BRIDGEPORT BOARD OF EDUCATION
AGENDA OF BOARD OF EDUCATION INSTRUCTION & SUPPORT SERVICES

WEDNESDAY, MARCH 25, 2026 - 5:30 PM
CITY HALL ROOM 305
45 LYON TERRACE
BRIDGEPORT, CT 06604

1. **Call to Order**
2. **Approval of the Minutes**
   a. Dated January 28, 2026.
3. **Old Business**
4. **New Business**
5. **Referral to the full Board for approval of the Multicultural Magnet School overnight field trip May 6-8, 2026 to Outdoor Classroom, Lakeside, CT.**
6. **Referral to the full Board for approval of the High Horizons Magnet School overnight field trip June 3 -5, 2026 to Philadelphia, PA.**
7. **Presentation on CSDE Support.**
8. **Exploration to Include Eid al-Adha as a District Holiday.**
   Presentation on CSDE Support.
9. **Preliminary Discussion of Professional Learning Plans for 26-27.**
10. **Discussion and Report on Midyear Test Results for Math, ELA and Pre-K.**
    Preliminary Discussion of Professional Learning Plans for 26-27.
11. **Discussions on Cell Phones (current legislative item)**
12. **Discussion on AI use by District Staff and Students.**
    Discussions on Cell Phones (current legislative item)
13. **Adjourn**

FIELD TRIP CHECK LIST

School District Day Trip, Out-of-State, Overnight Trips

(International trips need Board approval)

School: Multicultural Magnet School
Date of Trip: May 6-8, 2026
Location of Trip: CAMP WASHINGTON - LAKESIDE, CT - OUTDOOR CLASSROOM (former NATURE'S CLASSROOM)

To provide notification of an out-of-state or overnight trip, the documentation listed below must be submitted along with this signed checklist to the appropriate Executive Staff at least 30 school days prior to the trip.

To provide notification of a School Day trip the checklist below must be completed. The principal must review the documentation, sign and date this form to approve the field trip at least 10 school days prior to the trip.

Field Trip Policy #6201 must be reviewed prior to planning a field trip and submitting it for district approval.

The following documents must be included in the completed packet:

- ✓ Field Trip Checklist / Alignment to the Curriculum
- ✓ Brochure, itinerary or overview of trip
- ✓ Student Information List with notation of permission slips submitted (**please check received on form**)
- ✓ Chaperone Contact Information (enclosed)
- ✓ Transportation Information - Bus, hotel, airline Form
- ✓ Transportation (if non-contracted bus by our district, you will need to present proof of insurance)
- ✓ Safety Plan
- ✓ Nurse has reviewed the medical needs of each participant
- ✓ 1 complete copy of packet to the appropriate Executive Staff (i.e. Superintendent/Deputy Superintendent/Chief Academic Officer/Executive Director)

The principal's signature verifies that all required information included on this checklist has been completed and reviewed. All procedures and policies have been adhered to and the principal approved this school trip.

Principal's Signature

03/19/2026

Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS

ALIGNMENT TO THE CURRICULUM

School:	MULTICULTURAL MAGNET SCHOOL
Date of Trip:	05/06/2026 - 05/08/2026
Location of Trip:	CAMP WASHINGTON - LAKESIDE, CT - OUTDOOR CLASSROOM (former NATURE'S CLASSROOM)
Purpose of the Trip:	- To offer a unique educational experience to students and their teachers. - To create an educational community that integrates social development. student - driven exploration and interdisciplinary study. - To encourage students to cooperate as a community, strengthen their self-concept and gain an appreciation on curiosity and learning.
Alignment to Curriculum:	- Students will be exposed to hands-on activities out-of-doors that can help in their understanding of the natural environment, as described in Science classes. - During activities, such as examining life in the woods or investigating weather, a strong emphasis is placed on working and learning as a team. - Students have the opportunity , each day , to explore their natural surroundings while studying important ecological concepts and their connection to the world and its life support system. -Students are encouraged to use critical thinking skills and work together to investigate a variety of natural phenomena and relationships. - NO ACTIVITIES USING WATER WILL BE PERFORMED DURING THIS TRIP (NO SWIMMING, NO BOATING, NO STUDIES OF RIVERS , MARSHES, LAKES OR ESTUARIES).
Student to Teacher/Chaperone ratio:	1 adult : 5 students
Additional Information: I.e. Grant Related	N/A

TRANSPORTATION & LODGING INFORMATION

BUS

(If non-contracted bus by our district, you will need to present proof of insurance).

Bus Company Name: WE TRANSPORT

Bus Company Address: 80 LOGAN ST , BRIDGEPORT, CT, 06607

Telephone: (203) - 883 - 8081

****Proof of Insurance: (Proof of Insurance must be included in packet.)**

** Include information in the packet

Hotel

Hotel Name: WINTERIZED CABINS AND DORMITORIES

Hotel Address: 190 KENYON RD. , LAKESIDE CT , 06758

Telephone Number: 860-567-9623

Airline

Airline Name: N/A

Airline Flight #: N/A

Telephone N/A

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
SCHOOL HEALTH FIELD TRIP APPROVAL FORM

TO BE COMPLETED BY SCHOOL NURSE

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

☑ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.).

NA ☑ 2) Necessary arrangements/training made for any students needing procedures (e.g., catheterizations, tube feedings, etc.).

☑ 3) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.).

NA ☑ 4) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach).

☑ 5) Arrangements have been made for access to emergency medical services.

☑ 6) Lunch/snack arrangements have been made in consideration of students with food allergies.

☑ 7) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, sunscreen, etc.).

☑ 8) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

☑ 9) Other medical or safety issues addressed.

The School Nurse signature verifies that he/she has reviewed the medical needs of students attending the field trip

Kristin Dreifuss		03/18/2026
School Nurse Name	School Nurse Signature	Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
EXECUTIVE STAFF SIGNATURE

TO BE COMPLETED BY EXECUTIVE STAFF

Received By: _____

Title: _____

Signature: _____

Date: _____

Outdoor Classroom

PO Box 199
Freedom, NH 03836

FAMILY PACKET

Please review this document in its entirety. Pages 5-9 must be completed and returned to your student's teacher by the designated deadline (set by the school teachers).

Dear Families,

We're thrilled that your child is joining us at Outdoor Classroom. This Family Packet will help students and families get ready for the Outdoor Classroom experience. In this packet you will find answers to frequently asked questions and other important information.

Your child's physical, mental, and emotional safety are our number one priority during their time with us. During instructional activities and mealtimes, your child will be supervised by enthusiastic and experienced Outdoor Classroom staff who have undergone background checks and training to provide your child with an inspiring and safe experience. Our staff are also certified in CPR and First Aid. During free-time and nighttime, students are in the care of their teachers and parent chaperones. If your student does become ill and it is determined that they are too sick to stay on site (fever 100.4 or above, vomiting, diarrhea, etc.) then our staff will contact you to make arrangements for you to pick up your child.

If you have any questions about the trip, please contact your school directly. If you have any questions that your school is unable to answer, please feel free to reach out to us at info@outdoorclassroom.com or (603) 539 8053.

We can't wait to share the field-trip of a lifetime with your student!

Sincerely,
The Outdoor Classroom Team

Outdoor Classroom Locations

Location	Host Site	Address
Freedom, NH	Camp Cody	9 Cody Rd, Freedom, NH 03836
Ocean Park, ME	Ocean Wood Camp	17 Royal St, Ocean Park, ME 04063
Groton, MA	Grotonwood Camp	167 Prescott St, Groton, MA 01450
Yarmouthport, MA	Camp Wingate Kirkland	79 White Rock Rd, Yarmouth Port, MA 02675
Great Barrington, MA	URJ Eisner Camp	53 Brookside Rd, Great Barrington, MA 01230
Lakeside, CT	Camp Washington	190 Kenyon Rd, Lakeside CT 06758
Ivoryton, CT	Incarnation Camp	253 Bushy Hill Rd, Deep River, CT 06417

Outdoor Classroom

PO Box 199
Freedom, NH 03836

Overview of the Program

Outdoor Classroom is a residential outdoor education program that focuses on science and engineering, social and emotional learning, and teambuilding. Our hands-on lessons focus on building critical thinking skills and exploring the connections between the natural and human-made world.

We work with each school group to help design a program that best fits the needs and outcomes of the group. Each program is rooted in the following components: Field Group, Class Choice, Large Group Activities, Evening Programs, Meals, and Free Time.

Students at Outdoor Classroom are always supervised by adults and a medical staff member is on site while students are on site and are available for medication administration, first aid, illnesses and emergencies.

Below is an example of a typical day:

7:00 Wake up **7:30 Morning Meds**
7:40 Set/ 8:00 Breakfast
9:15 **Field Group** 11:30 Free Time
11:40 Set & Lunch Meds **12:00 Lunch**
1:15 **Class Choice** 2:45 Break/Snack 3:00 **Class Choice** 4:30 Free Time
5:10 Set & Dinner Meds **5:30 Dinner**
6:45 **Evening Activity** 8:00 Quiet Sing Nighttime Meds **8:30 Back to Cabins**

Outdoor Classroom

PO Box 199
Freedom, NH 03836

Medications

All "Scheduled" medications will be overseen and distributed to your child by a medical staff member, as ordered by your child's medical provider. Children are not permitted to keep medications on their person, and this includes prescription and over-the-counter medications (Tylenol, vitamins, cough drops, etc.). Emergency medications (e.g. Epi-pens and rescue inhalers) will be available to your child at all times. When possible, children are encouraged to self administer under the care and guidance of trained medics or staff members.

