



A UNIVERSE OF OPPORTUNITIES



CONNECTICUT
Education

2024-2025

Commissioner's Roundtable for Family & Community Engagement in Education

Charlene Russell-Tucker
Commissioner

May 20, 2025
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?)
- Listen respectfully to understand others' opinions. Ensure that all voices are valued and respected.
- E.L.M.O (Enough Let's Move On)



Agenda

Welcome and Introductions

Chlo-Anne Bobrowski, Education Manager

Emergent Critical Issues in Education

Charlene Russell-Tucker, Commissioner

Featured Presentations and Discussion

Model K-12 Digital Citizenship Curricula and Artificial Intelligence (AI) Pilot Program

Irene Parisi, Chief Academic Officer

Educator Competencies for Structured Literacy and Dyslexia Awareness Campaign

Sinthia Sone-Moyano, Deputy Commissioner

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

An illustration of a classroom door on the left, slightly ajar, revealing a glimpse of a classroom with a desk, a red chair, and a blue chalkboard. The door is set against a dark blue background filled with white stars and a few larger, glowing celestial bodies, suggesting a vast universe.

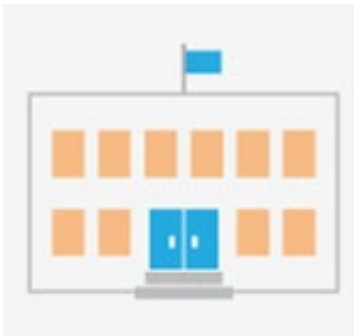
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Emergent Critical Issues in Education



CT Education Landscape

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



Students: 508,402

- 54.9% Students of Color (~279,000)
- 45.1% White Students (~229,000)
- 44.8% Eligible for Free and Reduced Lunch (~228,000)
- 18.5% Students with Disabilities (~94,000)
- 11.3% English Learners/Multilingual Learners (~57,000)
- More than 180 Languages spoken
- 5,463 students experienced homelessness and housing instability in 23-24



