

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – August 4, 2009
Long Hill Administration Building
Lorraine R. Smith Assembly Room

*Please note change of time

6:30 p.m.*

AGENDA

- I. *PRELIMINARY BUSINESS**
 - A. Salute to the Flag
 - B. Correspondence
 - C. Comments and Questions

- II. PERSONNEL**
 - A. Personnel – Mr. Iassogna

- III. CONSENT AGENDA**
 - A. Approval/Minutes- Regular Meeting –7/15/08

- IV. REPORTS**
 - A. Enrollment Update/Staffing – Mr. Iassogna
 - B. Annual Report – Mr. Iassogna
 - C. CAFE Education Law Summary – Mr. Wright

- V. NEW BUSINESS**

- VI. OLD BUSINESS**

- VII. OTHER**

NOTE: *The Board may choose to hold an Executive Session upon two-thirds vote of members present and voting.

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Report to the Board of Education
Regular Meeting, August 4, 2009

Mr. Iassogna

Agenda Item II-A

Personnel

A. Appointments – Certified

Alessi, Jackie; BA-2 (.50) kindergarten teacher at Booth Hill School, effective August 27, 2009.

Bodie, Breanne; MA-2 history/social studies at Alternate Program effective August 27, 2009.

Capobianco, Elizabeth; MA-11 (.60) mathematics teacher at Hillcrest Middle School, effective August 27, 2009.

Damone, Kristine; MA-10 (.50) kindergarten teacher at Daniels Farm School, effective August 27, 2009.

Green, Patrice; 6th Year-2 special education teacher at Tashua School, effective August 27, 2009.

Holz, Megan; MA-7 social worker at Trumbull High School, effective August 27, 2009.

Mauritis, Kevin; MA-3 science teacher at Alternate Program, effective August 27, 2009.

McCarthy, Donna; BA-9 (.50) kindergarten teacher at Tashua School, effective August 27, 2009.

Proscino, Geraldine; 6th Year-9 (.50) mathematics specialist at Daniels Farm School, effective August 27, 2009.

Rumilly, Bonnie; 6th Year-2 social worker (.50) at Trumbull High School and (.50) Hillcrest, effective August 27, 2009.

Recommendation:

Receive and File.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 4, 2009

Mr. Iassogna

Agenda Item – III-A

Approval/Minutes

Regular Meeting – 7/14/09

Administrative Recommendation:

Approve the minutes of the above
noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Regular Meeting – July 14, 2009
Long Hill Administration Building
Lorraine R. Smith Assembly Room

The Trumbull Board of Education convened in the Long Hill Administration Building for a Regular Meeting.

Members present:

S. Wright, Chairperson
M. Ward, Vice Chairperson
J. Tyborowski, Secretary
L. Chory, Board Member
D. Herbst, Board Member
L. King, Board Member
L. Labella, Board Member

Agenda Item I – Preliminary Business

- A. Salute to the Flag - The Public Session began at 6:12 p.m. followed by a salute to the Flag.
- B. Correspondence – Secretary Tyborowski stated several thank you notes had been received from retirees.
- C. Comments – There were no public comments this evening.

Agenda Item II -- Personnel

- A. Personnel – It was moved (Herbst) seconded (King) to accept the resignation of Rachel Alpert, social worker at Trumbull High School since August 2007, resigning effective July 31, 2009; Jennifer Jones, special education teacher at Madison Middle School since August 2006, resigning effective July 18, 2009; Damon Lewis, guidance counselor at Trumbull High School since August 2004, resigning effective August 13, 2009; and Cynthia Twiss, Coordinator of Special Education since September 1, 1981, resigning effective June 30, 2009. Vote: Unanimous in favor. It was moved (Herbst) seconded (King) to approve a request for a leave of absence for the 2009-10 school year for Michelle Cretella, grade 3 teacher at Frenchtown Elementary School (currently on maternity/child rearing leave) since August 2003. This request complies with the *Trumbull Board of Education Leave of Absence Policy, GCBC*. Vote: unanimous in favor.

Agenda Item III – Consent Agenda

- A. Approval/Minutes – Regular Meeting –6/15/09. By unanimous consent of members present at that meeting, the minutes were approved as presented.

It was moved (Tyborowski) seconded (King) to take Agenda Item IV-A, Facility Projects Update, out of order. Vote: unanimous in favor.

Agenda Item IV – Reports

- A. Facility Projects Update - Mr. Barbarotta provided the Board with a status report on the district's facility projects including parking, electrical, and furniture for the Frenchtown portables; and the Jane Ryan roof replacement, which has been awarded and is expected to take approximately 90 days. Mr. Barbarotta distributed copies of the bid package detail and architectural floor plan for the Trumbull High School renovation, noting that 11 seats have been removed from the auditorium so that all the seating now will

meet reimbursement guidelines. Discussion also ensued regarding parking during the high school renovation.

It was moved (Tyborowski) seconded (Chory) to take Agenda Items V-A and VI -A, out of order. Vote: unanimous in favor.

Agenda Item VI – Old Business

- B. TLC/Kindergarten Transportation Policy – At a previous meeting, Trumbull parent Crista Forstrom requested that the Board revisit the Superintendent’s and Hearing Officer’s decision not to provide part-time TLC students with transportation services. This evening, Mrs. Labella, speaking on behalf of the Board, reported that they reviewed the policy, spoke with the Director of Transportation, TLC, and the Superintendent and concluded that it is consistent with state law and support the original decision.
- A. Follow-up to CRAC Recommendations – Chairman Wright noted that the Board looked favorably upon CRAC’s recommendations and would work with them regarding: verification of assets; the creating of a financial ethics policy, which should be consistent with the Town’s and be pursued through the Policy Advisory Committee; providing it is not too time consuming, a check registry, with the exception of items such as salaries, could be posted on the district’s website. With regard to the suggested attrition policy, the Board’s feeling was that a great amount of time already has been spent on hiring practices and improvement of such and that we have a good procedure; however, if still interested, CRAC would need to pursue a policy through the Policy Advisory Committee. A discussion ensued.

It was moved (Tyborowski) seconded (Chory) to take Agenda Items V-A and VI -A out of order. Vote: unanimous in favor.

Agenda Item V – New Business

- A. Policies – First Reading – 1. Fire Exit Drill, Policy Code EBCB – This policy was updated to ensure compliance with current practices. A discussion ensued as to whether or not phone numbers, which are subject to change, should be included in the policy. This policy will return to the Board for a second reading/approval. 2. Interscholastic Sports Physicals, Policy Code JHCB – Following input from the Athletic Director, PAC made changes to this policy to reflect current practice, particularly regarding clarification of physical examinations for athletes. This policy will return to the Board for a second reading/approval.

Agenda Item VI – Old Business

- A. Policies – Second Reading – 1. High School Attendance, Policy Code 5113/JEDB – This policy has been under discussion and revision by PAC and the Board throughout the year. The version presented this evening has gone through many changes, particularly in clarifying termination and includes language to reflect more parent ownership in monitoring their child’s absences. A discussion ensued. It was suggested that on the Policy Page, paragraph 5, second sentence, read as follows: “Excessive unexcused absences from school or classes *may lead to* loss of credit.” On page 1, paragraph 3 of the Regulations, last sentence, change the wording of *loss of credit* to *excessive absences*; on page 2, paragraph 2, last sentence, change the wording of *result in partial or no credit* to *affect one’s grade*; and include a copy of the third paragraph on page 3 under **Truancy** also on page 1 of the Regulations, **Student Attendance**, as the fifth paragraph. It was moved (Ward) seconded (Tyborowski) to approve this policy as modified above. Vote: unanimous in favor.

Agenda Item III – Consent Agenda

- B. Discussion/Financial Reports – Mr. Sirico presented preliminary financial reports for the 12 months ended 6/30/09. Following discussion, it was moved (Tyborowski) seconded (Chory) to accept the preliminary reports as presented. Vote: unanimous in favor. Although the Grant Expense Report was

not received this evening (a copy will be forwarded), Mr. Sirico noted that there has been no change since the previous report. It was moved (Tyborowski) seconded (Herbst) to approve the preliminary Grant Expense Report. Vote: unanimous in favor. By unanimous consent, the preliminary Consolidated Financial Statement was approved as presented. A discussion ensued regarding the accounts in deficit shown in the Programs Detail Report. It was moved (Tyborowski) seconded (Herbst) to approve the preliminary report as presented. Vote: unanimous in favor. It was moved (Ward) seconded (Tyborowski) to approve the preliminary Student Activity Detail Report as presented. Vote: unanimous in favor.

- C. Approval/Finance Committee of the Board of Education Transfers – During the month of June, 9 transfers were made that require full Board approval. Following discussion it was moved (Labella) seconded (Tyborowski) to approve transfers 778x, 785x, 818x, 819x, 822x, 824x, 826x, 827x and 828x as presented. Vote: unanimous in favor. A discussion ensued regarding transfers for the Frenchtown portables and associated costs such as installation and furnishing of the rooms.

Agenda Item V – New Business

- B. Approval/Non-Affiliate Salaries – Mr. Wright noted that the salary increases are not necessarily reflective of what people deserve, but of the economic climate. He also noted that although the Superintendent's review is not scheduled until later this year, Mr. Iassogna had already made the decision not to accept a raise for the 2009-10 school year. Following discussion, it was moved (Tyborowski) seconded (Chory) to approve the increases in salaries for the positions identified in this agenda items as follows: cafeteria aides – 2.5% from \$10.90 to \$11.17 hourly; health aides/special education - \$13.12 to \$13.45 hourly; TPS Webmaster – 2.5% from \$6,513 to \$6,676 per year; TPS signing aide – 2.5% from \$18.03 to \$18.48 hourly; OT/PT – six of the seven positions an increase of 2.5% from \$58.31 to \$59.77 hourly and the one remaining position a 2.5% increase from \$60.41 to \$61.92 hourly. Vote: unanimous in favor.

