



# A UNIVERSE OF OPPORTUNITIES



**CONNECTICUT**  
Education

**2024-2025**

## **Commissioner's Roundtable for Family & Community Engagement in Education**

Charlene Russell-Tucker  
Commissioner

September 24, 2024  
1:00-2:30 PM

Connecticut State  
Department of Education



# Purpose

The purpose of the Commissioner's Roundtable for Family and Community Engagement in Education **is to advise the Commissioner of Education** regarding policy and programmatic priorities to improve outcomes for all students and advance the State Board of Education's comprehensive plan for equity and excellence in Connecticut schools.



# Meeting Ground Rules

## As members of the Commissioner’s 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
- Be open to honest and real conversation that is fearless (“Say what you want, not what you think others want to hear”)
- W.A.I.T. (Why Am I Talking?)
- 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

## **Emergent Critical Issues in Education**

Charlene Russell-Tucker, Commissioner

John Frassinelli, Division Director and Chlo-Anne Bobrowski, Education Manager

## **Featured Presentations**

Irene Parisi, Chief Academic Officer

Charles Hewes, Deputy Commissioner, Academics and Innovation

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



# **A UNIVERSE OF OPPORTUNITIES**

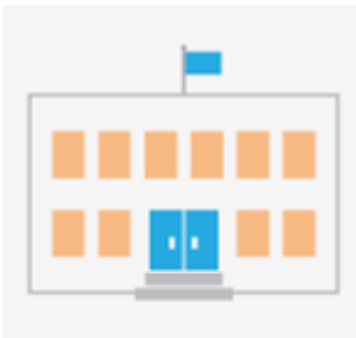
## **Emergent Critical Issues in Education**

# CT Education Landscape

- **School Districts: 202**
- **Schools/Programs: 1,554**
- **Certified Staff FTE: 53,616**
- **Non-Certified Staff: ~69,000**

## Students: 512,652

- 53.8% Students of Color (~275,000)
- 44.0% Eligible for Free and Reduced Lunch (~225,000)
- 17.9% Students with Disabilities (~92,000)
- 10.6% English Learner/Multilingual Learners (~54,000)
- More than 180 Languages spoken
- 5,463 students experienced homelessness and housing instability in 23-24





# 2024-2025 Focus Areas



## **RECRUIT & RETAIN**

Recruit and retain a diverse workforce of educators, while modernizing the certification process.



## **SAFE & HEALTHY**

Support safe and healthy learning environments for students and school staff with continued attention to addressing their mental health needs.



## **PRESENT & ENGAGED**

Ensure students are physically present in the classroom every day and actively engaged in learning.



## **ELEVATE & SUPPORT**

Elevate curriculum frameworks and curricula, with a continued focus on supporting early literacy.



## **MODERNIZE & EXPAND**

Modernize and expand post-secondary pathways that advance students in careers of their choice while growing Connecticut's workforce.



## **IMPROVE & INCREASE**

Improve outcomes for all students, with a focus on increased access and opportunity for students with disabilities.



## **STRENGTHEN & PROMOTE**

Strengthen partnerships with families and communities to promote high-impact practices that make a difference for all students, educators, and families.



# A UNIVERSE OF OPPORTUNITIES

## Personal Technology Use Policies





# Personal Technology Use in Schools



## POSITION STATEMENT AND POLICY GUIDANCE

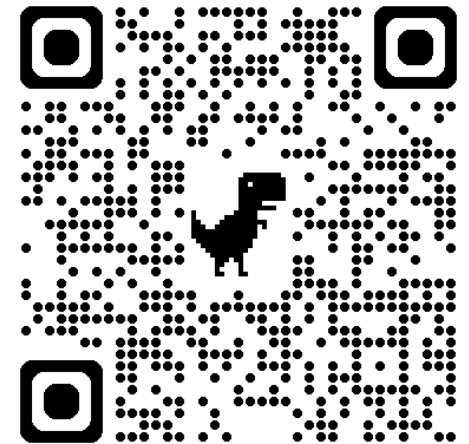
### Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health



STATE OF CONNECTICUT | CONNECTICUT STATE BOARD OF EDUCATION | AUGUST 2024

Given the risks and negative impact on learning and mental health, local and regional boards of education, in collaboration with school leaders, educators, families and students, should develop and enact a districtwide Personal Technology Use in Schools policy inclusive of cell phones and current and emerging technologies.