Attendance PSA



<https://www.youtube.com/watch?v=OC4lgrZ2YNU>

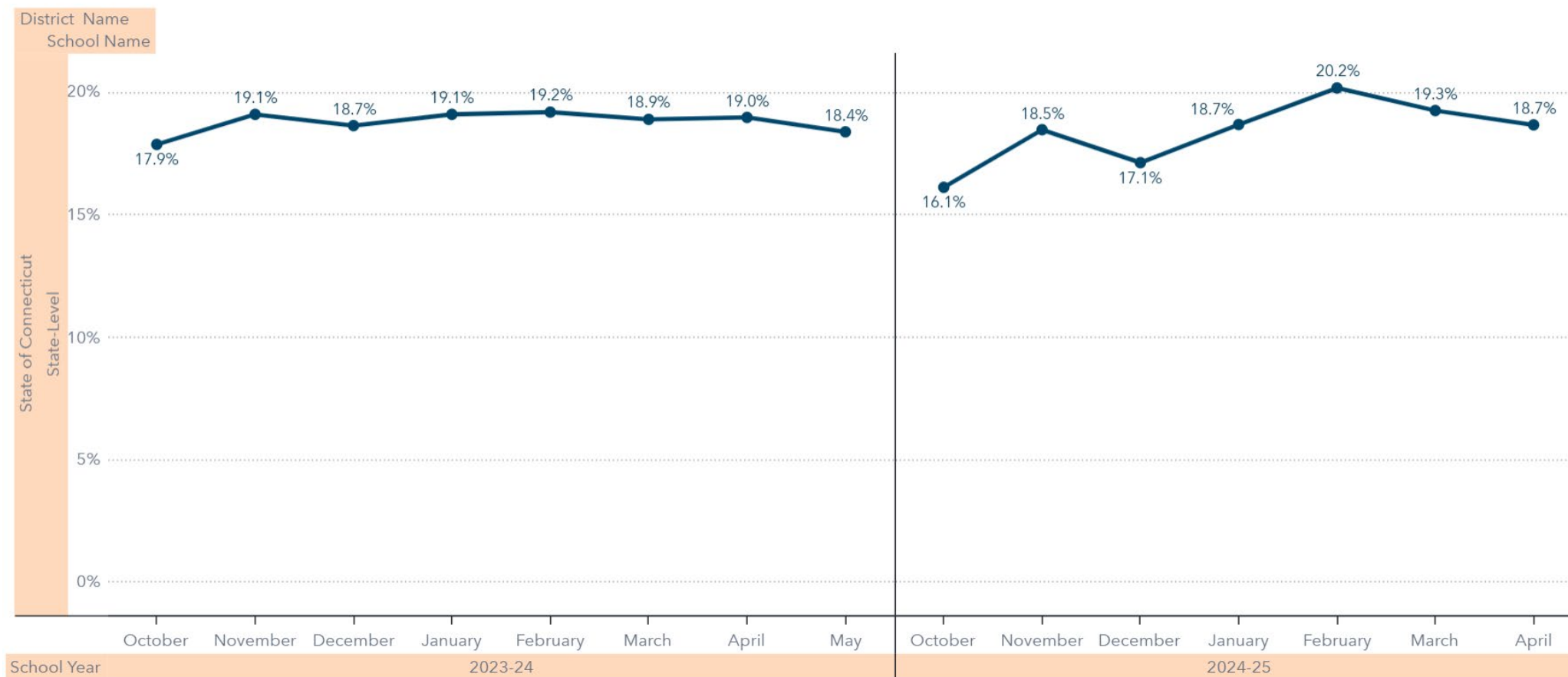


Updated Attendance Data

< YTD Chronic Absence (%) YTD Average Daily Attendance >

Selected Group (Monthly)