All medications need to be sent **in the original bottle / packaging with the PHARMACY LABEL, Doctor's name, student's name, medication, strength, dosage, and usage instructions on the bottle / packaging**, if applicable. Please place the bottle / package in a clear ziplock bag with your child's name, school, date of birth and **fill out the medication document on page 9 of this packet.** School teachers or a designated employee will collect medications prior to departure (check with your school for due dates for drop off of medications), **do not pack medications in your child's bag**. We have basic medicines (Tylenol, cough drops, tums, etc) and first-aid supplies for students who may need them throughout the trip on an AS NEEDED basis.

Food Allergies / Dietary Needs
Our facilities can accommodate a variety of dietary needs. There is a section in this packet for you to indicate any dietary allergies, restrictions, or preferences. If you have concerns about your student's dietary needs while at Outdoor Classroom, please inform us as soon as possible.

Visitors and Communication
We ask you not to visit your student during their field trip. Visiting parents/guardians can distract students and may make some students homesick. Students are not permitted to have cell phones at Outdoor Classroom. This is to encourage them to enjoy life "unplugged" - live in the moment and appreciate their surroundings. If there is an emergency and you need to reach your child, please contact your student's school teacher, or you can contact us at (603) 539-8053.

Behavior Expectations
Below is a copy of our Outdoor Classroom Behavior Expectations. We require every student and their family to read the expectations and sign an acknowledgement statement.
We are committed to providing a safe, positive experience for all students. As part of the Outdoor Classroom community, students are expected to be familiar with and follow these behavior expectations. Students who are unable to follow them may be disciplined and sent home at the discretion of the school. Parents/Guardians are then expected to pick up their student(s). Please discuss these expectations with your student prior to the field trip.

- Students must remain with their group and instructor or teacher/chaperone at all times. Students should never be alone in camp or leave the property alone.
- Students must remain in the cabins with chaperones after lights-out.
- Students may not have in their possession any prohibited items (please review the Packing List).
- All medications should be given to the school teacher or medical staff.
- Students are expected to take care of the property and report any damages.
- Students should use equipment for its intended purpose and in a safe manner.
- Physical fighting or altercations are not tolerated and may result in immediate separation/dismissal without refund.
- Bullying is not tolerated and all suspected bullying instances will be dealt with firmly and may result in immediate separation or dismissal without refund of tuition.
- All school rules will be enforced at Outdoor Classroom.

Outdoor Classroom

PO Box 199
Freedom, NH 03836

Packing List

Mark all items with your child's name.
Please send old / play clothes (students will get dirty).
Laundry facilities are not available for general student use.

Arrival day: Students should be ready to participate in activities when they get off the bus. They should be wearing closed-toed shoes and have a day pack ready with sunscreen, a water bottle, and an extra layer.
Weather: Please check the weather for your Outdoor Classroom location, and pack according to expected precipitation and temperatures. Students will be outside all day (unless there is a safety concern).

Important! Prohibited items include:

- Cell phones
- Other electronics - iPods, iPads, portable video games or movie devices
- Candy, gum, or food of any kind
- Swiss army knives/leathermen or any other weapons
- Illegal substances, drugs, or alcohol
- Lighters / matches

Quantities: Adjust the number of clothing items based on the length of the field trip.

Clothing

- Long pants/jeans
- 1 or 2 pairs of pajamas
- T-shirts & Long-sleeved shirts
- Sweatshirt or fleece
- Warm jacket
- Socks (pack a few extra)
- Underwear
- 2 pairs of sneakers or hiking boots*
- 1 raincoat or poncho
- 1 pair of crocs or water shoes if going to Ocean Park or Yarmouth

Cold Weather (November, March-April)

- Warm insulated snow Jacket
- Snow pants
- Snow boots
- Gloves/ Mittens
- Wool socks
- Warm hat
- Thermal Baselayer

Bedding / Linens

- Sleeping bag or bedroll (sheets/blankets)
- Pillow
- 1 towel
- Laundry bag for dirty clothes

Toiletries

- Toothbrush and toothpaste
- Soap, shampoo, conditioner
- Deodorant
- Comb or brush
- Lip balm/chapstick

Miscellaneous

- 1-day pack/backpack
- 1-2 reusable water bottles (1 Liter)
- Flashlight or Headlamp
- Sunscreen/Bug Spray

Optional Items

- Flip flops for the shower
- Book
- Ballcap
- Disposable Camera (No cell phones!)
- Fitted sheet for the mattress (Twin)

*All footwear must be closed-toed
**Outdoor Classroom is not responsible for items lost, stolen or left behind.

PLEASE FILL OUT AND TURN IN THE FOLLOWING PAGES

FIELD TRIP CHECK LIST

School District Day Trip, Out-of-State, Overnight Trips

(International trips need Board approval)

School: High Horizons Magnet School
Date of Trip: June 3-5, 2026
Location of Trip: Philadelphia, PA

To provide notification of an out-of-state or overnight trip, the documentation listed below must be submitted along with this signed checklist to the appropriate Assistant Superintendent at least 10 school days prior to the trip.

To provide notification of a School Day trip the checklist below must be completed. The principal must review the documentation, sign and date this form to approve the field trip at least 5 school days prior to the trip.

Field Trip Policy #6201 must be reviewed prior to planning a field trip and submitting it for district approval.

The following documents must be included in the completed packet:

- ☑ Field Trip Checklist / Alignment to the Curriculum
- ☑ Brochure, itinerary or overview of trip
- ☑ Student Information List with notation of permission slips submitted (**please check received on form**)
- ☑ Chaperone Contact Information (enclosed)
- ☑ Transportation Information - Bus, hotel, airline Form
  - ☑ Transportation (if non-contracted bus by our district, you will need to present proof of insurance)
- ☑ Safety Plan
- ☑ Nurse has reviewed the medical needs of each participant
- ☑ 1 complete copy of packet to the appropriate Assistant Superintendent

The principal's signature verifies that all required information included on this checklist has been completed and reviewed. All procedures and policies have been adhered to and the principal approved this school trip.

Principal's Signature

3/6/26
Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS

ALIGNMENT TO THE CURRICULUM

School:	High Horizon Magnet School
Date of Trip:	June 3-5, 2026
Location of Trip:	Philadelphia, Pennsylvania historic area.
Purpose of the Trip:	To explore historical, scientific, and cultural sites connected to the founding of America. This culminating activity ties together a year of study on early America history for our 8th graders and will give our 7th graders a meaningful frame of reference to begin studying American history next school year.
Alignment to Curriculum:	The 8th grade curriculum centers on events leading up to the 13 colonies declaring independence from Great Britain in 1776 and the U.S. Constitution 11 years later. Not only do we spend time at Independence Hall where the Declaration of Independence and U.S. Constitution were written, we will see several museums and tour the colonial district to reinforce what we have learned in our classroom this year. A visit to Philadelphia offers students a real-world connection to so much of the material they have been expected to learn in middle school social studies. The 7th graders have focused World geography, focusing on Latin America, Africa, and Asia but they have always had a close connection to American history and culture through our examination of 9/11, the forthcoming elections and the intertwined relationships between the U.S. and the rest of the world.
Student to Teacher/Chaperone ratio:	4.5/1
Additional Information: I.e. Grant Related	N/A

SILVER MILL STUDENT TRAVEL

CONNECTICUT'S PREMIER FIELD TRIP PROVIDER

GROUP TOUR PROPOSAL

Group Name- High Horizons Magnet School
Destination- New York City
Travel Dates- June 3-5, 2026

Included Features

Round trip motorcoach transportation, 2- nights at Holiday Inn and Suites Drexel Hill, Breakfast each morning at the hotel, Museum of American Revolution, National Constitution Center, Reading Terminal Market ($20 allowance), Candlelight Ghost Tour, Franklin Institute with voucher or cash allowance, Philadelphia Phillies Game with meal voucher, Eastern State Penitentiary, Adventure Aquarium, Double Decker Bus Tour, security on duty at the hotel, driver gratuity included in the cost of the trip, will receive 1 complimentary chaperone for every 10 paying passengers (double occupancy), single room for group leader.

Cost Per Person: Quad Occupancy

Minimum 50 Per Bus: $619 Minimum 40 Per Bus: $649

Estimated Payment Dates

Box Office Deposit (If Necessary):
Deposit of $100 Per Person is due January 15, 2026
Final Payment: May 1, 2026

Should you have any questions or if you would like to confirm this trip, please call me at 860-877-7806 (direct line) or send me an e-mail at Josh@silvermillstudenttravel.com

We look forward to working with you.

Josh Doyon
Silver Mill Student Travel

TRANSPORTATION & LODGING INFORMATION

BUS

(If non-contracted bus by our district, you will need to present proof of insurance).

Bus Company Name: DATTCO, Inc.

