TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Special and Regular Meetings – September 21, 2015
Long Hill Administration Building
Lorraine R. Smith Assembly Room
5:30*/7:00 p.m.

AGENDA

*Special Meeting at 5:30 p.m. for the purpose of discussing Connecticut Association of Boards of Education (CABE) Policies with Mr. Vincent Mustaro of CABE.

Regular Meeting

I. CALL TO ORDER

II. PRELIMINARY BUSINESS
A. Pledge of Allegiance
B. Correspondence
C. Comments and Questions
D. Recognition:
   - Mr. Kennedy, Facilities Department and all Head Custodians – Dr. Cialfi

III. CONSENT AGENDA
A. Personnel – Dr. Cialfi
B. Approval/Minutes – Regular Meeting 9/1/2015
C. Oral Reports
   - Teacher BOE Representative
   - Student BOE Representatives

IV. REPORTS/ACTION ITEMS
A. Connecticut Association of Boards of Education (CABE) Policy Services – Mrs. Herbst, Mrs. Seaman
B. 2015 Smarter Balanced & CMT/CAPT Science Data Presentation – Dr. Budd
D. Approval/Middlebrook Building Project Additional Bonding – Mr. O’Keefe, Mr. Deming

V. RECEIVE AND FILE
A. Pending Litigation – Dr. McGrath
B. Negotiations – Dr. McGrath

VI. OTHER

*5:30 p.m. -*Special Meeting at 5:30 p.m. for the purpose of discussing Connecticut Association of Boards of Education (CABE) Policies with Mr. Vincent Mustaro of CABE.
Report to the Board of Education
Regular Meeting – September 21, 2015
Dr. Cialfi

Agenda Item – II-D

Recognition: Mr. Kennedy, Facilities Department and all Head Custodians

It is with great pride that I have the privilege to publicly recognize the outstanding work of our school head custodians and Mr. Steve Kennedy, their supervisor.

The September 1, 2015 opening day of the school year was extremely well prepared by our custodial staff. All schools were exceptionally clean with all furniture and equipment in place. The custodial personnel is to be commended for their exemplary work.

Head Custodians:

<table>
<thead>
<tr>
<th>School</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booth Hill</td>
<td>John Joaquim</td>
</tr>
<tr>
<td>Daniels Farm</td>
<td>Ed Martinez</td>
</tr>
<tr>
<td>Frenchtown</td>
<td>Dom Murolo</td>
</tr>
<tr>
<td>Jane Ryan</td>
<td>Dan Pereiro</td>
</tr>
<tr>
<td>Middlebrook</td>
<td>Mike Murzin</td>
</tr>
<tr>
<td>Tashua</td>
<td>Mark Balog</td>
</tr>
<tr>
<td>Hillcrest Middle</td>
<td>Andy Robinson</td>
</tr>
<tr>
<td>Madison Middle</td>
<td>Craig Schneider</td>
</tr>
<tr>
<td>Trumbull High School</td>
<td>Craig Shairer</td>
</tr>
<tr>
<td>Agriscience</td>
<td>Frank Gallo</td>
</tr>
<tr>
<td>Trumbull Early Childhood Education Center (TECEC)</td>
<td>Ed Lukaszewski</td>
</tr>
<tr>
<td>Long Hill Administration Building</td>
<td>John Slezak</td>
</tr>
</tbody>
</table>

Administrative Recommendation: Commend
Report to the Board of Education
Regular Meeting, September 21, 2015          Dr. Cialfi

Agenda Item III-A                  Personnel

There have been no changes since the last Board meeting.
Recommendation: Approve the minutes of the above noted meeting.
The Trumbull Board of Education convened in the Long Hill Administration Building for a Regular Meeting.

Members present:
D. Herbst, Chairperson
L. Chory, Vice Chairperson
J. Donofrio, Board Member
S. LaFrance, Board Member
J. Peddle, Board Member

Members absent:
R. Seaman, Secretary
M. Ward, Board Member

**Agenda Item I – Call to Order**
The meeting was called to order at 7:03 p.m.

**Agenda Item II – Preliminary Business**

A. Salute to the Flag - The Public Session began with a salute to the Flag.

The Board welcomed Annika Redgate and Steven Stanton as the Student Board of Education Representatives for the 2015-2016 school year. The Board also acknowledged Board Member, Mike Ward’s absence and said he is on the mend and will be back to meetings soon.

B. Correspondence – There was no correspondence this evening.

C. Comments – There were no public comments this evening.

**Agenda Item III – Consent Agenda**

A. Personnel – Superintendent Dr. Cialfi reported that there are six appointments effective as of August 27, 2015. The Board agreed to accept the following appointments effective August 27, 2015: Lisa Bevacqua, MA/4 College/Career Transition Guidance Counselor at Trumbull High School; Vanessa Brittain, MA/17 math intervention specialist at Trumbull High School; Nicole Medeiros, MA/6 special education teacher at Madison Middle School; Jennifer Penna, 6/7 social worker at Trumbull High School; Rachel Pugliese, MA/16 special education TRAC 21/Elite Program teacher at Trumbull High School; and Jennifer Zultowski, MA/5 special education teacher at Tashua Elementary School. Unanimously received and filed.

B. Approval/Minutes – Regular Meeting – 8/18/2015. It was moved (Donofrio) seconded (Peddle) to approve the minutes as presented. Vote: Unanimous in favor.
It was moved (Chory) and seconded (LaFrance) to take Agenda Items IV-C and D out of order to this portion of the meeting. Vote: Unanimous in favor.

C. Approval/Head Start Food Service Agreement

Mr. O’Keefe and Mrs. Sinko gave a summary of the renewal agreement for Head Start Food Service. This is an annual agreement between Trumbull/Monroe Head Start program and the Trumbull Board of Education Food Services Department, who furnishes the meals for the joint program. Board approval is needed for compliance with Child and Adult Care Food Program (CACFP). The program serves five area towns—Bridgeport, Easton, Monroe, Stratford and Trumbull. It was moved (Chory) seconded (Donofrio) to approve the Head Start Food Service Agreement as outlined. Vote: Unanimous in favor.

D. Post High School Plans

THS Principal Marc Guarino and THS Guidance Department Chair Cathy Hilser commented on the post high school reports which include historical data from 2003 to present. Ms. Hilser reviewed these reports which include the following: four year college summary, thirteen year post-secondary educational plan comparison, and Class of 2015 college applications. Discussion ensued regarding college applications, reasons/criteria for college acceptances, lower rate of acceptance for the most competitive colleges, two/four year programs, and available scholarship monies. It was noted that information on college acceptances is obtained from students, not the colleges to which they applied. Ms. Hilser also gave a brief overview of the THS guidance program and commented that the department also runs programs for parents.

Agenda Item IV—Reports/Action Items

A. Policies—First Reading

1. Special Education Policy, Code 6171 – Dr. Budd and Mrs. Smith gave an overview of this policy. After a discussion to change policy language to conform to state statutes, it was noted that this policy will be returned for reading and approval at a future meeting.

2. Individualized Education Program/Special Education Program, Policy Code 6159 – Mrs. Smith and Dr. Budd discussed the efficacy of the program and how it can be enhanced to best meet the needs of special education students. It was determined that this policy will be returned for reading and approval at a future meeting.

3. Pre-School Special Education, Policy Code 3160 – This policy comes before the Board to codify the District’s obligations to pre-school special education to be consistent with federal and state statutes. This policy will be returned for reading and approval at a future meeting.

4. Bullying & Teen Dating Violence Prevention & Intervention, Policy Code 5131.911 – Dr. Budd and the Board discussed the importance of this policy that will incorporate necessary revisions to formulate a safe school climate plan. This policy will be returned for reading and approval at a future meeting.

5. Budget Transfer, Policy Code 3160 – Mr. O’Keefe discussed the need for this policy to clarify the District’s obligation in reporting to the Town when an emergency transfer has occurred. This policy will be returned for reading and approval at a future meeting.
B. Policies – Second Reading
   1. Affirmative Action, Policy Code 4000.1
   2. Non-Discrimination in Employment, Policy Code 4111.1

   Dr. Budd presented these two policies with revisions. It was moved (Donofrio) and seconded (Peddle) to accept these policies as presented. Vote: Unanimous in favor.

E. 2015-2016 Enrollment Update

   Dr. Cialfi presented the enrollment for the first day of the 2015-2016 school year and ensured that adequate staff is in place. September 1 marked opening day for Trumbull Public Schools and the Board is looking forward to a most productive and exciting year.

F. Presentation of Professional Development Experiences

   Dr. Budd presented a slideshow depicting teachers’ professional development exercises given before the first student day that promoted a comprehensive approach to student well-being. These programs took place behind the scenes to ensure that support systems are in place to help with not only academics that chart curricular instruction and assessment, but social/emotional issues that students meet with every day.

Agenda Item V—Other

There was no business under this agenda item.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:57 p.m.
Report to the Board of Education
Regular Meeting – September 21, 2015
Mrs. Herbst, Mrs. Seaman

Agenda Item – IV-A

Connecticut Association of Boards of Education (CABE) Policy Services

The Connecticut Association of Boards of Education (CABE) has provided information regarding policy services that are available to local school districts.

The focal point to be considered is the benefit and standard operating procedure associated with utilizing CABE policies as the starting point for the Policy Committee to begin the process of developing first and second reading recommendations to the Board of Education.

Administrative Recommendation: Review and discuss.
Agenda Item – IV-B

2015 Smarter Balanced & CMT/CAPT Science Data Presentation

The District has received data on student performance on the Smarter Balanced and CMT/CAPT Science Assessments taken by students in the Spring of 2015. A report on student performance will be presented.

Recommendation: Review and discuss.
2015 Smarter Balanced & CMT/CAPT Science Presentation

Jonathan S. Budd, Ph.D.
Director of Curriculum, Instruction, & Assessments

1) General Overview & Principles

2) Differences between CMT/CAPT pre-2015 & Smarter Balanced

3) General Themes Suggested by the Data

4) Next Steps
1) General Overview & Principles

The District remains engaged in continuous improvement of . . .

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>What are students being asked to learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>How are students being asked to learn?</td>
</tr>
<tr>
<td>Assessment</td>
<td>How are students receiving information on how well they have learned?</td>
</tr>
</tbody>
</table>
## Standardized Assessments 2015

<table>
<thead>
<tr>
<th>Assessed Content Areas</th>
<th>Smarter Balanced</th>
<th>CMT/CA PT</th>
</tr>
</thead>
</table>
| 1. English language arts/literacy  
2. Mathematics          |                   | Science   |
| Grades                 | 3-8, 11          | 5, 8, 10  |

## The **Legitimate** Uses of Standardized Assessment Data

- Standardized assessment data provide pieces of snapshot evidence valuable to the District in terms of curriculum, instruction, and assessment, particularly in relation to the Connecticut Core Standards to which the assessments are aligned.
Caveat #1

- Standardized assessment data cannot and do not paint a full picture of student performance for a variety of reasons, including:
  - that all tests contain measurement error; and
  - that standardized tests cannot capture the complexity of teaching and learning in a rich environment.
Caveat #2

• Smarter Balanced in particular was administered in a complex political environment that affected, especially at the high school level, participation in the testing, thus complicating tentative conclusions drawn.

At the Same Time . . .

• Smarter Balanced (the test) can be distinguished from the Connecticut Core Standards (the content standards)
Caveat #3

- Comparative conclusions between CMT/CAAPT data and Smarter Balanced data cannot be drawn, because:
  - the tests are aligned to different content standards;
  - the tests have different modes of operation; and
  - the tests have established different achievement standards.

2) Differences between CMT/CAPT pre-2015 & Smarter Balanced
### Basic Differences

<table>
<thead>
<tr>
<th></th>
<th>CMT/CAPT pre-2015</th>
<th>Smarter Balanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of testing</td>
<td>Paper-and-pencil</td>
<td>Computer-adaptive, technology-enhanced</td>
</tr>
<tr>
<td>Assessed content areas</td>
<td>1. Reading</td>
<td>1. English language arts / literacy</td>
</tr>
<tr>
<td></td>
<td>2. Writing</td>
<td>2. Mathematics</td>
</tr>
<tr>
<td></td>
<td>3. Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Science</td>
<td></td>
</tr>
<tr>
<td>Aligned Content Standards</td>
<td>CSDE Standards</td>
<td>Connecticut Core Standards</td>
</tr>
</tbody>
</table>

### Depth of Knowledge Difference

- Smarter Balanced in both English language arts / literacy and mathematics requires a depth of knowledge that was not typically assessed on the CMT/CAPT pre-2015.
**Depth of Knowledge**

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Recall and Reproduction</td>
</tr>
<tr>
<td>Level 2</td>
<td>Skills and Concepts</td>
</tr>
<tr>
<td>Level 3</td>
<td>Short-Term Strategic Thinking</td>
</tr>
<tr>
<td>Level 4</td>
<td>Extended Thinking</td>
</tr>
</tbody>
</table>

**SB Depth of Knowledge**

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Recall and Reproduction</td>
</tr>
<tr>
<td>Level 2</td>
<td>Skills and Concepts</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Short-Term Strategic Thinking</td>
</tr>
<tr>
<td>Level 4</td>
<td>Extended Thinking</td>
</tr>
</tbody>
</table>
SB ELA / Literacy

<table>
<thead>
<tr>
<th>Reading</th>
<th>Close reading of literary &amp; informational texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasingly complex texts</td>
</tr>
<tr>
<td>Writing</td>
<td>Opinion</td>
</tr>
<tr>
<td></td>
<td>Informational</td>
</tr>
<tr>
<td></td>
<td>Narrative</td>
</tr>
<tr>
<td></td>
<td>Assessed for Organization / Purpose, Evidence / Elaboration, Conventions</td>
</tr>
<tr>
<td>Listening</td>
<td>Effective listening to determine main ideas, summarize, or analyze</td>
</tr>
<tr>
<td>Research / Inquiry</td>
<td>Performance Tasks to take &amp; defend a position or to evaluate information</td>
</tr>
</tbody>
</table>

Depth of Knowledge Required by CMT pre-2015 in Literacy

Under a new plan, your local shopping mall will require that anyone who is under the age of 18 must be accompanied by an adult when in the mall. Decide whether you support the new plan. Write to convince the editor of the newspaper to support your opinion.

* Grade 7.
Depth of Knowledge Required by Smarter Balanced in Literacy

You have read several sources about the production of pennies in the United States. Using your sources, write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish a claim, address counter-arguments, and support your claim with evidence from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

* Grade 7.

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<table>
<thead>
<tr>
<th>SB Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
| **Concepts & Procedures** | • Explain/apply math concepts  
|                     | • Interpret/carry out math procedures with precision and fluency  
| **Problem Solving** | • Solve a range of complex well-posted problems, both pure and applied  
| **Modeling & Data Analysis** | • Analyze complex, real-world scenarios  
|                     | • Construct/use math models to interpret/solve problems  
| **Communicating Reasoning** | • Construct viable arguments to support own reasoning & critique reasoning of others  

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Depth of Knowledge Required by CMT pre-2015 in Mathematics

There are 15 chocolates in a box. Nuts are in $\frac{1}{3}$ of the chocolates. Which is another way to write $\frac{1}{3}$?

A. $\frac{3}{15}$
B. $\frac{5}{15}$
C. $\frac{10}{15}$
D. $\frac{12}{15}$

Depth of Knowledge Required by Smarter Balanced in Mathematics

A point is shown on the number line diagram below. Write 3 equivalent fractions that name this point.

* Grade 4.
Depth of Knowledge Required by Smarter Balanced in Mathematics

17
Drag one number into each box to create a fraction that correctly completes each statement.

0 1 2 3 4 5 6 7 8 9

4 \times \_ < 4
4 \times \_ = 4
4 \times \_ > 4

* Grade 5.