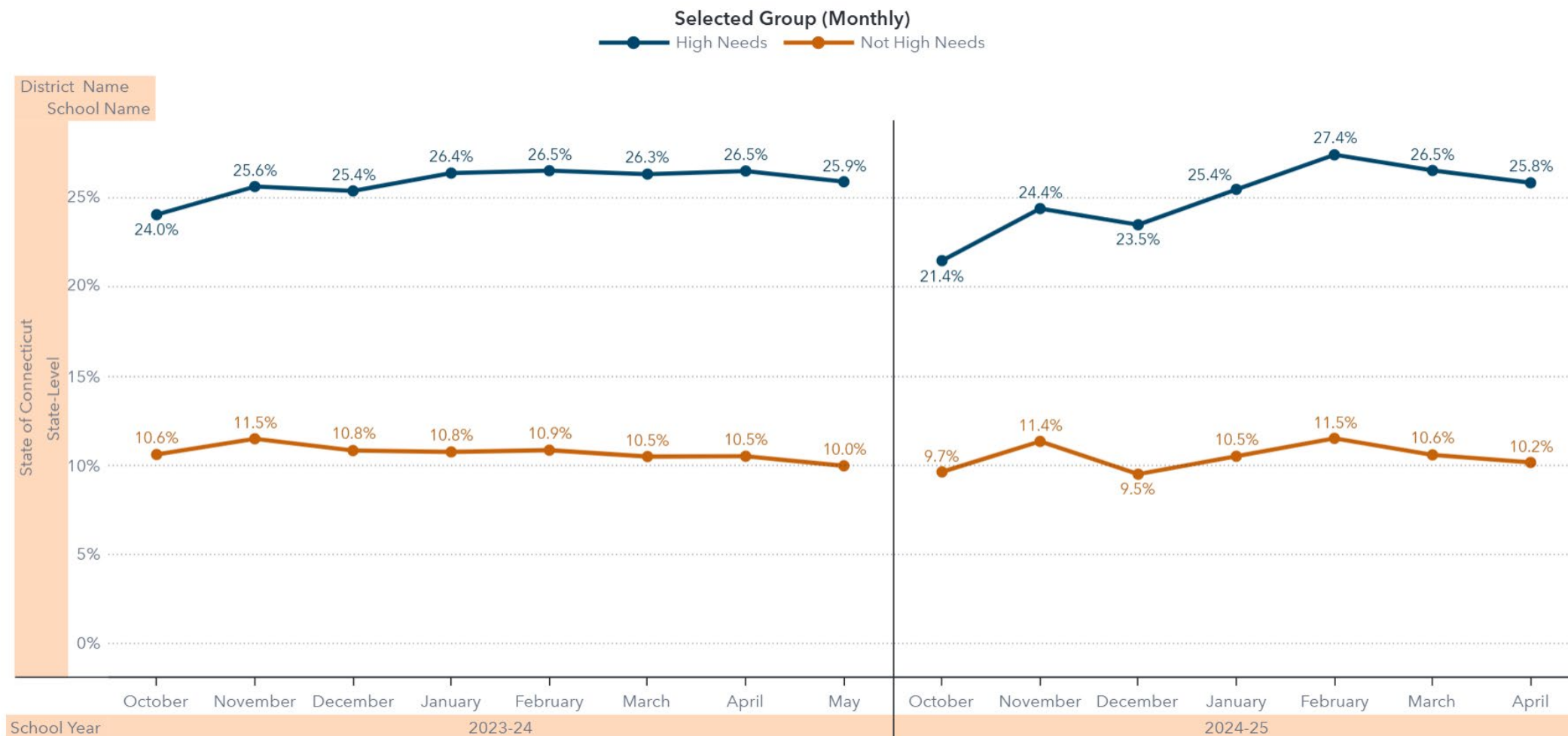
● All Students





Updated Attendance Data for Selected Groups

< YTD Chronic Absence (%) YTD Average Daily Attendance >






School Staff Appreciation Digital Backpack Program: Call to Businesses



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



Report on The Family and Community Engagement in Education Council

Legislation:

Section 10-15n of the Connecticut General Statutes(2023) codified the Commissioner's Roundtable for Family and Community Engagement in Education as the Family and Community Engagement in Education Council.

Annual Report:

Priorities and Recommendations for School-Family-Community Partnership Initiatives in the Connecticut State Board of Education Comprehensive Plan

Data Sources:

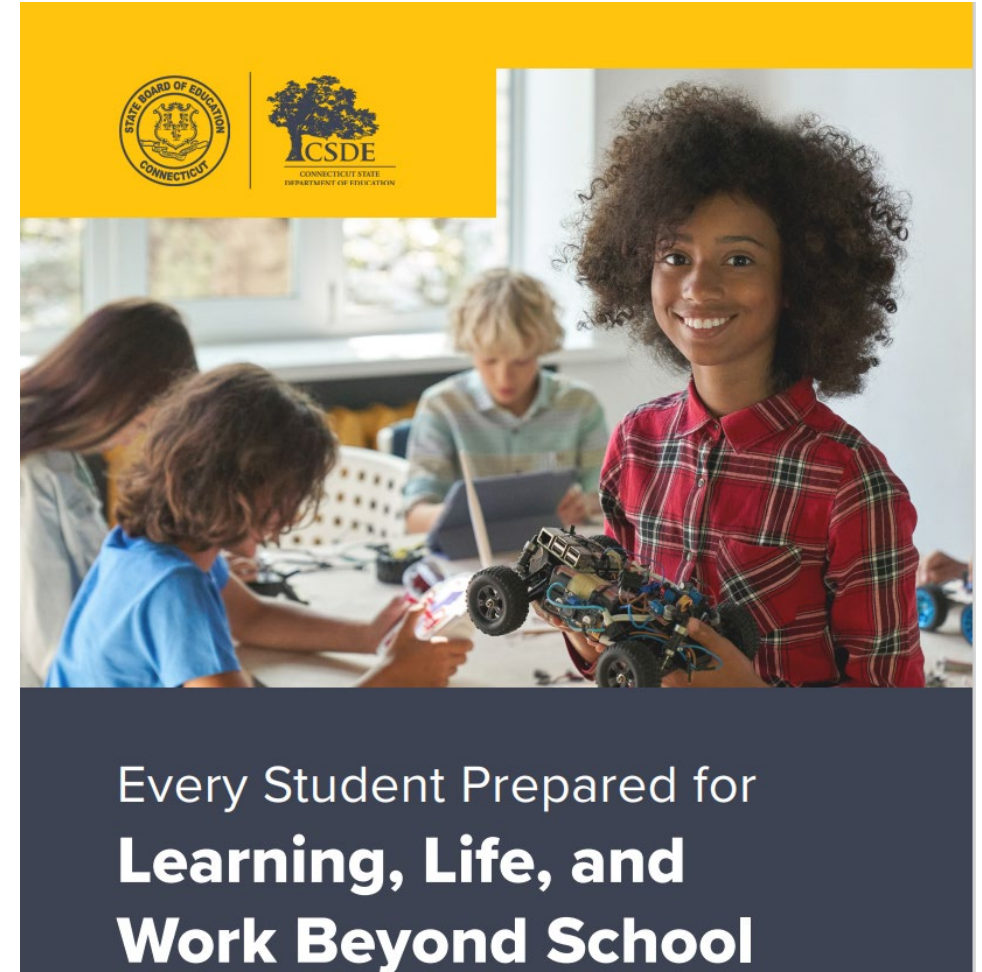
- Survey of Roundtable Members in October 2023 (56 responses)
- Focus Group at September 2024 Roundtable Meeting (22 responses)



SBE Comprehensive Plan 2023 - 2028

Strategic Priorities:

- Ensure Equitable Access to Education
- Ensure Safe and Healthy Learning Environments
- Elevate Curriculum Frameworks
- Create Multiple Career Pathways





Roundtable Priorities

SBE Plan	Roundtable Priorities
Ensure Safe and Healthy Learning Environments	Mental health supports for students and educators School climate and bullying Disparities in school discipline policies
Ensure Equitable Access to Education for All Learners	Educator shortages and diversifying the profession at all levels Supports for newcomer and multilingual students and families Compliance with accommodations for students with disabilities and protection of their civil rights
Elevate Curriculum Frameworks	Literacy - for all content areas and for particular student groups Cultural relevance and representation in learning materials
Family Engagement	Barriers to meaningful participation for parents (Language Access) Training for leaders, teachers and other staff



Roundtable Recommendations

Recommendations

Leadership & Stakeholder Engagement

- Engage education leaders, boards, and communities to prioritize equitable access and student well-being.

Training & Capacity Building

- Provide professional development on trauma-informed practices, nondiscriminatory discipline, inclusive school culture, civil rights in special education, and juvenile justice diversion.
- Integrate family engagement training into teacher preparation programs.

Equity & Inclusion Practices

- Promote asset-based approaches, culturally responsive curriculum, and inclusive learning environments.

Resource Promotion & Funding

- Expand awareness of translation services, parent rights resources, and CT Learning Hub.
- Prioritize funding for SEL, multilingual learners, newcomers, and family engagement.

An illustration of a classroom door on the left, slightly ajar, revealing a glimpse of a classroom with a desk, a red chair, and a blue planet floating in the air. The door is set against a dark blue background filled with white stars of varying sizes, creating a cosmic or 'universe' theme.

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2025 School Climate Guidance

An illustration of a classroom door on the left, slightly ajar, revealing a glimpse of a classroom with a desk, a red chair, and a blue chalkboard. The door is set against a dark blue background filled with white stars and a few larger, brighter stars. The text "A UNIVERSE OF OPPORTUNITIES" is written in a bold, yellow, sans-serif font across the upper right portion of the image.

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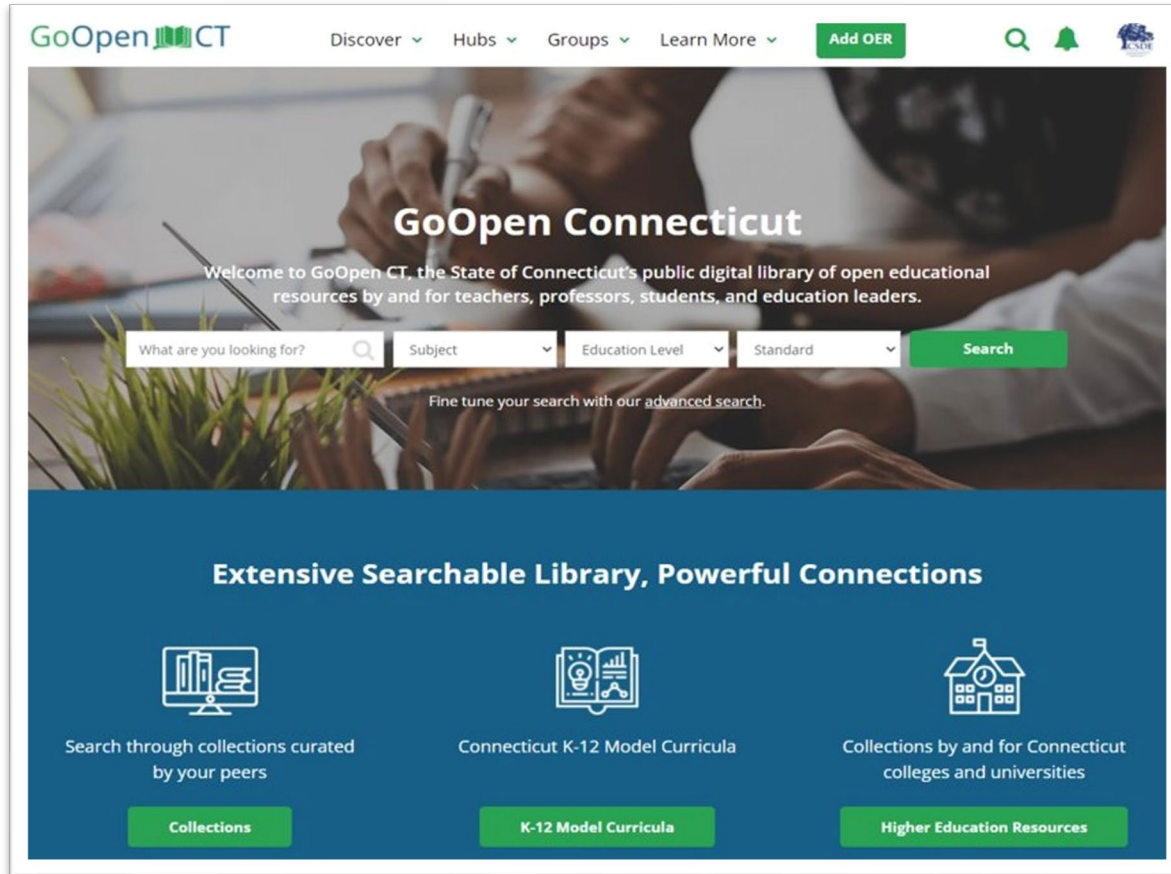
Featured Presentation