Telephone: 860 229-4878

**Proof of Insurance: (Proof of Insurance must be included in packet.)

*** - See attached form

** include information in the packet

Hotel

Hotel Name:

Holiday Inn & Suites

Hotel Address:

5400 Ferne Boulevard, Drexel Hill, PA 19026

Hotel Telephone Number: 484 461-9820

Airline

Airline Name: N/A

Airline Flight #:

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
SCHOOL HEALTH FIELD TRIP APPROVAL FORM

TO BE COMPLETED BY SCHOOL NURSE

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

☒ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.).

MA 2) Necessary arrangements/training made for any students needing procedures (e.g., catheterizations, tube feedings, etc.).

☒ 3) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.).

☒ 4) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach).

☒ 5) Arrangements have been made for access to emergency medical services.

☒ 6) Lunch/snack arrangements have been made in consideration of students with food allergies.

☒ 7) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, sunscreen, etc.).

☒ 8) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

☒ 9) Other medical or safety issues addressed.

The School Nurse signature verifies that he/she has reviewed the medical needs of students attending the field trip

Jeanette Barrett
School Nurse Name

School Nurse Signature

2/11/26
Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
EXECUTIVE STAFF SIGNATURE

TO BE COMPLETED BY EXECUTIVE STAFF

Received By: _____

Title: _____

Signature: _____

Date: _____

Administrator Professional Learning Survey

Generated on: 2026-03-20

✨ Quick Recap of this engagement

Summary

The majority of participants are from elementary schools, with 81% identifying as such, while 19% are from high schools. Among elementary administrators, 31% expressed interest in continuing the partnership with Hill for Literacy, though 62% indicated the question does not apply to them. Interest in professional development topics is diverse, with the highest interest in "Lesson Planning for Differentiation & Small Group Instruction" at 51%, followed closely by "Curriculum Content/Pacing/Instructional Frameworks" and "Multilingual Learner Instructional Supports," both at 46%. Qualitative responses reveal a strong interest in professional learning that supports differentiated instruction, multilingual learner strategies, and effective classroom management. Participants also expressed a need for professional development in areas such as career-connected learning, trauma-informed approaches, and universal design for learning.

Categories

Professional Development Needs: Participants highlighted a need for professional development in differentiated instruction, multilingual learner strategies, and effective classroom management. There is a strong desire for training that integrates digital literacy and career-connected learning into instruction. The sentiment is that professional development should be hands-on and directly applicable to classroom settings.

Partnership with Hill for Literacy: While 31% of elementary administrators are interested in continuing the partnership with Hill for Literacy, there are concerns about the structure and

effectiveness of current meetings. Participants suggest shorter, more focused meetings and direct communication with teachers to improve engagement and implementation.

Instructional Strategies and Content: There is significant interest in lesson planning for differentiation and small group instruction, with 51% of participants expressing interest. Participants also seek strategies for student engagement, discourse, and culturally relevant teaching. The perception is that these areas are crucial for improving instructional quality and student outcomes.

Special Education and Multilingual Learner Support: Participants are interested in instructional supports for special education and multilingual learners, with 46% expressing interest in multilingual learner instructional supports. There is a call for professional development that addresses accommodations, modifications, and inclusive practices to better support these populations.

Data-Driven Instruction and Assessment: Participants emphasize the importance of data analysis and using data to drive instruction, with 37% interested in this area. There is a need for training in progress monitoring and data-informed practices to enhance instructional decision-making and student achievement.

Areas to investigate

- **Partnership with Hill for Literacy**: With 31% of elementary administrators interested in continuing the partnership, further investigation into the structure and effectiveness of current meetings is needed to address concerns about engagement and implementation.
- **Professional Development Structure**: The diverse interests in professional development topics suggest a need to explore how training can be tailored to meet the specific needs of different school categories and instructional roles.
- **Special Education and Multilingual Learner Support**: Given the interest in instructional supports for special education and multilingual learners, further investigation into the specific challenges and needs in these areas could help refine professional development offerings.

Languages

Language	#	%
English	111	100%

Detailed Responses

Q1: Please select your school category.
Answered: 104 | Not answered: 7

Item	#	%
Elementary	84	81%
High School	20	19%

Q2: If you are an elementary administrator, would you like to continue our partnership with the Hill for Literacy?

Answered: 94 | Not answered: 17

Item	#	%
Yes	29	31%
No	7	7%
Does not apply	58	62%

Q3: Please select all content that you would be interested in attending.

Answered: 76 | Not answered: 35

Item	#	%
Strategic School Improvement Planning	27	36%
Curriculum Content/Pacing/Instructional Frameworks	35	46%
Lesson Planning for Differentiation & Small Group Instruction	39	51%
Special Education Compliance & Expectations	28	37%
Data Analysis & Small Group Instruction	28	37%
Common Planning Time	19	25%
Multilingual Learner Instructional Supports	35	46%
Scheduling	23	30%
Para Management	15	20%

Q4: What other topics are you interested in learning more about?

Answered: 67 | Not answered: 44

✨ Summary

Respondents expressed interest in a range of educational topics, including district expectations for SRBI/MTSS, restorative practices, and the new SEL Program, RootED. They highlighted the

effectiveness of The Hill for literacy coaching and suggested improvements for principal meetings. Other areas of interest include budgeting, grants, student engagement, PowerSchool optimization, curriculum planning, scaffolding strategies, and student-centered learning. Special education, co-teaching models, data-driven instruction, and family engagement were also mentioned. Respondents emphasized the need for advanced, consistent training and specific answers to questions, particularly regarding scheduling for LEAP & RISE students.

Q5: What professional learning topics do you think your teachers will benefit from?
Answered: 62 | Not answered: 49

✨ Summary

The responses highlight several professional learning topics that would benefit teachers, including job-embedded coaching, data interpretation, and progress monitoring in literacy and math. Emphasis is placed on classroom management, student engagement, differentiation, and strategies for supporting neurodivergent and multilingual learners. Teachers also need training in restorative practices, dealing with difficult behaviors, and maximizing WIN time. Special education support, co-teaching models, and inclusive practices are crucial, alongside rigorous lesson planning aligned with standards. Effective use of data to drive instruction and engaging families in academic partnerships are also prioritized, with a focus on consistency and reflection in reading instruction.

Teacher Professional Learning Survey

Generated on: 2026-03-20

Quick Recap of this engagement

Summary

The survey results indicate a diverse range of interests and needs among educators, with a significant focus on professional development topics such as lesson planning for differentiation (46%), strategies for multilingual learners (45%), and curriculum content/pacing/instructional frameworks (42%). A majority of participants (55%) indicated that the question about continuing work with Hill for Literacy does not apply to them, while 24% expressed a desire not to continue, and 21% wished to continue. The qualitative responses reveal a strong interest in integrating technology, AI, and culturally responsive teaching into the curriculum, as well as a need for more effective classroom management strategies and support for special education and multilingual learners.

Categories

Professional Development Needs: Participants expressed a strong interest in professional development focused on lesson planning for differentiation, strategies for multilingual learners, and curriculum content/pacing/instructional frameworks. There is a clear demand for training that addresses specific instructional needs, such as small group instruction, data analysis, and classroom management. Many educators are seeking opportunities to collaborate with peers and learn from others' experiences to enhance their teaching practices.

Technology and AI Integration: There is a notable interest in incorporating technology and AI into the classroom, with participants seeking guidance on how to use these tools effectively for instruction and differentiation. Educators are eager to learn about AI's impact on student learning

and how to responsibly integrate it into their teaching practices. The need for training on specific platforms and tools, such as PowerSchool and Promethean boards, is also highlighted.

Support for Multilingual and Special Education Learners: Educators are keen on learning strategies to better support multilingual learners and students with special needs. There is a demand for professional development that focuses on culturally responsive teaching, differentiation, and effective progress monitoring for these student groups. Participants are looking for resources and strategies to enhance inclusion and support diverse learners in the classroom.

Classroom Management and Student Engagement: Effective classroom management and student engagement are recurring themes in the responses. Educators are seeking strategies to manage disruptive behaviors, foster a positive classroom environment, and engage students in meaningful learning experiences. There is a call for professional development that addresses these challenges and provides practical solutions.

Collaboration and Resource Sharing: Many participants expressed a desire for more opportunities to collaborate with colleagues and share resources. There is an interest in professional development that facilitates networking and idea exchange among educators, allowing them to learn from each other's experiences and best practices. This category highlights the importance of community and support within the educational environment.

Areas to investigate

- **Hill for Literacy Program**: With 24% of participants indicating they do not wish to continue with the Hill for Literacy program, further investigation into the reasons behind this sentiment could be beneficial. Understanding the challenges and concerns associated with the program may help in addressing educators' needs and improving its implementation.
- **Technology and AI Usage**: The integration of technology and AI in the classroom is a significant interest area, but there are concerns about its responsible use and impact on student learning. Investigating the specific needs and challenges educators face in this area could lead to more targeted and effective professional development offerings.
- **Support for Multilingual Learners**: With 45% of participants interested in strategies for multilingual learners, exploring the specific challenges and needs in this area could help in developing more effective support systems and resources for educators working with diverse student populations.