It was moved (Labella) seconded (Herbst) to grant the following positions a 2% increase: the Personnel Support Specialist an increase from \$49,381 to \$50,369; the Secretary to the Superintendent an increase from \$50,692 to \$51,706; the Executive Assistant to the Superintendent an increase from \$56,987 to \$58,127; and the Human Resource Specialist an increase from \$62,875 to \$64,133. Vote: unanimous in favor.

Following discussion, it was moved (Labella) seconded (Chory) to grant the Assistant Superintendent a 3% increase from \$147,266 to \$151,684; and the Business Administrator a 3% increase from \$105,933 to \$109,111. Vote: unanimous in favor.

Mr. Wright noted that the TYA will be performing *Seussical the Musical*; dates and ticket information are available on the Town's website.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:32 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 4, 2009

Mr. Iassogna

Agenda Item – IV-A

Annual Report

Attached is the consolidated Annual Report to the Board of Education as submitted by the Superintendent of Schools.

If the Board accepts this draft report, it will be forwarded to the First Selectman as required by the Trumbull Town Charter.

Administrative Recommendation:

Approve the 2008-09 Annual Report for submission to the First Selectman.

**TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT**

**ANNUAL REPORT
2008-09**

**I
INTRODUCTION**

As Superintendent, I am extremely pleased and proud to submit to the Board of Education and by Charter, to the First Selectman, the Annual Reports submitted to me by school/district administrators and division heads.

**II
OVERVIEW**

In the 2008-09 year, officers and members of the Board of Education included Chairman Steve Wright, Vice Chairman Michael Ward, Secretary Joann Tyborowski, Loretta Chory, Deborah Herbst, Lori King, and Lisa Labella.

In 2008-09, the Board of Education held 19 Regular Meetings, 2 Budget Sessions, 1 Special Meeting and 3 Budget Work Sessions. Board members participated in numerous district activities, and their contributions and active involvement played a significant role in moving the district forward.

Board members continued their participation in the following activities during the 2008-09 school year: Policy Advisory Committee – Loretta Chory; Trumbull’s Liaison to the CES Council Committee and Six –to-Six Magnet School Board of Directors - Michael Ward; Curriculum Committee – Deborah Herbst, Michael Ward; Business Education Initiative Representatives - Deborah Herbst, Joann Tyborowski and Steve Wright; Community Representative for Head Start Policy Committee – Lori King; Channel 17 Liaison – Steve Wright; and the Finance Committee of the Board of Education – Lisa Labella, Joann Tyborowski, Loretta Chory, and Steve Wright (Member Ex-Officio).

Also established by the Board this past year was a District Hiring Practices Committee, whose members consisted of Loretta Chory, Deborah Herbst, Lisa Labella and Joann Tyborowski.

For 2008-09, the Town appropriated to the Board \$81,547,323 for school operating expenses. To help offset this expenditure, the Regional Agriscience and Biotechnology Center generated \$1,001,874 in tuition revenue; the State contribution for special education excess cost resulted in \$669,529 reimbursement monies; and the State returned approximately \$2,987,577 million in Educational Cost Sharing monies. All of these proceeds went directly to the Town to help offset the local tax impact of the education budget for the 2008-09 fiscal year.

**III
2008-09 BUDGET**

At its meeting of May 5, 2009, the Board of Education adopted a budget of \$84,042,628, representing an increase of \$2,899,263 (3.57%) over the 2008-09 original budget allocation.

In addition, Federal and State grants school operations totaled \$1,944,656.

IV
ENROLLMENT

Based on the aggregate daily pupil membership of 6,978 (10/1/08 enrollment count only), the **gross** expenditure per pupil in 2008-09 (actual total Board of Education expenditures, \$80,862,431 divided by aggregate daily pupil membership) was \$11,660.

Pupil Enrollment by Grade Level on October 1, 2008

<u>Grade</u>	<u>Enrollment</u>
Pre-K	234
K	477
1	432
2	498
3	526
4	504
5	527
6	532
7	529
8	541
9	539
10	495
11	557
12	<u>511</u>
Total - In Town	6,902
Pupils Sent Out	33
Special Education-Self Contained	43
 Grand Total	 <u>6,978</u>

V
STAFFING

In 2008-09, the Board of Education employed the following numbers of personnel:

Central Office & School Administrators	24.15
Classroom Teachers & Specialists	540.75
Calendar Year Secretaries	29.80
School Year Secretaries	20.50
Custodians & Supervisor	55.25
Maintenance Workers & Supervisor	15.50
 Paraprofessionals (including PPS & Misc.)	 127.64
Curriculum Mat./Tech. Specialists	13.00
Other (Security Guards, OT/PT, etc.)	<u>11.20</u>
 Total	 837.79

The Board's annual budget reflects a total of 837.79 positions. In addition, there are 25.20 certified positions funded by external sources such as grants or governmental agencies and these positions are overseen and monitored by the Board and Central Administration.

VI STRATEGIC PLANNING AND IMPROVEMENT PROCESS

The ultimate purpose of the Trumbull Public School Districts' strategic planning and improvement process is to address the critical question, "*How do we ensure that Trumbull's children are prepared to take a productive and fulfilling role in the 21st century?*"

The question is addressed with (1) a district goal; (2) a curriculum plan; (3) community input; and (4) an assessment model that measures the school district's progress.

District Goal

The focus of the district goal is on each and every child making progress in reading and writing and it is presently being expanded to include mathematics:

Continuous improvement in reading / writing utilizing the Scientific Research Based Intervention (SRBI) framework and mindset: strengthening the tier 1 core program while utilizing universal screens and tier 2, 3 progress monitoring assessments.

The district goal, based on the Scientific Research Based Intervention (SRBI) framework, ensures continuous and sustained improvement for each and every child. SRBI is the practice of providing high quality instruction and interventions matched to student needs and using one's learning rate over time and level of performance to make important educational decisions.

Critical features of SRBI include:

- **Universal Screening:** a type of assessment that is characterized by providing quick, low-cost, repeatable screening of age-appropriate skills to all students.
- **Continuum of Support:** a multi-tiered model of service delivery characterized by instruction that is differentiated to meet learners' needs at various tiers. Data-based decision making is essential in determining the intensity and nature of intervention needed.
- **Progress Monitoring:** an ongoing, systematic process for gathering academic and behavioral data.
- **Fidelity of Implementation:** the degree to which something is implemented as designed or intended.

Curriculum Plan

The curriculum plan is essential to establish consistency across the elementary schools and continuity from a K-12 perspective. This "horizontal" and "vertical" alignment is driven by elementary pacing guides and secondary curriculum maps which answer the question, "What do we want our students to learn?" Each unit of study is defined by the following components: CT State Department of

Education standards, essential and focus questions, content, skills, assured experiences, assessments, and resources.

Community Input to the Strategic Plan

The school district's strategic plan to prepare our students for the 21st century, includes significant input from the community. Responsible planning can only come from clear, honest, and open conversation among the stakeholders in public education which includes educators, parents, policy makers, and state and local community organizations.

On February 7, 2009, a Community Conversation about Education was held to address the question, "*How do we ensure that Trumbull's children are prepared to take a productive and fulfilling role in the 21st century?*" A diverse group of 107 residents spent four hours discussing the future of public education in Trumbull.

The 23 member Planning Committee was created on the premise that a broad cross-section of the community can and should play a critical role in defining the education needs of the town. As a result, representatives from a number of Trumbull organizations were invited to join the Business/Education Initiative (BEI), Chamber of Commerce, Channel 17, PTA, Rotary, Taxpayers Association, and YMCA. In particular, the Board of Education, Board of Finance, and Town Council were asked to select from their groups, two members with divergent perspectives, as participants on the Planning Committee.

Based on the results of the February 7, 2009 Community Conversation, a 38-page report was developed and submitted to all participants, as well as to the educational, governmental and business organizations. The report was distilled by the Planning Committee in order to provide a manageable agenda for the follow-up session which was held on April 23, 2009.

The overarching theme that evolved from the April 23 session was *Strengthening the School/Family/Community Partnership* with three major categories of interest: *Communications, Programs, and Student Self-Management Planning*. These categories were used to structure three break-out discussion groups in order to establish committees and to identify specific key points for action.

The *Communication* Committee has structured their action plan according to internal and external issues. Internal points are focused on communication between parents and teachers on the secondary level. External topics include improved methods of communicating student, staff, and school recognitions.

The Community Conversation committee that focused on "*Programs*" has identified the integration of real world experiences, internships, and apprenticeships as highly valued learning opportunities. Educators refer to these concepts as performance based learning and assessments (PBLA), authentic instruction, and capstone experiences. The CT State Department of Education recently published a position paper on these learning activities which are being communicated as School/Career Pathway Connections.

The Community Conversation committee that focused on *Student Self-Management Planning* has identified transitions from elementary to middle school, from middle school to high school, and from high school to "beyond" as the priority topics. Students, parents, and educators are developing a framework that specifies their roles and responsibilities.

Assessment Model

Although the Trumbull Public School District utilizes a variety of assessment models, the Tri-State Consortium principles and requirements provide the district with an all encompassing K-12 framework for strategic planning. The Tri-State Consortium is a learning organization devoted to assisting its member districts in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvements. As critical friends, Consortium members advance teaching and learning and share best practices through the application of the Tri-State assessment model.

To achieve that goal, Consortium members are working together as a group of “critical friends” with the mission of:

- *Creating a vision of what is possible*
- *Developing and using an assessment model, and modifying it on the basis of practice*
- *Communicating and sharing methods of bringing about continuous improvement*

A central feature of the Consortium’s assessment model for school and program evaluation is its focus on **student performance**, which sets it apart from other models currently in use by regional accrediting associations. Trumbull’s application of the Tri-State model is based on eight indicators that measure student performance and includes the dimensions of internal support and external support for teaching and learning.

