



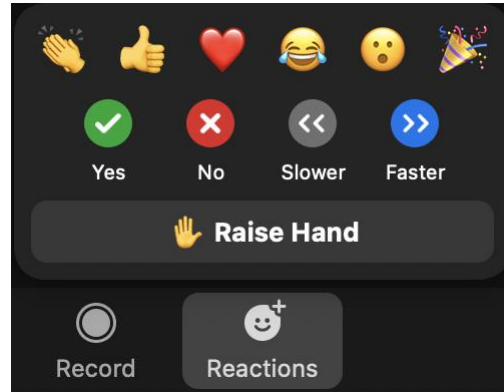
CONNECTICUT STATE DEPARTMENT OF EDUCATION

***The Commissioners' Roundtable
for Family and Community
Engagement in Education***

October 27, 2021

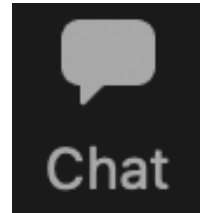
1:00 to 2:30 p.m.

Interacting with Our Zoom Meeting



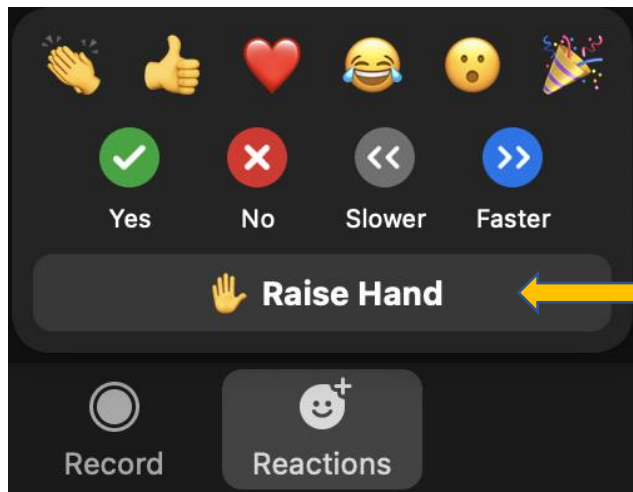
Use **reactions** to share your feelings with the speaker and other audience members.

Interacting with Our Zoom Meeting



To ask a question of our panelists:

Open the Chat panel and type in your question.



If you'd like a chance to unmute your microphone and ask a question:

1. Click the **Reactions** icon, and then
2. Click the **Raise Hand** button.

When you're called on by the facilitator, you'll be able to unmute your microphone. *If you're using Interpretation, please submit your questions using the Chat panel!*

Our Group Engagement Norms

As members of the Commissioners' Roundtable for Family and Community Engagement in Education, we have agreed to:

- Be willing to speak our truth (even the hard truth) while respectfully acknowledging and embracing other views
- W.A.I.T. (Why Am I Talking?)
- Be open to honest and real conversation that is fearless (“Say what you want, not what you think others want to hear”)
- Be active listeners
- Listen respectfully to understand others' opinions
- Ensure that all voices are valid and respected, making it critical that we hear from everyone in the room
- E.L.M.O (Enough Let's Move On)

Agenda

Welcome and Introductions

John Frassinelli, Division Director, School Health, Nutrition, Family Services & Adult Education

Ingrid Canady, Executive Director, SERC

Emergent Critical Issues in Education

Charlene Russell-Tucker, Commissioner

Desi Nesmith, Deputy Commissioner

John Frassinelli, Division Director, School Health, Nutrition, Family Services & Adult Education

Listening to Roundtable Members

Discussion Wrap-up and Charge to the Roundtable from Commissioner Russell-Tucker



CONNECTICUT STATE DEPARTMENT OF EDUCATION

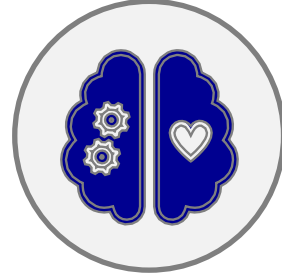
Emergent Critical Issues in Education

Charlene Russell-Tucker, Commissioner

Connecticut State Department of Education

October 27, 2021

Supporting Behavioral Health



- ❖ Commissioner’s “Big Audacious Goal” to ensure all school buildings have the resources they need to provide comprehensive behavioral health support to students and staff
- ❖ CSDE conducted Landscape Scan and focus group to gather data on current resources and needs
- ❖ Continuing to provide social-emotional learning support to districts, including a strengths-based assessment tool (the Devereux Student Strengths Assessment) and professional development at no cost
 - ❖ Currently rolling out in over 60 districts across CT

VOICE CHANGE

- ❖ First-of-its-kind, student-centered campaign investing \$1.5 million in Connecticut’s high school students, empowering *them* to “reimagine schools to transform students’ lives”
- ❖ Students will craft proposals and campaign for votes, supported by CSDE webinars
- ❖ Launching next month. Districts are currently opting in