3) General Themes Suggested by the Data
### "Standards"

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>In the classroom</th>
<th>On a standardized assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are students asked to learn?</td>
<td>What are students asked to show their skill in?</td>
</tr>
<tr>
<td>Achievement Standards</td>
<td>What degree of performance is deemed &quot;adequate&quot; for a certain purpose?</td>
<td>What degree of performance is deemed &quot;adequate&quot; for a certain level of performance?</td>
</tr>
</tbody>
</table>

### SB Four Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Exceeds the Achievement Standard</td>
</tr>
<tr>
<td>Level 3</td>
<td>Meets the Achievement Standard</td>
</tr>
<tr>
<td>Level 2</td>
<td>Approaches the Achievement Standard</td>
</tr>
<tr>
<td>Level 1</td>
<td>Does Not Meet the Achievement Standard</td>
</tr>
</tbody>
</table>
What We Have Learned?

- Conclusions regarding Smarter Balanced performance at the grade 11 level are impossible to draw due to a participation rate of 48.6% of students.

* This participation rate is in line with the rates of other DRG B districts.

What We Have Learned?

- In both English language arts / literacy and mathematics at all grades 3-8, Trumbull students outperformed students statewide based on the percentage of students judged to be meeting or exceeding the achievement standards:
### Grade 3
**Meeting/Exceeding Achievement Standard**

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>82.0%</td>
<td>79.8%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>53.6%</td>
<td>48.0%</td>
</tr>
</tbody>
</table>

### Grade 4
**Meeting/Exceeding Achievement Standard**

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>74.1%</td>
<td>69.1%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>55.0%</td>
<td>44.2%</td>
</tr>
</tbody>
</table>
### Grade 5
Meeting/Exceeding Achievement Standard

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>78.8%</td>
<td>59.7%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>58.5%</td>
<td>36.9%</td>
</tr>
</tbody>
</table>

### Grade 6
Meeting/Exceeding Achievement Standard

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>64.6%</td>
<td>59.0%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>55.6%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>
### Grade 7
Meeting/Exceeding Achievement Standard

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>66.5%</td>
<td>48.1%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>57.1%</td>
<td>38.8%</td>
</tr>
</tbody>
</table>

### Grade 8
Meeting/Exceeding Achievement Standard

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts / Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>58.6%</td>
<td>48.3%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>54.0%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>
What We Have Learned?

- In science at all tested grades (5, 8, & 10), Trumbull students outperformed students statewide based on the percentage of students judged to be at or above goal, as well as at or above proficiency:

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>80.7%</td>
<td>82.8%</td>
<td>75.2%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>55.4%</td>
<td>61.1%</td>
<td>44.5%</td>
</tr>
</tbody>
</table>
### Science
At/Above Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>93.3%</td>
<td>94.5%</td>
<td>95.5%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>79.1%</td>
<td>76.7%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

4) Next Steps
For District K-12

- Identifying successes in curriculum, instruction, & assessment
- Identifying important short-term & long-term action steps in curriculum, instruction, & assessment
- Contextualizing this data as part of a much fuller and richer tapestry of teaching & learning in the Trumbull Public Schools

Additionally

- District-wide Parent Information Session:
  - Test overview
  - Guidance for interpretation of Individual Score Reports

  *Mon., Sept. 28, 7-8 pm*
  *Frenchtown Cafeteria*
Report to the Board of Education
Regular Meeting – September 21, 2015

Agenda Item – IV-C

Dr. Cialfi

2014-2015 Annual Report

Attached is the consolidated Annual Report for Trumbull Board of Education as submitted by the Superintendent of Schools. It is considered a draft until the Board approves the review, after which the document will be forwarded to the First Selectman.

Administrative Recommendation:

Approve the 2014-2015 Annual Report for submission to the First Selectman.
TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT
ANNUAL REPORT
2014-2015

I
INTRODUCTION

As Superintendent, I am pleased to forward to the Board of Education and the First Selectman the Annual Reports submitted to me by school/district administrators and division heads. It is with a great deal of pride and satisfaction that I characterize 2014-2015 as a very successful and productive school year, highlighted by district growth and several accomplishments of note.

It also should be noted that in addition to the daily academic and social/emotional emphasis, the schools abound with meaningful and enriching activities that support our regular instructional focus and contribute to the overall development of our students as they progress through the stages of life.

II
OVERVIEW

In the 2014-2015 school year, officers and members of the Board of Education included Chairperson Deborah Herbst, Vice Chairperson Loretta Chory, Secretary Rosemary Seaman, Board Members Atty. Jeffrey M. Donofrio, Susan LaFrance, Joseph Peddle and Michael Ward.

In 2014-2015, the Board of Education held 17 Regular Meetings and 2 Budget Session Meetings. Board members participated in numerous district activities, with their active involvement and contributions playing a significant role in moving the district forward.

Board members continued their participation in the following activities during the 2014-2015 school year: Policy Advisory Committee – Chairperson Rosemary Seaman, Loretta Chory, and Susan LaFrance; Trumbull’s Liaison to the CES Council Committee and Six-to-Six Magnet School Board of Directors – Michael Ward; Curriculum Committee – Joseph Peddle, Rosemary Seaman, Michael Ward; Business Education Initiative Representative – Rosemary Seaman; Trumbull Community/Cable TV Television Liaison – Susan LaFrance; Superintendent Evaluation Format Committee – Deborah Herbst; Service Contracts Review Committee – Loretta Chory; the Finance Committee – Chairperson Loretta Chory, Joseph Peddle and Rosemary Seaman; and the Facilities/Middlebrook Building Committee – Chairman Joseph Peddle and Michael Ward.

Atty. Jeffrey Donofrio and Rosemary Seaman serve on the BOE Committee for TAA Negotiations; Deborah Herbst and Loretta Chory serve on the Town/Board Insurance Committee; and Deborah Herbst and Michael Ward serve on the BOE Committee for TEA Negotiations.
Additionally, Rosemary Seaman serves on TPSLD (Trumbull Parents of Students with Learning Differences), TPAUD (Trumbull Partnership Against Under Age Drinking), and Head Start Committees.

The Town appropriated to the Board $94,993,531 for school operating expenses in 2014-2015. To help offset this expenditure, the Regional Agriscience and Biotechnology Center generated $1,014,592 in tuition revenue; the State contribution for special education Excess Cost resulted in $901,741 reimbursement monies; and the State returned approximately $3,362,433 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 2014-2015 fiscal year.

III

ENROLLMENT

Based on the aggregate daily pupil membership of 6,737 (10/1/14 enrollment count only), the gross expenditure per pupil in 2014-2015 (actual total Board of Education expenditures, $94,972,877 divided by aggregate daily pupil membership) was $14,097. It should be noted that the BOE finished 2014-2015 with $20,654 in unspent monies.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>223</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>387</td>
</tr>
<tr>
<td>Grade 1</td>
<td>459</td>
</tr>
<tr>
<td>Grade 2</td>
<td>454</td>
</tr>
<tr>
<td>Grade 3</td>
<td>476</td>
</tr>
<tr>
<td>Grade 4</td>
<td>481</td>
</tr>
<tr>
<td>Grade 5</td>
<td>537</td>
</tr>
<tr>
<td>Grade 6</td>
<td>538</td>
</tr>
<tr>
<td>Grade 7</td>
<td>467</td>
</tr>
<tr>
<td>Grade 8</td>
<td>537</td>
</tr>
<tr>
<td>Grade 9</td>
<td>559</td>
</tr>
<tr>
<td>Grade 10</td>
<td>509</td>
</tr>
<tr>
<td>Grade 11</td>
<td>534</td>
</tr>
<tr>
<td>Grade 12</td>
<td>540</td>
</tr>
<tr>
<td>Total In-Town</td>
<td>6,701</td>
</tr>
<tr>
<td>Pupils Outplaced</td>
<td>36</td>
</tr>
<tr>
<td>Grand Total</td>
<td>6,737</td>
</tr>
</tbody>
</table>
IV
SUPERINTENDENT'S ASSESSMENT REPORT

1. Student Achievement Development

2. Organizational Development

3. Curriculum Development

4. Professional Development

5. Community and Communications Development

1. Student Achievement Development as per the following examples:

1.1 Improved opportunities for student learning and achievement

- Instructional practices modified to align with CT Core State Standards – see 3.1, 4.6
- Digital Learning Environment – see 3.2, 4.2, 4.6
- Assured Performance Based Assessment (APBA) – see 4.3, 4.6, 5.3
- Science, Technology, Engineering, Mathematics (STEM) integrated in instructional practices – see 3.1, 4.6
- Job shadowing and internship opportunities expanded at high school level – see 4.6
- New positions supported in budget process for 2015-2016:
  Elementary – Reading Specialist, English Language Learner (ELL) position, Social Studies Program Leader
  Middle School – Mental Health Intervention Position
  High School – College and Career Transition Counselor, Math Intervention Position, Literacy Intervention Position, Mental Health Intervention Position

1.2 Expanded curricular improvements as per the following examples:

- Curriculum modified to align with CT Core State Standards – see 3.1, 4.6
- Digital Learning embedded in curriculum modifications with significant professional development support – see 3.2, 4.2
- Assured Performance Based Assessments (APBA) embedded in curriculum modifications – see 3.1, 4.3, 4.6, 5.3
- STEM embedded in science and math curricular expectations with significant professional development support – see 3.1, 4.6
2. Organizational development improvements as per the following examples:

2.1 Upgraded security in all schools and Long Hill Administration Building
- Hired and trained with follow-up sessions, 7.0 F.T.E. Security Guards carefully matched to Administrators and faculty in each building (Chris Nolan, Director of Security for Capitol Region Education Center)
- Installed all missing readers for all exterior doors in schools and Long Hill Administration building
- Created district-wide and school-specific packets of protocols in alignment with PA13-3
- Provided case study scenarios for each school-based Safety/Security Committee to review and analyze
- Updated security cameras for several school offices and currently implementing the second phase of additional cameras for large group areas such as cafeterias.
- Increased awareness of who has been classified as a sexual offender by providing all Principals and security personnel with automatic notifications from the Connecticut and Federal Databases.
- Enabled all Trumbull emergency personnel to now have continuous 24 hour swipe card accessibility to every school building.
- Received approval for all protocols aligned to PA 13-3 from Robert Kenny, CT Region Coordinator, Department of Emergency Services and Public Protection.

2.2 Improved operations in Facilities Department as a result of restructuring plan
- Hired a Director of Facilities to establish efficiencies and operational expectations of all maintenance tradesmen and custodians
- Planned with Director of Facilities, energy conservation programs with performance-based contracting and purchasing transactions resulting in the following outcomes:
  - $800,000 savings in 2014-15 as a result of moving from Santa to Southern CT Gas
  - $100,000 savings is projected in 2015-16 as a result of reduced electric rates, performance based contracting at Hillcrest, and Retro-Commissioning at Frenchtown, Agriscience and TECEC
- Increased collaborative efforts with Town Department of Public Works resulting in additional efficiencies and Bond planning with Board of Finance and Town Council
- Created Manager of Facilities position at no additional cost by eliminating two positions irrelevant to the new structure
- Expanded the number of project initiatives during 2014-2015 and continued with 34 projects in summer, including the Middlebrook Windows Project finally implemented (after a nine year delay) with the Building Committee, chaired by Joseph Peddle.
2.3 Negotiating contract with Facilities Department Bargaining Unit
- Proceeded with a focus on priority areas including pension contributions, salaries, and benefits as related to cost-sharing
- Informed that the first arbitration hearing will be continued with another to follow soon

2.4 Improved operation in Human Resource Department as a result of restructuring plan
- Directed Assistant Superintendent to increase expectations with mentoring support from Margaret Mary Fitzgerald, former HR Director in Fairfield Public Schools
- Established protocols for consistently addressing any staff member engaged in misconduct of any kind with processes and refined protocols for investigation, just cause, due process, progressive discipline, suspensions, and termination
- Increased exposure of vacant positions by posting earlier and expanding accessibility sites (e.g., CT Association of Schools, CT Association of Public School Superintendents, Monster.com)
- Improved hiring process for all instructional staff, including demonstration teaching lessons as a critical component of the criteria for hire. Administrative positions require (1) an initial interview conducted by an “advisory” interview committee consisting of parents, staff, and community members; (2) extensive interviews and reference checks conducted by the Assistant Superintendent and Superintendent; and (3) an interview with the Board of Education.
- Hiring of six leadership positions in 2014-2015 in addition to five leadership positions in 2013-2014 (replacements; not new positions)
  - District-wide Director of Curriculum, Instruction and Assessments
  - District-wide Manager of Information Services
  - Trumbull High School A House Principal
  - Trumbull High School C House Principal
  - Director of Buildings and Facility Maintenance
  - Athletic Director
- Improved teacher and paraprofessional orientation procedures with increased security background checks and ongoing maintenance of inventory processes to accurately assess certification mandates
- Updated job descriptions for teachers
- Utilized data tools to make strategic decisions on staffing (MUNIS, Aesop, File Maker, etc.) resulting in a more efficiently assigned workforce in the areas of paraprofessionals, teaching specialists, and custodians.
- Improved recruitment and retention of long term substitutes to shortage areas by aggressively pursuing leads, creating and maintaining a stronger relationship with the Certification Division of the CT State Department of Education, placement agencies, and local colleges and universities.
- Developed and began to execute training plans for administrators and department heads on issues such as Title IV and VI, dealing with underperforming staff members and DCF reporting.
- Improved communication and cooperation with the Town on HR matters. This includes work done to reclassify Civil Service positions as non-competitive
and the newly created, ongoing series of meetings to improve outcomes with Workman’s Compensation.

- Improved outcomes in negotiations through strategic planning with the Business Office and School/Department leadership. Results include lower insurance costs to BOE, more favorable language on management rights issues, leaves of absences, vacations etc. Wage increases have consistently been below “DRG B” averages.

2.5 Improved operations in Business Office as a result of restructuring plan

- Continued efficiency initiative with the shift to a self-funded medical and dental plan resulting in an expected underrun in the 2014-15 budget
- Eliminated health waivers for the Administrators and Food Services bargaining units (as a follow-up to the elimination of health waivers for the teachers bargaining unit in 2013-14). Eliminating health waivers for the Facilities Department bargaining unit is a component of the negotiations now in process.
- Purchased a new athletic insurance policy from Bollinger resulting in a reduction of claims to $5,500 from July 2014 to March 2015
- Streamlined the process for insurance plan enrollment, premium share calculation and withholding, and health waiver payments by combining payroll and insurance under one supervisor
- Closed on a four year renewal with CBS for copiers that will provide for state-of-the-art technology with remote print software, lower copy overage fees, and an overall lower cost as compared to our current lease
- Negotiated with DATTCO Bus Transportation on a reconciliation of fuel and spare drivers with the expectation to result in a refund of at least $300,000 which will be submitted to the Town
- Moved our MUNIS application to a hosted environment (“cloud”) resulting in continuous 24 hour remote access enabling the Business Office to (1) continue with payroll operations in the event of a power outage; and to (2) proceed with automatic update processes overnight. This is a comprehensive disaster recovery process recommended by Blum Shapiro.
- Continued process of moving away from FileMaker Pro to managing all reports through MUNIS resulting in a more efficient and flexible process to distribute monthly financial reports. MUNIS utilized as a single source of financial data also enables the Business Department to move forward with the “employee self-service” module to process health selections and printing of W2, W4, and pay stub forms.
- Arranged for Stratford Public Schools to remove portable classrooms from Booth Hill and Frenchtown at no cost to Trumbull Public Schools

2.6 Developed and implemented with transparency and BOE support the entire budget process

The following outline illustrates the 2014-2015 budget sequence as presented to the BOE in December 2014, and the final approval from the Town Council in April 2015. The significant reduction required ongoing analysis and revisions throughout the five month period.
<table>
<thead>
<tr>
<th>Budget Amount</th>
<th>Reduction $</th>
<th>YTY %</th>
<th>% Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Superintendent Request</td>
<td>$97,790,114</td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td>BOE Request to First Selectman</td>
<td>$97,790,114</td>
<td>0</td>
<td>2.94%</td>
</tr>
<tr>
<td>First Selectman Recommendation</td>
<td>$97,216,380</td>
<td>($573,734)</td>
<td>2.34%</td>
</tr>
<tr>
<td>Board of Finance Recommendation</td>
<td>$97,216,380</td>
<td>0</td>
<td>2.34%</td>
</tr>
<tr>
<td>Town Council Approval</td>
<td>$97,216,380</td>
<td>0</td>
<td>2.34%</td>
</tr>
<tr>
<td>Reduction Required to Achieve Approved Budget</td>
<td>($573,734)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The initial 2.94% recommendation of $97,790,114 was reduced to $97,216,380 (2.34%).