Indicators

Indicator #1 – Performance-based Assessments

Teachers utilize performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge. These assessments demonstrate the degree to which students integrate knowledge, skills, and higher-level thinking both within and across disciplines. Student work is evaluated based on common criteria, and results are analyzed and used over time to inform curriculum and instruction.

The process that is in place for developing and implementing performance-based assessments is based on curriculum mapping at the middle and high school levels and pacing guides at the elementary level. Curriculum Maps and Pacing Guides are structured according to units of study. Within each unit are the following components:

- Identified CT Standards (Framework)
- Essential and Focus Questions
- Content
- Skills
- Assured Experiences
- Assessments
- Resources

Performance-based assessments are developed in alignment with the components of each unit of study. They are used to measure how fundamental skills, such as reading, writing, and math facts, are applied creatively to solve real-world situational problems.

Teachers and instructional leaders, in collaboration with administrators, create performance-based assessments that will provide information used to influence curriculum and instruction decisions.

The Town of Trumbull Business Education Initiative (BEI) and the Trumbull Academic Challenge for Excellence (ACE) continue to support many performance-based school-to-career activities that provide elementary, middle and high school students with authentic learning experiences. Examples include teacher mini-grants and academic competitive teams such as We the People, Fed Challenge, Robotics, Debate Club, Model U.N., Physics Olympiad, Math team, Cool-It Challenge, Mock Trial, Math Counts, and Odyssey of the Mind.

Performance-based assessments are strengthened at the high school level through New England Association of Schools and Colleges (NEASC) analysis workshops, expanded Advanced Placement offerings, and Early College Experience offerings.

Indicator #2 – Student Metacognition in the Learning Process

Teachers design and provide a learning environment that enables students to engage in metacognition (i.e., understanding one's thinking and cognitive processes) continuously and systematically. As a result, students build the capacity over time to assess, reflect upon, and make choices that advance their own learning.

Curriculum guides contain rubrics that enable students to judiciously assess their own work according to specific criteria. These rubrics provide opportunities for students to reflect on their own performance and to measure their progress against specific standards and expectations.

Other opportunities for students to internalize their learning through personal responses and decisions include the following:

- Response to literature (e.g., journals, thesis statements)
- Creating mathematic word problems
- Project-based learning
- Writing projects supported by P.T.A. Reflections Program
- Individual student / teacher writing conferences
- Writing portfolios
- Math and science journals

Indicator #3 – Student Performance Data

Norm-referenced and criterion-referenced tests provide data on student knowledge and higher level thinking. The district now has in place scan machines in each school for scoring and collecting data and cadre days for analyzing and disseminating this information to teachers and administrators. Teachers and administrators systematically disaggregate, review and share data from standardized (summative) and district-created assessments (formative) in order to make informed decisions on how to improve student performance.

Data from the March 2009 Connecticut Mastery Test (CMT and the Connecticut Academic Performance Test (CAPT) was received on July 7, 2009. This information is analyzed through the utilization of ctreports.com and will be presented to teachers on the professional development days at the beginning of the 2009-2010 school year. Individual school improvement plans include the results of this analysis in order to systematically improve

student performance. CMT scores continue to be sustained at an extremely high level at every grade level. “Matched cohort” reports provide evidence of achievement gains made by the same students from 2008 to 2009 at both elementary and middle school levels.

Students in need of additional support, as determined by standardized assessments, are provided with reinforcement and remedial services. The following supplementary programs are provided at no cost to the Board of Education:

- Saturday Tutorial Enrichment Program (elementary school)
- Summer School for Pre-K, Grade 2, Grade 3, and ELL students
- Saturday Tutorial Support Program (middle school)
- Continuing Education Summer School (high school)

Indicator #4 – Curriculum and Instruction

Teachers and administrators collaborate and develop an appropriate, articulated and aligned curriculum that ensures optimal student results. Assessment data from multiple sources are analyzed by teachers and administrators when making curricular and instructional decisions. In their planning, teachers purposefully select from a variety of teaching techniques and tools to help students improve, and they differentiate curriculum and instruction to address all students’ learning needs.

The district process for developing and articulating a K-12 curriculum is outcome driven. Curriculum mapping continues at the middle and high school levels and pacing guides are developed at the elementary school level for mathematics, science, and language arts.

Power standards were established for K-5 mathematics and language arts in the 2005-2006 and 2006 – 2007 school years. The power standards process required Trumbull educators to use the Connecticut Framework standards to identify “walk-out” skills, content, and expectations that *must* be learned by *all* students by the end of each grade level. The result provided a targeted focus on grade level priorities that are used to drive a curriculum that must be consistent and coherent horizontally (within each grade level) as well as vertically (from one grade level to the next, K-12).

Curriculum mapping facilitators and district articulation committees are in place to support the ongoing development and refinement of the maps and pacing guides. Examples of curriculum elements that *continually* require refinement are as follows:

- Intensive monitoring of the key transition years: grades 5 – 6, grades 8 – 9
- Literacy in all content areas
- Curriculum-based measurements (CBM) of assured experiences at each grade level
- 21st century skills

The curriculum maps and pacing guides provide a K-12 perspective, while the NEASC five-year report, submitted on March 1, 2008, provides additional feedback for use in modifying curriculum, instruction, and assessment.

Indicator #5 – Professional Learning, Supervision, and Evaluation

The professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative and reflective. The district is

attentive to providing the time and resources for this learning to take place. Professional learning is evaluated using a supervision and evaluation process that focuses on the efficacy of instruction and attendant growth in student learning.

The teacher supervision and evaluation plan is linked to the “Connecticut Common Core of Teaching” and the administrator plan is aligned with the “Connecticut Standards for School Leaders.” The supervision and evaluation process includes analysis of student performance data from multiple sources. Goal setting and focal points for continuous improvement are based on the data analysis.

The Baldrige model (based on the National Institute of Standards and Technology: www.baldrige.nist.gov) continues to be used as a framework for the supervision process of principals. Three components are used to focus on any of the eight indicators presented in this report:

- The first aspect is **approach**, by which is meant the school plan for organizing and guiding the work with respect to a particular indicator. The approach is based on an analysis of student performance data and is revisited and refined over time based on the analysis of new student performance data.
- The second aspect is **implementation**, which refers to the work that teachers and administrators carry on in pursuit of the district or school plans.
- The third and most important aspect of each indicator is student performance **results**. Supervision is based on the difference it has made in student performance, evaluated not only in terms of test results, but, most importantly, against all of the measures of student learning that the district has put in place.

Indicator #6 – Equitable Support for Student Needs

Processes and practices are in place in the district that identify and meet students’ academic and non-academic needs. These processes and practices are informed by data gathered from a variety of sources and are aligned with learning goals for students at all performance levels. Policies and practices that govern student access to all programs are non-discriminatory and set high expectations that challenge each student. All students have equitable access to all programs.

Support programs and services that are in place to meet students’ academic and non-academic needs include the following:

- Response to Intervention (RTI) / Scientific Research Based Interventions (SRBI)
- Early Intervention Teams (EIT)
- Tutorial Support Programs
- Summer School for Pre-K, Grades 2 & 3, ELL, Special Education, Remediation
- Planning Placement Team (PPT) / Section 504 processes
- Trumbull Academically Gifted (TAG)
- Continuing Education
- The Collaborative for Academic, Social and Emotional Learning (CASEL)
- Trumbull Partnership Against Underage Drinking (TPAUD)

The Response to Intervention (RTI) framework enables the school district at all levels to identify students in need of scientific research-based interventions (SRBI). Equitable support for student needs is accomplished through the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. The RTI framework and mindset should be applied to decisions in general, remedial, and special education, creating a well-integrated system of instruction and interventions guided by student outcome data.

Indicator #7 – Shared Vision and Environment for Change

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community. This vision expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

Decisions and actions that are developed throughout the school district and community are grounded in the Vision, Mission and Beliefs statements that have been established. Continuous improvement of student performance is based on the three primary goals of a *professional learning community*:

(1) What do we want our students to learn? (2) How do we know if they have learned it? (3) What do we do when they have not learned it?

The *district goal* for the 2009-2010 continues to be communicated to our principals and staff in our vision of student learning:

Continuous improvement in reading / writing utilizing the Response to Intervention (RTI) framework and mindset: strengthening the tier 1 core program while utilizing universal screens and tier 2 and 3 progress monitoring assessments.

Concurrently, the district K-12 alignment plan continues through the ongoing refinement of middle and high school curriculum maps and elementary pacing guides. School-based areas of focus are determined by the analysis of student performance data (e.g., performance-based assessments, literacy in content areas, and integration of technology).

The vision of the school district includes the development of a systemic plan that can be implemented to drive 21st century skills and expectations. Students need to be prepared with the necessary skills to think critically and to be able to creatively solve problems.

Indicator #8 – Parent and Community Support

The active involvement of parents and the community with an emphasis on two-way communication is utilized to improve teaching and learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget

development process supports the mission, vision, and goals of the district and is aligned with efforts to improve student performance.

Parents continue to be active on the district level as well as in each of the schools through participation on employment interviews, the Policy Advisory Committee, Health Advisory Committee, Cable Advisory Committee, and the District PTA Council. Parent representatives from each school meet with the Superintendent on a weekly basis to discuss a myriad of items including budget, curriculum, instructional activities, and the future direction of the school district. The PTA at each school has an Executive Board and/or an Academic Excellence Committee that meets with the principal on a regular basis to address all school and student needs.

Partnerships with businesses, local agencies, and community service organizations were strengthened during the 2009-2010 school year. Organizations such as Trumbull Rotary, Academic Challenge for Excellence (ACE), Trumbull Chamber of Commerce, and the Business Education Initiative (BEI) have contributed significant financial as well as human resources to the school district. Scholarships, mini-grants, and events such as the New Teacher Reception are supported and enhanced by these partnerships.