Languages

Language	#	%
English	605	100%

Spanish	1	0%

Detailed Responses

Q1: Please select your grade level band.
Answered: 571 | Not answered: 35

Item	#	%
Pre K	44	8%
K-2	167	29%
3-6	176	31%
7-8	94	16%
9-12	90	16%

Q2: If you are a k-6 teacher, do you want to continue your work with the Hill for Literacy next year?
Answered: 560 | Not answered: 46

Item	#	%
Yes	118	21%
No	133	24%
Does not apply	309	55%

Q3: Please select all content that you would be interested in attending.
Answered: 544 | Not answered: 62

Item	#	%
Curriculum Content/Pacing/Instructional Frameworks	228	42%
Lesson Planning for Differentiation	251	46%
Data Analysis & Small Group Instruction	173	32%
High School Instruction in a Block Schedule	35	6%
Special Education Compliance	110	20%
IEP Implementation	132	24%
Strategies & Instructional Support for Multilingual Learners	245	45%
Classroom Management	171	31%

Working with Paras	104	19%

Q4: What additional topics or content would you like to learn more about?
Answered: 520 | Not answered: 86

Summary

The responses indicate a diverse range of interests and needs for professional development among educators. Key areas of interest include differentiation for diverse learners, data literacy, culturally responsive teaching, and integrating AI into education. There is a strong demand for collaboration time among teachers, particularly for sharing best practices and lesson planning. Respondents also express a need for training in specific programs and strategies, such as trauma-informed practices, special education modifications, and technology use. Additionally, there is a call for professional development that addresses mental health and wellness for teachers, as well as effective classroom management and engagement strategies.

BRIDGEPORT
PUBLIC SCHOOLS

Grades 3-8

Middle of the Year Progress Monitoring Literacy Report

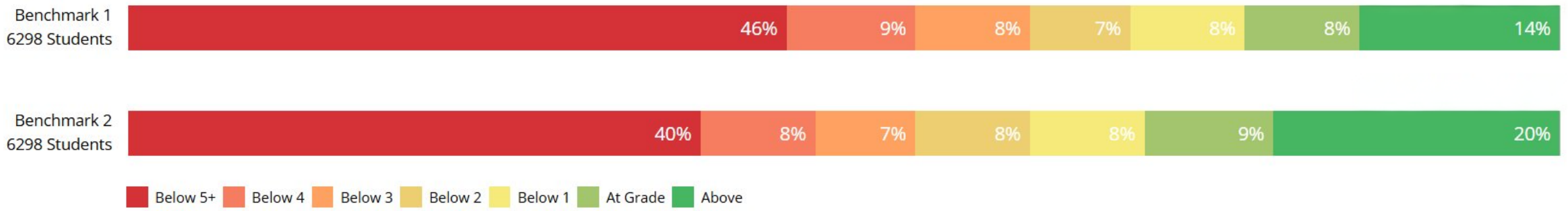
Prepare by: Dr. Cheryl Faga

Date: March 25, 2026

DIBELS BOY vs MOY February 2026

Population	Measure	Levels					Students
Bridgeport Public School	Composite Score	BOY	47%	19%	23%	11%	9323
		MOY	48%	16%	22%	14%	9231

Reading Plus BOY vs MOY February 2026



Interim Assessment Benchmark 2026 Grades 3-8

BRIDGEPORT PUBLIC SCHOOLS

Interim Assessment Blocks (IAB) ELA

Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **22.7K** Date Last Taken: **03/23/2026**

Percent	**50%**	**40%**	**10%**
Count	11.3K	9.2K	2.2K

Focus for Instruction

- Comprehension (Inference, Main Idea, Theme, Point of View)
- Emerging Language Development (Multiple Language Learners)
- Vocabulary and Language (Figurative Language, Idioms, Vocabulary)
- Structure (Text Structure, Sequencing Events, Genre)

Focus for Professional Learning

- Foundational skills through coaching grades K-6
- Comprehension and Close Reading, Questioning, and Student Discourse coaching Grade 3, 4—6 in Alliance Schools
- Use of the WIN Period and Differentiation K-12