ARP ESSER Updates

- ❖ All ESSER II plans are approved and CSDE is in the process of approving ARP ESSER plans. View your district's here: <https://connecticut.egrantsmanagement.com/>
- ❖ State set-aside expenditures are still being finalized but include: summer enrichment grants, afterschool programming grants, Voice4Change, high-dosage tutoring grants
- ❖ Additional stakeholder feedback sessions, including sessions devoted to specific student subgroups and “Commissioner Listening Sessions” will be held virtually in the coming months and will be communicated to you all

ESSER II District-Level Investments

Learning Acceleration

- Provide university interns with stipends to serve as Academic Tutors in ELA and Math
- Expand co-teaching models through professional development

SEL & Mental Health

- Partner with local Summer Theatre and Arts Guild to provide re-engagement and connections for middle school students
- Offering extended day opportunities for students to access mental health and social-emotional supports, digital or in-person

Strategic use of Tech & Staff Development

- Provide continuous professional development and technical support for parents and families on access to and use of learning platforms

Family & Community Connections

- Hire Parent Engagement Coordinators to expand home-to-school communication



ARP ESSER District-Level Investments

Learning Acceleration

- Create flexible school schedules with evening courses for high school students
- Hire additional general and special education teachers to reduce class size, address learning loss and enable social distancing

SEL & Mental Health

- Invest in mental health and wellness for students and staff with classroom yoga and stress reduction
- Provide pet therapy and music therapy

Strategic use of Tech & Staff Development

- Re-igniting Professional Learning Communities (PLCs) at grade, school, and district levels to promote student achievement through effective instruction

Family & Community Connections

- Host ten Family Outreach Saturday sessions to inform and teach parents and families about literacy, networking, and SEL with no-cost Literacy Breakfasts provided

Building Safe & Healthy Schools

- Construct outdoor Pavilion for classroom spaces with Wi-Fi access and security cameras for safety



Legislative Update

- ❖ **Center for Literacy Research and Reading Success will provide structured supports aligned with the Science of Reading to Connecticut districts and schools, so that all students are reading on grade level by third grade.**
- ❖ **Office of Dyslexia and Reading Disabilities will ensure CT educators are prepared to identify and support students with dyslexia and other reading disabilities.**
- ❖ **Remote Learning Commission will coordinate, research, and develop recommendations on the feasibility of creating a statewide remote K-12 learning school.**

2020-21 Student Assessment Data Released

- ❖ Students who learned in person lost the least ground academically
- ❖ Students who learned hybrid or remote showed less academic growth
- ❖ Look out for your child's report! Individual student reports arrived at school districts in early September, and will be/have been sent to families
- ❖ CSDE published, in multiple languages, a one-pager specifically for families outlining assessment data findings and how we can all work together to keep our students safe and learning in person

Back Together this Fall

Working together, schools, families, and communities can keep students healthy, safe, and learning in person.

Recently released 2020–21 statewide student assessment data show:

- **Students who learned *in person* lost the least ground academically.** In-person students spent at least seven months in the classroom during the 2020–21 school year.
- **Students who learned *hybrid* or *remote* showed less academic growth.** Hybrid students were in the classroom between three and seven months of the school year. Remote students spent less than three months in the classroom.
- **Look out for your child's report!** Individual student reports will arrive at school districts in early September, and those reports will then be sent to families.

How this data is informing the 2021–22 school year:

The state test results show that students who learn *in person* are more likely to have mastered grade-level material. **School districts are committing to offer full time, in-person instruction to all students in a safe manner for the 2021–22 school year.** The tests are not being used to evaluate educators or districts.

Students with high needs — English learners, students with disabilities, and/or students from low-income families — were more likely to be remote during the 2020–21 year. A return to in-person instruction in 2021–22 is even more important for them.

How can we work together to support safe, in-person learning?

We know students learn best in person with their educators and friends. Being in person also ensures that students have access to all that schools provide — from extracurricular activities to nutritious meals.

CSDE is working closely with the Department of Public Health to provide [guidance](#) to districts so that schools are as safe as they can be. Steps being taken include

masking indoors, keeping students at least three feet apart in classrooms, hand washing, and more. Combining these layers of protection creates an effective strategy for keeping students and staff safe in school.


Families can join us in supporting safe, in-person learning by:

- **Encouraging your child to attend school in person, every day,** unless they have COVID-19 symptoms; follow Centers for Disease Control and Prevention (CDC) [guidance for staying home when sick and getting tested](#).
- **Getting yourself and your children, if they are age 12 or older, vaccinated against COVID-19.** [Find a vaccine clinic in your community.](#)
- **Watching for signs of stress in your children.** Try some simple and fun [activities](#) to de-stress at home, or find out what extracurricular activities are offered by your school or community. If the feelings persist, speak to your child's school counselor, pediatrician, or another medical professional.
- **Taking care of yourself.** It is natural to feel stress, anxiety, grief, and worry during the COVID-19 pandemic. Engaging in [healthy coping activities](#) relieves stress and is also good role modeling for children.
- **Continuing to practice COVID-19 prevention strategies** such as handwashing and vaccination of eligible persons.
- **Seeking out facts and information from reliable sources** such as the [CDC](#).