Tri-State Consortium Visit to Trumbull: May 6-8, 2009

On May 6-8, 2009, administrators and teachers from Tri-State Consortium communities visited the Trumbull Public Schools to review the status of our K-12 Mathematics Program. The team examined student work samples, curriculum documents, district and building initiatives, representative district publications, and student performance data, both quantitative and qualitative. The team conducted interviews with staff, parents, students, and district and building administrators; team members were assigned to shadow students in their math classrooms to observe the extent of student engagement and understanding. Across all levels, students interviewed were positive about their school experiences, attributing their success to their teachers, whom they see as caring, expert, and hardworking.

The Tri-State visiting team reported the following:

“The culture of the Trumbull Public Schools focuses on continuous improvement of student performance and achievement. This guiding principle is embraced by teachers and administrators who work cooperatively to implement programs that support individual student academic growth. Teachers and administrators are immersed in the process of designing a program that is responsive to the needs of students who will move into the world beyond school as learners and citizens in the 21st century.

It was apparent that those who work within the system are supportive of district efforts and in alignment with the district mission. All constituency groups interviewed by the visit team worked, as stated in the mission, ‘in partnership...to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.’”

The committee conveyed that they were pleased and impressed with Trumbull’s program and staff and will make a culminating presentation to the Board of Education at a meeting early in the school year.

VII **CURRICULUM DEPARTMENT**

The Curriculum Department members include the Director of Curriculum, Instruction, and Assessments; teachers who serve as full time K-5 Program Leaders for Mathematics, Language Arts, and Science; and an Associate for Staff Development and Testing. The Middle School Instructional Chairs and the High School Department Chairs are key contributors to the Curriculum Department. These staff are members of the K-12 District Articulation Committees (DAC) that meet on a monthly or bi-monthly basis to provide a K-12 consistent curricula emphasis. Our K-12 Team Leaders in the areas of Art, Music, Physical Education, Media, Instructional Technology, TAG, and ELL facilitate ongoing conversation regarding department philosophy and future instructional initiatives.

The focus of the Curriculum Department is the development and alignment of curriculum, instruction, and assessment. The Director provides direct supervision, support, and evaluation of elementary support staff (i.e., Reading Consultants; Math Resource Specialists; TAG/Enrichment Specialists; ELL teachers) resulting in consistency among the elementary schools and improved student achievement. The mantra underlying this model is the strengthening of a “professional learning community” which is built on the principles of process and collaboration among teachers and administrators.

Members of the Curriculum Department actively engaged in the following activities:

- Met as needed with school-based personnel in specific content areas to receive feedback and provide support for curriculum, instruction, and assessments;
- Participated as members of the Elementary Curriculum Committee (ECC) in order to identify priority curriculum issues through a process of collaborative input;
- Analyzed student performance data to determine the effectiveness of curriculum changes, support materials, and professional development activities;
- Contributed to the improvement of K-12 curriculum alignment with articulation and content committee colleagues;
- Provided leadership in the refinement of district assessments so that they are of true value during the learning process;
- Provided in-service activities on cadre days and after school meetings for teachers to examine student data, curriculum implementation, and revision; and
- Modeled and co-taught classroom lessons to demonstrate new techniques or strategies that support the curriculum to be taught most effectively.

“PROFESSIONAL LEARNING COMMUNITY”

The focus of the Curriculum Department is based on the three primary goals of a “professional learning community:” (1) What do we want our students to learn? (2) How do we know if they have learned it? (3) What do we do when they have not learned it? These goals align with the State-mandated scientific Research Based Interventions (SRBI) framework. We spent significant time in the 2008-09 school year strengthening our Tier I curriculum and Tier II interventions.

Tier I:

- Implemented the Foundations word study program in grades K – 1 – 2 with full-year professional development.

- Analyzed the need for a grade 3 word study program and selected Foundations (with spelling and handwriting components) for 2009-10.
- Implemented the Fountas and Pinnell Benchmark Reading Assessment system in grades k-8.
- Selected primary resources for use in the development of reading and writing units of study. These units will be developed by a group of grades 3-4-5 pilot teachers in 2009-10, with a full rollout scheduled for 2010-11. Grades 1-2 will follow the same multi-year process beginning in 2010-11.
- Instructional Chairs at the middle school level are scheduled to write Grade 6 units of study for reading in 2009-10.
- Based on District Articulation Committee Feedback, staff led by the high school English Department Chair and middle school Reading/Language Arts Instructional Chairs designed transitional units of study for grades 8 to 9. The middle school and high school Science Departments are following a similar path in the 2009 summer.
- Elementary Math Specialists, under the guidance of our K-5 Math Program Leader prepared pacing guides and professional development sessions for implementation of grades 1 and 4 Investigations in 2009-10.
- Grades K-8 Staff received professional development on the National Council of Teachers of Mathematics Process Standards to better understand the necessary components of effective lesson design.
- The District participated in a Tri-State Consortium K-12 Mathematics visit to receive feedback on eight educational indicators and three essential questions. The report's recommendations will be reviewed during 2009-10 K-12 Mathematics DAC meetings to improve curriculum, instruction, and assessment.

Tier II & III:

- District benchmark and progress monitoring assessments were field tested with teacher feedback utilized to build the 2009-10 SRBI framework.
- The Fountas and Pinnell Leveled Literacy Intervention Program was implemented in all six elementary schools. This resource is utilized by Reading Consultants and Special Education Teachers five days per week in a small group setting.
- Middle School Reading classes were expanded to include more time in Reading Strategies and intensive Reading Intervention during academic and unified arts blocks.
- The Trumbull High School Read 180 lab is in its second year of implementation, with ongoing discussion as to how to increase the allotted time for students still experiencing reading difficulties.
- The K-5 Mathematics Program Leader and select Elementary Math Specialists began field testing diagnostic assessments and specific intervention instruction in the areas of counting, place value, and number sense.
- THS staff began using the new scanners and software to analyze mid-term and final exam assessment data. Utilizing the test blueprint and item analysis, teachers working as a team are able to determine student misconceptions and plan future instruction

2009 CMT Achievements

Consistency of Tier I instruction is often reflected in regularity of score ranges at each of the grade levels, regardless of the group of students engaged in the testing process. Eighteen of the twenty CMT measures (reading, writing, and math at grades 3 – 8) are above the 80% benchmark in terms of students achieving goal, with many approaching 90%.

The State has added a new metric, vertical scale scores, allowing us to validly and objectively track how students are progressing in reading and mathematics as they move from one grade to the next. The growth of our Trumbull students **equals or exceeds** those of students outside the district in six of eight grade level comparisons from 2006 to 2008. The growth of Trumbull students equals or exceeds those of students outside the district in eight of ten grade level comparisons from 2007 to 2008.

The 2009 CMT was the fourth administration of the 4th generation of the assessment. Cohort gains in terms of the percentage of students achieving goal remain strong. Gains from third to fifth grade and sixth to eighth grade are the greatest as schools have become more adept at aligning instruction within the building. Our major area for future growth, based on both cohort scores and the more valid vertical scale scores, remains from 5th to 6th. In the current cycle of testing, we did note improvement in these transition years.

Achievement gains are attributed to the current teaching and support structures at our schools, with a continued focus on aligning K-12 curriculum, instruction, and assessment. In addition to involved teachers, students, and families, we are fortunate to have key support personnel: Reading Consultants, Math Specialists, TAG Teachers, and ELL Teachers at the elementary level; Instructional Chairs and Team Leaders at the middle school level; and Department Chairs at the high school level. These individuals provide ongoing daily support to our classroom teachers, with guidance from the curriculum office, particularly the content area Program Leaders. Continued work on DAC committees allows us to refine our alignment between grade and school levels, furthering teacher understanding that what and how they instruct on a yearly basis has significant impact on the next year's teacher success at ensuring students continually progress academically, socially, and emotionally.

Rather than be reactive and chase intervention programs and accompanying assessment data, we are putting the bulk of our efforts into solidifying our Tier I curriculum and instruction. We believe the key to developing and maintaining a world class school system is to ensure every student, regardless of classroom and school, receives top quality instruction aligned over the K-12 spectrum every day.

COMPARISONS AND ANALYSIS OF CMT SCORES

The following tables and graphs illustrate (1) comparison of 2009 grade level scores with previous years, (2) analysis of cohort scores (i.e. comparing the 2009 percentage of students at goal with previous data for the same students).