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Model K-12 Digital Citizenship Curricula and Artificial Intelligence (AI) Pilot Program

GoOpenCT: CT's Digital Library



8 Models:

K-8 Math
K-8 Science
K-8 Social Studies
K-8 ELA
K-8 Computer Science
9-12 AA/B and PR/L Studies
6-12 Financial Literacy
K-12 Digital Citizenship

Coming Soon:

9-12 Algebra I
K-8 World Language



<https://goopenct.org>

Which 2-3 values resonate with you right now and why?



Authenticity

being myself, being genuine,
knowing who I am



Balance

being intentional about
my time and focus



Connection

building and keeping close relationships,
being there for friends and family, making
new friends



Emotional Health

accepting myself for who I am,
mental health, self-confidence



Gratitude

appreciating the life
and things I have



Hard Work

striving academically, taking steps
toward my future career



Independence

thinking for myself,
making my own decisions



Justice

standing up for
what is right and fair



Kindness

being considerate, helpful, and
caring—to myself and others



Open-Mindedness

willing to consider new ideas,
listen to others, learn and grow



Physical Health

taking care of myself physically,
including sleep, food, and
movement



Presence

being present in the moment,
giving people my full attention



Privacy

having boundaries, respecting
others' boundaries, protecting
myself



Spirituality

leaning into my faith, spirituality,
and/or enlightenment



What are your top 2-3 digital/phone activities?

Do your daily phone activities support or hinder your values?

Discuss in breakout rooms.



A "Daily Dilemma"

Derryl recorded a humiliating video of Jared and posted it on his story for everyone to see. Jared was mortified and asked Derryl to please stop and take the video down.

Derryl didn't listen. He thought the video was really funny. Plus, a lot of people were commenting and saying Derryl was hilarious for posting it.

By the next day, it seemed like everyone at school had seen the video. Jared tried to act like it didn't bother him, but he was really embarrassed and went straight home after school instead of going to the basketball game he and all his friends had been looking forward to.

1. What dilemma is each person facing?
2. How are Derryl and Jared each feeling?
3. How might this be resolved so each of them feels as good as possible?



AI in K-12 Education

Guiding Legislation:

Public Act (P.A.) 24-151 Section 143(a) states that the Connecticut State Department of Education (CSDE) shall, during the 2024-25 school year, “administer an artificial intelligence education tool pilot program. Under such pilot program, the Commissioner of Education shall award a grant to assist such boards in implementing an existing artificial intelligence tool, selected by the commissioner, that will be used by educators and students for classroom instruction and student learning.”

P.A. 24-151 (143) (c) states that such artificial intelligence tool shall comply with the laws governing the use of artificial intelligence and the protection of student data and privacy, including, but not limited to, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g, as amended from time to time, and Sections 10-234aa to 10-234gg, inclusive, of the Connecticut General Statutes.

P.A. 24-151 (144) further states that the Department of Education shall provide professional development for educators employed by the local and regional boards of education participating in the artificial intelligence education tool pilot program pursuant to section 143 of this act. Such professional development shall include, but not be limited to, (1) training on how to properly and safely utilize the artificial intelligence tool selected for such pilot program as part of instruction in the classroom, (2) how such artificial intelligence tool can benefit (A) educators in classroom instruction, and (B) students in learning, academic achievement and workforce development, and (3) the laws governing the use of artificial intelligence and the protection of student data and privacy, including, but not limited to, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g, as amended from time to time, and Sections 10-234aa to 10-234gg, inclusive, of the Connecticut General Statutes.