3. Curriculum, Instruction and Assessment improvements as per the following examples:

3.1 Monitored and improved teacher and administrator quality, evaluation, and development
   - Clearly communicated goals and accountability expectations
   - Provided assistance and oversight as necessary for the Assistant Superintendent and Principals to insure compliance with the Teacher and Administrator Evaluation Plan
   - Advanced teacher and administrator quality of performance with professional development as necessary (e.g., CT Core State Standards, writing, digital learning environment, performance based assessments, and STEM)

3.2 Advanced the teaching process by strengthening a digital learning environment
   - Established a scope and sequence plan with grade level expectations implemented by the Technology Integration Specialists in grades K-8
   - Provided professional development for Technology Integration Specialists and Library-Media Specialists to be qualified as trainers for their colleagues in order to (1) utilize technology as a tool to strengthen the student learning process; and (2) strengthen collaborative instructional priorities among teachers (i.e., content specific and Google Docs professional development)
   - Provided all necessary software, web based licenses, WiFi, and hardware necessary to promote a digital learning environment to the extent that the learning process is transformed in grades K-12

3.3 Continued the elementary standards based report card (SBRC) process with a focus on refined parent communication and grading consistency
   - Established a reconvening of the SBRC Committee with a plan to continue reporting how parent communication and grading consistency is monitored and improving as necessary during the 2015-16 school year
   - Engaged elementary Principals with the Committee recommendations as requirements: (1) Begin 2015-16 with a review of the SBRC PowerPoint and follow up discussions during and after each trimester report card distribution; (2) Monitor classroom teachers’ discussion with students to insure their understanding of the rubric and aligned expectations; and (3) Review all report cards to discern any inconsistent grading and to focus on all report card comments
• Supported the continuing monitoring of the SBRC Committee's goal to engage the Elementary Program Leaders in establishing "work samples" that reflect a 1, 2, 3, or 4 in each domain. The objective is to refine communication among parents, students, and teachers while refining consistent grading.

• Directed the SBRC Committee to improve articulation between elementary and middle school report card communication: Presentations for grade 6 parents with a focus on how and why the middle school report card differs from the elementary report card.

3.4 Transformed the special education case manager model to provide benefits for students and a cost savings for the school district

• Enabled school psychologists to focus on student mental health needs rather than devoting significant time to case manager duties which was a critical component of the assignment until the 2014-15 school year.

• Improved the accuracy of special education students' Individual Education Plan (IEP) by assigning special education teachers to author the IEP as the case manager. The special education teachers rather than the school psychologists know the students and their specific needs - Accurate IEP's reduce challenges from parents and their advocates, thereby reducing attorney fees.

• Reduced the number of out-of-district placements and associated tuition costs by transforming the case manager model from the school psychologist to the special education teacher (as is customary practice throughout Connecticut).

3.5 Monitored performance of new administrator hires

• Assessed the Assistant Superintendent, through daily interaction, regularly scheduled weekly individual meetings, Central Office meetings, Principal meetings, and performance reviews. Primary focus areas include the supervision of Human Resources and Principals.

• Assessed the Director of Facilities and the Manager of Facilities, through daily interaction, Central Office meetings, Principal meetings and performance reviews. Primary focus areas include the supervision of the Facilities and Custodial personnel and projects related to capital improvements funded through bonding, performance based contracting, energy, and conservation initiatives.

• Assessed the THS Principal, the THS House Principal, the Hillcrest Assistant Principal, the Tashua Principal through school visits, regularly scheduled Elementary, Middle, and High School Principal meetings, monthly Council of Ten meetings, and performance reviews. Primary focus areas include school safety and climate, student development and achievement, faculty performance, and school-family-community relationships.

4. Professional Development as per the following examples:

4.1 Established district-wide school specific safety and security protocols with practices implemented in accordance with professional development sessions
• Contracted Chris Nolan, Director of Security for Capitol Region Education Center (CREC), to conduct two comprehensive district-wide sessions to provide an understanding of PA13-3 as a basis for safety and security expectations. All Principals and security personnel attended with follow-up discussion at Principal meetings.

• Provided professional development for all security personnel to become familiarized with their facility and staff in order to implement school-specific practices

• Activated protocols and practices for each school’s safety/crisis team through professional development sessions, meetings, and drills directed by the Principal and security officer.

• Reinforced professional development sessions in Principal meetings as necessary

4.2 Developed training sessions to strengthen digital learning

• Established professional development to strengthen digital learning as an ongoing daily/weekly initiative by establishing regularly scheduled sessions for the Technology Integration Specialists to develop a scope and sequence plan with grade level expectations. The Technology Integration specialists bring to their schools a “trainer of trainees” model with consistent practices for students and teachers by working directly in the classrooms as co-teachers.

• Ensured full instructional support for all staff, teachers, and students with a district-wide immersion of Google Apps for education through our trumbullps.net domain. All Technology Instruction Specialists and Library Media Specialists throughout the district were required to enroll in the Google on-line/on-demand training program. A required examination is mandated to earn Google Education Certification in order to train all classroom teachers by functioning as co-teachers and conducting professional development sessions in Tech Tuesday after school sessions.

4.3 Provided training to align grade 3-12 performance based assessments.

• Continued strengthening the grade 3-12 systemic “Assured Performance Based Assessment” plan by supporting teachers with Performance Assessment Design Initiative (PADI) training provided by Giselle Martin-Kniep through the Tri-State Consortium

• Reinforced the Tri-State generic training by contracting Giselle Martin-Kniep to provide professional development sessions for the Trumbull specific APBA plan

• Established the APBA Committee consisting of representation from the elementary, middle, and high school levels in order to sustain consistency and fidelity of implementation in grades 3-12

4.4 Increased Tri-State Consortium benefits resulting from my Steering Committee appointment as one of three Fairfield County Superintendents

• Shared results of Trumbull’s January 2015 College and Career Readiness for Success Forum and received findings from methods used by other school districts
Developed strategies for a Tri-State visit to assess our plans for strengthening K-12 alignment in writing
Invited administrators and teachers in leadership positions to professional development sessions sponsored by the Consortium

4.5 Supported professional development sessions specific to the needs of special education teachers
- Provided training for the development of a case manager model in order to drive consistency regarding identification of interventions, progress monitoring, and writing Individual Education Plans (IEP).
- Provided training for dyslexia and strengthening literacy through the Wilson Reading System and the strategies of Lindamood-Bell Learning Processes
- Provided training for special education paraprofessionals

4.6 Increased teachers' individual professional development and collective participation
- Scheduled the following professional development with follow-up implementation processes:
  - District-Wide
    - CT Core State Standards
    - STEM Integration of Science, Technology, Engineering, Math
      - STEM Professional Learning sponsored by Cooperative Education Services (C.E.S.): Eighteen of our teachers representing elementary, middle, and high school levels have participated in this series of professional development sessions to gain insight and practice in how to effectively embed STEM in their grade level expectations. The participants are providing training for their colleagues as “trainers of trainees.”
      - Fairfield University STEM + Computing Partnerships Grant sponsored by the National Science Foundation.
    - Assured Performance Based Assessments (APBA) with Tri-State Consortium Performance Assessment Design Initiative (PADI) training including STEM specific strategies (e.g., grade 9 Architectural Design Project)
    - Technology: Google Docs, Ipad Applications, Smart Board Techniques, Integration of Technology in STEM projects and APBAs
    - Special Education: Case Management, IEP Standards, Dyslexia, Central Auditory Processing (CAP), and literacy strategies

Additional Elementary Professional Development (Grades PreSchool - Grade 5)
- Standards Based Report Cards (SBRC): Strengthening comments
- Writing: CT Writing Project, PEG strategies, Triads/Reading: STAR assessments and conferences
- Math: Development of “work samples” (exemplars)
Additional Secondary Professional Development (Grades 6-12)
- Writing: PEG Strategies (Grades 6-8)
- Grade Level Assessments
- Professional Learning Community Standards (Grades 9-12)
- Advisory Program Scope and Sequence (Grades 9-12)

5. Community and Communications Development as per the following examples:

5.1 Continued the intensive verification of school residency process
   - Added the utilization of the "tips hotline" resulting in investigations of families with questionable residency information
   - Improved the verification process with an electronic technique that resulted in approximately 25 highly intensive investigations culminating in approximately 15 families that were denied access to Trumbull Public Schools
   - Expanded the residency verification to students with Trumbull addresses attending magnet schools such as Six to Six, Discovery Magnet, and Fairchild Wheeler

5.2 Monitored the redistricting plan which alleviated overcrowding at Frenchtown by transferring students to Middlebrook
   - Projected reduced enrollment at Frenchtown and increased enrollment at Middlebrook has been validated in the 2014-15 school year: Frenchtown has not utilized the two portable classrooms, and Middlebrook has classroom space that continues to be used for additional special education resource rooms, the TAG program and Social Worker programs.
   - Maintained all BOE class size guidelines for both Frenchtown and Middlebrook
   - Adjusted Reading Specialist allocation with an increase at Middlebrook to accommodate additional students
   - Maintained student achievement levels at both schools, validating that the projected redistricting would not have an adverse effect on student performance

5.3 Implemented a Community Conversation Forum in January 2015
   - Arranged and monitored a panel consisting of a University Administrator, a Corporate Human Resources Director, middle and high School teachers and students to provide an understanding of "College and Career Readiness for Success" and "21st Century Learning."
   - Provided teacher and student examples of critical and creative thinking, communication skills, collaborative learning, and innovative problem solving through Assured Performance Based Assessments (APBA) and extensions of the classroom through job shadowing and internships.
   - Received significant positive feedback from approximately 500 audience members, particularly with respect to the alignment between the teacher/student presentations and the expectations of the University Administrator and the Corporate Director of Human Resources
5.4 Updated the Trumbull Public Schools Website on a regular basis

- Continued improvements for the new website initiated in 2013, increasing flexibility to provide announcements and weekly updates including the following:

<table>
<thead>
<tr>
<th>BOE Policies</th>
<th>Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Evaluations</td>
</tr>
<tr>
<td>Curriculum and Assessments</td>
<td>Calendars</td>
</tr>
<tr>
<td>Infinite Campus Database and Portals</td>
<td>FAQ</td>
</tr>
<tr>
<td>Health Forms</td>
<td>Links for parents</td>
</tr>
<tr>
<td>Summer School</td>
<td>Student Registration</td>
</tr>
<tr>
<td>School Websites</td>
<td>TPAUD</td>
</tr>
<tr>
<td>Scientific Research Based Interventions (SRBI)</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Meeting agendas and minutes (BOE and committees, district-wide and school committees, PTSA)</td>
<td>Departments (PPS, Curriculum, Human Resources, Transportation, Technology, Facilities, Business)</td>
</tr>
</tbody>
</table>

5.5 Connected Trumbull Public Schools with leadership role in Academic Challenge for Excellence (ACE) Foundation, Business Education Initiative (BEI), and Trumbull Community Television (TCT)

- Provided sponsorships for ACE Foundation to receive funding from First Selectman’s Golf Classic
- Developed, with Board of Directors, ACE Foundation Recognition Events for elementary, middle and high school academic competitive teams
- Connected Trumbull High School faculty members to attend BEI monthly meetings with a focus on mini-grant applications, job shadowing, and internships
- Established Trumbull High School C House Principal as the liaison to Trumbull Community Television in order to increase education programming
HUMAN RESOURCES AND STAFFING

The restructured Human Resources Department is supervised by the Assistant Superintendent. During the 2014-2015 school year, the Department continued to develop protocols and procedures with the assistance of a former Director of Human Resources on a consultant basis. The improved operations are cited on pages 5 and 6.

The Human Resources Department is dedicated to serving Trumbull's staff and community by providing a wide variety of services and opportunities. This department serves to support and retain a highly qualified workforce and as a central resource to all employees, striving to provide an environment for staff to succeed, develop and enhance their careers with equal opportunity.

A dynamic component of the school district serving all full and part time staff and providing service to over 900 employees, this department manages all certified and non-certified staff, candidates, and union representatives as well as public inquiries. Human Resources routinely recruits, schedules interviews and processes paperwork for all certified and non-certified support positions including administrators, teachers, paraprofessionals, security officers, secretaries, clerical, custodial/maintenance, coaches, cafeteria and seasonal workers.

This department manages maternity and family medical leaves as well as workman's compensation cases, processes requests for verification of employment, monitors certification and certification inquiries, provides information to the Department of Children and Families; administers police checks for new staff and school volunteers; and creates staff identification credentials for TPS staff members, Trumbull Loves Children staff members, and Town videographers.

In 2014-2015, enhancement, revision and updating of staff access to forms and information on the district's website was implemented with a continuing focus on establishing protocols and developing efficient processes (e.g., migrating from two databases to one, creating an exit interview procedure, and updating job descriptions).

STAFFING

In 2014-2015, the Board of Education employed the following numbers of personnel:

<table>
<thead>
<tr>
<th></th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Staff</td>
<td>577.95</td>
</tr>
<tr>
<td>Non-Certified Staff</td>
<td>349.87</td>
</tr>
<tr>
<td>Total</td>
<td>927.82</td>
</tr>
</tbody>
</table>

In addition, there are 26.00 Certified positions funded by external sources such as grants or governmental agencies with these positions overseen and monitored by the Board and Central Administration.
The 2014-2015 school year yielded specific results that reflect continuous progress toward the ultimate goal: Ensuring that Trumbull’s children are prepared to take a productive and fulfilling role in the 21st century.

The strategic plan is tightly aligned to our annual assessment which is based on the (1) district goal; (2) professional development and the tier 1 core program; (3) community input; (4) embracing diversity; and (5) assessment models that measure the school district’s progress.

1. DISTRICT GOAL

The Trumbull district goal is for all children from pre-school to grade 12 to make progress academically and socially. Skill development continues to be the foundation for the 21st century learning expectations that drive critical thinking, collaborative learning, and communicating effectively through technology, writing, and verbally.

The goal for the 2014-2015 school year included the students' behavioral/attitudinal component of motivation and responsibility as it directly affects academic outcomes:

- The goal is to continue strengthening individual and collective practices in order to increase student learning and development. The primary focus areas are (1) the implementation of curriculum, reflecting Core State Standards and Assured Performance Based Assessments (APBA); and (2) implementation of the Teacher and Administrator Supervision / Evaluation / Professional Learning Plans.

In addition to the goal, the Scientific Research Based Interventions (SRBI) process, initiated in 2008, continues to be a priority.

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.
Continuous Strengthening of School Climate with Positive Behavioral Interventions and Support

Achieving a high standard for district-wide academic outcomes is directly connected to standards for student behaviors. The focus is on practices which promote important student behaviors including motivation and responsibility.

During the 2014-2015 school year, the social, behavioral focus has been moved forward through a structured plan: Positive Behavioral Interventions and Supports (PBIS) is a nationally recognized program that has been implemented by a district wide committee consisting of the Assistant Superintendent, Elementary and Middle School Administrators, Social Workers, and Intervention/Behavioral Specialists.

PBIS is a decision-making framework that guides the integration and implementation of the best, evidence-based, academic and behavioral practices for improving important academic and behavior outcomes for all students. PBIS emphasizes four integrated elements: Data for decision making; measurable Outcomes supported and evaluated by data; Practices with evidence that these outcomes are achievable; and Systems that efficiently and effectively support implementation of these practices.

2. PROFESSIONAL DEVELOPMENT AND THE TIER 1 CORE PROGRAM

Professional development is critical for administrators and teachers to continually strengthen the SRBI, tier 1 core program. A Teacher Supervision, Evaluation, and Professional Learning Plan Committee has been established for the purpose of sustaining a district wide focus on the needs of students, teachers, and administrators. The committee consists of the Assistant Superintendent, representatives of the Trumbull Educators Association (TEA), and Trumbull Administrators Association (TAA).