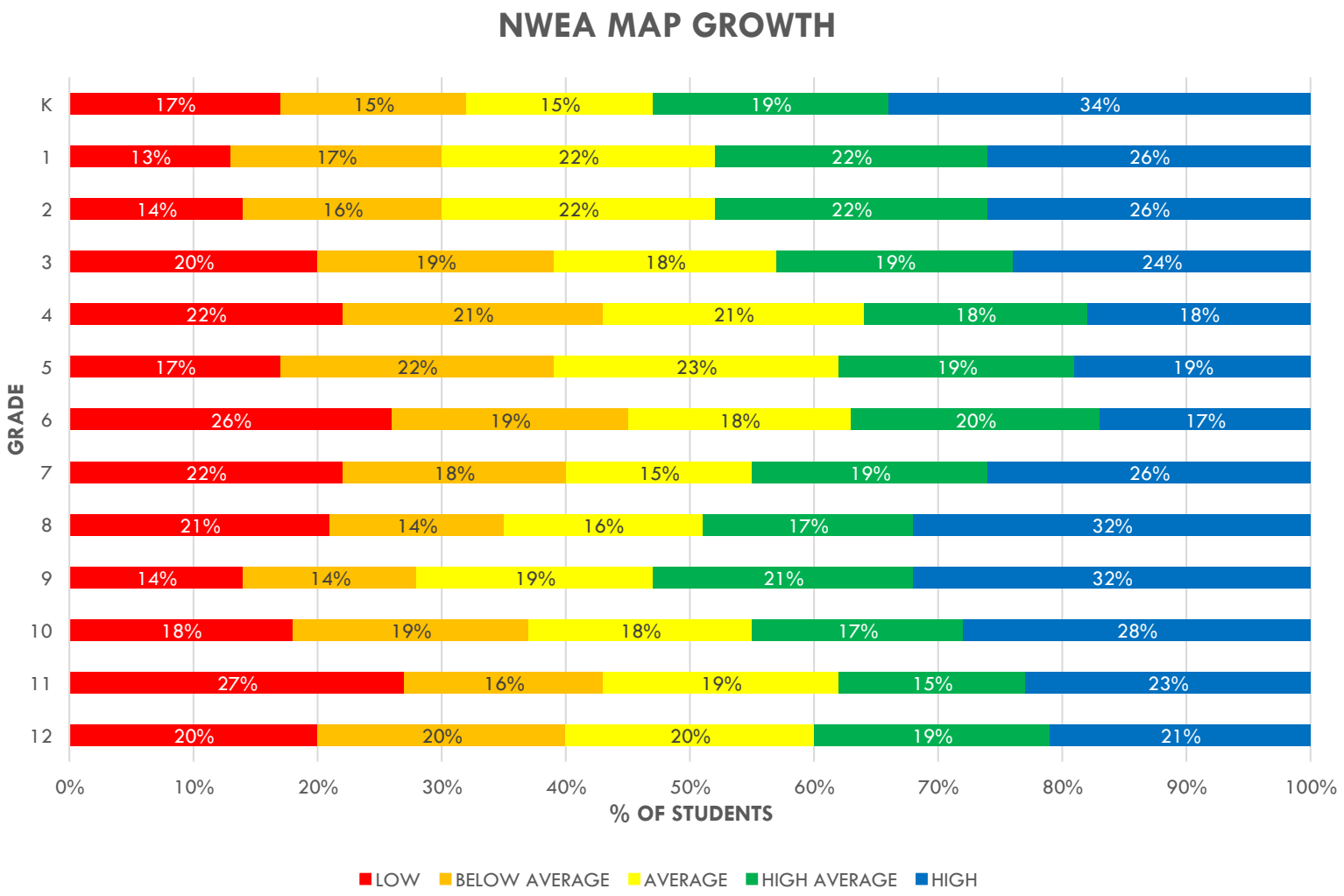
MATHEMATICS UPDATE

HERMINIO PLANAS

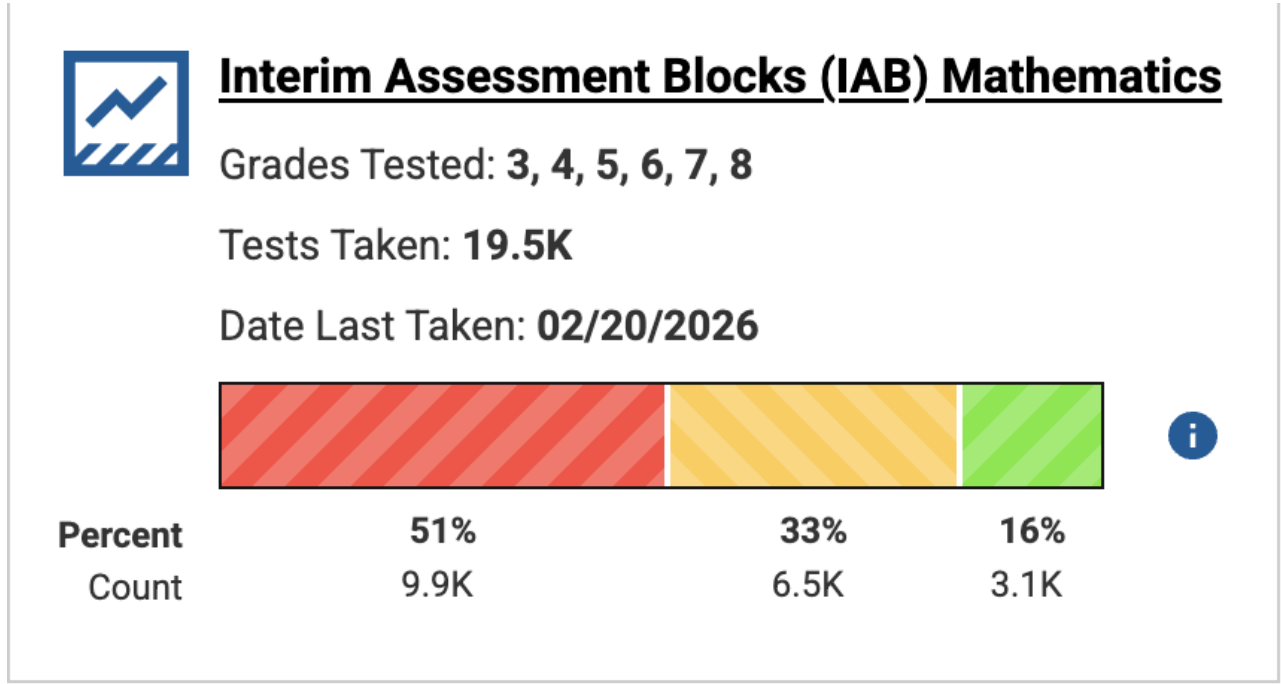
DIRECTOR OF MATHEMATICS

MARCH 25, 2026

NWEA MAP GROWTH DATA



INTERIM ASSESSMENT BLOCKS



- Administered four times per year, following specific instructional modules (similar to a module test).
- Designed to measure students' understanding of on-grade-level content and to inform instructional decisions for both core instructional time and the W.I.N. Block (What I Need – Acceleration time).
- Provide opportunities to practice SBAC-aligned content while assessing student achievement at multiple points throughout the school year.

BRIDGEPORT PUBLIC SCHOOLS 2025-2026

Department of Early Childhood

Assessment Outcomes

BOY & MOY Results

2025-2026

BRIDGEPORT
PUBLIC SCHOOLS

Bridgeport Public Schools: Brigance PK3 & PK4 Results

		BOY				MOY			
	Below	At	Above	Total	Below	At	Above	Total	Increase/Decrease
District	52.7	40.5	6.6	47.1	43.5	43.9	12.4	56.3	9.2
		Number of Students Assessed: 722				Number of Students Assessed: 778			

	BOY			MOY			
	At	Above	Total	At	Above	Total	Increase/Decrease
African-American	46	6.8	52.8	47.2	13.4	60.6	7.8
Caucasian	39.2	15.6	54.8	32	24.5	56.5	1.7
Hispanic	36.6	5.7	42.3	45.2	9.7	54.9	12.6
Asian	62.5	12.5	75	12.5	62.5	75	0
Male	34.6	6	40.6	41.1	9.3	50.4	9.8
Female	47.3	7.5	54.8	47.6	15.8	63.4	8.6

All values shown represent percentage of total respondents

Brigance PK3 & PK4 Summary

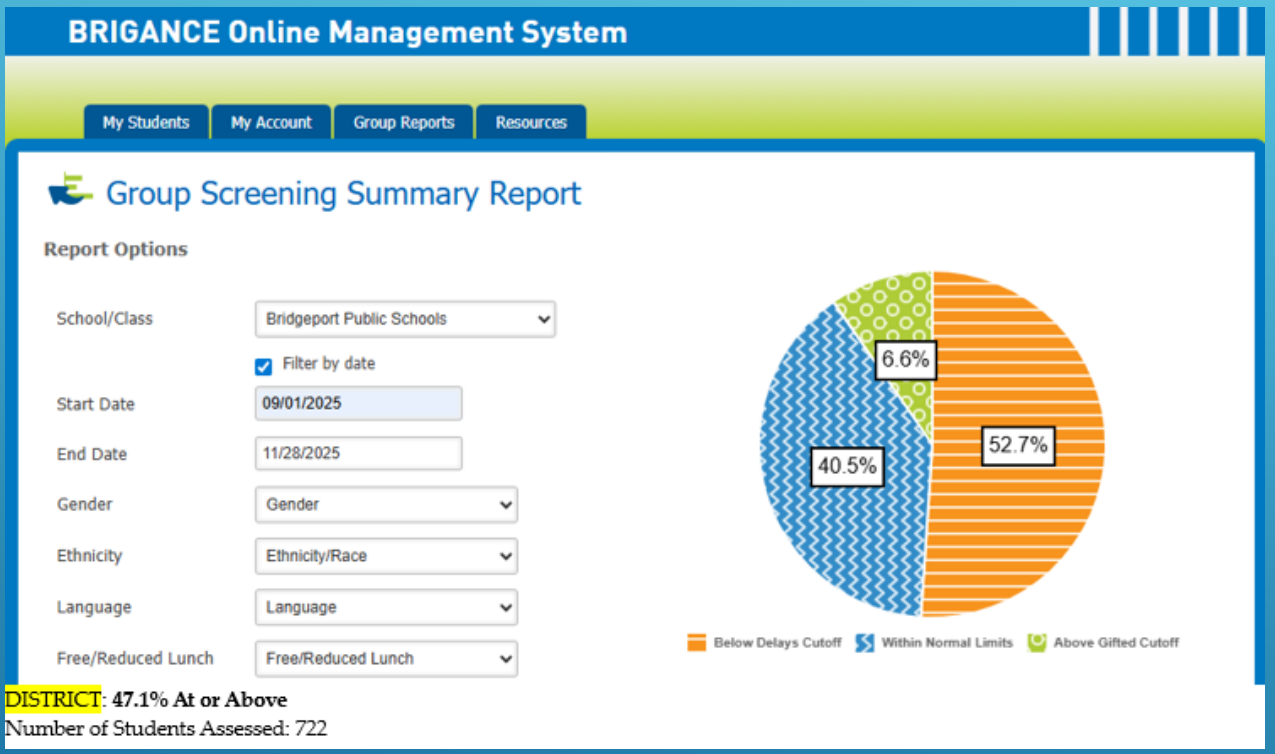
What Brigance Measures

A formative screen of early learning domains: language, early literacy, numeracy, motor skills and social-emotional readiness.

Why These Results Matter

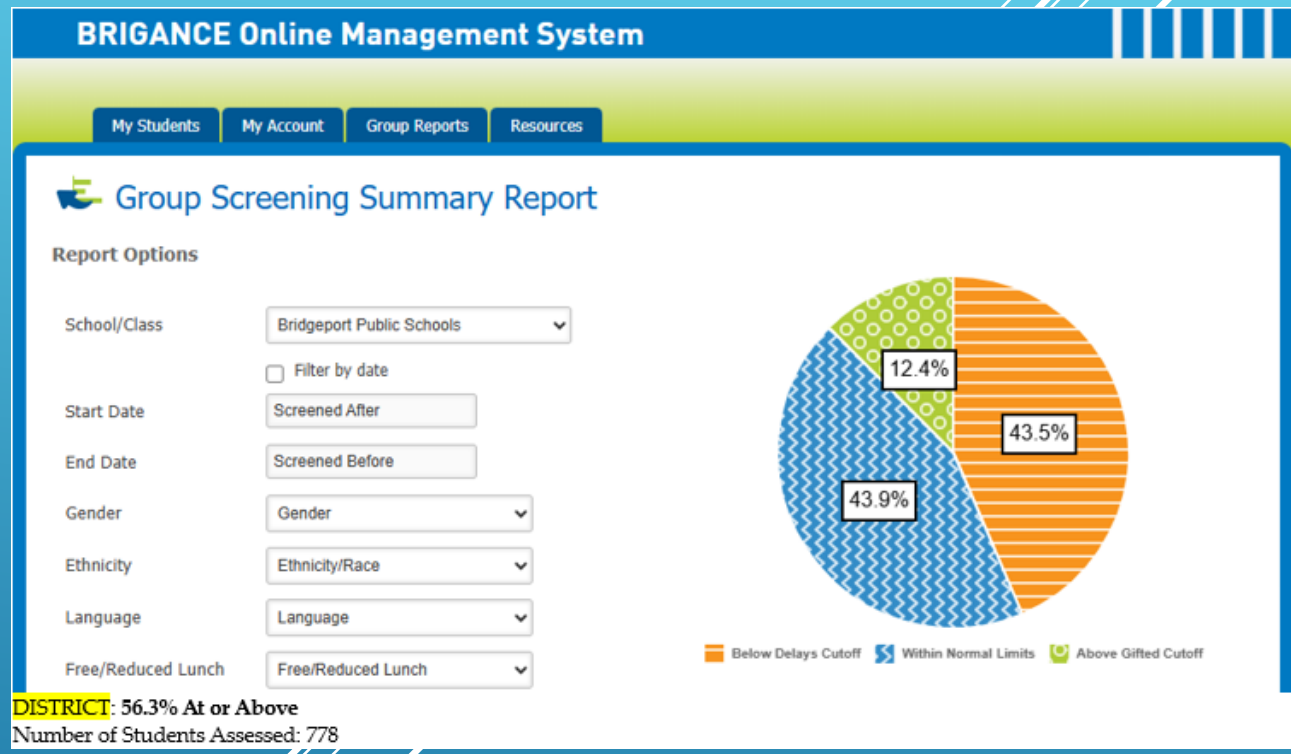
Readiness patterns across PK3 and PK4 highlight strengths and gaps early, before kindergarten, so supports can be targeted quickly.

