GIVEN AFTER CLASSES BEGIN**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Student # \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_ Telephone # \_\_\_\_\_

\_\_\_\_\_  
COURSE

\_\_\_\_\_  
GUIDANCE COUNSELOR

**Grade should be sent to the following school:**

School Name \_\_\_\_\_

**PLEASE ATTACH A COPY OF THE STUDENT'S QUICK LOOKUP PAGE FROM POWERSCHOOL**

PRINCIPAL'S SIGNATURE IS REQUIRED FOR ANY STUDENT, WHO WILL GRADUATE UPON COMPLETION OF SUMMER SCHOOL. **THERE IS NOT A GRADUATION CEREMONY.**

\_\_\_\_\_  
Principal's Signature

I understand and accept that absences, vacations and tardies are not acceptable in the summer school program. Students will be allowed only one absence for any reason. Violation of these rules will result in dismissal from the summer school program AND denial of credit for class (es).

- 1. CLASSES START @ 7:45 A.M. DOORS WILL BE CLOSED AT 8:00 A.M.**
- 2. NO STUDENTS WILL BE ADMITTED AFTER 8 A.M.**
- 3. STUDENTS MAY NOT LEAVE THE BUILDING AT THE BREAK.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**NO REGISTRATIONS WILL BE ACCEPTED AFTER JUNE 17th**

## **COURSES OFFERED – 2021**

**English 9  
English 10  
English 11  
English 12  
P.E. (repeating only)  
Algebra 1  
Algebra 2  
Geometry**

**World Civilization  
United States History  
Civics  
Physical Science  
Biology  
Chemistry  
Environmental Science  
Spanish**

**All courses are for Credit Recovery. Students will not receive credit for courses that they have not previously taken and failed and have met BOE requirements to attend summer school.**

**Classes start at 7:45 a.m. and end at 12 p.m.**

**June 28th to July 29th  
Central High School  
1 Lincoln Boulevard**

**STUDENTS MUST HAVE THEIR OWN TRANSPORTATION.**

**TUITION COST: \$50 per course, Two Course Limit**

**Registration: Open to Bassick, Central, Harding, FCW, and BMA Students**

**\*Perfect Attendance and Successful Completion of all courses taken in summer school with a 'B' grade or better will earn a \$50 gift card.**

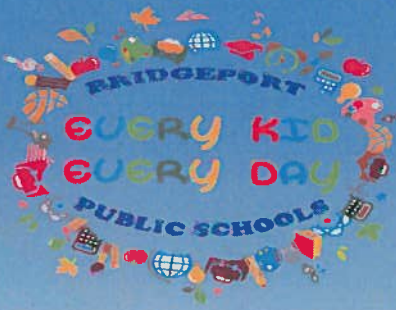
**\*Students who take only one course will receive a \$25 gift card for perfect attendance AND a grade of 'B' or better.**

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# Summer School Enrichment Program

For 8<sup>th</sup> graders who are pending retention (mandatory) and those recommended by their schools (optional)

- Dates = July 6<sup>th</sup> to July 23<sup>rd</sup> 2021
- Time = 8:30am to 12:30pm (academic mandatory session with focus on literacy & Numeracy) Perfect daily attendance June 6<sup>th</sup> – 23<sup>rd</sup> required for advancement to the next grade level
- Enrichment Optional Time = 12:30pm to 2:00pm
- Venue = Feeder Comprehensive High School – Central/Bassick/Harding will have their own program classroom(s)



**BRIDGEPORT PUBLIC SCHOOLS  
PRESENTS  
SUMMER SCHOOL ENRICHMENT**



**Sign Up Now! Grade 8 and Grade 9 Summer  
School Students**

Seats are limited! Central, Harding, Bassick  
Students will be able to participate in 3 activities.

Robotics Course, Virtual Reality Course, Drone  
Course, or Rocketry Course.

12:30pm-2:00PM

July 6th-July 23rd **Fill out Application on the back**

## Summer School Enrichment Application

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Emergency Phone \_\_\_\_\_

Parent's Name \_\_\_\_\_

Home Address \_\_\_\_\_

Parent Consent to Participate \_\_\_\_\_

Choose three choices– Check the boxes

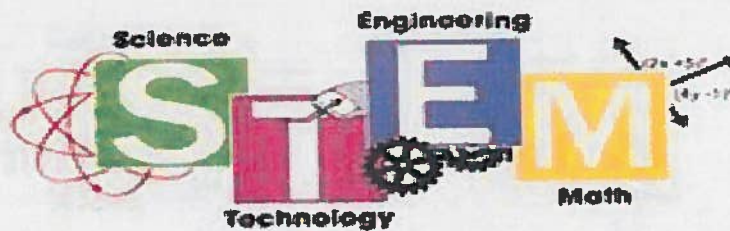
\_\_\_\_\_ Robotics

\_\_\_\_\_ Virtual Reality

\_\_\_\_\_ Drones

\_\_\_\_\_ Rocketry

Return all applications to your school counselor.