**Therefore, the Board strongly recommends that such policy restricts the use of cell phones during the school day to ensure student engagement in learning, support emotional well-being, and strengthen students' interpersonal skills, peer interaction, and social communication.**





# **A UNIVERSE OF OPPORTUNITIES**

## **Multi-state Agency Suicide Prevention Efforts**



# CSDE's Role in Interagency Suicide Prevention Efforts



## ○ 9-8-8 National Suicide and Crisis Lifeline

- Beginning this school year, districts are required to include the 9-8-8 National Suicide and Crisis Lifeline number on student IDs in for students in Grades 6 – 12.

## ○ Interagency Public Health Bulletin

- Jointly issued by the Departments of Children and Families (DCF), Mental Health and Addiction Services (DMHAS), Education (CSDE) and the Governor's Office, the bulletin provides information on suicide prevention, advice for parents and caregivers to engage in dialogue with children, and where to go for additional resources.

## ○ Be Sensitive, Be Brave Program

- CSDE will be participating in the "Be Sensitive, Be Brave" train-the-trainer series for mental health and suicide prevention to assist in the provision of training to school districts.

## ○ Columbia Suicide Severity Rating Scale

- CSDE has provided the [Columbia-Suicide Severity Rating Scale](#) (C-SSRS) to schools to be used as the recommended assessment tool for determining the suicide risk of students.

## ○ Interagency Crisis Response Team and Protocol

- The Interagency Crisis Response Team coordinates support for schools following a youth suicide (or untimely death) of someone in the school community. The response team includes DCF, DMHAS, CSDE and the WCSU Center for School Safety and Crisis Preparation.

## ○ Virtual House Calls

- *“Supporting Your Child’s Health and Wellbeing During the School Year “*



# **A UNIVERSE OF OPPORTUNITIES**

## **Parent Bill of Rights for English Learners/Multilingual Learners**



# Parent Bill of Rights for ELs/MLs

## CT Learning Hub



## Parent Bill of Rights for English Learners/Multilingual Learners

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Pursuant to [PA 23-150 Section 17](#) the State Board of Education shall draft a written bill of rights for parents or guardians of students who are multilingual learners to guarantee that the rights of such parents and students are adequately safeguarded and protected in the provision of bilingual education under chapter 164 of the general statutes, and the sharing of this bill of rights in the dominant language of the parents or guardians.

This means that, according to P.A.23-150 Section 17, the State Board of Education will create a clear list of rights for parents or guardians of students who are learning multiple languages. This list will make sure that the rights of these parents and students are kept safe and protected when they get bilingual education as described in Chapter 164 of the general laws. The list of rights will be given to parents or guardians in the language they understand the best.

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education providing a program of bilingual education or English as a new language shall:

1. provide the parents and guardians of eligible students with a copy of the multilingual learner bill of rights in the dominant language of such parents and guardians, and
2. make such copies of the multilingual learner bill of rights available on the internet web site of such board.

This means that starting on July 1, 2024, and in the years following, every local and regional board of education that offers bilingual education or English as a new language program must:

1. Give the parents and guardians of eligible students a copy of the multilingual learner bill of rights in the language they understand best.
2. Make this multilingual learner bill of rights available on the board's website.