BOY 2025



DISTRICT: **47.1% At or Above**
Number of Students Assessed: 722

MOY 2026



DISTRICT: **56.3% At or Above**
Number of Students Assessed: 778

BRIDGEPORT
PUBLIC SCHOOLS

Bridgeport Public Schools Policies and Procedures	**Elementary & Secondary** **STUDENT DISCIPLINE** **Use of Communication Devices**	Policy No.5 138.2 4123/12 Page 1 of 1

Students shall not use a cell phone or electronic communication device while in school.

The school principal may grant written permission for such use of a communication device by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the use of the device.

Legal Reference: PA 95-304 An Act Concerning School Safety
PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No. /Regulation:
Related Superintendent Procedure:
Legal Reference:

Instruction

Network/Internet/E-Mail

The purpose of Bridgeport Public School District's Network (LAN and WAN) is to promote the exchange of information that supports learning and encourages research. This goal will be accomplished by providing users access to the software located on the District's file server, the Internet and the ability to send e-mail. This is consistent with the mission of the Bridgeport Public School District. **Note:** Interpretation, application, and modification of this Bridgeport Network Policy is within the sole discretion of Bridgeport Public School District. Any questions or issues regarding this Policy should be directed to Bridgeport Public School District Administration.

RULES

1. Each student requesting access to the Bridgeport Internet link must complete the Student Account Agreement Form and have it signed by a parent or guardian. Any use of the network without authorization is prohibited.

2. Neither Bridgeport's instructional network nor Internet access is to be used for commercial business use, political, religious advocacy or illegal purposes.

3. Users may not use the system in any way that is insulting, disruptive, offensive, objectionable or contrary to the educational goals of the District.

4. Use of Bridgeport's Internet to access or send obscene, pornographic, or sexually explicit messages, cartoons or jokes; unwelcome propositions or love letters, messages advocating violence or threats of any kind; racial, ethnic or religious slurs, or any other message that can be construed to be harassment or disparagement of others based upon their sex, race, sexual orientation, age, national origin, or religious or political beliefs is prohibited.

5. Sending material critical of school administration, teachers, staff, students, or anyone associated with the school district is prohibited.

6. Harassing network users, infiltrating computing systems, and/or damaging of software components is prohibited.

7. Subscriptions to listserves, news groups, bulletin boards and any other on-line promotional services will be subject to review and approval by district staff.

8. Deliberate misuse of the network and its equipment will be considered an act of vandalism and subject the user to disciplinary action. The District will hold the user financially responsible for any damage incurred.

9. No individual shall make any unauthorized entry or alteration of any document, either paper or electronic, not created by such individual(s).

10. E-mail messages should be deleted regularly by each user to conserve storage space.

11. The installation of software on District computers must be pre-approved by the Director of Educational Technology and only performed by technical support staff.

12. Profanity or obscenity will not be tolerated. All community members shall use language which is appropriate for school situations as indicated by the Bridgeport Schools' Code of Discipline.

13. Impersonation, anonymity, or pseudonyms are not permitted. Individuals shall be held responsible for their actions and words.

14. No individual shall use the District Network for the purpose of on-line shopping.

SECURITY

The District assumes no responsibility or liability if documents stored on District equipment are lost or damaged, nor will the District be responsible for security violations beyond the proper punishment of those persons involved in such violations. The District employs Filtering Software in an effort to block objectionable content, however, no software is 100% foolproof. The District assumes no liability for the access of such material.

1. Users will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.

2. Users will not share their account with anyone or leave the account open or unattended.

3. Users will keep all accounts and passwords confidential to other users, however all system passwords and/or encryption keys must be available to the District Administration.

4. Users are responsible for content and maintenance and backing up of their own files.

5. Users will be liable for violations occurring under their accounts.

6. If a user suspects his/her account has been violated or accessed, it is his/her responsibility to report it to District personnel.

PROPERTY RIGHTS

The District has the right to specify who uses its equipment and the information contained therein, under what circumstances, and to what purpose. Use of District equipment and software for private or personal business is strictly prohibited and will subject the violator to disciplinary action.

1. The District reserves the right to limit the amount of time a file may be stored on the network system.

2. All electronic material stored on/or sent from the Bridgeport Public Schools network is the property of the district and subject to review at any time.

3. Use of the system is subject to periodic unannounced inspection and may be accessed and copied by the District for monitoring and disciplinary purposes without user's permission. Accordingly, one should not use the system to transmit personal information about oneself or others that one would not want a third party to read.

PENALTIES FOR INAPPROPRIATE USE

1. Any user violating these rules, applicable state and federal laws or posted classroom and district rules, is subject to loss of network privileges and any other District disciplinary options provided by State Statute, Board Policy, or Bridgeport Public Schools' Code of Discipline, including, but not limited to loss of network/Internet privileges, suspension and/or expulsion.

2. Users, who intentionally damage equipment, attempt to load or download unauthorized software, access another user's account or school accounts, or show disregard for these regulations, shall be subject to disciplinary action.

3. Damage caused to other networks accessed, will subject the user to the same disciplinary action as damage to the Bridgeport Network/Internet as well as any possible criminal charges.

WEB GUIDELINES

1. Web pages must comply with school rules, local, state and federal laws and regulations.

2. Building-based, instructional or informational web sites must be approved by the building principal or designee prior to posting.

3. All content, including links to other websites, must be reviewed by the classroom teacher and/or webmaster prior to posting.

4. Personal information about staff and/or students, including, personal telephone numbers addresses, and student e-mail addresses may not be posted on Web sites.

5. The publication of staff or student work on the Bridgeport Public Schools Internet Web sites will require permission of the student, parent or staff member prior to posting. If photos are used, only the first name and last initial will be included for identification.

COPYRIGHT INFRINGEMENT AND PLAGIARISM

1. Users will not plagiarize works that they find on the Network/Internet. Any information obtained over the network/Internet shall not be used without giving proper credit to the original author and is subject to plagiarism and copyright laws.

2. Any information posted on Web sites must be the original material or be in the public domain. In the event information is not derived from an original or public domain source, it cannot be published on the Web, on district Web sites or file servers without the explicit written permission of the author.

Bridgeport Public Schools

Internet Account and Web Publishing Permission Form

Name of Student _____

School _____ Name of Parent _____

1. Student Account Agreement

Student section

I have read the Bridgeport Public Schools Network and Internet Policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules my account can be terminated and I will face other disciplinary measures. I understand it is my responsibility to report any violation of the policy I see to school officials.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the Bridgeport Public Schools Network and Internet Policy. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the Bridgeport Public Schools Network and Internet Policy. I will emphasize to my child the importance of following the policy for personal safety.

I give permission ❒ I do not give permission ❒ (check one)
to issue an account for my child and certify that the information contained in this form is correct.

Parent Signature _____ Date _____

---

2. Parent Permission Form for Web Page Publishing of Student Work

I understand that during the school year our daughter or son's photo, art work or writing may be under consideration for publication on the school's web site. This web site is a part of and viewable to all on the Internet. I further understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to us as parents.

Concerning the conditions of this use I also understand

- student photos will only be identified with a first name, last initial
- no home address or telephone number will appear with such work.

I grant permission for the Web Page publishing as described above.

Parent Signature_____**Date**_____

I, the student, also give permission for such publishing

Student Signature_____Date_____

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EDUCATION. ADVOCACY. SUPPORT.

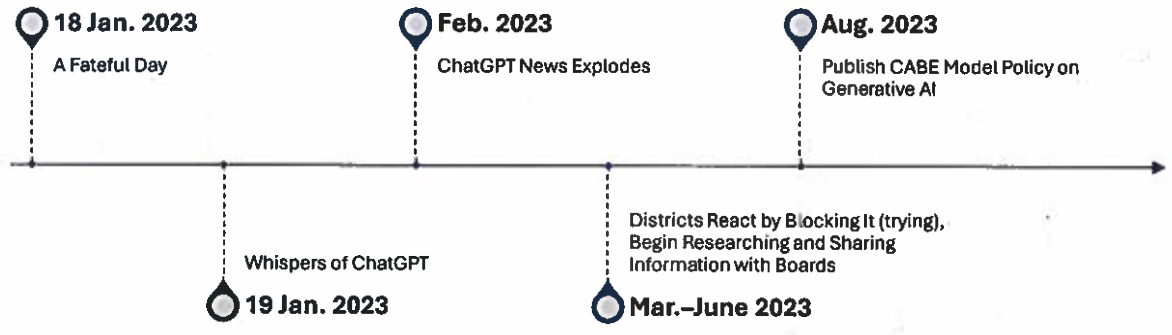
AI Policy Development Considerations

New Board Member
Orientation/Leadership Conference
December 9, 2025

Jody Goeler, Senior Policy Associate, CABE

1

Context



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Context (continued)