All professional development learning activities must be in compliance with the new CT State Department of Education core requirements for evaluating all teachers and all administrators. The plan is also systemic in that K-12 alignment is critical. An example of the alignment is the development and implementation of Assured Performance Based Assessments (APBA) in order to drive 21st century learning with a structure. These assessments, common to grades 6-12 with a standardized rubric, have been extended to grade 3 in the 2014-2015 school year.

Professional development supports consistency across the elementary schools and middle schools, as well as 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.

Best practices in instruction are based on the gradual progression of the teaching/learning process from teacher to student within each lesson (i.e., modeling to guided practice to independent practice). Professional development during the 2014-2015 school year has continued to emphasize the importance of student self-reflection, the benefits of collaborative
learning among students, and the value of performance based learning as it relates to the application of skills and knowledge to real-life tasks and simulations. Learning activities for teachers and administrators included the following:

- Elementary Math*Investigations*, *Being A Writer*, and *Making Meaning*
- Science / Technology / Engineering / Math (STEM) presentations
- Common Core State Standards (CCSS) and Common Assessments
- Student Success Plans (SSP)
- New England Association of Schools and Colleges (NEASC) accreditation
- Technology applications
- Continual training for optimum utilization of the district planetarium
- Calibrating an analysis of the elements of instruction
- Crisis Response Team training and drill revisions

The following graphic is used to represent the paramount SRBI concern: strengthening the tier 1 core program for all students:

**TIER 1 – CORE PROGRAM**

The goal is to continue strengthening individual and collective practices in order to improve student learning and development. The primary focus areas are (1) the implementation of curriculum reflecting Common Core Standards and Assessed Performance Based Assessments (APBA) and (2) implementation of Pre-Teacher and Administrator Supervision / Evaluation / Professional Learning Plans.

**INSTRUCTION**
- Gradual Progression from Teacher to Student
  - Teacher
    - Objective
    - Modeling
  - Teacher and Student
    - Guided practice
  - Students Together
    - Collaborative learning -demonstrating guided practice
  - Students Alone
    - Independent practice

**ASSESSMENTS**
- Universal Screeners
- Progress Monitoring
- Student Data
  - Multiple Indicators
  - Targeted Information
  - Student, Classroom, School, District

**Implications for Professional Development / Supervision**
- PD Days: August 29, 30, 31, 2014
  - November 4, 2014
  - April 6, 2015
- Grade Days / Department / Grade Level Meetings

3. COMMUNITY INPUT TO THE STRATEGIC PLAN

"How do we ensure that Trumbull’s children are prepared to take a productive and fulfilling role in the 21st century?"

The 2014-2015 achievements reflect continuity and alignment to this question that was established by the Community Conversation Series which was initiated in 2009. Reactions to the question continue to drive actions that require an enduring commitment from Trumbull’s educators, families, community leaders, and volunteers. During the 2014-2015 school year, the three focus outcomes of the Community Conversation Series have been addressed and strengthened as follows:

**I. Student Transitions:** The objective is to strengthen how educators and parents can effectively prepare students for transitions from elementary to middle school to high school to higher education and/or the workplace. Students need skills to be able to set
goals, self-reflect, and compare their previous academic performance to their current performance.

- Trumbull High School and Hillcrest and Madison Middle Schools have established the process of developing Student Success Plans (SSP) for every student in grades 6-12. The SSP is an individual student driven plan that will be developed to address every student’s needs and interests, strengthening the student’s connection to school, and to achieve postsecondary educational and career goals. The plan is supported with structures such as student portfolios and academic/personal rewards which will be electronic and portable, following the student as he/she transitions from grade to grade. Professional development has provided a foundation for understanding how the three domains of the SSP can be integrated: academic development, career development, and social/emotional development.

- The transition from kindergarten to first grade is now at an optimum as a result of the newly established full day kindergarten program. This initiative was launched during the 2012-2013 school year after intensive study and planning that began in 2009 with the “Full Day Kindergarten Committee.” The full day program for our kindergarten students improves the alignment between our Preschool and first grade programs. This is achieved by enabling kindergarten teachers to implement our academic, social and emotional curriculum within a sufficient timeframe that provides necessary student interventions as early as possible, improving results for all children.

- The Positive Behavioral Interventions and Support (PBIS) Program is a district-wide school climate initiative. All elementary and middle schools have completed the three year training period and Trumbull High School is in process. The program develops motivation and responsibility for all students, thereby supporting the transition from elementary to middle school and to high school. Important academic and behavioral outcomes are strengthened through a framework that guides the implementation of best evidence-based practices.

- Trumbull High School continues to reinforce the transition for incoming freshmen through the Link Crew Program. The structure enables freshmen to receive support and guidance from juniors and seniors who have learned from the challenges they experienced in transitioning to a larger school.

II. Communication between Trumbull Public Schools and Community: Continual reinforcement of two-way communication systems is required for strong school/family/community partnerships.

- The Trumbull P.T.A. Council continues to publish the ABC’s of the Trumbull Education Budget. This document is a comprehensive citizen’s guide to the Board of Education budget. Clearly communicated information provides support for community members to become involved in the budget process.

- The continual updating of policies and the development of new policies constitutes one of the most significant sources of information for the community. All Board of Education approved policies are posted on the Trumbull Public Schools website, www.trumbullps.org.
III. **Performance Based Assessments**: Performance based assessments (PBAs) represent a set of strategies for students to demonstrate how well they can apply the knowledge and skills they have acquired: *how well they can use what they know*. PBAs engage students in real world experiences and concepts enabling them to learn what 21st century colleges and employees value: critical and creative thinkers, collaborative workers, effective communicators, and innovative problem solvers.

- **Assured Performance Based Assessments (APBAs)** have become a systemic component of the curriculum for all core subjects in grades 3-12. This “Trumbull standard” includes seven qualifiers, common to every APBA, with rubrics that are aligned to each of the seven qualifiers. On December 5, 2012 the Tri-State Education Consortium visited Trumbull to assess the APBA system. Eighteen Trumbull teachers and administration presented examples of student work which received high marks from the Consortium.

- The *Academic Challenge for Excellence (ACE) Foundation* continues to expand financial and volunteerism support for performance based learning and assessments. ACE sponsored activities consist of over six-hundred students engaged in opportunities to demonstrate how well they can apply their knowledge and skills to problem solving scenarios. Academic and civic engagement groups and advisors are listed as follows:

### 2014-2015 Academic and Civic Engagement Groups & Advisors

#### Civic Engagements Groups

**Adviser(s)**

- KARE Club (Madison) Nancy Yarmosh, Jeanne Malgioglio
- SPOKES Club (Hillcrest) Kathy Belmont, Regina Cebulski
- Interact Club (THS) Tracey Cranston, Shirley Tyszka
- Key Club (THS) Norma McFarland, Anya Farber
- Red Cross Club (THS) John Evans
- SADD (THS) Kristina Vaios, Sara Ellis

#### Competitive Academic Groups and Teams

**Elementary Schools**

**Adviser(s)**

- Connecticut Invention Convention (Booth Hill) Tammy Baillargeon, Kim Greco
- Connecticut Invention Convention (Daniels Farm) John Johnson, Steve Spillane
- Connecticut Invention Convention (Frenchtown) Becky Ferraro, Lisa Demshak, Susan Gaspar
- Connecticut Invention Convention (Jane Ryan) Jami Brown, Janelle Cunningham
- Connecticut Invention Convention (Middlebrook) Steve Lemoine, Jennifer Angelovic, Nedda Carrano, Darin Silhavy
- Connecticut Invention Convention (Tashua) Mary Pierce, Lisa Capozzi, Karen Smith
Continental Math League (Frenchtown)
National Geography Challenge (Frenchtown)
National Language Arts League (Frenchtown)
National Science League (Frenchtown)
Noetic National Math Contest (Booth Hill)
Noetic National Math Contest (Daniels Farm)
Noetic National Math Contest (Frenchtown)
Noetic National Math Contest (Jane Ryan)
Noetic National Math Contest (Middlebrook)
Noetic National Math Contest (Tashua)
Odyssey of the Mind (Booth Hill)
Odyssey of the Mind (Tashua)
Odyssey of the Mind (Booth Hill)
Odyssey of the Mind (Booth Hill)
Odyssey of the Mind (Booth Hill)
Word Masters (Daniels Farm)

Judy Atwood
Margaret Hull
Carol St. John
Brenda Windsor
Kim Lombardi
Geri Proscino
Lisa Zielinski, Sangeeta Gidwani
Laura Coughlin
Melanie Lopez
Jessica Mangini
Catherine Martini
Jamie Sullivan, Jason Marsh,
Jason Citarella
Anurtha Kothandarman
Catherine Martini
Samantha Klain, Matt Scerbo, Edna
Colucci, Trisha Mumbach
Gary Kunschta

Middle Schools
ASA Statistical Poster Contest (Madison)
Debate (Madison)
MathCounts (Hillcrest)
MathCounts (Madison)
Model United Nations (Madison)
National Geography Bee (Hillcrest)
National Geography Bee (Madison)
National History Day (Madison)
Odyssey of the Mind (Hillcrest)
Odyssey of the Mind (Madison)
Noetic National Math Contest (Hillcrest)
Noetic National Math Contest (Madison)
Science Bowl Team (Madison)
We the People (Hillcrest)
We the People (Madison)

Gina Zuk
Lisa Cerulli
Malathi Muralidharan
Liz Giamportone
Robert Reda, Gene Stec
Laura Alford
Lisa Cerulli, Gene Stec
Gene Stec
Bill Mecca
Jordan Marsh, Audrey Felsen
Petrina Gunsolley
Gina Zuk
Rebecca Ardito, Lauren Paklaian
Laura Alford, Carolyn Collins
Gene Stec, John Cappello

High School
(* Denotes Current Connecticut State Champions)
Alternative Energy Car Race Team
Academic Decathlon

Matthew Iaccarino
Dean Pelligra, Sara Ellis
EMBRACING IS MORE THAN ACCEPTING DIVERSITY

A student in any of Trumbull’s six elementary public schools moves on to middle school having learned lessons that go beyond the academics. The student has lived in a culture embedded with “real life” lessons that are so meaningful that they become the foundation and fiber of Trumbull’s middle schools and high school.

These lessons have not been taught out of a textbook or a website because they have more to do with the heart than the mind. Trumbull students have been immersed in a climate that has been humanized with an appreciation for respecting differences that they see in each other: the way they learn, the way they act, and the way they look. These students have participated in *Sensitivity Day* simulations that enable them to experience blindness, deafness, ambulatory disabilities, dyslexia and other cognitive disabilities. They have long lasting remembrances of Lot Therrio, the storyteller whose vivid characters prompt all of the students to feel like celebrating the positive outlook for all of them, regardless of their backgrounds or the challenges they were facing. And of course, they remember the schools’ multicultural festivals that bring families together through ethnic foods, music, costumes, and dance.

Although the school climate is challenged by the human frailties of childhood behaviors, such as teasing and meanness, resources have enabled the staff to react with a collective mindset and the mantra from Connecticut State Department of Education consultant Joanne Freiberg: “When it’s mean, intervene.” Other resources that continue to drive lessons embedded in the school culture include Positive Behavioral Interventions and Support (PBIS), a program designed to strengthen motivation and responsibility for all students so that they improve themselves academically, socially, and emotionally. Both of Trumbull’s middle schools are already reaping benefits from results of this program as they look forward to year three of the school-wide training.
Another initiative that has proven to be extremely powerful with evidence-based results is the Anti-Defamation League’s The Truth About Hate Program at Trumbull High School. Members of the Peer Mediation Group conducted their own student led program that culminated in an “open microphone” session, attracting several classmates and teachers to share anecdotal accounts of teasing, bullying, discrimination, and strategies to move forward with positive outcomes.

Perhaps more compelling than programs, are the day-to-day opportunities that reveal a blending and diversity of culture. Grade 1-12 classes include Open Choice classmates from neighboring Bridgeport as well as the inclusion of students from nearby suburbs and Bridgeport in Trumbull’s regional Agriscience/Biotechnology program.

The Trumbull Cultural Diversity Committee meets in the evening once a month at Frenchtown Elementary School. The goal is to address all concerns for continuous and sustained strengthening of a culture that reflects more than tolerance or acceptance of diversity.

*Sensitivity Day* is designed to enable students to experience a variety of physical and learning disabilities that impact some students’ everyday life. The program enables students to increase their awareness and sensitivity to these differences in a safe environment. The program is offered to all fourth grade Trumbull students and begins in the classroom with a discussion of differences, tolerance and importance of being open and sensitive to all people in our diverse world. The students then attend a 35-minute program with hands-on learning stations on various disabilities, including:

- Visual impairment
- Hearing impairment
- Gross motor skills
- Allergies
- Learning differences
- Social Skills

The goal of these stations is to have the student “walk a mile in someone else’s shoes” and to educate students on how best to interact with other students. The stations are supported by parent volunteers.

After participating in Sensitivity Day, students come away with new or improved skills necessary to build and maintain relationships with children of all abilities. The program was developed by Trumbull Parents of Students with Learning Differences (TPSLD) and is generously funded by the PTA Council and supported by Trumbull Public Schools and the elementary school PTAs.

5. ASSESSMENT MODELS

*New England Association of Schools and Colleges (NEASC) Accreditation Process*

The New England Association of Schools and Colleges (NEASC) provides accreditation services for high schools throughout the New England six state region. Emanating from high quality standards, NEASC accreditation uses self-reflection, peer review and best practices as integral components of its assessment process and monitors the follow-up endeavors leading to continuous school/program improvement.

The NEASC assessment model is based on the following seven “Standards”:
1) Core Values, Beliefs, and Learning Expectations
2) Curriculum
3) Instruction
4) Assessment of and for Student Learning
5) School Culture and Leadership
6) School Resources for Learning
7) Community Resources for Learning

Tri-State Consortium Assessment Process (Based on the Baldridge model: National Institute of Standards and Technology; www.baldridge.nist.gov)

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:
TRI-STATE 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.

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. During the 2014-2015 school year, professional development activities for grades 3-12 have provided a focus on performance-based assessments as a teaching strategy to drive 21st century learning.

Assured Performance Based Assessments (APBAs) have become a systemic component of the curriculum for all core subjects in grades 3-12. This “Trumbull standard” includes seven qualifiers, common to every APBA, with rubrics that are aligned to each of the seven qualifiers. On December 5, 2012 the Tri-State Education Consortium visited Trumbull to assess the APBA system. Eighteen Trumbull teachers and administration presented examples of student work which received high marks from the Consortium.

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.

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).