### These are the declarations of the English Learner/Multilingual Learner Bill of Rights

1. The right of an English learner/multilingual learner student to attend a public school in the state regardless of such student's immigration status or the immigration status of such student's parent or guardian.  
This means that an English learner or someone who speaks multiple languages has the right to go to a public school in the state, even if that student or their parents/guardians are immigrants.
2. The right of a parent or guardian of an English learner/multilingual learner student to enroll such student in a public school without being required to submit immigration documentation, including, but not limited to, a Social Security number, visa documentation or proof of citizenship.  
This means a parent or guardian of a student who is learning English or speaks multiple languages can sign up their child for a public school without having to provide any immigration documents like a Social Security number, visa papers, or proof of being a citizen.
3. The right of an English learner/multilingual learner student to have translation services provided (A) by an interpreter who is present in person or available by telephone or through an online technology platform, or (B) through an internet web site or other electronic application approved by the State Board of Education, during critical interactions with teachers and administrators, including, but not limited to, parent teacher conferences, meetings with administrators of the school in which such student is attending, and at properly noticed regular or special meetings of the board of education or scheduled meetings with a member or members of the board of education responsible for educating such student, in accordance with section 18 of this act.  
This means an English learner/multilingual learner has the right to get help with translation during important meetings involving students' education. This help can come from an interpreter in person, on the phone, or through a computer. It's for important talks with teachers and school leaders, like parent-teacher meetings or meetings with the school's administrators. This is according to a specific section of a law called section 18 of this act.

Language	Title
English	Parent Bill of Rights for English Learners/Multilingual Learners
Arabic	بيان حقوق الوالدين للطلاب المتعلمين ثنائيي اللغة / بيان حقوق الوالدين المتعلمين ثنائيي اللغة
Bengali	পিতৃ-মাতৃস্বত্বের বিবরণী যাতে বহুভাষী শিশুদের অভিভাবকরা সহজে বুঝতে পারেন
Bosnian	Pravila roditeljskih prava za učenike koji uče engleski/roditeljska pravila
Chinese	家長權利宣言
Chinese Mandarin	家長權利宣言
Dari Persian	بیان حقوق والدین از زبان فارسی برای والدین دانش آموزان ثنائيي اللغة
French	Déclaration des droits des parents pour les apprenants de langue anglaise/apprenants
Gujarati	વિદ્યાર્થીઓના માતા-પિતાઓના અધિકારોનો નિવેદન
Haitian Creole	Dèklèyasyon dwa paran yo pou moun ki ap aprann Angli souwa plizyè lang
Hindi	अंग्रेजी/द्विभाषी छात्रों के अभिभावकों के अधिकारों का विवरण
Italian	Carta dei diritti dei genitori per studenti di inglese/studenti multilingua
Japanese	英語学習者/多言語学習者の権利宣言
Korean	영어/다언어 학습자 학부모 권리 선언서
Urdu	انگریزی/دو زبان سیکھنے والوں کے والدین کے حقوق کا اعلان
Kyrgyz	Мектепке келүү үчүн Мээтү Коому Мамалары менен Кыздары/Мамаларынын Өзүнчө Көзүнө
Korean	영어/다언어 학습자 학부모 권리 선언서
Latvian	Angļu mācībspēku vecāku tiesību deklarācija
Malayalam	ഇംഗ്ലീഷ്/മുльтиഭാഷാ വിദ്യാർത്ഥികളുടെ മാതൃപിതാക്കളുടെ അവകാശം
Nepali	अंग्रेजी/द्विभाषी विद्यार्थीको अभिभावकको अधिकारको विवरण
Polish	Ma i Pa Bil o Prawach English Learners/Multilingual Learners
Portuguese	Declaração de Direitos dos Pais para alunos de inglês
Portuguese	Declaração de Direitos dos Pais para alunos de inglês
Punjabi	ਅੰਗਰੇਜ਼ੀ/ਦੋ-ਭਾਸ਼ੀ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਤਾ-ਪਿਤਾ ਦਾ ਅਧਿਕਾਰਾਂ ਦਾ ਵੇਰਵਾ
Qutche	Wajre ni jafar chhe in see non ka gupvahi ve inglishi
Russian	Бил о правах родителей детей-англисучащих и мультиязычных
Serbo-Croatian	Pravila roditeljskih prava za đake koji uče engleski
Slovenian	Deklaracija de pravice staršev za učence
Tamil	பலிதர்/தர்திபாசா மாண்புமிகு மாண்புமிகு மாண்புமிகு
Tamil	பலிதர்/தர்திபாசா மாண்புமிகு மாண்புமிகு மாண்புமிகு
Telugu	అంగ్లేజీ/దోభాషా విద్యార్థులకు మాతృపితాకల అధికారాల వివరణ
Turkish	İngilizce Öğrenciler/Çok Dil Öğrenciler için Ebeveynler İçin
Tur	Şifarişli Məktəblər Haqqında Məktəblər Məktəbləri/Şifarişli
Ukrainian	Заявлення батьків/опікунів про права дітей-англійськомовців/дво-мовців