AI in K-12 Education

The CSDE released a Request for Information (RFI) to receive proposals for AI Education Tools to support the integration of AI in a safe, ethical and guided environment that has the potential to enhance 1) instructional planning; 2) personal and adapt learning; 3) student-led learning; 4) data analytics and decision making; and 5) develop digital and AI literacy.

Approved AI Education Tools for Pilot Program

- SNORKL
- MagicSchoolAI
- SchoolAI
- CK12 Foundation
- Cloud Navigator

Artificial Intelligence Tools for K-12 Education Review Rubric			
1. Compliance with Student Data Privacy Laws:			
Rubric Criteria	Exemplary:	Satisfactory:	Insufficient:
Provide a detailed explanation of how your tool complies with all relevant student data privacy laws and regulations (e.g. Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Rule (COPPA), Children's Internet Protection Act (CIPA), and state-specific laws). Include information on data encryption, storage and data usage practices, and any third-party integrations.	The vendor offers a complete description of compliance with privacy laws, covering data encryption, storage practices, data sharing policies, and third-party vetting. Examples or documentation for each law, such as FERPA and COPPA, are clearly provided.	The vendor addresses compliance with basic privacy laws in-depth detail or co-documentation, covering general encryption practices.	There is minimal or no documentation.
2. Safe and Guided Student Environment:			
a. Describe how your tool assists teachers in the creation of or how your tool provides a safe and guided space for students to learn, create, produce, and publish products or projects related to standards-based curriculum.	The tool provides a complete framework for teachers to set up a secure, engaging learning space, including features like customizable filters, monitoring tools, and permissions to control student interactions and content access.	The tool offers some creating a safe space basic content filters i monitoring dashboard full customization op teachers to control ti environment throug	
b. Identify features that ensure a structured learning environment.	The tool includes clear structures and protocols to guide student interaction and engagement, such as embedded prompts, goal-setting features, and automated feedback loops that help maintain focus on learning objectives.	Basic features support structures and protocols to guide student interaction and engagement, such as embedded prompts, goal-setting features, and automated feedback loops that help maintain focus on learning objectives.	
c. Provide details regarding age-appropriate design considerations. How does the tool minimize exposure to inappropriate content or interactions?	The tool is explicitly tailored to different age groups, with developmentally appropriate content, language, and features that adapt to prevent exposure to inappropriate content or complex interactions.	The tool generally ac age-appropriate content, language, and features that adapt to prevent exposure to inappropriate content or complex interactions.	
d. Detail tools for guided exploration and creative production.	The tool supports guided exploration with resources such as scaffolded activities, step-by-step creative prompts, and reflective checkpoints, enabling students to produce creative work within a supportive framework.	The tool provides soe support for explorat creativity, like limite templates, but lacks guided activities or exploration paths.	
e. Identify any content specific features (for example for English Language Arts, Science, Math) as well as any standards specific features.	The tool includes well-developed features for specific subjects, such as specialized resources, interactive simulations, or tailored feedback for key content areas that align with educational standards.	The tool includes soe for specific subjects, specialized resources, interactive simulations, or tailored feedback for key content areas that align with educational standards.	
f. Identify any specific features which provide opportunities for students to collaborate on group projects.	The tool facilitates meaningful student collaboration with features such as shared workspaces, project tracking, real-time collaboration tools, and communication channels for group projects.	Basic collaboration f included, like shared or simple messaging may lack depth, origa real-time interactiv complex group proje	
3. Creation of Educational Content:			
Rubric Criteria	Exemplary:	Satisfactory:	Insufficient:
a. Describe how your tool uses generative AI to produce a variety of educational and teaching-related content, to include but not be limited to specific tools and content generators designed for teachers within the product to help create content such as lesson plans, grading rubrics, parent communications, and/or content specific word problems.	The tool includes a suite of embedded generative AI tools for diverse content creation, such as customizable lesson plans, grading rubrics, and subject-specific resources. It provides options for tailoring content to different classroom needs, with ample support for teacher use.	The tool includes some generative AI features for diverse content creation, such as customizable lesson plans, grading rubrics, and subject-specific resources. It provides options for tailoring content to different classroom needs, with ample support for teacher use.	The tool lacks meaningful generative AI content.
4. Educator monitoring and support tools:			
a. Describe how your tool provides an AI tutor or mentor to teachers and students, including how the feature is implemented.	The tool provides a complete AI tutor or mentor system, offering personalized guidance, feedback, and learning resources for both teachers and students, adaptable to individual learning needs and instructional goals.	The tool provides a complete AI tutor or mentor system, offering personalized guidance, feedback, and learning resources for both teachers and students, adaptable to individual learning needs and instructional goals.	