The development of power standards enabled Trumbull Public Schools to gain an early start on curriculum revisions that have been necessary to establish alignment with the Common Core State Standards. Examples of curriculum elements that continually require refinement include the following:

- 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 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](http://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** continues to be communicated to our principals and staff in our vision of student learning:

*The goal is to continue strengthening individual and collective practices in order to increase student learning and development. The primary focus areas are (1) the implementation of curriculum, reflecting Core State Standards and Assured Performance Based Assessments (APBA); and (2) implementation of the Teacher and Administrator Supervision / Evaluation / Professional Learning Plans.*

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. 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 2014-2015 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.
VI

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, Reading/Language Arts, and Science; and a District/Curriculum Support Specialist. Teachers who serve as Middle School Instructional Specialists and Team Leaders, as well as the High School Department Chairs, are key contributors to the Curriculum Department. These staff members are all participants of the K-12 District Articulation Committees (DAC) that meet on a bi-monthly basis to provide a K-12 consistent curricula emphasis. Teachers who serve as 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), as well as the three K-5 Program Leaders (Reading/Language Arts, Mathematics, and Science), 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 (PD) 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;
- Instituted and participated in monthly EIT (Early Intervention Team) Best Practices Committee meetings in order to create a venue for sharing best practices and procedures, as well as ensuring consistency in EIT formats across schools;
- Created an assessment schedule that provides decision-makers with regular data regarding student growth, as well as areas of need, at the individual student, classroom, grade, school, and district levels;
- Established benchmarks on specific universal assessments;
• Organized and/or served as judges in the assured fifth-grade Connecticut Invention Convention;

• Organized the annual Read Aloud Day in the six elementary schools and TECEC;

• Wrote and won a Rotary Club grant in the amount of $2000 to purchase a MakerBot™ for use in elementary classrooms;

• Participated in MakerBot™ training;

• Continued to develop a district-wide spreadsheet to capture the data “triggers” used to initiate an intervention, the suggested intervention, and the progress monitoring process (assessments and timeline);

• Trained district staff in the various components of eLearning/RTI Studio® throughout the year, including training the entire district’s Instructional Technology Leaders in: Login, viewing of reports, data collection, data publishing, interventions and progress monitoring, and behavior referrals, with some staff piloting the tracking of student behavior;

• Served on a district committee that continued to review the grade 3, 4, and 5 standards-based report cards, as well as the revised K, 1, and 2 standards-based report cards;

• Served on state level Common Core State Standards (CCSS) in Mathematics (CCSSM) committees and CES Next Generation Science Standards (NGSS) draft revision sessions;

• Served on the CT Investigations® Consortium and organized professional development sessions for elementary teachers new to this resource;

• Received PADI (Performance Assessments Design Initiative) training;

• Planned and hosted Exemplars training in mathematics;

• Served on the Trumbull Business Education Initiative (BEI) Board of Directors;

• Assisted Trumbull ACE (Academic Challenge for Excellence) Foundation with its 11th Annual Recognition Celebration;

• Finalized a new K-5 Mathematics curriculum, which was adopted by the Board of Education;

• Continued to present workshops to elementary teachers on components of the Connecticut Core Standards in Mathematics;

• Expanded our “CCSS & NGSS Transition Timeline” to assist in planning for the implementation of the Connecticut Core Standards and accompanying assessments, as well as the Next Generation Science Standards (NGSS);

• Attended professional development on adaptive assessments: the format of the new Smarter Balanced Assessments developed by the Smarter Balanced Assessment Consortium (SBAC) which was instituted during the 2014-15 school year;

• Met with various members of the Trumbull Community (Long Hill Garden Club, Nichols Library) and arranged special curriculum-based activities for our students;
• 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 has continued to be 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. District efforts are focused on continual improvement of Tier I, II, and III curriculum, instruction, and assessment.

Tier I:
• Continued to provide a Full-Day Kindergarten program to our district’s Kindergarten students. District benchmark assessment results remain extremely positive.

Once again fully implemented the Fundations® word study program in grades Kindergarten through three with professional development continued from previous years. This fulfills the State-mandated phonics instruction in grades K-3, helping to ensure students do not develop early reading gaps in this foundational area.

• Kindergarten continued to use Making Meaning® as a resource in units of study in the 2014-15 school year. Changes in the use of the Fundations® resource were also continued, based on the transition from a half-day to a full-day Kindergarten program.

• The writing units of study for grades 1 and 2 were fully utilized in 2014-15, as was the Being a Writer® resource. Teachers additionally prepared opinion units of study to address the Common Core State Standards.

• STAR Literacy and Numeracy assessments were utilized in all grades 1 and 2 classrooms in order to determine specific strengths and potential growth areas for our early elementary students.

• Being a Writer® was, again, fully implemented in grades 3, 4, and 5 this year. Professional development was provided to teachers at these grade levels during the school year to support its use as a tool in the delivery of the district’s elementary writing curriculum. We continued work on units of study for writing, as well as discussed ways to better “fit” the teaching of writing into an already full school day. Opinion units of study were also created for our 3rd-grade students: a Connecticut Core Standards requirement.

• Many teachers, reading consultants, and math specialists participated in professional development on CCS during the 2014-15 school year.

• Reading units of study were revised by committees of teachers and reading consultants under the guidance of our K-5 Reading Program Leader. These units required revision to
add Connecticut Core Standards. We were fortunate to have the renowned Dr. Nancy Boyles work with us closely to assist us in our curriculum revision process, as well as present and model close reading lessons to our elementary teachers.

- Reading units of study are being revised in grades K through 5 to align to the Connecticut Core Standards. We will continue to refine the units. We have added some close reading lessons and will look toward adding more complex text.

- To align with the CCS, we have refined our elementary writing units. We have added lessons for opinion writing.

- Benchmark writing assessments known as PEG Writing have been utilized this year with all students at both the elementary and middle school levels. In addition to providing scores on a 1 to 5 point scale for six writing categories (traits), the custom student report also includes targeted feedback on the strengths and weaknesses in each writing category:
  - **Development of Ideas**: The use of appropriate reasons, details, and examples that enhance and develop the presentation.
  - **Organization**: The writer's ability to develop a logical plan of organization and maintain control throughout the paper.
  - **Style**: How well the writer communicates with the reader and shows awareness of the audience, task, and purpose.
  - **Word Choice**: Use of specific vocabulary and vividness of language.
  - **Sentence Structure**: Correct usage, variety, and completeness of sentences.
  - **Conventions**: The correct and effective use of spelling, punctuation, and capitalization.


- Elementary teachers participated in correlated CCSM professional development opportunities throughout the year to assist in the delivery of the new standards via updated unit plans. Resources were provided as necessary to aid in the delivery of instruction.

- Under the guidance of the K-5 Math Program Leader, teacher teams reorganized K-5 math pacing guides and created new district math assessments, which are aligned to the Common Core.

- Computation Checkpoints, a ten-question timed computation assessment, was again administered monthly in grades 2-5 with positive results.

- Math baseline assessment data served to illustrate areas of growth, as well as inform curriculum revisions.
• District-wide Basic Facts testing was continued in grade 2, with much success. Basic Facts assessments were administered in all grades 3, 4, and 5 classrooms as an assured experience during the 2014-15 school year.

• Under the guidance of the K-5 Science Program Leader, grades 3 and 4 teachers utilized notebook entries and checkpoints for each science unit of study. Grades Kindergarten, 1 & 2 science notebook development continued this year as well.

• District-wide science assessments were administered to students in grade 5 as indicators of student readiness in the discipline of science. The data were analyzed for program evaluation and classroom instruction.

• All Kindergarten classrooms again participated in chick hatching and development in April and May. This activity addresses the CT State Standards (K.2a.:A.4, A.5) on Life Sciences: cycle of life.

• After much data collection and exploration of STEM (Science, Technology, Engineering, and Math) initiatives throughout the country, through district representative attendance at conferences and NGSS (Next Generation Science Standards) meetings, K-5 STEM lessons were developed over the past school year.

• The K-5 Science Program Leader annually administers performance-based assessments to 4th- and 5th-grade students’ at all six elementary schools. Two of the four tasks for 5th grade are mini-versions of the State’s embedded tasks, each hands-on lab providing ongoing review of 4th- and 5th-grade science process skills.

• The CT Science Embedded Performance Tasks continue to be administered in the 3rd, 4th, and 5th grades. The K-5 Science Program Leader supports the grade-level teachers with materials, classroom assistance, and/or administering tasks to the students. The embedded tasks are based on a “fair test” guided inquiry-based model that provides students the opportunity to be actively engaged in scientific practices. The State tasks are also designed to provide experiences for students to draw upon when administered Science CMTs in grades 5 and 8.

• All third-grade students continue to participate in an assured field trip experience to the Trumbull Historical Society.

• All fifth-grade teachers utilized a “Causes of the Revolution” APBA (Assured Performance Based Assessment) this past spring. This APBA was created three years ago by four 5th-grade and two 7th-grade teachers. After a meeting of all fifth-grade teachers in October 2014, this APBA was again implemented during Trimester 3 with great success.

• Grade 3 teachers created a social studies APBA called “Trumbull – The Place to Be” for piloting during the 2014-15 school year.

• A team of 5th-grade teachers and another interdisciplinary team of 9th-grade teachers and instructional specialists continued to participate in Tri-State professional development on APBAs (Assured Performance Based Assessments) in New York (PADI – Performance Assessment Design Unit). A district-wide committee of teachers from all levels and
disciplines met several times to further discuss the process of APBA creation, and explore the future creation of interdisciplinary APBAs.

- The middle schools have been refining their implementation of the Connecticut Core Standards, especially in language arts and reading, where they have started a conversation concerning text complexity, what materials we already have, and what, if necessary, could be shifted by grade level.

- Instructional Specialists at the middle school level have been revising the reading curriculum to ensure students continue to make a smooth transition into more vocabulary and conceptually laden texts in their middle and high school years. The reading class will be differentiated from the Language Arts class in its focus: reading for information versus response to literature.

- Transitional units of study for grades 8 and 9 continued to be implemented in the middle and high school English departments. The K-12 English District Articulation Committee continues to be impressed with the quality of work and discussed possible revisions to the units and the possibility of a common scoring rubric based on analysis of student work.

- Middle School Reading/Language Arts Instructional Specialists remediated students in both push-in and pull-out models (Tier II/III interventions), as well as co-taught classes (Tier I).

- Transitional units of study for grades 8 and 9 continued to be implemented in the middle and high school Science Departments. The K-12 Science District Articulation Committee analyzes student work samples from these units each school year to identify student misconceptions and areas for improvement.

- STEM activities have been embedded in middle school science classes, with more being developed.

- Middle school teachers in all disciplines finalized standards-based comment bank items for use on report cards and progress reports, which were utilized in 2014-15.

- Middle and high school teachers in all disciplines continued to create, adjust, and pilot APBAs (Assured Performance Based Assessments) in their classrooms; in addition, they calibrated the scoring of their APBAs using standardized rubrics.

- Middle School Social Studies Program Leaders continue to develop and implement units of study that embrace critical thinking, speaking, and listening skills. In preparation for the implementation of Common Core Literacy Skills, middle school Team Leaders are collaborating with Reading and ELA teachers to identify and implement key reading / writing strategies into classroom lessons.

- Middle School Math Instructional Specialists remediated students in both push-in and pull-out models (Tier II/III interventions), as well as co-taught classes (Tier I).
• Middle and high school Algebra I teachers again delivered the State-created Algebra I curriculum. The standardized exam our students are administered will probably be used as the state exit exam for Algebra I in 2016.

• The high school continued to build its own YouTube channel to provide students with instruction on various topics.

• The high school Science Department continued to add to its website material that contains Connecticut Academic Performance Test (CAPT) strand preparation, as well as tutorials on other science topics. [Note: The Science CAPT will remain in place for a few more years.]

• Freshman Foundations was again scheduled for all freshmen for one marking period/quarter in 2014-15. A cross-disciplinary literacy course, it provides a common, unifying experience for all 9th graders, hence increasing consistency across the disciplines. This course was developed in light of Connecticut’s newly adopted Connecticut Core Standards. The embedded literacy skills (researching, reading non-fiction and fiction text, analyzing, synthesizing, note-taking, annotating, paraphrasing, etc.) necessary for success in all high school classes were delivered through units in reading, writing, listening, and speaking. Threads of technology were utilized in each of these units, as well as delivered in a separate unit on student ePortfolios. Furthermore, students were taught skills in Internet website validity. Delivering 21st-century literacy skills to freshmen will ensure them a solid foundation, which in turn will help them to succeed in every discipline of study during their high school tenure, in college, and out in the work force.

• After several years of training staff in Positive Behavioral Interventions and Supports, PBIS was fully implemented in all schools in 2014-15.

Tier II & III:

• The K-5 Reading/Language Arts Program Leader, Reading Consultants, and Middle School Reading/Language Arts Instructional Specialists selected and developed reading comprehension progress monitoring assessments for use in grades 3-8. Progress monitoring efforts in the primary grades focused on the use of Fundations® unit tests and reading records.

• The FIT process was aligned with the State-mandated SRBI framework through the use of district forms and school-based meetings that detailed the progress of individual students.

• Elementary reading consultants and math specialists provide Tier II/III interventions in both push-in and pull-out models in grades K through 5.

• The “Masterpiece Comprehension Program,” designed and developed by Reading/Language Arts Instructional Chair Lisa Ryan and Yale University Art Gallery Associate Curator for Public Education Jessica Sack, targeted 6th-grade reading strategies students. The program provided additional reading support through the use of visual art and visual comprehension skills.
- The RTI Studio® student database “Interventions and Progress Monitoring” screen was again utilized this year to collect intervention information, as well as to allow staff to access scores on both district level and other assessments. Monthly EIT Chairs (Early Intervention Team) Best Practices Committee meetings served to inform EIT members from all schools (Pre-K to 12) about current practices, as well as to agree upon best practices to be used consistently across the district. This committee created a new policy this year (School-wide Tiered Instruction and Scientific Research-based Interventions (SRBI)), as well as a brochure for parents.

- A “Collection of Tiered Interventions and Progress Monitoring Tools” spreadsheet/grid was created to assist staff in selecting the appropriate interventions, progress monitoring tools, and timelines for interventions based on data “triggers.”

- Middle school remedial reading classes continued to focus on students’ individual needs as opposed to a general curriculum. A new curriculum guide was presented to the Board of Education early in the 2014-15 school year to ensure consistent delivery of the Connecticut Core Standards in English/Language Arts.

- iReady™ was utilized as an interim/formative assessment tool in many middle school mathematics and reading classes.

- The K-5 Mathematics Program Leader and select elementary math specialists continued to use the Early Numeracy Intervention tool to diagnose student needs.

- At the high school level, we have used PLATO® Learning as a Tier II/III intervention in mathematics, science, social studies, and language arts/reading. We have created PLATO® summer school courses in Pre-Algebra (Introduction to Algebra), Algebra I, Geometry, Bridge to Algebra II, Algebra II, Physical Science, Biology, Chemistry, U.S. History, U.S. Political Systems, U.S. Economic Systems, and Global Civilizations to further remediate students.

- PLATO® will be utilized, once again, for Summer School Math, Science, and English/Language Arts classes during the Summer of 2015.

- Read 180® continues to be utilized in remedial reading classes at the high school.

- The high school reading consultant and writing specialist have worked with individual students as a Tier II or III intervention.

- A high school math interventionist is available 2 periods per day, in an alternating schedule, to provide assistance to students struggling with various math topics.

STANDARDIZED ASSESSMENT ANALYSIS

The 2014-15 school year began full implementation of Smarter Balanced testing in grades 3-8 and grade 11; Smarter Balanced, a computer adaptive test, assesses students in English language arts / literacy and in mathematics. In addition, the Connecticut Mastery Test (CMT) Science assessments continued to be administered in grades 5 and 8, and the Connecticut Academic Performance Test (CAPT) Science assessment in grade 10.
Student performance results were released to school districts the last week of August, 2015, and as a result analysis is still in the formative stages and only preliminary conclusions are offered here.

Four essential propositions must be taken into account when reviewing the score data:

- The standardized assessment data provide pieces of valuable evidence to the district in terms of curriculum, instruction, and assessment, particularly in relation to the Connecticut Core Standards to which the assessments are aligned.

- The standardized assessment data cannot and do not paint a full picture of student performance for a variety of reasons, including that all tests contain measurement error and that standardized tests cannot capture the complexity of teaching and learning in a rich environment.

- Although certain aspects of Smarter Balanced score reporting mirror certain aspects of CMT/CAPT score reporting, the two sets of assessments are aligned to different content standards, have different modes of operation, and have established different achievement standards, all meaning that comparative conclusions between test results cannot be drawn.

- Smarter Balanced in particular was administered in a complex political environment that affected, particularly at the high school level, participation in the testing, thus complicating tentative conclusions drawn.

**Elementary School Grades**

1. In both English language arts / literacy and mathematics at all tested grades (3-5), Trumbull students outperformed students statewide based on the percentage of students judged to be meeting or exceeding the achievement standards. The same is true of student performance on the grade 5 CMT Science test.

<table>
<thead>
<tr>
<th></th>
<th>Gr. 3 ELA/Literacy Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 3 Math Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 4 ELA/Literacy Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 4 Math Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 5 ELA/Literacy Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 5 Math Meeting/Exceeding Achiev. Standard</th>
<th>Gr. 5 Science At/Above Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>82.0%</td>
<td>79.8%</td>
<td>74.1%</td>
<td>69.1%</td>
<td>78.8%</td>
<td>59.7%</td>
<td>80.7%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>53.6%</td>
<td>48.0%</td>
<td>55.0%</td>
<td>44.2%</td>
<td>58.5%</td>
<td>36.9%</td>
<td>55.4%</td>
</tr>
</tbody>
</table>
2. Comparing the foundational skills of reading and writing assessed by Smarter Balanced suggests that additional attention is required to support higher attainment of reading standards:

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 3</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>11%</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>Writing</td>
<td>6%</td>
<td>35%</td>
<td>59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 4</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Writing</td>
<td>8%</td>
<td>42%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 5</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Writing</td>
<td>8%</td>
<td>38%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Middle School Grades

1. In both English language arts / literacy and mathematics at all tested grades (6-8), Trumbull students outperformed students statewide based on the percentage of students judged to be meeting or exceeding the achievement standards. The same is true of student performance on the grade 8 CMT Science test.