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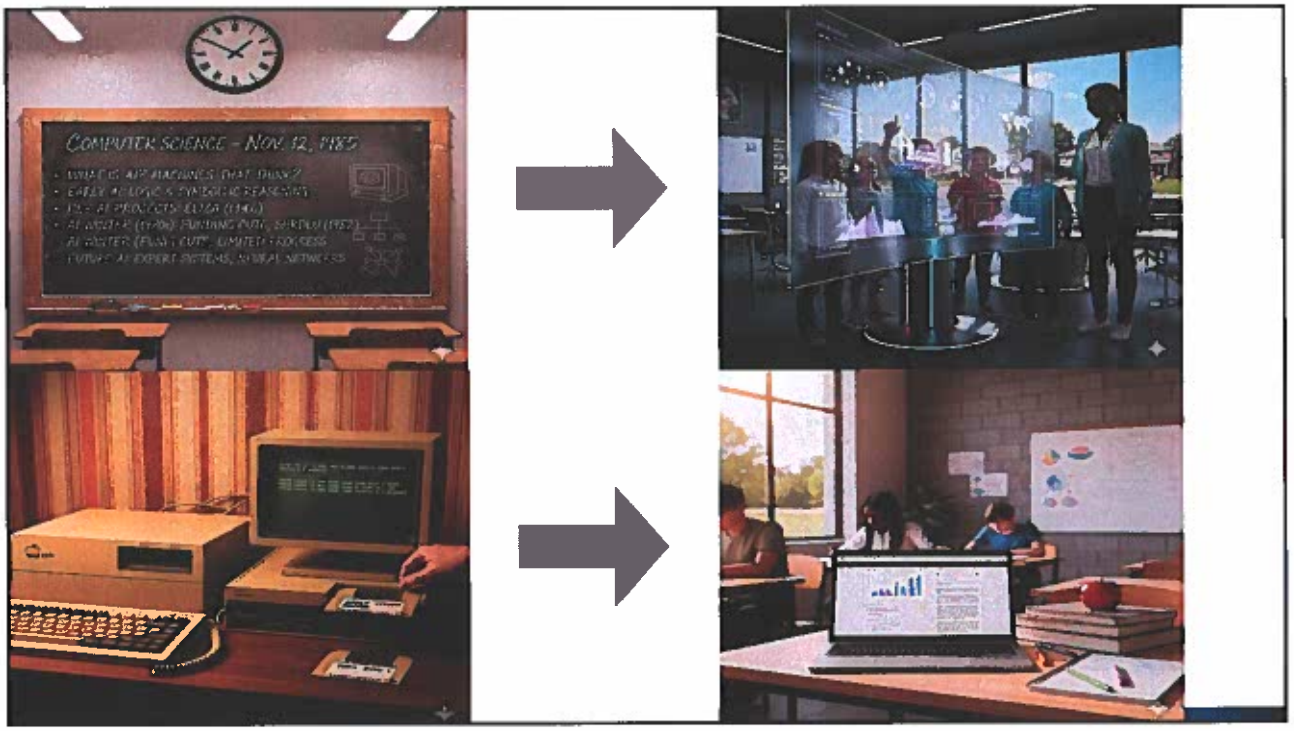
PAGE 3

3



4

Defining Generative AI

Generally, refers to programs or machines that simulate *tasks* that typically require human intelligence, such as:

- Recognizing patterns
- Making predictions
- Generating content

The varied *definitions* and *applications* of AI and its pace of development make it a challenge to regulate.

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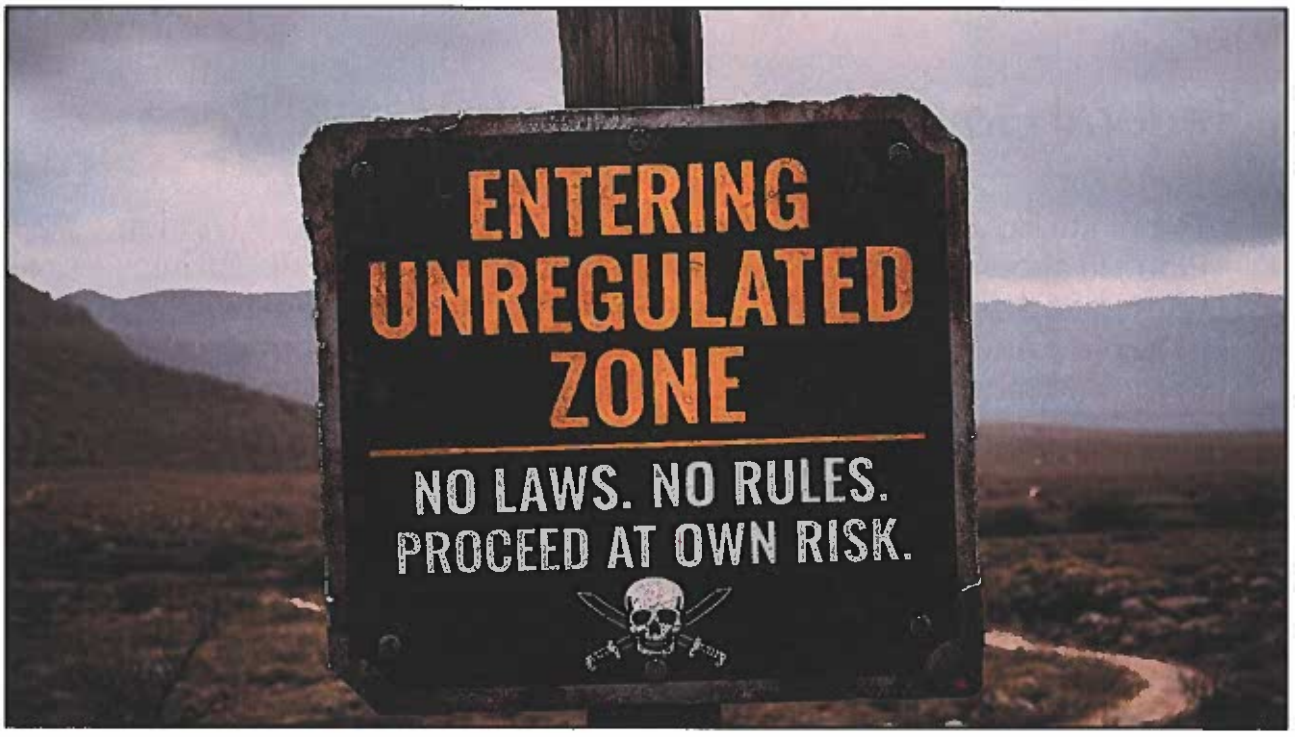

6

Federal Government Pushes to Win AI Race

- The White House released "Winning the AI Race: America's AI Action Plan", in accordance with the January executive order on Removing Barriers to American Leadership in AI. "Winning the AI race will usher in a new golden age of human flourishing, economic competitiveness, and national security for the American people."
- The Plan identifies over 90 Federal policy actions across three pillars – *Accelerating Innovation*, *Building American AI Infrastructure*, and *Leading in International Diplomacy and Security.*

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Federal Regulatory Safeguards Remaining in Place

- Such as:
  - Family Educational Rights and Privacy Act (FERPA): **Schools need to properly evaluate, procure, and monitor AI tools to ensure FERPA compliance.**
  - Children's Online Privacy Protection Act (COPPA): **Schools need to reaffirm that AI tools and service providers properly manage children's data to ensure COPPA compliance.**

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Federal and Global Resources

- Such as:
  - US Executive Order directs the implementation of AI and the Future of Teaching and Learning
  - US National Educational Technology Plan
  - EDSAFE S.A.F.E. benchmarks, OECD Guidelines, UNESCO Ethics of Artificial Intelligence

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State Government Reluctant to Regulate AI

- Regulations in place, include:
  - The CT Privacy Act gives residents rights over personal data.
  - Laws that regulate AI among State Government agencies
- Regulations recently passed (More Reactive than Proactive):
  - Laws regarding synthetic/deepfake images/revenge porn
- Only two states – Ohio and Tennessee – now require school districts to have comprehensive AI policies (EdWeek's AI policy tracker).

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Brief Recap

- AI is moving fast in an unregulated environment built for speed.
- The initial response was to block.
- It's up to school districts to regulate through policy (or not):
  - Schools' mission to educate and empower students
  - Schools' responsibility to keep everyone safe and secure
  - Board's role in adopting policy
  - Policy's role in establishing operational guidelines
  - Remaining mindful of existing privacy and security protections

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Promoting AI Literacy through Policy:

Understanding	Understanding how AI works
Using	Using AI responsibly
Recognizing	Recognizing its social and ethical impacts
Understanding	Understanding AI's potential benefits and risks, and how to mitigate the risks
Identifying	Identifying hallucinations and bias

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Why AI Policy and Guidelines are Important

- AI is with us and here to stay, requiring guidelines on responsible and ethical use and direction – a need to demystify AI
- Offers a way to communicate with families/community about its use in school
- Provides clarity to staff and students on when it's appropriate to use AI in school
- AI helps district leaders think through how the technology connects to the larger goals of their school system
- Broader policies focused on responsible and ethical use while guiding flexible administrative regulations, which are available for more frequent updating – process for vetting tools
- Standard language on AI to include in syllabi and handbooks
- Identifying prohibited use can alleviate concern and encourage responsible use

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Policy Considerations

Broad Policy with regulations developed by the superintendent

Broad Policy that also defines areas to be addressed in the regulations

Considering the Correct Approach (Roles and Responsibilities)

- Board Role in adopting policy
- Administration's role in implementing policy
- Consistency in terms of use across classrooms and differentiation for each content area and developmental level
- Equity for students who might not have access to AI outside of school.