ELEMENTARY GRADES

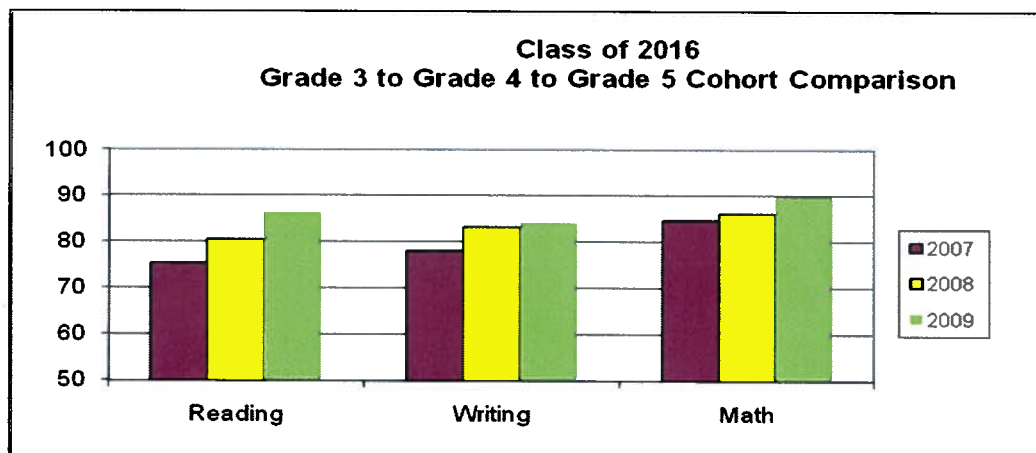
(1) Comparison by Grade Level – Percentage of Students At or Above Goal

	2005-06	2006-07	2007-08	2008-09
Grade 5				
Reading	79%	84%	81%	86%
Writing	81%	86%	84%	84%
Math	84%	90%	89%	90%
Science	NA	NA	81%	84%
Grade 4				
Reading	80%	77%	81%	82%
Writing	82%	82%	83%	84%
Math	81%	86%	86%	88%
Grade 3				
Reading	73%	75%	71%	74%
Writing	79%	78%	81%	81%
Math	80%	85%	87%	86%

(2) Analysis of 2008 Cohort Scores – Percentage of Students At or Above Goal

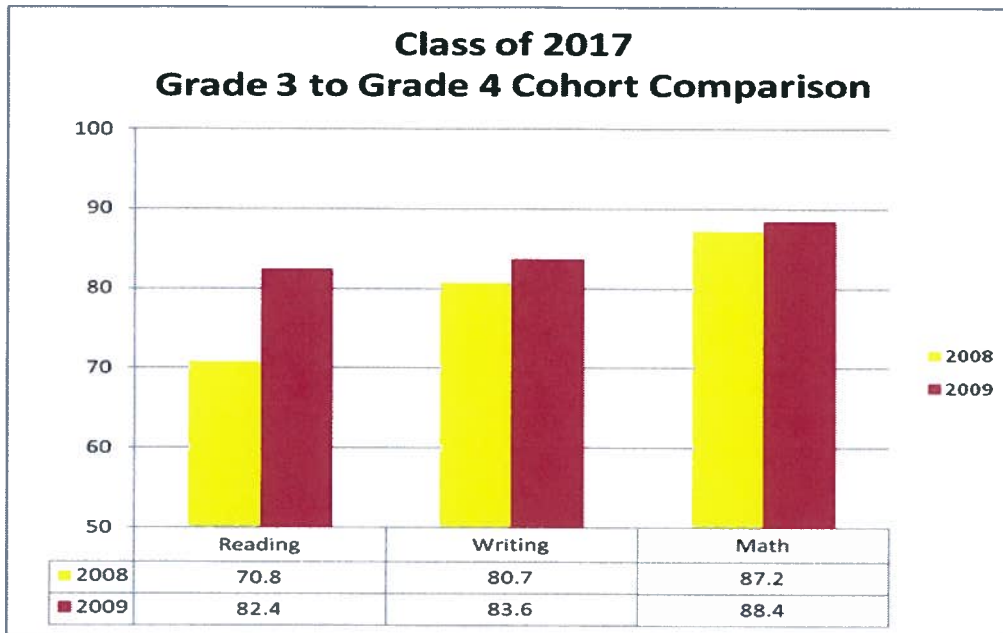
Students in Grade 5 (Class of 2016) made the following gains since they took the CMT as Grade 3 students:

Grade 5 (Class of 2016) Percentage of Students At or Above Goal				
	2006-07 As Grade 3 Students	2007-08 As Grade 4 Students	2008-09 As Grade 5 Students	Gains
Reading	75%	81%	86%	+11%
Writing	78%	83%	84%	+6%
Math	85%	86%	90%	+5%



Students in Grade 4 (Class of 2017) made the following gains since they took the CMT as Grade 3 students:

Grade 4 (Class of 2017) Percentage of Students At or Above Goal			
	2007-08 As Grade 3 Students	2008-09 As Grade 4 Students	Gains
Reading	71%	82%	+11%
Writing	81%	84%	+3%
Math	87%	88%	+1%



MIDDLE SCHOOL GRADES

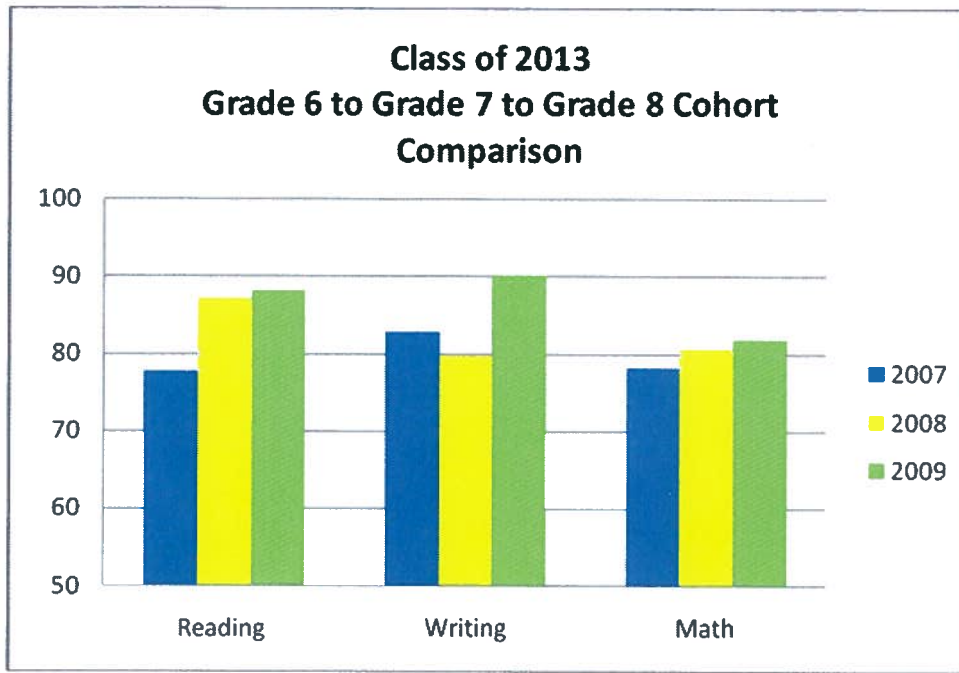
(1) Comparison by Grade Level - Percentage of Students At or Above Goal

	2005-06	2006-07	2007-08	2008-09
Grade 8				
Reading	87%	90%	88%	88%
Writing	92%	90%	90%	90%
Math	78%	84%	81%	82%
Science	NA	NA	78%	78%
Grade 7				
Reading	87%	85%	87%	91%
Writing	85%	83%	80%	85%
Math	82%	82%	81%	82%
Grade 6				
Reading	83%	78%	84%	85%
Writing	83%	83%	85%	83%
Math	76%	78%	84%	88%

(2) Analysis of Cohort Scores – Percentage of Students At or Above Goal

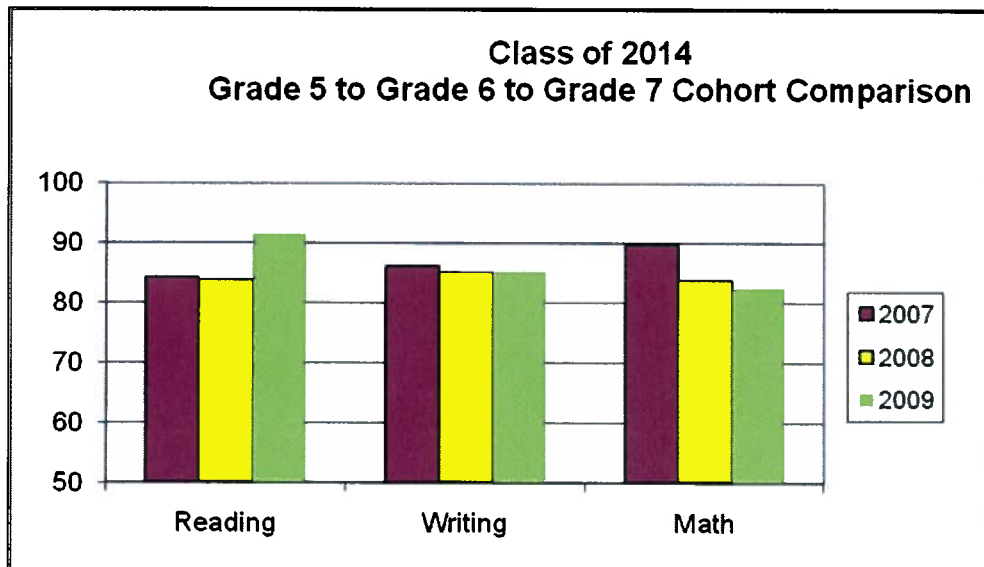
Students in Grade 8 (Class of 2013) made the following gains since they took the CMT as Grade 7 students and as Grade 6 students:

Grade 8 (Class of 2013) Percentage of Students At or Above Goal				
	2006-07 As Grade 6 Students	2007-08 As Grade 7 Students	2008-09 As Grade 8 Students	Gains
Reading	78%	87%	88%	+10%
Writing	83%	80%	90%	+7%
Math	78%	81%	82%	+4%



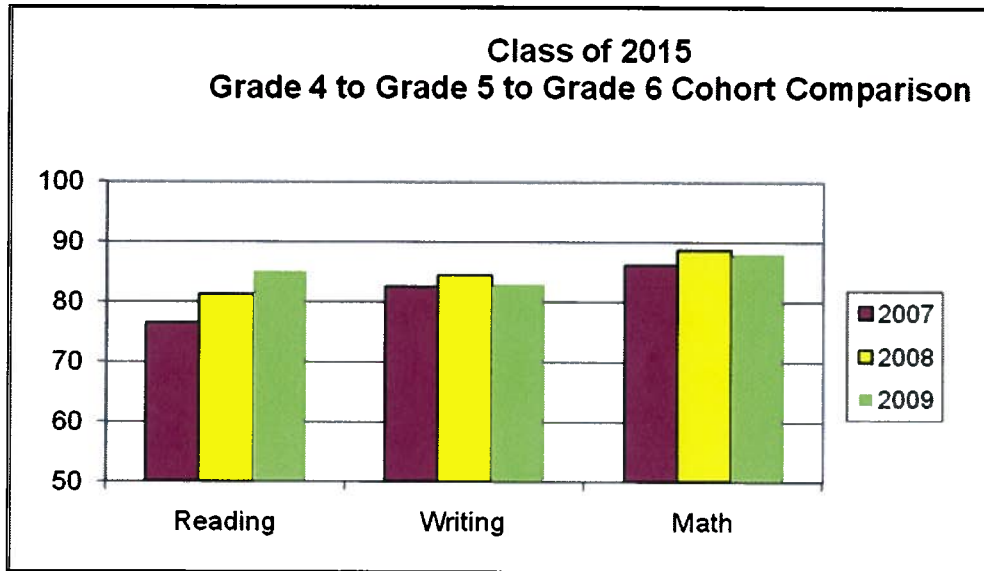
Students in Grade 7 (Class of 2014) made the following gains since they took the CMT as Grade 6 students and Grade 5 students:

Grade 7 (Class of 2014) Percentage of Students At or Above Goal				
	2006-07 As Grade 5 Students	2007-08 As Grade 6 Students	2008-09 As Grade 7 Students	Gains
Reading	84%	84%	91%	+7%
Writing	86%	85%	85%	-1%
Math	90%	84%	82%	-8%



Students in Grade 6 (Class of 2015) made the following changes since they took the CMT as Grade 5 students and as Grade 4 students:

Grade 6 (Class of 2015) Percentage of Students At or Above Goal				
	2006-07 As Grade 4 Students	2007-08 As Grade 5 Students	2008-09 As Grade 6 Students	Gains
Reading	77%	81%	85%	+8%
Writing	82%	84%	83%	+1%
Math	86%	89%	88%	+2%



ELEMENTARY AND MIDDLE SCHOOL GRADES

(1) Analysis of Vertical Scale Scores – Achievement Growth Compared to the State Average.

The following table provides a comparison of Trumbull and statewide vertical scale performance **growth** in mathematics and reading over a three-year period of time for matched cohorts of students. The average scale score is provided for the last grade of each grade span.

Content Area	Grade Span															
	Grade 3 - 5				Grades 4 - 6				Grades 5 - 7				Grades 6 - 8			
	Average Vertical Scale Score Grade 5		Growth		Average Vertical Scale Score Grade 6		Growth		Average Vertical Scale Score Grade 7		Growth		Average Vertical Scale Score Grade 8		Growth	
	State	Trumbull	State	Trumbull	State	Trumbull	State	Trumbull	State	Trumbull	State	Trumbull	State	Trumbull	State	Trumbull
Mathematics																
2006-08	523	554	72	80	545	563	56	54	561	579	45	37	572	595	38	45
2007-09	527	557	71	79	548	570	54	52	565	584	41	32	577	596	33	39
Reading																
2006-08	478	502	53	58	498	521	44	47	515	536	38	42	518	547	26	36
2007-09	482	504	54	51	501	522	45	46	520	543	40	41	522	545	27	37

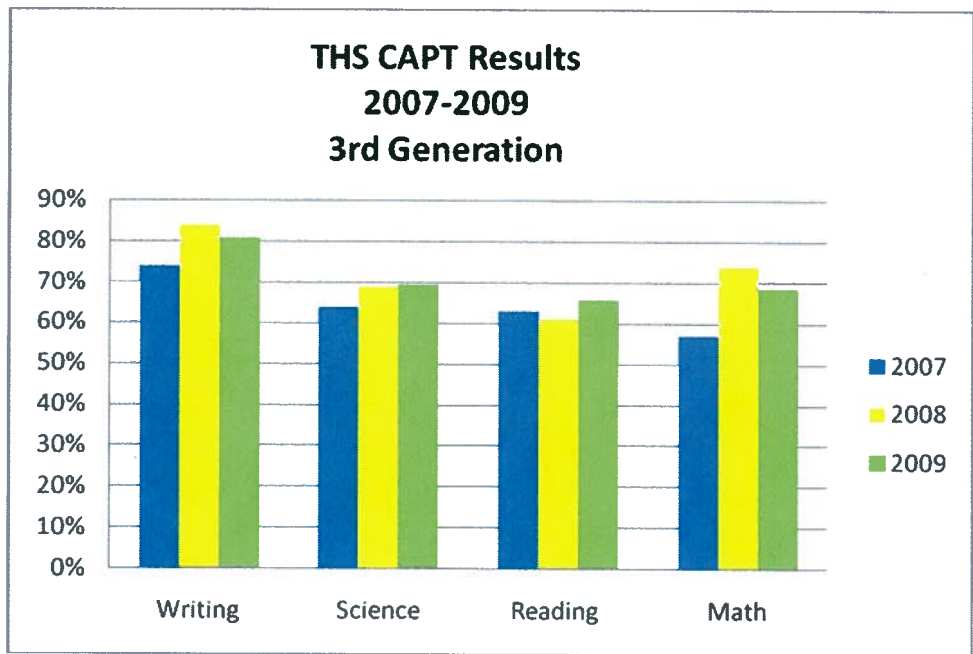
The average vertical scale score in Trumbull exceeds the statewide average on all sixteen measures. The average vertical scale score growth in Trumbull exceeds the statewide average on eleven of sixteen measures. Our focus for improvement is on our grade six and seven mathematics vertical scale score growth measures. Overall, the vertical scale score data reinforce the fact that Trumbull students are performing at a very high level and also progressing academically from year to year.

TRUMBULL HIGH SCHOOL

(1) Comparison of 10th Grade CAPT Scores

The following table and graph illustrate a comparison of 2009 10th grade CAPT scores with the previous two years. This is the third year the 3rd generation of the CAPT has been administered, allowing for longitudinal comparisons of different groups of 10th grade students.

2007 - 2009 THS CAPT Results				
% of Students at Goal				
	Writing	Science	Reading	Math
2007	74%	64%	63%	57%
2008	84%	69%	61%	74%
2009	81%	69%	66%	69%



Although the Writing and Science scores remain strong and the Reading ones have increased, the Superintendent has characterized the above results as disappointing given our expectations; and the scores do not adequately reflect the work and effort of the academic departments, especially those in the Math and English areas.

Administration and THS staff already are reviewing past efforts and new approaches/programs to enhance these results.

VIII PUPIL PERSONNEL AND SPECIAL SERVICES

Pupil Personnel, which consists of special education and pupil services, provides direct instruction, consultation, evaluations, related services, collaboration, guidance and assistance to children and their families throughout our school community. In the 2008-09 school year Pupil Personnel provided, through the PPT (Planning & Placement Team) process, 648 (8.4%) children from preschool through age 21 with educational services. Through the development of the IEP (Individualized Education Program), specialized programs and services were planned and implemented in order for these students to receive an appropriate education.

No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) have had a significant and direct impact on the education of disabled children. As a result of these mandates, Connecticut adopted a process that looks at a student's response to scientific, research based interventions (SRBI) as part of a broader set of eligibility criteria in the identification of specific learning disabilities. The Guidelines for Identifying Children with Learning Disabilities, were to be disseminated in the 2008/09 school year with implementation as of July 1, 2009. This document and supporting materials from the CT State Dept of Education have not, as yet, been distributed.

As July 2009 looms near, Trumbull has already begun the implementation of SRBI. However, it is expected that full implementation of these mandates will redefine the roles of Special Education teachers, related service staff and general education teachers as they collaboratively provide services to all students. This change will have a direct impact on certification, duties and responsibilities as well as qualification of future professionals as they provide appropriate educational services to disabled and non-disabled students.

The district's stellar reputation for Special Education services continues to bring a great deal of satisfaction to the Trumbull community. With the implementation of IEP Direct, we now have a better and more efficient means to appropriately document each child's IEP, gather data, analyze and meet state/federal compliance. Our programs and services for Autistic children have expanded with the addition of our middle school class; and our resource programs continue to provide services in the least restrictive environment.

Student evaluation continues to be a highly valued strategy in our district. Our School Psychologists conducted a total of 254 evaluations from Kindergarten through Grade 12 and 88 evaluations at the preschool. As a result of these assessments, a total of 105 students were found eligible for Special Education services representing a slight increase from last year.

Extended School Year (ESY) services have expanded to address the needs of an ever increasing and diverse population of students that meet both State and Federal mandates. This expansion led to additional staff members hired to provide the instructional and related services necessary to ensure that these students will maintain their current level of skills and meet required levels.

Collaboration, Communication and Consistency continue to be embedded within the PPS Department. Our Special Education teachers at all levels have increased their involvement in writing curriculum, team teaching and professional development. This continuation of the 3 C's will have a direct impact on learning for all students, most especially as we look to the year ahead and the implementation of SRBI and LD guidelines.

IX **PLANT OPERATIONS**

The Plant Operations Department is responsible for the Board of Education's twelve (12) buildings and facilities and over 290 acres of property. In addition to the daily maintenance, the department is continually involved in renovation/repair tasks and a variety of capital projects. Mold remediation, asbestos abatement, recapturing of classroom space and roof repair work are a few examples of the projects Plant Operations have been required to perform as part of their daily assignments. In addition, Plant Operations' active involvement in capital projects has proven to save considerable time and money for the Board/Town of Trumbull.

The department has seen a slight reduction in staff from its peak of 71 in 1991 to its roster of 70.75 last year. This reduction in personnel might seem incidental, but considering its duties and responsibilities continue to expand, particularly as it relates to State laws (mold remediation, indoor air quality, pest management, and asbestos abatement –AHERA), and coupled with our new Frenchtown Elementary School, the Trumbull Early Childhood Education Center, the Agriscience Building, and the THS additions, staff levels have not kept up with the district's needs and increased scope.