b. Describe how your tool provides students with the ability to engage in student to student or student to teacher communication.	The tool includes structured communication channels, enabling collaborative interactions with secure messaging, group chats, and teacher-student feedback features, while supporting privacy and safe usage.	The tool includes structured communication channels, enabling collaborative interactions with secure messaging, group chats, and teacher-student feedback features, while supporting privacy and safe usage.	
c. Describe how your tool provides teachers with the ability to monitor student usage, access data, and offer actionable feedback and assessments.	Comprehensive monitoring tools allow teachers to track student progress, review detailed data analytics, and provide real-time feedback. The interface is user-friendly and supports actionable insights for educators.	Comprehensive monitoring tools allow teachers to track student progress, review detailed data analytics, and provide real-time feedback. The interface is user-friendly and supports actionable insights for educators.	
d. Specify whether the interfaces are real-time, asynchronous, or both.	The tool offers both real-time and asynchronous options, allowing flexible interaction and feedback. Teachers can choose modes based on instructional needs, enhancing versatility.	The tool offers both real-time and asynchronous options, allowing flexible interaction and feedback. Teachers can choose modes based on instructional needs, enhancing versatility.	
e. Describe data analytics and reporting features provided.	The tool provides comprehensive data analytics, with detailed reports on student progress, engagement, and learning outcomes. Reporting is easy to access and customizable for teacher needs.	The tool provides comprehensive data analytics, with detailed reports on student progress, engagement, and learning outcomes. Reporting is easy to access and customizable for teacher needs.	
5. Accessibility and Inclusivity: The tool should ensure accessibility for all students, including EIs/MLs and those with disabilities, and promote an inclusive learning environment			
Rubric Criteria	Exemplary:	Satisfactory:	Insufficient:
a. Specify compliance with accessibility standards.	The tool fully complies with accessibility standards (e.g., WCAG), with accommodations for vision, hearing, and physical disabilities, ensuring equitable access for all students.	The tool includes some accommodations for diverse learners, but options are limited in variety or depth, reducing adaptability.	The tool lacks compliance with accessibility standards, with limited or no support for students with disabilities, compromising inclusivity.
b. Outline features that accommodate diverse learning needs.	The tool includes adaptable learning resources, with accommodations like variable reading levels, multilingual support, and customizable learning paths to meet diverse student needs.	The tool includes adaptable learning resources, with accommodations like variable reading levels, multilingual support, and customizable learning paths to meet diverse student needs.	
c. Describe any language supports or other inclusivity features.	The tool offers complete language support, including multilingual interfaces and resources, supporting students with varying language backgrounds and promoting cultural inclusivity.	Basic language support exists through multilingual interfaces and resources, supporting students with varying language backgrounds and promoting cultural inclusivity.	The tool lacks language support features, providing an exclusionary experience for students who may require language accommodations.
6. Professional Learning and Support for Educators:			
a. What professional learning and development opportunities do you offer to help educators effectively implement and use the tool?	Extensive professional development is available, with diverse formats (e.g., in-person, online) and thorough onboarding, instructional training, and safety guidance for AI use in education.	Some professional learning opportunities are offered, but diverse formats or content may be limited, with basic training for tool use.	There is little or no professional learning or support, limiting educator effectiveness in using the tool.
b. Detail the formats (e.g., in-person, online), frequency (e.g., ongoing, on-demand), and depth of the training programs offered. Highlight onboarding, platform-specific technical and pedagogical training, and guidance for student-family communication about child safety and AI use.	The tool provides multiple training formats, including ongoing and on-demand options, covering both technical and pedagogical aspects, ensuring comprehensive educator support.	Training is available in a limited format or frequency, focusing mostly on basic technical use, with limited depth in pedagogy.	There is no significant training or limited support that lacks depth and variety, making it difficult for educators to fully utilize the tool.
c. What supports are provided for troubleshooting and technical assistance? Is there a helpdesk available during school hours?	Reliable support, including a helpdesk available during school hours, is provided for troubleshooting. The support is prompt and well-structured for educators' needs.	Some troubleshooting support is available, such as limited helpdesk hours or general guidance, but may not consistently meet school-hour needs.	Minimal or no troubleshooting assistance is available, leaving educators unsupported in resolving technical issues.
7. Student Support Features:			
a. What in-product supports are provided to assist students in using the system?	The tool includes comprehensive in-product support, such as interactive tutorials and accessible help features to assist students independently in using the system.	Basic in-product support exists, such as simple guides or prompts, but may lack depth for complex features or self-guided use.	There are no in-product support features for students, leaving them without guidance in navigating or understanding the tool.
b. Identify any built-in features to promote responsible AI use among students.	The tool actively promotes responsible AI use, with resources such as tutorials on ethical considerations, prompts for safe usage, and age-appropriate explanations about AI's role.	Some responsible AI use guidance is present, but it may be limited or lack comprehensive educational components for students.	There is no guidance on responsible AI use, with no resources to help students understand or safely interact with AI features.