# Memo

**To:** Michael Testani, Superintendent

**From:** Melissa Jenkins, Ed.D., Executive Director of Early Childhood & Literacy

**cc:** Rita Valle, Executive Secretary for the Superintendent  
Tim Grasty, Administrative Assistant for the Superintendent

**Date:** May 24, 2021

**Re:** Early Reading Success Summer Academy 2021

The Early Reading Success (ERS) Summer Academy will provide summer reading acceleration to students completing grades K-3 school year 2020-21. An acceleration focus means students will be presented with reading instruction to create a strong start to the new school year and to create an excitement about learning and school. We strive to present a positive view of summer school to families.

For this year, students will also receive support in the area of mathematics. This component will include hands-on lessons to help students in developing computational fluency and conceptual understanding as they solve mathematical problems. Students will use essential manipulatives to engage in learning and practicing concepts taught during the year.

The ERS summer academy will be held from Monday, June 28, 2021, to Friday, July 23, 2021. The ERS summer academy will run from 8:30 to 12:30 p.m. at the following sites:

1. Batalla	11. Hallen (Cross)
2. Beardsley (Marin)*	12. Tisdale
3. Black Rock	13. Johnson
4. Blackham	14. Madison
5. Bryant	15. Read
6. Claytor	16. Roosevelt
7. Columbus	17. Waltersville (Barnum)
8. Curiale	18. Winthrop
9. Discovery	19. Hooker (Edison, Hall)*
10. Dunbar	<i>* Bussing is provided.</i>



Bridgeport Board of Education  
Bilingual Education Services  
English Learner  
Summer Academy



Introducing the 2021 English Learner Summer Academy  
at Waltersville School!

The EL Summer Academy will be held at **Waltersville Schol** from **Monday July 28, 2021 to Friday July 23, 2021**. Students will be in class from **9am to 12:30pm**. Breakfast and lunch will be provided to students. There will be no transportation provided for this program so please make sure that arrangements are made to have your student there on time and ready to learn!



Junta de Educación de Bridgeport  
Servicios de Educación Bilingüe  
English Learner  
Summer Academy

¡Introduciendo la Academia de verano de estudiantes de inglés 2021  
en la escuela Waltersville!

La academia de aprendizaje de Inglés va a ser conducida en la **escuela Waltersville** de **lunes 28 de julio, 2021 a viernes 23 de julio, 2021**. Los estudiantes estarán en la clase de **9am a 12:30pm**. Se les servirá desayuno y almuerzo a los estudiantes. ¡No se proveerá transportación para este programa así que por favor haga arreglos para que su estudiante este presente a tiempo y preparado para aprender!

**Please return below part to teacher: Favor de regresar la parte de abajo a el/la maestro/a:**

Student name/Nombre de estudiante: \_\_\_\_\_

Parent name/Nombre de Padre: \_\_\_\_\_

Parent phone number/Número de teléfono de padre: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

- I would like my student to attend El Summer Academy/ Me gustaría que mi estudiante atendiera la academia de verano de estudiantes de ingles
- I do not want my student to attend/No quiero que mi estudiante atienda

\_\_\_\_\_  
Parent Signature/Firma de padre

\_\_\_\_\_  
Date/Fecha



# S.O.A.R.

AMERICA'S **BIGELOW** CLASSIC

David & Eunice Bigelow Foundation

## Student Opportunity for Arts Reinforcement PROGRAM DESCRIPTION

### **2021 Summer SOAR Music Camp** **Thursday, July 1, 2021 - Friday, July 30, 2021** **9am-3pm**

This 21-day camp is a comprehensive arts program for students in grades 6-12. Students Will engage in instrumental, vocal, and musical theatre instruction that will be showcased at two end of program performances. The arts camp will employ Bridgeport Public School music educators, ensuring instruction is being delivered by high quality arts educators that are committed to Bridgeport public school students and their long-term success. Additionally, four high school interns will be hired to support the program, providing employment opportunities with real world application in the arts.

#### Project Goals and Objectives

- To deepen and expand 40 Bridgeport Public School students' instrumental, vocal, and musical theatre instruction during a six (6) hour, 21-day intensive arts camp.
- To provide performance opportunities for students to apply and demonstrate skills and knowledge acquired by participating in the summer program.
- To provide summer employment opportunities to Bridgeport Public School music educators, increasing teacher investment in the district and aiding in teacher retention.
- To provide internship opportunities to select high school youth with real world employment application in the arts.





# Early Steps to School Success

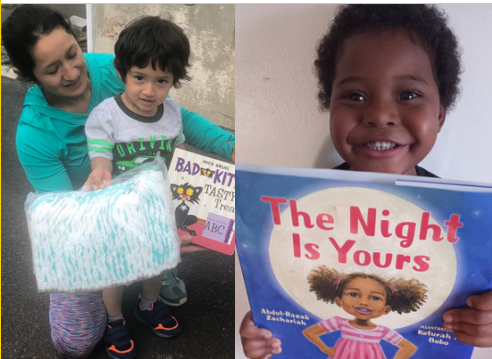


## The Need

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

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

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



## Questions?

[readtogrow@readtogrow.org](mailto:readtogrow@readtogrow.org)  
203-488-6800

## Program Components

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

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

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

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

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

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