<table>
<thead>
<tr>
<th></th>
<th>Gr. 6 ELA/Literacy Meeting/Exceeding Achievement Standard</th>
<th>Gr. 6 Math Meeting/Exceeding Achievement Standard</th>
<th>Gr. 7 ELA/Literacy Meeting/Exceeding Achievement Standard</th>
<th>Gr. 7 Math Meeting/Exceeding Achievement Standard</th>
<th>Gr. 8 ELA/Literacy Meeting/Exceeding Achievement Standard</th>
<th>Gr. 8 Math Meeting/Exceeding Achievement Standard</th>
<th>Gr. 8 Science At/Above Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumbull</td>
<td>64.6%</td>
<td>59.0%</td>
<td>66.5%</td>
<td>48.1%</td>
<td>58.6%</td>
<td>48.3%</td>
<td>82.8%</td>
</tr>
<tr>
<td>State of Connecticut</td>
<td>55.6%</td>
<td>37.3%</td>
<td>57.1%</td>
<td>38.8%</td>
<td>54.0%</td>
<td>36.8%</td>
<td>61.1%</td>
</tr>
</tbody>
</table>
2. Comparing the foundational skills of reading and writing assessed by Smarter Balanced suggests that additional attention is required to support higher attainment of reading standards:

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 6</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>23%</td>
<td>54%</td>
<td>23%</td>
</tr>
<tr>
<td>Writing</td>
<td>10%</td>
<td>51%</td>
<td>39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 7</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20%</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>11%</td>
<td>47%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts / Literacy Grade 8</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
<td>47%</td>
<td>27%</td>
</tr>
<tr>
<td>Writing</td>
<td>10%</td>
<td>48%</td>
<td>42%</td>
</tr>
</tbody>
</table>

3. Comparing the mathematical skills of (a) concepts & procedures; (b) problem solving and modeling & data analysis; and (c) communicating reasoning assessed by Smarter Balanced suggests that additional attention is required to support higher attainment of concepts & procedures standards:

<table>
<thead>
<tr>
<th>Mathematics Grade 6</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures</td>
<td>22%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Problem Solving and Modeling &amp; Data Analysis</td>
<td>16%</td>
<td>52%</td>
<td>31%</td>
</tr>
<tr>
<td>Communicating Reasoning</td>
<td>14%</td>
<td>54%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Grade 7</th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures</td>
<td>29%</td>
<td>41%</td>
<td>30%</td>
</tr>
<tr>
<td>Problem Solving and Modeling &amp; Data Analysis</td>
<td>18%</td>
<td>55%</td>
<td>27%</td>
</tr>
</tbody>
</table>
### Mathematics Grade 8

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures</td>
<td>32%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>Problem Solving and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling &amp; Data</td>
<td>20%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td>22%</td>
<td>53%</td>
<td>25%</td>
</tr>
<tr>
<td>Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### High School Grades

1. The participation rate of Trumbull’s grade 11 students on the Smarter Balanced assessment was 48.6% for both the English language arts/literacy and mathematics tests. This was in line with participation rates of other DRG B & A districts, and makes impossible any conclusions based on the aggregate performance data. Additionally, the legislature has determined that, in 2015-16, Connecticut high school students will no longer take the Smarter Balanced assessment, but instead take the SAT, a change this Department is now actively reviewing for its potential impact on curriculum, instruction, and assessment.

2. The participation rate of Trumbull’s grade 10 students on the CAPT Science assessments was 98.1%, in line with participation rates of other DRG B & A districts. 75.2% of Trumbull students achieved at or above the goal standard on the assessment, which ranks Trumbull #4 of the 19 districts in DRG B, a collection of State school districts serving students of similar socioeconomic status.
VIII
PUPIL PERSONNEL AND SPECIAL SERVICES

Background:
The Pupil Personnel Services (PPS) office is responsible for delivering fiscally-
responsible, legally compliant, quality education services to foster student learning programs
while emphasizing collaboration and continuous improvement. Embedded within the work PPS
does are the basic tenets of Collaboration, Communication and Consistency.

Services provided throughout the district included: direct instruction, communications,
consultation, performance assessment and evaluation, collaboration, guidance and/or assistance.
Individual student services are developed and prescribed through an Individual Educational
Program (IEP) that reflects the specialized programs and services offered to students. Following
these plans ensures that the district is providing individual students with appropriate educational
programming. During the last year, approximately 650 students aged 3 to 21, received services
through IEPs.

A review of the percentage of students with special needs indicates the district’s
prevalence rate (around 9%) continues to be comparable, or a little lower, than the districts
within our District Reference Group (DRG). In addition, the percentage of students placed in
“out of district” private schools at 3.8% this is below the state’s maximum percentage of 6%.

PPS Overview:
Leadership, Management and Personnel

The PPS leadership and management team (Director, one supervisor, one pre-kindergarten
principal and eight PPS department chairs) works in collaboration with school administrators, including
nine elementary, middle, and high school principals, routinely interacting with all district-wide
stakeholders including Board of Education members and other town bodies, parents, and
advocacy groups throughout the community to inform them on special services.

Program Effectiveness, Consistency and Improvement

During the last year the PPS has provided programming for students ages 3-21 year’s old,
through the Planning and Placement Team (PPT) process, to 698 students in the following
disability categories: Autism (102 students), Other Health Impaired (70), Attention Deficit
Hyperactive (95), Learning Disabled (208), Emotional Disturbance (40), Intellectually Disabled
(23), Multiple Handicapped (30), Hearing Impaired (9), Visually Impaired (1), Orthopedic (0),
Traumatic Brain Injured (3), Speech (only) (58), and Developmental Delay (59). In addition,
district psychologists conducted over 360 evaluations (similar to last year). The number of
evaluations conducted is an indication of the staff’s continued understanding of the requirements
and responsibilities under “Child Find” (a provision under federal law which obligates school
districts to actively “find” children residing in a town who are suspected of having a disability
and evaluate those children). As a result of continued training and emphasis in this area, and to
ensure compliance, staff continues to be aware of the need to locate and evaluate children for
special education eligibility. On-going training will emphasize the accurate and timely
identification of students for eligibility while following IDEA and state guidelines.
PPS used professional development opportunities to facilitate consistent practices among schools and the department. Professional development efforts continued the focus case management. In addition extensive training was begun in the area of specialized instruction in the area of reading. Approximately 60 staff members from PreK through high school received 3 day webinar trainings in the use of Lindamood Bell strategies. It is anticipated this training will be continued during the 2014/2015 school year. In addition social workers and psychologists were provided professional development in writing Functional Behavioral Assessments and Behavior Intervention Plans.

Other professional development initiatives included: follow-up training in Cognitive Behavior Therapy (CBT) for school psychologists and social workers. Para-educator training was conducted at all levels throughout the district.

The district continues to ensure the provision of high-quality transition programing to those students requiring post high school education to meet their IEP goals and objectives. The State of Connecticut continues to recognize the district’s post high school program “ELITE” as a one of distinction. This year the program has built strong relationships with the Town of Trumbull and next year the program will be based in the Helen Plumb building. In addition we were able, through the district’s IDEA grant to purchase two small passenger vans for the program. This will ensure that students can travel easily from one job site to another. In addition the vans will be used to transport the students to community sites for leisure activities.

The work of the district’s mental health staff continues to be critical and it is important to acknowledge the value of these staff members to our children and families, With this in mind the PPS was able to successfully advocate for an increase the high school’s psychologist allocation from 3.0 FTE during the last school year to 4.0 FTE for the next school year. An additional school psychologist to support the district’s specialized resource programs will be available to students for the 15/16 school year. This position will be paid out of the district’s IDEA grant.

Policy, Regulation and Compliance

Due Process: PPS led under 5 mediations. The district did not participate in formal hearings with the State Department of Education.

Liaison: PPS continued to serve as the district interface with State on special service-related issues.

Compliance: All programming and reporting is compliant with State and Federal mandates.

As required, the PPS Director continued to serve as the district’s Safe Schools Coordinator. As part of the SRBI Tier 1 (classroom) model, behavioral management and support strategies continue to be a focus for all children throughout our schools; this aspect of our work being accomplished with the support of both school social workers and psychologists. Professional development, with regard to Positive Behavioral Interventions and Supports (PBIS) has begun and is being implemented throughout the district.
Policy and Procedures: New Safe School Climate Policy was drafted and next year and it is anticipated that a number of policies will be reviewed and revised in 15/16.

Fiscal Management

PPS delivered services within the approved annual budget. Other finance actions included: annual budget preparation, optimizing Excess Cost Reimbursement and Medicaid reimbursement for School-Based Health Services (SBHC), and IDEIA grants. A full time secretary has been hired to ensure accurate and timely reporting regarding the SBHS, this should result in higher levels of claims. In addition the department has begun the process of ensuring that the high cost of students who are in-district is reflected in Trumbull’s excess cost reimbursement from the State.

Stakeholder and Community Relations

Communication and collaboration with all stakeholders including students, parents and families continues to be a significant focus for PPS. One example of this collaboration is the partnership between the Parents of Students with Learning Differences (PSLD) and the PPS. PSLD is an organization which seeks to build understanding and awareness among parents of district programs and initiatives. Working collaboratively, the PSLD and PPS provide parents and families with information on a wide variety of topics to facilitate advocacy and understanding their child’s IEP. PSLD continues to sponsor the highly successful “Sensitivity Day(s)” in elementary schools. These days provide an opportunity to inform and educate elementary school students as to what it means to have a handicapping condition; those that are visible and invisible. Volunteers from the community visit each school and read, share experiences and provide hands-on learning opportunities for the students. Again this year’s volunteers included members of the Board of Education, local business owners, town committee members and State Representatives. The feedback from the community participants, students, parents and teachers remains overwhelmingly positive and it is anticipated that this program will continue to provide significant benefit to all student in the years to come.
TECEC (a division of our PPS Department)

Founded in 2005, Trumbull Early Childhood Education Center (TECEC) is the first freestanding public special needs preschool program in Connecticut. Our stellar reputation throughout our community and state has led numerous districts and programs to visit as they view TECEC as a model for their future designs. We consistently have a waiting list of students who would like to attend TECEC based on our well-deserved reputation. Built on the firm foundation of an integrated education model, every classroom in TECEC educates children of all learning-capacities, emphasizing the importance of inclusion and understanding. TECEC believes no child is typical; that every child is unique; and all children have valuable contributions to the lives and educations of their classmates.

TECEC currently has 11 classrooms with 260 students between our morning and afternoon programs. We pride ourselves on having several program models for students. We have eight inclusive classrooms, which are comprised of an equal integration of students with and without identified special needs. In addition to the eight inclusive classrooms, we have an English Language Learner (ELL) program, a Specialized Resources Program (SRP) for students with autism and a regional Head Start program. As the needs of our population evolve, we look at various program models in order to continually provide the highest quality preschool educational our students require in order to build the foundational skills prior to kindergarten entry.

Of particular note this year, the team revised our curriculum based on the newly released Connecticut Early Learning and Development Standards. Along with revising the curriculum, the team has been modifying our pacing guides, progress reports and assessment guides to meld with the new standards. These revisions are designed to provide a better crosswalk between preschool and kindergarten to address common core needs. We anticipate seeking board approval for our new curriculum in the fall of 2015.

To address school climate, we completed year one of the Positive Behavioral Intervention Support (PBIS) program at CES. We developed PBIS expectations, which are Be Safe, Act Responsible, Respect, and Kindness, which are known as BARK. A matrix has been developed to further define what these 4 expectations look like in the different areas of the school, including our classrooms, hallways, motor room and playground. All team members along with our PTO and Father’s Club have been introduced to the concept. We will roll it out the students in the fall after a school wide kickoff. Our process will continue during the 2015-2016 school year with the support of the other Trumbull schools and CES.

Other accolades include the support we received from our PTO, Father’s Club and Head Start Parent Group. Through their collective efforts, they raised in excess of $17,000.00 which enabled us to expand our educational initiatives beyond what the town has already generously provided. With these funds, we were able to purchase new classroom carpets, IPads with applications, classroom furniture, software, a state of the art hearing screening machine and fund countless activities for the students and families after school hours.
IX
FACILITIES DEPARTMENT

The Facilities Department is responsible for the Board of Education’s twelve (12) buildings and facilities with over 290 acres of property. In addition to the daily maintenance, the department is continually involved in renovation/repair tasks and a variety of projects, including those of a capital nature.

Director of Facilities position, as the administrative leader of the department, is responsible for the oversight and performance of the custodial and maintenance teams, capital projects, energy conservation, and utilities purchasing.

The following is a recap of the more important accomplishments of the Facilities Department and a synopsis of the impact they will provide for this year and future budgets.

Some of the larger projects and repairs handled by the Facilities Department during 2014-2015 budget year include the following:

- Identified and affected repairs to electrical distribution systems at Frenchtown, replaced VFD’s on both chillers.
- Roof top HVAC units (3) replaced at Daniels Farm and Booth Hill School.
- Conducted Steam Trap Survey at Madison middle school and developed project to re-trap school replacing 65 failed traps, and repairing 202.
- Replacement of two failed fire panels at Daniels Farm and Tashua School.
- Repair of two water main breaks at Hillcrest school.
- Sewage pump replacement at the Bus Garage.
- Purchase of two new vehicles for snow removal operations appropriately sized for BOE parking lots and driveways.
- Middlebrook window project started with all appropriate paperwork and processes completed for state reimbursement and project approval.

1. Natural Gas – Utilities purchasing costs cut by changing pre-existing 3rd party supplier to SCG resulted in approximately $800k in savings over last fiscal years’ natural gas costs.

2. Middlebrook window project- project broke ground at close of school June 2015, and is anticipated to be completed by end of summer. Contingency plans are in place in the event all work cannot be completed within the compressed schedule.

3. ZREC’s secured – (Zero Emissions Renewable Energy Credits) For Hillcrest, Madison, Frenchtown, Daniels Farm and the High School will provide for the installation of five photo-voltaic arrays that will result in a reduction of electrical cost of $90K in annual savings. The installation of these systems will produce $.05KWH fixed for twenty years.

4. Paper Products – Bid and initiated new paper product contract (tissue and towel) which standardizes product across district, reduces operational purchasing resources and will reduce overall cost by 25% - 30% and reduce annual expenses for these products $15k - $18k annually over the next four years.
5. Chemical Products – Reduced cleaning chemical usage by entering into new contract. Chemicals used in schools will be reduced from approximately 20 different chemicals to a maximum of 8 and resulting in annual savings of an estimated $6K. Also achieving compliance with our Green Cleaning Policy, and improves compliance with MSDS.

6. Overtime Reduction – Elimination of unnecessary overtime through the use of security checks in every building every weekend resulted in operational savings of approximately $50k annually.

7. PACT (Performance Contracting)– Established and identified seven (7) performance contracting projects to upgrade aging physical plants whose average age is more than 56 years, avoiding $7-8M in bonding and providing operational savings by creating positive cash flow and a ten year or less ROI on our costs of acquisition for new equipment over the next several years. First project at Hillcrest School has projected savings of $145K annually with a net positive cash flow of $55K.

8. Custodial Practices – Discontinued the practice of applying wax to terrazzo floors will reduce finish purchasing costs and labor costs in application and removal by over $20K annually.

9. Application of contractual language for payroll and reduction in temporary assignments to higher wage grades. This process is now a managed process by administration as opposed to the practice of self-promotion or as assigned by Head Custodians. This will result in several thousand dollars of savings and reduce payroll management and input time.