For more information:

[COVID-19 pandemic: Helping young children and parents transition back to school](#)


[Pandemia de COVID-19: cómo ayudar a los niños pequeños y los padres a hacer la transición para volver a la escuela](#)



Connecticut State Department of Education




Health and Safety Updates



**Adapt, Advance, Achieve:
Connecticut's Plan to Learn and
Grow Together — Fall 2021**

Updated Guidance for the Use of Mitigation
Strategies in Connecticut's PreK–12 Schools

Connecticut State Department of Education
August 19, 2021



- ❖ Continued best-in-class collaboration with the Department of Public Health and other state agencies
- ❖ Back-to-school guidance revised for the 2021-22 school year, including addenda as needed
- ❖ 73% of kids 12-17 have received at least one dose; 65% are fully vaccinated
- ❖ Preparing for the vaccine rollout for 5-to-11-year-olds
- ❖ www.211ct.org for testing sites

Project COVID DeteCT Website

<https://portal.ct.gov/ProjectCOVIDDeteCT>



The screenshot shows the homepage of the Project COVID DeteCT website. At the top, there is a dark blue navigation bar with the 'ct.gov' logo and 'PROJECT COVID DETECT' text on the left, and 'Language', 'Sign In', and a search icon on the right. Below this is a secondary navigation bar with links for 'Eligibility', 'Benefits of Screening', 'Parental Consent', 'Resources', and 'FAQ'. The main content area features a large background image of a young girl with pigtails wearing a white face mask in a classroom setting. Overlaid on this image is the title 'Project COVID DeteCT' in large white text, followed by the tagline 'Keeping Students Safe, Schools Open, & Stopping the Spread!' in white text. To the left of the tagline is a circular logo with colorful figures and the text 'Project COVID DeteCT'. At the bottom of the page, there is a white section with the heading 'About Project COVID DeteCT' in blue text.

About Project COVID DeteCT

Fall 2021 ELC-Supported K-12 Screening Testing

Program Summary

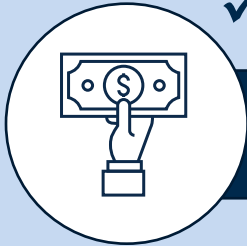


Program Features

- ✓ **Preventative Program to Identify Cases Earlier**
- ✓ **Two Lab Partners – Progressive & Quest**
- ✓ **Modeled after CDC Recommendations**
- ✓ **Free weekly onsite pooled molecular testing; automatic PCR reflex testing of positive pools.**
- ✓ **Results reported to schools, parents and DPH within 24-48 hours**

Financial Cost to Schools & Participants

- ✓ **No cost to schools**
- ✓ **No cost to individuals screened**
- ✓ **No billing of insurance**



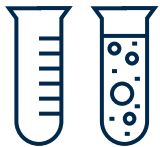
Fall 2021 ELC-Supported K-12 Screening Testing

Program Summary



Participation in the Program

- ✓ In participating schools, student participation will be determined by parental consent only.
- ✓ Schools will not be responsible for selecting students to include in screening testing



Testing Type & Frequency

- ✓ Each participating student will be tested weekly
- ✓ Tests will involve swabbing in the lower nose – no “brain tickling”
- ✓ No second swab will be required to confirm status of potentially positive participants

Fall 2021 ELC-Supported Screening Testing

Eligibility

Eligible Public Schools & APSEPS

All grade PK-6
unvaccinated
students statewide



Unvaccinated grades 7-
12 students in **select
priority towns**

Eligible Nonpublic Schools

All grade PK-6 unvaccinated
students in schools located in **select priority towns**

Select Priority Towns

Towns with > 70K residents,
alliance districts, and high social
vulnerability index ranking

- Bridgeport
- Danbury
- Hartford
- New Britain
- New Haven
- Norwalk
- Stamford
- Waterbury

Listening to Roundtable Members

- ❖ Based on your personal, organizational, and advocacy perspective, inclusive of today's updates, please share with us:
- ❖ What themes or areas you are hearing from your constituencies do you want to bring to the attention of the Commissioner of Education and her team?
- ❖ Frame your response as encouraging practices, challenges, and solutions that you propose CSDE can employ to support Connecticut's families, students, and districts.

Closing Charge

- ❖ These resources and opportunities will be shared with you to disperse throughout the communities you represent and engage with:
 - ❖ Back Together This Fall one-pager
 - ❖ Voice4Change, once launched
 - ❖ Commissioner Listening Session Invite, once finalized
 - ❖ ARP ESSER stakeholder engagement sessions, once finalized

Thank you!