# **A UNIVERSE OF OPPORTUNITIES**

## **State Board of Education Comprehensive Plan 2023-2028**





# SBE Comprehensive Plan 2023 - 2028

## • Every Student Prepared for Learning, Life, and Work Beyond School



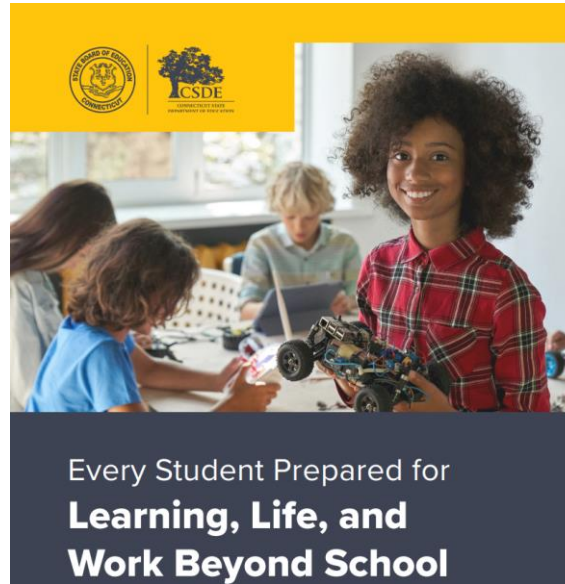
### Ensure Equitable Access to Education

All learners are supported, including those with high needs, and have equitable access to education regardless of background or advantage, including access to great teachers and leaders, and a diverse educational workforce.



### Ensure Safe and Healthy Learning Environments

Learning spaces are safe, compassionate, and culturally responsive. They are designed to support the academic, physical, and social-emotional well-being of all learners, including learners of color, multilingual learners, those with a disability, learners experiencing food and housing insecurities, learners coming from low-income families, and those who identify as LGBTQ.



### Elevate Curriculum Frameworks

Elevate Connecticut’s curriculum frameworks to provide support for the development of rigorous, engaging instruction and the reliable assessment of universally required skills for life beyond school and a lifelong love of learning.



### Create Multiple Career Pathways

Create opportunities for all students to explore multiple career pathways through coordinated and rigorous programs that are developed in partnership with institutions of higher education and local/regional employers, and that align to economic opportunity and advance students in careers of their choice.





# Actions and Outcomes



## Ensure Equitable Access to Education by...

- Supporting district efforts to strengthen diversity, equity, and inclusion
- Recruiting and retaining a diverse workforce
- Supporting universal access to general education



## Ensure Safe and Healthy Learning Environments by...

- Strengthening partnerships in support of student wellbeing
- Building leader capacity to implement tiered systems of intervention
- Engaging students and families to increase school attendance



## Elevate Curriculum Frameworks by...

- Ensuring student access to HQI & Ms to build foundational literacy skills
- Developing Model Curricula
- Building capacity to lead curricular implementation and continuous improvement



## Create Multiple Career Pathways by...

- Easing barriers to dual credit opportunities
- Establishing partnerships to expand career pathways
- Supporting districts provide transition services





# 2024-2025 Focus Areas



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**Thank you!**