This past year, studies were initiated to determine the capital and security needs of the district. As a result of these audits, Plant Operations will be significantly involved with our security staff in the development of a long-range plan to address the school security and more significant capital needs of the facilities. Under the current management structure for the department, the tasks involved in dealing with the district's facility needs will be addressed as follows:

- AFBCM, our Facilities Manager, will help develop a Capital Budget Proposal for the Board of Education, including the identification of specific projects to meet the recommendations of the studies. When applicable, AFBCM will help coordinate the submission of qualified projects to the State Bureau of School Facilities and assist in the presentation of these projects and plans to the Town's governing bodies.
- Steve Kennedy (Plant Administrator) and Don Walsh (Maintenance Supervisor) will work with the Town and design professionals to provide data and coordinate site specific tasks necessary to develop the Capital Plans. In addition, where smaller projects are identified (under \$50,000), the department may develop proposals and submit them for approval within the annual Board of Education budget as has been the practice. These projects are then managed by Mr. Kennedy and Mr. Walsh.

The overall cost savings through efficient management over the past ten (10) years has saved the Town hundreds of thousands of dollars. Also, the reorganization of the Plant Operations Department has improved efficiency and responsibilities to better meet the school system's needs. Streamlined organization, collaborative planning and new equipment have helped the Plant Operations Department meet the never-ending demands of the school system without an increase in personnel.

Listed below are a few examples of the projects, challenges and accomplishments the Plant Operations Department has met in the past year:

- Coordinating the removal of asbestos floor tile at Jane Ryan, Hillcrest, and Madison Middle School
- Connecting Madison Middle School to the sanitary sewer system

- Continuing the duct cleaning program.
- Major chiller repairs at THS
- The emergency replacement of the Long Hill Server AC system
- Asbestos abatement at the Reach Building
- Masonry repairs at Booth Hill, Jane Ryan, and Agriscience schools
- Patching and the replacement part of the roof at Jane Ryan School
- Extensive repaving of the THS Hillcrest fields access road/walkway for safety
- Added parking lot lights at Middlebrook
- Upgraded the security system at Agriscience and programmed camera access into the district system
- Continued clock system replacements at Middlebrook with new wireless system
- Replaces server room air conditioners at Tashua and Booth Hill
- Replaced the 1000 gallon hot water tank at Frenchtown

In addition, the following were in progress and have been completed:

- Completed installation of the security hardware in the schools (cards and programming to be completed for September 2009)
- The provision of “clean power” at the older schools for technology is 98% complete
- The Jane Ryan roof replacement bid has been awarded with work to commence in the summer of 2009
- The subdivision of a special education classroom at Frenchtown for the SRP class

Also, the fire marshal’s office has conducted detailed inspections of all of the district’s schools. The Plant Department has been working to repair or install all of the fire marshal’s recommendations which have included major hardware and electrical repairs and renovations at several schools.

The department continues to work with the Town on various projects. This past year, it should be noted that the Town, and in particular in particular Clair Girard, did a terrific job managing the Madison Sewer Project, working through the various problems that arose, and working to keep the costs to an absolute minimum. Principally, through his efforts, the Town and BOE saved several thousand dollars while having the work performed expeditiously.

The department has been involved in the THS Renovation Project. During the design stages the department has, and will, provide information, recommendations, and access to the design team. As the project moves forward, we anticipate being involved in additional moving, cleaning, and other related tasks that will have an impact on our staff, particularly at the high school.

Finally, we will continue our effort to contain energy costs through equipment replacement and other conservation efforts. We are currently investigating purchasing options and programs for natural gas and fuel oil.

We have also worked with the Town Council and THS Building Committee to encourage the adoption of a High Performance Building Standard such as LEED Silver or Green Globes to help assure

that the renovated high school will be designed to a more energy-efficient standard.

The Plant Operations Department will continue to focus on the safe, proper maintenance of the entire infrastructure, support the capital project improvements required and meet the increasing demands of the district's growing facility and student population.

Over the past two years, the department has gathered a significant amount of information and data regarding the capital needs of the district which will need to be addressed. This coming year, the Plant Operations department will continue to advocate for a capital budget and project plan so that necessary projects can be brought forward for approval in a timely and deliberate manner.

As we look forward to next year, we will be involved in the following areas or projects:

- The installation of two modular classrooms at Frenchtown
- The replacement of the Jane Ryan roof
- Reviewing lab and technology room safety
- Additional asbestos abatement at Jane Ryan School
- Coordinate with the Superintendent the implementation of ARRA and Stabilization monies (i.e. Reach renovation project)

By performing or managing this work in-house, and while continuing to provide professional maintenance and daily custodial services, the Plant Operations Department has helped control the cost of all the above-mentioned projects. Providing a safe, well-maintained learning environment, while meeting the increased demands of State mandated programs, is a challenge the department will continue to face and will have to address. Finding a way to get the job done in the most cost effective manner is our focus, now and in the future.

X

TECHNOLOGY DEPARTMENT

The Trumbull Public Schools' Technology Department maintains and develops a complex network with minimal outside assistance. The department recommends, bids, purchases and maintains all computers and related hardware, the Wide Area Network (WAN) and 12 local Area Networks (LANs). The department currently supports (approximately) 2600 PC's and wireless laptops on carts or computers on wheels (COWs) all running Win XP. Also supported are (approximately), 250 network printers, 400 stand-alone printers, scanners, 16 Microsoft servers. These servers provide the district with the following services (Exchange 2003, VPN remote access, web services, File and print sharing, Munis financials and various SQL application all running Win 2000-03 O/S). The department has the total maintenance responsibility for (approximately) 4200 pieces of hardware district-wide. Additionally, technology is responsible for the support and maintenance of district-wide audio/visual equipment, local access Channel 17, telephones, and copiers.

The Technology Department currently employs 7 technicians to provide support to 12 buildings, in addition to maintaining all of the hardware and Operating Systems within district, as noted above. Additionally, (approximately) 1200 technology work orders were completed in 2008 – 09. With the current staff, we have increased our up-time on the network and expedited equipment maintenance. The up-time is critical as technology is integrated into the classroom and the curriculum. The department also provides ongoing assistance to staff on the use of equipment (i.e. digital cameras, digital whiteboards, etc.) and applications.

After securing the funds from AT&T, we are now broadcasting both the local Educational Channel (17) and AT&T U-Verse Channel (99). This allows Trumbull residents to take advantage of our educational and town programming.

The Technology Electrical Power Up-Grade is now complete. This initiative added a 20 amp dedicated circuit to each classroom in 8 school buildings allowing clean electrical power for all technology related equipment. This also eliminated extension cords and overloaded circuit breakers. This electrical distribution and capacity upgrade was imperative for current and future needs.

In 2008 – 09, the new 3-year technology plan was developed and approved by the Board of Education and filed with the State of Connecticut. The focus of 2009 – 10 will be on completing the digital white board packages in the middle schools and all elementary grade 5 classrooms.

Together with the town, we up-graded our central voice mail system. With this up-grade, we are now able to manage each mail box (approximately 500) and modify any V-Tree if desired (approximately 40).

We have tested and implemented a local thin client technology called N-Computing. This technology is a virtual PC solution that allows multiple users to simultaneously share the resources of one PC. We currently have this installed in various educational learning areas in the district.

The Electrical Power Save Software (server based computer power management system) has been implemented in 4 locations and will be throughout the district before the 2009 – 10 school year begins. The system is projected to save the district approximately \$80,000 when fully implemented.

Utilizing town special appropriated monies, security cameras and monitoring devices were installed in each of our school buildings and are accessible via our IP network. This equipment will be a valuable tool in strengthening our security initiatives.

This school year has been busy and productive as the department purchased or up-graded the following in the 2008 – 09 budget year:

- All computers and laptops to Office 2007 (approximately 2600)
- Re-loaded all educational software in elementary school labs
- Re-loaded all educational software in middle school labs
- Re-Ghost and add PCs to the Business Department lab at Trumbull High School
- Installed a New Internet Content Filtering Mechanism (8e6)

In addition to maintaining computers and related equipment, the department provides ongoing support for:

- Server upgrades
- Virus protection and upgrades
- Work station upgrades
- Communication closet upgrades
- *WinSNAP* (Food Services)
- *Destiny* (Library Automation)

- *Exchange* – 1000 email user accounts
 - ◆ Calendar sharing
- *Backup Exec*
- Inventory (*Access*)
- Work Orders (*Access*)
- Internet Filtering
- *Unix* Administration
- *Windows* 2000 – 03 server administration
 - ◆ (approximately) 1000 Administrator/Teacher accounts
 - ◆ 5000 Student accounts
- *AutoCAD* Support with CNC
- PPS Adaptive Technology Support (in-house initiatives necessary due to PPT mandates)
- 125+ Digital Whiteboards
- Audio Visual Support
- District Telephone System (voice mail)
- District Copiers
- District wide Audio Visual
- Local education channel for both Charter Communications and AT&T U-Verse

It's an ongoing challenge to the department in keeping current with anti-virus, anti-spam, and *Windows* security patches. 100% of our PCs in the district are running *Windows XP*. Additionally, the department has built several Windows Update Servers to help us stay proactive with future updates and security patches.

Furthermore, a good deal of time is spent on an ongoing basis researching new technology and upgrades for current hardware and software in order to help maintain and improve network functionality and efficiently.

New initiatives for the 2009 – 10 school year:

- Continue to add security cameras and secure door access to all school buildings (This new equipment will be accessible through our WAN) – Wide Area Network
- Complete middle school classroom digital whiteboard packages
- Add digital whiteboard packages to all Trumbull Public School grade 5 classrooms
- Trumbull High School's renovation project
 - Wireless Campus
 - Replacement of old computers
 - Digital Whiteboard packages
 - Remodel A/V studio

In closing, our department has been proactive in securing savings by upgrading and implementing new technologies. We continue to stay current with the fast-paced, every growing technology world and understand that by keeping the technology operational and available for both students and staff, they, in turn, will be more prepared for the future.