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Factors Impacting Policy Direction

- Board/Superintendent-Administration Relationship: Trust/Accountability
- Volatility Related to Topic: From a calm and steady environment to one expected to experience dramatic changes
- Compliance
- Overall Complexity
- Potential Impact on Students, Staff, and Community

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CABE's Model AI Policy **P6141.3273**

- Provides a Broad Aspirational Statement:
  - Looks to establish coherence among systems and policies related to curriculum and instruction, district operations, personnel, and students
  - Attempts to look beyond the present
  - Speaks to matters of Board concerns around bias, accessibility, academic integrity, and improved student outcomes and experiences

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Balancing Aspiration with Practicality

The Board of Education is committed to providing our students with the most innovative and effective educational experiences, fostering high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking, and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

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CABE Model Policy (cont.)

As with all technologies, users must be mindful of and adhere to all considerations, ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students.

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CABE Model Policy (cont.)

While ensuring the responsible use of generative AI technologies by those interacting with and creating content, the Board emphasizes its commitment to fostering a dynamic and engaging learning environment that leverages AI advancements to enhance student learning outcomes and equip students with the skills and dispositions necessary for success in the digital age.

August 2023

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Regulations Provide Guidance and Opportunities for Adaptability

- Considerations for Use:
  - Team Approach, AI Advisory Committee
  - User agreements and ethical use standards
  - Direct instruction regarding citation attribution and academic integrity, and AI limitations
  - Ethos of Augment, not replace
- Considerations for Teachers:
  - Instructional, collegial, *personal* and *professional* development

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Foundational Policy Ideas

Teach AI

- Foster Leadership: Establish an AI task force.
- Promote AI Literacy: Integrate AI skills and concepts.
- Provide Guidance: Equip schools with guidance on the responsible use of AI (equitable access, minimizing bias, prioritizing ethical use, maintaining human decision-making, adhering to privacy and security policies)
- Build Capacity: Provide funding for professional development.
- Support Innovation: Promote research and development.

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Lessons from the Field

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Roadblocks to Policy Development

- Lack of understanding of AI: Elevate staff's expertise.
- Slow policy development cycle: Accelerate the policy development and review process.
- Reliance on external guidance: Develop internal capacity to create and implement policies, which empowers districts to be less reactive and more responsive to technological changes.
- Disconnected policies: Expand the policy focus to include employees, which improves operational effectiveness.
- Urgency-driven policy formation: Emphasizing and facilitating proactive planning and strategic foresight in policy formation can ensure that critical technological advancements like AI are not ignored.

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Points of Deliberation

Defining Generative Artificial Intelligence and identifying related technology tools

Fostering a Collaborative Approach

"The superintendent shall establish or designate a Committee in an advisory capacity in relation to matters pertaining to GAI."

"The BOE suggests the Committee be comprised of..."

"It will study GAI's evolving opportunities and challenges as they relate to teaching and learning."

"The Committee will also make recommendations..."

Administration will meet and work regularly with the designated Committee and will schedule a yearly presentation at a Regular Board meeting."

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Deliberation (cont.)

Identifying Elements of Operational Concerns to be addressed in Regulations:

- **Students:** GAI platforms, Access and equity, instructional modalities, ethical use standards, resource utilization documentation, and analytics
- **Teachers:** Incorporating GAI tools in curriculum, professional development, creating GAI-resistant assignments and assessments, and ethics standards
- **Administration** (operational productivity and functionality): Increasing administrative efficiencies

Mandated Review Process:

- Advisory Committee regularly reviews district's use of GAI and shares needs
- Superintendent provides updates to Board at monthly meetings

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Meeting the Challenge of Accelerating Policy Development Cycle:

- Slower pace of policy development is incompatible with the rapid evolution of AI technologies, leading to outdated and ineffective regulations:
  - Establish a committee to create, oversee, and review AI policies that align with the district's specific needs and capabilities.
  - Invest in professional development for staff contributing to policy development to build their expertise and confidence in drafting AI-related policies.
  - Ensure boards of education consider staff input in developing and adopting district policies.
  - Leverage technology platforms to facilitate collaborative policy drafting, allowing for quicker iterations and feedback.

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The Promise of Moving vs. the Peril of Staying

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Resources

- Common Sense Media AI Risk Assessment
- Studentprivacycompass.org
- cosn.org Vendor Screening Tool
- Others?

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CABE Policy Services

- Current
  - Policy Highlights
  - Quarterly Updates
  - Audits and Enhanced Audits
  - Customized Targeted Policy Services
- In Development
  - Adding AI to Tailor Policy Services to Meet Individualized District Needs

EdAdvance
Educate • Collaborate • Innovate

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You need a professional, engaging image for an in-person workshop slide where highly engaged professionals can submit their questions.

Here is an image that conveys professionalism, encourages deep thinking, and clearly signals a dedicated **Q&A segment** in a sophisticated style:

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Contact Information

Jody Ian Goeler

Senior Staff Associate for Policy Services

(860)571-7446

jgoeler@cabe.org

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How do teachers and students currently use AI?

Generated on: 2026-03-20

✨ Quick Recap of this engagement

Summary

The use of Artificial Intelligence (AI) in the district is varied, with some teachers utilizing it for lesson planning, creating assignments, and translating documents, while others express concerns about its impact on education and student learning. Many students are reportedly using AI to complete assignments, often leading to academic dishonesty, as they rely on AI to do the work for them rather than using it as a learning tool. There is a mix of interest and skepticism regarding participation in a planning committee for AI usage, with some teachers open to the idea if it aligns with their schedules and offers compensation. Overall, the sentiment is divided, with some seeing AI as a beneficial tool for efficiency and differentiation, while others view it as detrimental to critical thinking and learning.

Categories

Teacher Usage of AI: Teachers in the district use AI for various purposes, including lesson planning, creating differentiated materials, and translating documents. Some teachers appreciate AI for its ability to streamline tasks and provide supplemental resources, while others are wary of its impact on traditional teaching methods and critical thinking skills. The perception of AI among teachers is mixed, with some embracing its potential benefits and others expressing concerns about its environmental impact and the reliance on technology over human intelligence.

Student Interaction with AI: Students are primarily using AI to complete assignments, often leading to academic dishonesty. Many students use AI to find answers to homework questions or to write essays, bypassing the learning process. Teachers have noted that students are not

using AI effectively as a tool for learning, and there is a concern that this reliance on AI is stunting their development of critical thinking skills. The perception is generally negative, with AI seen as a shortcut rather than a learning aid.

Interest in AI Planning Committee: There is varied interest in joining a planning committee for AI usage in the district. Some teachers are open to participating if it does not conflict with their schedules and offers compensation, while others are hesitant due to a lack of familiarity with AI or concerns about its impact on education. The perception of the committee is mixed, with some seeing it as an opportunity to shape AI usage in the district and others viewing it as unnecessary or potentially biased towards pro-AI expansion.

Areas to investigate

- **Academic Dishonesty**: The high incidence of students using AI to cheat on assignments and tests is a significant concern. This issue requires further investigation to develop strategies for promoting ethical AI use and enhancing students' critical thinking skills. The perception of AI as a tool for cheating rather than learning is prevalent among teachers.

- **Environmental Impact**: Some teachers express concerns about the environmental impact of AI, suggesting that its use should be limited. This area warrants further exploration to understand the implications of AI usage on sustainability and to address these concerns within the district.

- **Teacher Training and Support**: There is a need for more professional development and support for teachers to effectively integrate AI into their teaching practices. Many teachers are unsure of how to use AI or are concerned about its impact on traditional teaching methods. Providing training and resources could help address these issues and promote positive AI usage in the district.

Languages

Language	#	%
English	600	100%
Hungarian	1	0%
Spanish	1	0%

Detailed Responses

Q1: How do teachers use Artificial Intelligence (AI) in our district?
Answered: 455 | Not answered: 147

✨ Summary

In the district, teachers use AI for various educational tasks, including lesson planning, creating differentiated materials, and generating quizzes and worksheets. AI assists in writing professional emails, translating documents, and developing individualized education plans (IEPs). Some educators use AI to enhance student engagement and streamline administrative tasks, while others express concerns about its impact on education. The use of AI varies widely, with some teachers actively integrating it into their practices and others remaining uncertain or skeptical about its application. Overall, AI serves as a tool to support instruction, communication, and resource creation.

Q2: How do students use AI in our district?

Answered: 448 | Not answered: 154

✨ Summary

In the district, students' use of AI varies significantly, with many educators expressing concern over its misuse. A prevalent theme is the use of AI for cheating, such as completing assignments, writing essays, and answering test questions, often without understanding the content. Some students use AI for research, writing assistance, and language translation, but there is a general lack of guidance on responsible use. Many teachers report that AI is not used in their classrooms, particularly at the elementary level, and there is a call for district policies to address AI use and its implications on learning.

Q3: Would you be interested in joining a planning committee for AI usage in our district?

Answered: 441 | Not answered: 161

✨ Summary

The responses to the question about joining a planning committee for AI usage in the district show a predominant lack of interest, with many respondents explicitly declining or expressing concerns about AI's impact on education. A minority expressed interest, often contingent on understanding the time commitment or specific goals of the committee. Some respondents highlighted the need for guidelines and training on AI usage, while others voiced ethical and environmental concerns. A few were open to participation if it involved compensation or aligned with their schedules. Overall, the responses reflect a cautious and divided stance on AI integration.