10. Purchasing- approvals and establishment of policy to require justification for day to day purchasing requirements, to reduce overstock and eliminate over purchasing of readily available parts and products. We have taken this a step further and have begun the process of developing inventories of products over purchased in past years to insure they are not ordered again.

11. Retro-Commissioning program which will improve how we operate our buildings, train our staff and as a result provide utility and maintenance cost savings. This process will be paid for through incentives and will be accomplished at no cost to the district or town. This process started in March 2015 and is paid for by the Energy Grants.

12. Initiated use of Utilities tracking software (Utility Direct) to benchmark utility costs by building, providing year by year and month to month comparisons to achieve cost savings and identify cost anomalies.

13. Middlebrook window project is finally progressing for this summer. Changes to Architects specifications set in 2013 to a storefront system will result in savings to the town of almost $100K.

14. Radio System – VOIP to create a standardized and district wide communications system, which district will begin using in a limited capacity June 1, 2015 and to full capacity for next school year.
15. GPS for fleet vehicles, to improve effectiveness of staff, cut fuel costs and improve employee accountability was put into use on April 26, 2015.

16. Purchased two additional and appropriately sized vehicles to improve the efficiencies in the districts snow removal efforts.

17. Hiring and promotional practice/policy changes was accomplished to encourage internal growth opportunities for current employees in good standing.

18. Address removal of storage containers and portables. Have reduced in first year from 18 to 10 units. Removal of all units will result in an avoidance of annual rental costs.

19. We have procured a new Master District Scheduling System that is in the process of being rolled out to all school facilities allowing for scheduling of facilities to be viewed locally by building or globally by district. Will also digitize and streamline the approval process involved in Facilities Usage.

**Initiatives for summer**

1. Address the needs of a central storage location to free up space in schools and provide for bulk purchasing when economically feasible on high turnover items.
2. Time and attendance biometric computerized system to streamline payroll processing, improve tracking of benefit time and properly apply payroll policies.
3. Custodial equipment aging equipment across district without large capital investment.
4. Salvage of boneyard equipment abandoned behind AG building, working with Public Works Department to properly dispose of equipment abandoned several years ago.

**Summary:**

The Facilities Department will this summer be involved in thirty eight (38) major improvement and cost saving projects ranging in cost from $50K- $1.3M.
X

TECHNOLOGY DEPARTMENT

The Trumbull Public Schools' Technology Department develops and maintains a complex network with minimal outside assistance. Responsibilities of the department include recommendations, bids, purchases and maintenance of all computers and related hardware, the district's core software, the Wide Area Network (WAN) and 12 Local Area Networks (LANs). Currently, the department supports approximately 2800 Computers/Laptops, 150 iPads, 1100 Chromebooks, 400 network/stand-alone printers, scanners, 65 district Copiers, 10 Microsoft servers, Video surveillance and district Wi-Fi. We support various versions of Windows O/S along with Hyper-V that provide the following services to the district:

- Exchange 2013
- VPN remote access
- Web services
- File and print sharing
- Video Security
- Various SQL applications (i.e. Versa Tran, Web Smart, Destiny, MileStone, etc).

The department has sole maintenance responsibility for approximately 6000 pieces of hardware district-wide which includes audio/visual equipment, local access Channel 17/99, telephones, Cell Phones, Voice Mail and Smart Boards. The Technology Department currently employs 7 technicians to provide daily, ongoing, and long-term support for 12 buildings.

Approximately 3536 technology work orders were completed in 2014–2015, a 7% increase from 2013-2014. Our staff has successfully increased our up-time or availability of the network and expedited equipment maintenance. The up-time is particularly 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, IPad’s, Chromebooks, etc.) and applications.

Our Technology Department has been a key resource to the town’s Civil Service hiring of new technology staff by developing job descriptions, qualification tests, and interviews.

The 2014-2015 school year has been a productive year as the department spent a considerable amount of time upgrading the district’s core infrastructure. The following purchases or up-grades in 2014-2015 have positively impacted on district programs operational efficiency and network performance.

- We incorporated a spam firewall appliance from Barracuda Networks. This appliance blocks spam, viruses and email born threats, monitors email content, filters inbound/outbound emails.
- Upgraded District Filtering appliance (IBOSS)
- Upgrade District Firewall
- Upgraded District Core Switch

47
In addition to maintaining computers and related equipment, the department routinely provides ongoing support for:

- Server upgrades
- Google Docs Administration (8000 users)
- District Wi-Fi
- Virus protection and upgrades
- Work station upgrades
- Communication closet upgrades
- WebSmart (Food Services)
- Destiny (Library Automation)
- Exchange – 1000 email user accounts
- Calendar Sharing
- Backup Exec
- Inventory (Access)
- Work Order (Access)
- Internet Filtering – IBOSS
- Windows 2012–13 server Administration
- (Approximately) 1000 Administrator/Teacher accounts
- (Approximately) 7000 Student accounts
- AutoCAD Support with CNC
- 400+ Digital Whiteboards
- District Telephone System and voicemail
- District Cell Phones
- District Copiers
- District Audio Visual
- Local Education channel for both Charter Communications and AT&T U-Verse

Also, a significant amount of time is spent researching new technology and upgrades for current hardware and software in order to help maintain and improve network functionality and efficiency.

District-wide security continues to be a priority. Technology and the Facilities Department have been working closely with the Trumbull Police Department to ensure the safety of all students and staff in our schools. The following security enhancements have been made:

- Install and configure 2 new security servers
- Add additional security cameras in all school locations, (i.e. hallways, playgrounds, etc.) Approx. 110
- Accessibility for local police to view every security camera in the district from their control center
- Additional access control in all school buildings
- Outside building Wi-Fi for police vehicles to view inside building security cameras

The Technology Department continues to play a proactive role with regard to Network Security and Internet content filtering. We monitor our Firewall activity closely and keep our Internet filter up to date with the latest enhancements for safe student and staff web searching.
The continuation of “Project Catapult” is a cooperative effort of several departments, students and community members. The goal is to continually upgrade and refresh severely outdated computers and infrastructure in the district. Much progress has been made to date. Specifically, Project Catapult has facilitated the following:

- Server consolidation using Microsoft Hyper-V
- Add Smart Board packages in all 2nd and 3rd grade classrooms and replaced outdated Polyvision boards in middle schools; Approx. 87
- Purchased and installed Chromebooks (250)
- Purchased and installed Laptops; (60)

The Technology Department has been proactive in securing savings and operational efficiencies by upgrading and implementing new technologies. TPS continues to stay current with the fast-paced, ever growing world of technology and supports the value of continually upgrading technology for students and staff. See below:

- Repurposed server for Transportation upgrade and local File server
- Upgraded Food Service Wireless Point of Sale terminals
- Upgrade District Back-up System, migrated from tape to disk
XI
TRANSPORTATION

The Transportation Department for the Trumbull Public Schools, responsible for busing approximately 6,600 PreK-12 students, maintains a two-tier system consisting of 48 regular buses and 18 Special Education buses. All Trumbull elementary school students are bused and of the approximately 250 grade 6-12 walkers, middle school students walk a distance of no more than 1 ¼ miles and high school students walk a distance of no more than 1 ½ miles.

The transportation system is planned and operated in compliance with the General Statutes of the State of Connecticut and all regulations of the State Department of Education and the State Department of Motor Vehicles. Our district maintains transportation schedules which are based on equal opportunity for all qualified students and are in alignment with efficient and economic operations.

The Department is responsible for providing morning and afternoon transportation to and from nine schools as well as high school and middle school late runs, athletic events, high school chorus and band competitions, and a plethora of field trips taken by all grade levels during school hours, after school, evenings and weekends. Trumbull students are also bused to Six to Six Magnet School, Interdistrict Discovery Magnet School, Aquaculture School, Regional Center for the Arts and regional vocational schools. The Transportation Department is responsible for reserving all district coach bus charters. Transportation is also provided during the summer for the 20-day ESY Program and many of these special needs students participate in an extended program for up to 15 days. The Transportation Department reserves all district coach bus charters as necessary.

The paramount concern of the Transportation Department is safety. The primary focus is to ensure the safety of all students and peace of mind for their families: a prompt and safe arrival to school and a safe and enjoyable return home. In response to our Trumbull School District Climate Plan and Connecticut State legislation, all bus drivers have been trained in the prevention, intervention and appropriate response to bullying. All bus drivers and bus monitors receive Physical Management Training (PMT) to ensure the safe transportation of our special needs students.

Trumbull Public Schools is in the second year of a five year contract (July, 2013 – June, 2018) with the DATTCO Transportation Company. This contract includes an optional two year extension (July, 2018 – June, 2020) based on performance satisfaction. The agreement includes a 3.5% annual increase with a 1% prepayment discount. We have reaped the benefits of a reduction in fuel costs as a result of this contract.

VersaTrans Solutions, a routing software program, has enabled the Transportation Department to implement safer and more cost effective bus routing decisions without additional buses. The Department is also better equipped to manage the complex, ever-changing variables associated with the daily transportation needs of students and their families.
The responsibilities associated with Special Education transportation continue to grow and present significant challenges. All in-house students and some out-placed students are transported on 14 Special Education buses. Pre-school special needs children (3 & 4 year olds) are transported each day to the Trumbull Early Childhood Education Center (TECEC). New enrollments in this program continue throughout the school year as students become age-qualified.

Responding to individual needs includes the transportation of some students from one end of town to the other end and out of town as well. This year’s individual needs required transportation to the following out-of-district placements:

- Cheshire – Webb School
- Hamden – Cedarhurst School
  Foster Day School
- Milford – Connecticut Center for Child Development (CCCD)
  Hope Academy
- New Britain – Raymond Hill School (DCF Placement)
- North Haven – Aces Village School
  Aces Mill Road School
- Norwalk – Winston Prep
- Orange – Foundation School
  Woodhouse Academy
- Stamford – Villa Maria School
- Trumbull – Cooperative Education Services
  St. Vincent’s Special Needs

Transportation is also provided for ELITE, a postgraduate high school community service for special needs students; CONNECTIONS, the Trumbull High School Alternate Program at Madison Middle School; REACH, the tutorial program at Madison Middle School; TRAC21, the postgraduate program; and REAL, the substance program in Monroe. Other programs are located at the Hillcrest Middle School pool, the Public Library, and various job sites (e.g., St. Joseph’s Manor, Kids-R-Us, Kohl’s, and Payless).

The Department has initiated a “ride share” program which allows for participation with neighboring school districts to transport out-of-district students. Trumbull Public Schools has received grant monies as a result of our “ride share” program.
ADULT AND CONTINUING EDUCATION

Trumbull Continuing Education provides programs for adults and children throughout the year. The academic portion for adults consisting of GED- High School equivalency, NEDP-National External Diploma Program and the ESL - English As A Second Language, is conducted during the fall and spring. These programs are mandated by the State. The enrichment portion for adults, (Health, Language, Dance, Technology etc.) is offered at the same time and is fee based. These enrichment activities are provided as a service to the community, reasonably priced, and are profitable.

The Adult enrollments for 2014-2015 were as follows:

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated Academic</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>Enrichment</td>
<td>368</td>
<td>422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>427</strong></td>
<td><strong>476</strong></td>
</tr>
</tbody>
</table>

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.

Adult and Continuing Education continues to offer after school reading programs in the fall and spring, at the elementary school, 56 students have participated in these programs. These offerings are profitable.

The 2014 Summer Program has been expanded. The Summer Explorations Program provides a greater variety of opportunities in enrichment and sports related activities. Enrichment included a STEaM- Science, Technology, Engineering, art and Math offering, which was conducted in cooperation with Fairfield University. Additional opportunities included First Aid, Mock Trial, Dance, Farming, Cooking, Music and Technology. Sports camps included Field Hockey, Baseball, Volleyball, Basketball, Track and Field, Soccer, Cheerleading, Lacrosse, and Wrestling. The Adult and Continuing Education website, www.trumbullconted.org, allows participants to register and pay online and provides greater access to information. All of these strategies have promoted increased attendance.

The enrollments for last summer were: Secondary Academics – 49, ELL- 64, Elementary Academic/Enrichment Programs - 657, and Sports Camps - 712. The most popular programs continue to be the K-5 academic/enrichment activities offered at Frenchtown and the Music, Basketball, and Baseball camps offered at Trumbull High School. All camps represent a total of about 1500 participants. The response and interest in the camps increases every year, primarily due to the promotion and positive reputation of the Trumbull coaches.
XIII
FOOD SERVICES DEPARTMENT

The Food Services Department provides for an increased variety of fruits, vegetables, and whole grain rich foods; only fat-free or low-fat (1 percent) milk; limited saturated fat and sodium; minimized trans-fat; and limited calories that can be offered in a meal. Menus are based on (1) food group requirements rather than nutrient calculations; and (2) new age/grade group categories. Students are required to select a fruit or vegetable offered at each meal.

Accomplishments, Promotions and Training:

- Healthy Food Certification, Section C.G.S 10-215f, our first year on the HFC. Participation in the HFC was a smooth transaction. Students, parents, and staff recognize the importance in demonstrating and participating in healthy food and beverage choices. Districts that choose to implement the healthy food option must follow the Connecticut Nutrition Standards for all foods sold to students separately from reimbursable school meals, at all times and from all sources including, but not limited to, a la carte sales in the cafeteria, vending machines, school stores, fundraisers and any other sources of food sales to students.

- Competitive Foods Regulations, implemented July 2014 have also been received very well by the school community and are being reviewed as new food items become available. Competitive foods” are all foods and beverages available for sale to students on school premises separately from reimbursable school meals. The state competitive foods regulations and USDA Smart Snacks nutrition standards (National School Lunch Program and School Breakfast Program; Nutrition Standards for All Foods Sold in School) address the sales of competitive foods during the school day, except for sales that meet specific exemption criteria.

- Back to School Night, all K-12 schools’ food services departments held an open house during the Back to School Night. This open house gives parents a chance to meet the staff, see the foods we serve their children and tour the kitchen facilities.

- Presentations for Lunch Aids, on what school lunch is all about and why it’s important to work as a team.

- Staff training, (QFO) Qualified Food Service Operators training and exams, 27 employees out of 46 are QFO certified.

- Staff training, “What’s for Lunch”, understanding the new meal pattern and offer vs serve.

- For the second year in a row, Trumbull school kitchens are using Smarter Lunchrooms Initiative, by the Cornell Center for Behavioral Economics in Child Nutrition Programs. We are using strategic marketing to help students make better food choices. “It’s a nudge, not a shove,” Often students are told they have to take fruit or vegetables. I want to create an environment where students want to take the fruit and vegetables and eat them because it taste good and it’s good for them.”

- “I tried it” sticker program in the elementary and middle schools where we encourage students to try a new vegetable and if they do, they receive an “I Tried It” sticker.

- School BBQ Day and school Family Picnic Day is always a success.
Capital equipment purchases and improvements:
1. New Freezers
2. New Refrigerator
3. New Meat slicers
4. New steamer boiler
5. New Washer/dryers
6. Point of sale system upgrades for our student debit system, to a touch screen procedure using Wi-Fi at the high school and two middle schools for faster student service

New for 2015/2016
- Required Professional Training Standards for all staff

Challenges
The complexity of administrating school nutrition programs has escalated in the past few years. New regulations, indirect costs calculations, mandated training, professional standards, and the ever-present need to operate a self-sustaining program are necessary challenges.
- School meal programs operate on an extremely tight budget. Schools are required to serve well-balanced, healthy school meals for less than the cost of some morning coffees. Schools must cover labor, benefits, supplies, equipment, repairs and other expenses and unfortunately food especially those required in the new federal regulations are getting more expensive. The price of fruits and vegetables are subject to drought, floods and fluctuations in transportation costs based on the growing season. The development of new foods to meet the standards for The Healthy, Hunger-Free Kids Act of 2010. And of course, labor and benefit costs have increased.