XI **NEGOTIATIONS**

The Board of Education conducts negotiations with eight different bargaining units. The names of these groups and the status of negotiations with each are listed below:

Trumbull Education Association (TEA)

The TEA Agreement covers the period from July 1, 2007 to June 30, 2011.

Trumbull Administrators' Association (TAA)

The TAA Agreement covers the period from July 1, 2008 to June 30, 2012.

Educational Secretaries of Trumbull (EST)

The EST Agreement covers the period from July 1, 2006 to June 30, 2009. Negotiations for a successor agreement are in progress.

Custodial/Maintenance AFL-CIO, Local 1303

This Agreement covers the period from July 1, 2006 to June 30, 2010.

Paraprofessionals (CILU)

This Agreement covers the period from July 1, 2008 to June 30, 2011.

Cafeteria Workers (AFSCME)

The Cafeteria Workers' Agreement covers the period from July 1, 2006 to June 30, 2010.

CILU Supervisory Staff

The CILU Supervisors' Agreement covers the period from July 1, 2008 to June 30, 2012.

CILU Support Staff

The CILU Support Agreement covers the period from July 1, 2007 to June 30, 2011.

XII **LEGAL ISSUES**

The Board of Education began the school year with three (3) cases of pending litigation. During the course of the year, there were no changes; three (3) claims remain outstanding.

These claims involve personal and physical injury issues and they are being handled in a routine fashion by the Town's insurance company attorneys with the assistance of both Board and Town counsel, when necessary.

XIII
CONTINUING EDUCATION

Continuing Education has a two-fold purpose for **adults**: first, to provide programs, as mandated by the State, for high school equivalency and English as a second language; and second, to provide adult enrichment courses, the topics of which we generated from participant input.

The enrollments for the past Fall and Spring semesters were the following:

	FALL	SPRING
Academic	91	104
Enrichment	454	359
Total	545	463

The most popular courses continue to be Arts and Crafts, Yoga, Pilates, Foreign Language and Technology. The computer programs are very popular with retirees and those seeking career changes.

The Summer Explorations Program, also offered through Trumbull Continuing Education, continues to be an excellent opportunity for Trumbull students to participate in summer remedial and enrichment activities. Most high school students attend with the purpose of making up courses from the previous school year. Middle school students also attend to make up courses and participate in the week long refresher courses in reading, math, and writing. The elementary program, conducted at Frenchtown, continues to receive rave reviews from parents and students for both the academic and enrichment components. Sports camps also provide recreational opportunities for students.

The summer enrollments are listed below:

<u>Program</u>	<u>Enrollment</u>	<u>Program</u>	<u>Enrollment</u>
Elementary	244	Robotics	13
Middle School	60	Tennis	32
High School	93	Web Design	19
Boys Basketball Camp	79	Green Engineering	6
Girls Basketball Camp	42	Field Hockey	20
Martial Arts	4	Piano	5
Guitar	13	Baseball Camp	22
Film Making Camp	7	Volley Ball	31
Lacrosse Camp	36	Geocaching	10
Music Camp	127	Pet First Aide	5
Kicking & Punting	5	Wrestling	4
Scrapbooking	10		
Pre School	36		
Total		923	

After school programs are offered throughout the year in the academic areas of math and reading for the elementary and middle school students. This past year, CAPT review was initiated for high school students.

Enrollments are listed below:

Elementary (CMT)	73	High School (CAPT)	53
Middle School (CMT)	56		
TOTAL	182		

We are looking forward to another successful and exciting year!

XIV
TRUMBULL LOVES CHILDREN

The school district and the Trumbull Loves Children (TLC) day care administration have formed a partnership utilizing our day care classrooms located in space adjacent to regular classrooms at each of our six elementary schools and two middle schools. This arrangement is unique in the State of Connecticut and allows Trumbull to utilize existing educational resources in the day care process, thus contributing to the value of each child's overall development.

XV
POLICY

The Board of Education Policy Advisory Committee continues to be extremely active and of invaluable assistance in addressing ongoing issues and new mandates that affect the operation of the school system. Due to their diligent efforts, 11 policies were presented to the Board of Education for review. The breakdown of these policies is as follows: 9 approved revisions of existing policies and 1 new policy was approved. (Currently PAC is reviewing 9 policies, which will be presented to the Board in the near future).

XVI
CONCLUSION

In the past, the Trumbull Public Schools have been described by many as a “hidden jewel.” After achieving several accomplishments and being recognized in national publications, this is not the case anymore, as that characterization can be modified to “the Trumbull Public Schools are a jewel of a system.”

Everyone associated with our organization should be extremely proud of the district’s progress in 2008-09.

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Report to the Board of Education
Regular Meeting – August 4, 2009

Mr. Iassogna

Agenda Item – IV-B

Enrollment Update/Staffing

As always has been the case, the administration closely monitors K – 12 enrollment during the summer months. The following is a breakdown of our numbers as of July 31, 2009.

<u>School</u>	<u>Projected</u>	<u>Actual</u>	
TECEC	215	224	+ 9
Booth Hill	533	516	-17
Daniels Farm	497	512	+15
Frenchtown	631	645	+14
Jane Ryan	407	413	+ 6
Middlebrook	454	475	+21
Tashua	<u>423</u>	<u>409</u>	<u>-14</u>
	3160	3194	+34
Hillcrest	706	714	+ 8
Madison	<u>894</u>	<u>889</u>	<u>- 5</u>
	1600	1603	+ 3
THS	<u>2160</u>	<u>2147</u>	<u>- 13</u>
Totals	6920	6944	+ 24

Please note the following observations:

- 1) Our Pre-K – 12 projected enrollment was 6920; actual students enrolled are 6944. At this juncture, we are 24 students above projection.
- 2) Special education numbers will not be finalized until late August, although our projection of 43 non-inclusive “in-house” students looks to be on target.

3) Reminder – Board class size guidelines are:

Kindergarten	20 students
Grades 1 & 2	22 students
Grades 3 – 5	25 students

Attached is our current actual K-5 enrollment breakdown.

4) Our middle school enrollment is very accurate (+3); THS is slightly below (-13) our projection.

At this time, the following classes can either exceed or fall short of the above guidelines:

→ Middlebrook Kindergarten

Projection of 69	(18,17,17,17)
Actual of 81	(21,20,20,20)
Potential .5 addition	(17,16,16,16,16)

→ Middlebrook Grade 2

Projection of 66	(22,22,22)
Actual of 68	(23,23,22)
Potential 1.0 addition	(17,17,17,17)

→ Tashua Grade 3

Projection of 76	(19,19,19,19)
Actual of 74	(19,19,18,18)
Potential 1.0 reduction	(25,25,24)

→ Jane Ryan Grade 1

Projection of 66	(22,22,22)
Actual of 67	(23,22,22)
Potential 1.0 addition	(17,17,17,16)

With regard to staffing, we are pleased that we have hired 13.5 certified FTE's with only 1 Board funded opening to be filled.

We anticipate being fully staffed for the opening of school, with kudos to HR Specialist Celeste Jardim and our administrative staff for superbly coordinating this process.

Administrative Recommendation:

Review, discuss, and take action, if necessary.

ELEMENTARY ENROLLMENT PROJECTIONS 2009-10
TRUMBULL PUBLIC SCHOOLS

CHART D

GRADE	PRE SCHOOL	BOOTH HILL	DANIELS FARM	FRENCHTOWN	JANE RYAN	MIDDLEBROOK	TASHUA	IN SYSTEM	GRAND TOTAL
K		92 91 19,19,18,18,18	73 85 19,18,18,18	101 106 17,17,17,17,17,16	61 70 16,15,15,15	69 81 18,17,17,17	64 51 16,16,16,16	484 460	460
1		89 86 19,18,18,18,18	77 75 18,17,17,17,16	114 117 18,18,18,18,17,17	66 67 18,18,17,17	75 79 17,16,16,16,16	75 82 18,18,15	506 496	496
2		100 96 18,18,18,18,17	67 70 20,19,19,19	90 98 19,19,19,19,19,19	50 52 22,22,22 *	66 68 19,19,19,18	59 56 21,21,20,20	440 432	432
3		80 79 20,20,20,20,20	87 89 17,17,17,16	106 110 18,18,18,18,18	86 84 17,17,16	73 71 22,22,22 *	76 74 20,20,19	507 508	508
4		82 77 20,20,20,19	101 103 18,18,17,17	108 106 20,20,20,19,19	57 56 22,22,21,21	94 95 25,24,24	84 83 25,25,24	520 526	526
5		90 87 21,21,20,21	92 90 21,20,20,20	103 108 22,22,22,21,21	87 84 19,19,19	77 81 24,24,23,23	65 63 21,21,21,21	513 514	514
Sub Total		533 516 23,23,22,22	497 512 21,21,21,20,20	622 645 22,21,21,21,21	407 413 22,22,22,21	454 475 20,19,19,19	423 409 21,21,21,21	2970 2936	2936
Special Ed.			9					9	9
Outplaced		3	1	4	2	1	1		12
TOTAL		536	498	635	409	455	424	2945	2957
TECEC - Headstart/Pet									
TECEC - Spec.Ed/PIP									
Pre-K District									
TOTAL PRE-K	215								215
GRAND TOTAL	215	536	498	635	409	455	424	2945	3172
Teachers		23.5 24.5	23.5 23	29	20	21.5 20	18.5 20	136 135.5	
Classrooms K-5		25	23	29	19	20	20	136	

* NOTE: class size at upper limit!

+ 1.0 + 1.5 - 1.0

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 4, 2009

Mr. Wright

Agenda Item –IV-C

CABE Education Law Summary

As you are aware, Board Chairman Steve Wright is an Area Director for the Connecticut Association of Boards of Education (CABE).

This evening, Mr. Wright will review key items in the new statutes for 2009-10, which are included in the attached CABE Education Law Summary.

Administrative Recommendation:

Discuss.