Purpose

Purpose

The pilot program will evaluate the integration of artificial intelligence (AI) tools in 7-12 classrooms through partnered AI technology vendors providing intelligent tutoring systems, automated feedback platforms, and adaptive learning software. Participating school districts will implement an AI tool of their choosing to enhance classroom instruction through project-based learning experiences, personalized learning pathways, real-time student progress monitoring, and potential AI enhanced grading assistance.

The primary goal is to measure the impact of AI integration on classroom planning for instruction, teaching and learning, student learning outcomes aligned with identified AI knowledge, skills and dispositions and workforce readiness skills.

An illustration of a classroom door on the left, slightly ajar, revealing a glimpse of a classroom interior with a desk, a red chair, and a blue planet floating in the air. The door is set against a dark blue background filled with white stars and a few larger, brighter stars, suggesting a cosmic or universal theme.

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Educator Competencies for Structured Literacy and Dyslexia Awareness Campaign



Office of Dyslexia and Reading Disabilities: Strategic Priorities

Strategic Priority 1

Educator preparation providers and local education agencies implement instruction aligned to scientific evidence-based knowledge and practices for structured literacy and dyslexia.

Strategic Priority 2

Educator preparation, professional learning, and credentialing are accountable to scientific-based reading research in programming and procedures.

Strategic Priority 3

Families and school districts are supported with information and assistance regarding the detection and recognition of, and structured literacy interventions for, students with dyslexia.

Adopted Connecticut Educator Competencies for Structured Literacy and Dyslexia



Connecticut Educator Competencies for Structured Literacy and Dyslexia

Competency Crosswalk Based on Certification Level and Endorsement Type for:

All Teachers K-12 • Elementary Education PK-6 • Comprehensive Special Education PK-12
Remedial Reading and Remedial Language Arts Specialists 1-12



What are the essential teacher competencies, for structured literacy and dyslexia, that all educators should know and be able to do to effectively teach students at risk for and with dyslexia or other reading difficulties?

Guidance and Support Resources



- Information and Resources to support implementation of the Educator Competencies
- Faculty and District professional learning opportunities and supports
- Curriculum reflection tools and sample course assignments for faculty
- Model structured literacy and dyslexia training programs for district use
- Alignment of CSDE existing and future webinar modules and trainings



PA 15-97

The Commissioner of Education shall designate an employee of the Department of Education to be responsible for providing information and assistance to local and regional boards of education and the parents or guardians of students relating to the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.



Information and Assistance related to SLD: Dyslexia

Common topics

- Universal Screening/MTSS
- Tier 1 Curriculum
- Evaluation/Assessment/Independent Education Evaluations
- Eligibility (including twice-exceptionality and double-deficit dyslexia)
- Individualized Education Plans/Private school placement service plans
- Programming: Structured Literacy Interventions
- Assistive Technology/Accessible Educational Materials
- Teacher Certification/Dyslexia Legislations



Information and Assistance related to SLD: Dyslexia

CSDE Resources: Upcoming

1

Revision to the Assessment Resource Guide for Specific Learning Disabilities in Reading and Written Expression

2

Parents Guide to SLD/Dyslexia in CT

3

Dyslexia Handbook

4

Assistive Technology Resources for Students with Dyslexia



Dyslexia Awareness Campaign: End of the Year Events

Look for these events in May and June:

- Families & Schools as Partners
- Story Corps recordings
- Dyslexia Unscripted
- SERC Literacy Modules
- HILL Literacy Modules
- Statewide Library Campaign



**2025-2026 CT-DAC Planning
has begun!**

An illustration of an open door on the left side of the slide. Through the door, a classroom is visible with a teacher at a desk and students at their desks. A small blue ring with a white dot in the center, resembling a planet or a ringed planet, is floating in the air above the classroom. The background of the slide is a dark blue space filled with white stars of varying sizes.

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Thank you!