Increases Food and Labor Costs: Food and operational costs will potentially increase as menus are engineered to meet the minimum requirements.
- The new regulation will increase both food and labor costs. The food costs are increasing for serving more fruits and vegetables, requiring students to take a fruit or vegetable, and replacing refined grains with whole grains. Labor costs will increase from more on-site preparation and less reliance on prepared foods.
- We have been working to develop menu strategies and systems that will insure the District meets the New Standards efficiently and cost-effectively, while maintaining student participation and be satisfied with their school meal program.
- We continue to reduce added fats, sugar and salt and eliminate Tran’s fats.
- Our recipes are designed to meet the nutritional standards, but also to focus on student acceptability, so students will participate in a healthy school food service program.
- Required Professional Training Standards for all staff. This will add approximate $6,000.00 to $7,000.00 for employee training hours and trainers to our annual expenses.
XIV
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, 2014 to June 30, 2017.

Trumbull Administrators' Association (TAA)
The TAA Agreement covers the period from July 1, 2015 to June 30, 2018.

Trumbull Administrative Support Services of Trumbull (CILU/CIPU)
The CILU/CIPU Agreement covers the period from July 1, 2011 to June 30, 2016.

Custodial/Maintenance UPSEU
The Custodial/Maintenance Agreement covers the period from July 1, 2010 to June 30, 2014. Negotiations for a successor Agreement have begun.

Paraprofessionals (UPSEU)
The Paraprofessionals Agreement covers the period from July 1, 2011 to June 30, 2015. Negotiations for a successor Agreement have begun.

Cafeteria Workers (UPSEU)
The Cafeteria Workers' Agreement covers the period from July 1, 2014 to June 30, 2017.

CILU Supervisory Staff
The CILU Supervisors' Agreement covers the period from July 1, 2012 to June 30, 2016.

CILU Support Staff
The CILU Support Agreement covers the period from July 1, 2011 to June 30, 2016.

XV
LEGAL ISSUES

The Board of Education began the school year with eleven (11) cases of pending litigation. During the course of the year, no new cases were added; one case was settled, thus ten (10) claims remain outstanding.

These claims involve personal and physical injury issues and 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.
XVI

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 type of rental arrangement is unique in the State of Connecticut and allows Trumbull to utilize existing educational resources in the day care process, thus contributing to each child's overall development.

XVII

POLICY

The Trumbull Board of Education Policy Committee, a standing committee of the Board of Education, consists of three Board of Education members, the Superintendent's delegate, and representation from the administration, teachers, parents, students, and community. For over twenty years, this committee has been extremely active in the district in reviewing and assisting in the update of Board policy.

During the 2014-2015 school year, twelve policies were presented to the Board of Education for a first reading and/or second reading/approval. Five existing policies were revised and approved including: “Allotment of Time for Subjects, Grades K – 5, Length of School Day and School Year, Interscholastic Athletics, Pay to Participate, and Interscholastic Athletic Tryouts. Three policies were rescinded: “Policy Advisory Committee”, “Policy on Policy” and “Assisted Feeding”.

Three new policies were introduced and adopted by the Board. “The Management of Food Allergies at School” provides guidelines and procedures for the handling of students with food allergies and complies with State mandated statutes. “Trumbull Board of Education Policy Committee” updates the scope of work and composition of the committee. “School Assignments” addresses the assignment of schools for students residing in high density housing areas.

At the end of 2014-2015, there were eleven existing policies under review and two new policies in the process of development.
XVIII
CONCLUSION

The 2014-2015 school year has proven to be highly successful. Our total educational community consisting of the Board of Education, students, staff, parents and all residents have contributed to make the Trumbull Public Schools a superb school district.

Trumbull Public Schools has been cited by the Tri-State Consortium of high performing school districts as meeting the standard that is used to assess DRG A and B schools. The 2014-2015 accomplishments summarized in this report are substantial and equally important is the mission to continuously strengthen the academic, social, and emotional development of all students.

Continuous and sustained improvement is achieved through the curriculum, instruction, and assessment practices that inform our students, teachers, administrators and parents.

The strategic planning and improvement process includes the following key practices:

- Scientific Research Based Interventions (SRBI) Process: pages 14-16, 30-35
- Student Transitions to Elementary, Middle, High School and Beyond: pages 16, 17
- Performance Based Assessments and Extensions Beyond the Classroom: pages 18-20
- Assessment Models: NEASC and Tri-State Consortium: pages 21-27
- Additional professional development practices that inform the status of curriculum, instruction, and assessments are cited on pages 30 and 31.

The 2015-2016 district goal is the overarching outcome of the information that has been analyzed from all of the above practices:

The 2015-2016 district goal is to strengthen student achievement with an emphasis on critical/creative thinking and communication skills for all learners, particularly in the area of writing across the curriculum.

- Strengthen the PreK-12 alignment of curriculum and instruction to the Connecticut Core State Standards
- Continue the development of Assured Performance Based Assessments (APBA)
- Social and emotional development will be a significant factor in positioning all students for success
Agenda Item IV-D  Approval/Middlebrook Building Project Additional Bonding

The 2012-13 capital funding request for the Middlebrook Windows project was originally presented to the Town as a "net" number of $1,062,000. The project at that time was estimated to cost $1,534,000 and it was anticipated that 100% of that amount would be eligible for a 31% State reimbursement ($1,534,000 x 0.31 = $472,000). Since these reimbursements can often take many months or even years to conclude, the request to the Town should have been at the "gross" amount so that the vendor invoices could be paid on a timely basis.

Since that request, there have been a number of changes that need to be considered. First, as mentioned above, the request should have been at the "gross" amount. Second, the assumption that 100% of the expenses would be eligible for reimbursement was not realistic. Third, there have been some unplanned remediation costs that have increased the "gross" cost to complete up from $1,534,000 to $1,772,240. Fourth, in response to the change in the total cost to complete the project, we have transferred $200,000 from a related bonding account to absorb most of the difference. Finally, it has been determined that of that updated "gross" amount, only $1,474,885 is considered eligible for reimbursement.

The attached chart reflects the above changes to the financials which from a bottom line perspective reflects that the net cost after reimbursement will increase by only $4,502 compared to the original bonding request.

However, in order to complete the project and pay all outstanding invoices, the Board of Education will need to request to the Board of Finance and Town Council the difference between the current budget ($1,262,000) and the current cost to complete ($1,772,240) which is $510,240. This amount will be mostly offset by the anticipated reimbursement of $505,738.

Recommendation: Approve.
# Middlebrook Windows Project - Update

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<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Original Estimate to complete</td>
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<tr>
<td>Anticipated reimbursement (31% of above)</td>
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<td>Total Bonding Available for Middlebrook (1)</td>
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<tr>
<td>Initial Estimate to complete</td>
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<td>Additional Remediation Costs</td>
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<td>Estimated Cost to Complete (2)</td>
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<td>Funding Gap prior to reimbursements (2) - (1)</td>
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<tr>
<td>Net Additional Impact After Reimbursement</td>
<td>$4,502</td>
</tr>
</tbody>
</table>
TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, September 21, 2015

Agenda Item V-A

Pending Litigation

There are two major changes this month. Town/Board #11 and #12 has been added.

Recommendation:

Receive and file.
## PENDING LITIGATION

<table>
<thead>
<tr>
<th>CASE TOWN/BOARD</th>
<th>DESCRIPTION</th>
<th>CASE</th>
<th>REPRESENTATIVE TOWN/BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. M.A. vs.</td>
<td>M.A., a Trumbull resident, allegedly tripped and fell on sidewalk at Trumbull High School on May 1, 2004. This claim seeks monetary damages against Board of Education and the Town of Trumbull, Mr. Donald Walsh, Maintenance Supervisor, Mr. Ralph Iassogna, Superintendent, Mr. Paul Kallmeyer, former Director of Public Works. (Notice of claim received April 21, 2006).</td>
<td>Pending</td>
<td>CIRMA</td>
</tr>
<tr>
<td>2. L.M., PPA B.M. vs.</td>
<td>L.M., PPA B.M. a Monroe minor, allegedly was injured on November 11, 2006 while playing on the field located behind Middlebrook Elementary School when he tripped to the ground and fell onto a metal “spike” object protruding out of the ground. L.M. received injuries to his right knee. This claim seeks monetary damages against Board of Education and the Town of Trumbull. (Notice of claim received November 13, 2006).</td>
<td>Pending</td>
<td>ITT</td>
</tr>
<tr>
<td>3. M.S., PPA M.S. vs.</td>
<td>M.S., PPA M.S. a Trumbull minor, allegedly was injured on September 15, 2005 at Trumbull High School while walking up stairs when she was caused to slip and fall. M.S. received injuries to her right knee, resulting in multiple surgeries and scarring from injuries. This claim seeks monetary damages against Board of Education and the Town of Trumbull. (Notice of claim received August 8, 2007).</td>
<td>Pending</td>
<td>ITT</td>
</tr>
<tr>
<td>4. P.F. S. LLC vs.</td>
<td>Platinum Funding Services LLC (“Platinum”) claims the Trumbull Board of Education failed to remit payment for services rendered following notification that (“Platinum”) assumed, all accounts of PETCO, the original vendor the district entered an agreement with. This claim seeks monetary damages against Trumbull Board of Education and the Town of Trumbull. (Notice of claim received on 8/19/09).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>5. K.S., D.S. vs.</td>
<td>K.S., a Trumbull minor, allegedly was injured on or about October 28, 2008 at Trumbull High School while playing tennis/baseball, during which she received, what is described as, serious brain injuries. This claim seeks monetary damages against Trumbull Board of Education and the Town of Trumbull. (Notice of claim received on October 27, 2010).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>6. F.C. vs.</td>
<td>F.C., an employee of AAA Motor Club responding to a call on or about October 29, 2010 at Trumbull High School, entered the walkway of Trumbull High School under construction, and allegedly tripped and fell over a 4” beam covered by leaves. This claim seeks monetary damages against the Board of Education and the Town of Trumbull. (Notice of claim received January 25, 2011).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>Case Number</td>
<td>Plaintiff/Defendant</td>
<td>Description</td>
<td>Status</td>
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<tr>
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</tr>
<tr>
<td>7. M.A. vs.</td>
<td>M.A., parent of a Trumbull High School student, alleges she was injured on September 22, 2011 while leaving Back to School night. This incident occurred at 9:10 p.m., at which time M.A. exited Trumbull High School from a side exit (near, A-House classrooms) and fell on the walkway leading to Student parking Lot# 2. M.A. suffered serious and painful injuries, including, to her cervical spine requiring surgical intervention, injuries to her left shoulder which will likely require surgery, and other injuries not yet determined; and an inability to work periods of time. It is alleged that these injuries suffered by M.A. will result in permanent disabilities and/or impairments. This claim seeks monetary damages against the Board of Education and the Town of Trumbull. (Notice of claim received February 10, 2012).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>8. C.M. vs.</td>
<td>C.M., an employee of First Student, Inc. which provides school bus service to Trumbull Public Schools, alleged that on or about May 1, 2012 R.I. and D.P. sent a defamatory message to third persons via email, telephone, in person, and or written correspondence, which stated C.M., hit a student with the school bus while he was driving. Also on or about May 5, 2012 R.I. and D.P. and other employees of the BOE sent a similar defamatory message to third persons via email, telephone, in person, and or written correspondence, falsely stated that C.M. hit a student with the school bus while he was driving, also that a police investigation determined C.M. hit a student with the school bus while he was driving. The complaint claimed these statements defamed him personally and professionally and led to his termination on May 30, 2012. This claim seeks monetary damages against the Board of Education and the Town of Trumbull. (Notice of claim received August 7, 2012).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>9. A.Z., PPA A.P. vs.</td>
<td>A.Z., a student in preschool for special needs at Trumbull Early Childhood Education Center, allegedly was injured on April 24, 2012 at approximately 12:15 p.m. At the time of the incident A.Z. was in her seat and her teacher, J.P., grasped her by the shoulders and reseated her. It is claimed that J.P. then lifted her chair, roughly pushed it closer to the table, grabbed the child's hair, pushing her head down on the table top. As a result, A.Z. has sustained physical and emotional injury including a mark behind her right ear and a black and blue which required medical attention. (Notice of claim received on August 22, 2012).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>10. B.W. vs.</td>
<td>B.W., a student at Trumbull High, allegedly fell on or about March 9, 2013 due to icy conditions on the front walk near entry door#2. This claim seeks monetary damages against damages against the Board of Education and the Town of Trumbull. (Notice of claim received on May 23, 2013).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>Case Number</td>
<td>Plaintiff</td>
<td>Description</td>
<td>Status</td>
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<tr>
<td>11. A.H., PPA J.H., M.H.</td>
<td>A.H., PPA J.H., M.H., a Trumbull minor, allegedly was injured on May 27, 2015, when she tripped and fell in the parking lot at Hillcrest Middle School. A.H. received injuries to face, head, hip, hands and received a concussion. This claim seeks monetary damages against the Board of Education and the Town of Trumbull. (Notice of claim received August 19, 2015).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
<tr>
<td>12. Z.C., PPA B.C., P.C.</td>
<td>Z.C., PPA B.C., P.C., a Naugatuck minor, allegedly was injured on May 7, 2015 in the weight room at Trumbull High School. The incident occurred when students were removing weights from a bench press and did not secure the bar. The bar snapped and hit Z.C. in the back of the head causing post-concussion disorders. This claim seeks monetary damages against the Trumbull Board of Education and Town of Trumbull. (Notice of claim received August 20, 2015).</td>
<td>Pending</td>
<td>Town/Board</td>
</tr>
</tbody>
</table>
Report to the Board of Education
Regular Meeting, September 21, 2015

Agenda Item V-B

Status of Negotiations

Please see reverse side for status of negotiations with the eight bargaining units.

Recommendation:

Receive and file.
## STATUS OF NEGOTIATIONS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Member of Board's Negotiating Team</th>
<th>Status of Negotiations</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Teachers</td>
<td>Attorney Floyd Dugas</td>
<td>The TEA Agreement covers the period from July 1, 2014 to June 30, 2017.</td>
</tr>
<tr>
<td></td>
<td>Dr. Michael McGrath</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deborah Herbst</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Ward</td>
<td></td>
</tr>
<tr>
<td>TAA (Administrators)</td>
<td>Attorney Floyd Dugas</td>
<td>The TAA Agreement covers the period from July 1, 2015 to June 30, 2018.</td>
</tr>
<tr>
<td></td>
<td>Jeffrey Donofrio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joseph Peddle</td>
<td></td>
</tr>
<tr>
<td>Secretaries</td>
<td>Board</td>
<td>The Secretaries Agreement covers the period from July 1, 2011 to June 30, 2016.</td>
</tr>
<tr>
<td>CILU/CIPU</td>
<td>Attorney Floyd Dugas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sean O'Keefe</td>
<td></td>
</tr>
<tr>
<td>Custodial/Maintenance</td>
<td>Board</td>
<td>The Custodial/Maintenance Agreement covers the period from July 1, 2010 to June 30, 2014. Negotiations for a successor Agreement have begun.</td>
</tr>
<tr>
<td></td>
<td>Attorney Floyd Dugas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sean O'Keefe</td>
<td></td>
</tr>
<tr>
<td>Paraprofessionals (UE), LOCAL #222, CILU #78</td>
<td>Board</td>
<td>The Paraprofessional Agreement covers the period from July 1, 2011 to June 30, 2015. Negotiations for a successor Agreement have begun.</td>
</tr>
<tr>
<td></td>
<td>Attorney Floyd Dugas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sean O'Keefe</td>
<td></td>
</tr>
<tr>
<td>Cafeteria Workers</td>
<td>Board</td>
<td>The Cafeteria workers Agreement covers the period from July 1, 2014 to June 30, 2017.</td>
</tr>
<tr>
<td></td>
<td>Attorney Floyd Dugas</td>
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<tr>
<td></td>
<td>Lunch Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sean O'Keefe</td>
<td></td>
</tr>
<tr>
<td>CILU Supervisor/Support Staff</td>
<td>Board</td>
<td>The CILU Supervisors Agreement covers the period from July 1, 2012 to June 30, 2016.</td>
</tr>
<tr>
<td></td>
<td>Attorney Floyd Dugas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sean O'Keefe</td>
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<tr>
<td></td>
<td></td>
<td>The CILU Support Agreement covers the period from July 1, 2011 to June 30, 2016.</td>
</tr>
</tbody>
</table>