CALL TO ORDER

PRELIMINARY BUSINESS
A. Pledge of Allegiance
B. Correspondence
C. Public Comments
D. Board Chairman Report
E. Superintendent Report
F. Teacher Representative Report

REPORTS/ACTION ITEMS
A. Digital Learning in Action Presentation – Mrs. Hefele & Madison Staff/Students
B. Personnel – Dr. Cialfi
C. Approval/Minutes – Regular Meeting – 10/10/2017
D. Approval/Annual Report to the First Selectman – Dr. Cialfi
E. Curriculum Committee Report – Mrs. Petitti
   Approval/Curriculum Guide – Dr. Budd
   1. Shakespeare
      Approval/New Course Text Proposals – Dr. Budd
      Approval/Survey – Dr. Budd
   3. TPAUD High School Student Questionnaire, November 2017, & Middle School Student Questionnaire, December 2017
F. Tri-State Consortium Consultancy Visit – Dr. Budd

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

OTHER
*Note Change in Venue
The "Digital Learning in Action" presentation will showcase how technology is truly being used throughout the district by staff and students. This presentation will be interactive and feature some of our Middle School students leading participants through a few walk-through exercises using Chromebooks and the GSuite tools that allow the participants to experience what students experience. In addition, a few teachers/staff will also be involved in the presentation and speak briefly about how this program supports their teaching and their current curriculum. The goal of this presentation is to demonstrate how the implementation of the 1:1 program supports our current curriculum and district goals.
Report to the Board of Education
Regular Meeting, October 24, 2017

Dr. Cialfi

Agenda Item III-B

Personnel

There have been no changes since the last Board meeting.
Report to the Board of Education
Regular Meeting – October 24, 2017

Agenda Item – III-C

Approval/Minutes

Regular Meeting, October 10, 2017

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:  
L. Chory, Chairman  
L. Timpanelli, Secretary  
J. Donofrio, Board Member  
M. Petitti, Board Member  
M. Ward, Board Member

Members absent:  
S. Testani, Vice Chairman  
P. Lavoie, Board Member

**Agenda Item I—Call to Order**  
The meeting was called to order at 7:00 p.m.

**Agenda Item II—Preliminary Business**

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

B. Recognition – First Selectman’s Golf Classic  
First Selectman Timothy Herbst presented checks totaling $54,000 to the following organizations from the proceeds of this year’s First Selectman’s Golf Classic:

- Academic Challenge for Excellence (ACE) Foundation
- Trumbull High School Golden Eagle Marching Band
- PowerPlay Club – Hockey
- Laxmen’s Club – Boys & Girls Lacrosse
- Touchdown Club - Football
- Diamond Club – Baseball & Softball

The Board thanked and recognized the First Selectman and the Golf Classic Board of Directors for their effort that provides financial assistance to these worthwhile organizations.

C. Correspondence – There was no correspondence this evening.

D. Public Comments – There were no public comments this evening.

E. Board Chairman Report – Mrs. Chory attended the CABE nominating committee meeting on September 27, 2017. New CABE officers will be approved at the CABE Convention on November 17, 2017.
F. Superintendent Report – Dr. Cialfi reported on the events at Trumbull Schools:

- SAT prep courses will be sponsored by Continuing Education at THS immediately after dismissal starting in November.
- The Tri-State Consortium Visit begins on October 11, 2017; this program includes teacher interviews and classroom visits from other districts to enhance Trumbull student learning.
- The Trumbull school district is showing a year to year savings in purchased electricity of almost $62,000 which puts us on track to save approximately $225K for the year and cover the cost of the lease payment of the performance contracting projects.
- The Annual Band Classic is on Saturday, November 4 at Trumbull High School’s McDougall Stadium.

G. Student BOE Representatives Reports – Matt Kuroghlian reported on events at THS:

The THSGEMB placed third at the University of Delaware competition. The Mock Trial Team placed fifth at the Empire Competition in San Francisco. Freshmen, Sophomores and Juniors are taking the PSAT on October 11, 2017; Spirit Week is next week ending with the Pep Rally on Friday; the Open House for 8th graders is October 18 and the Tri State visit to Trumbull High School is October 12-13.

Agenda Item III—Reports/Action Items

A. Personnel

Dr. Cialfi presented the following two certified resignations:

- Lauren Craw, language arts teacher (.6) at Hillcrest Middle School, since August 2016, resigning effective October 12, 2017
- Karen Jacob, district special education teacher/SRP Department Chair (.45) since November 2016, resigning effective October 25, 2017

It was moved (Donofrio) and seconded (Timpanelli) to accept these two resignations as presented. Vote: Unanimous in favor.

Dr. Cialfi presented one non-certified resignation:

- Barbara Jarosko, secretary at Tashua Elementary School since April 1993, retiring effective October 20, 2017

It was moved Donofrio) and seconded (Timpanelli) to accept this resignation as presented. Vote: Unanimous in favor.

B. Minutes – Regular Meeting, 9/26/2017

It was moved (Donofrio) and seconded (Petitti) to approve the minutes of the September 26, 2017 Board of Education meeting as presented. Vote: Unanimous in favor.

C. District Enrollment Report - Dr. Cialfi reviewed the official October 1, 2017 enrollment figures which are forwarded to the State Department of Education. It was noted that the overall enrollment is 50 students above the October 1, 2016 count.

D. Advanced Placement Courses at Trumbull High School (please see attached report)
Dr. Budd gave a presentation on data related to the Advanced Placement course offerings at Trumbull High School. The AP program has grown significantly in the past ten years with all courses approved by the College Board for equivalency to first year college offerings. Teachers Kate Durand and Thomas Edwards spoke to the Board about the expansion of AP courses at THS and the benefits and performance of enrolled students.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:05 p.m.
Advanced Placement Courses at Trumbull High School

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

Kate Durand
Art Teacher, Trumbull High School

Thomas Edwards
Science Department Chair, Trumbull High School
Benefits of Advanced Placement Courses

- College-equivalent classes while in high school – both content, skills, and habits of mind
- Stronger transcript-building for college admissions
- Opportunity for advanced placement in college or direct college credit
- Opportunity to study in rich depth a subject of one’s choice, passion, and interest
Expansion of AP Over Time

“The Advanced Placement Program . . . has grown significantly in the past 10 years. . . . There is one clear, undeniable benefit awarded to every single student who enrolls in AP: opportunity. When coupled with a student’s hard work, that opportunity can have myriad outcomes whether it is learning to craft effective arguments, discovering a lifelong passion, building confidence, earning credit for college, or persisting to graduate from college on time.”
Strong AP Achievement Data

• Outstanding performance (~90% in each of the past seven years) by TPS AP students on College Board exams linked to college success and graduation

• Details on next slide
# TPS AP Data, 5-Year Lookback

<table>
<thead>
<tr>
<th>Year</th>
<th>Total AP Students</th>
<th>Total # of AP Exams</th>
<th>Total # of AP Students with Scores 3+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>212</td>
<td>416</td>
<td>195 (92%)</td>
</tr>
<tr>
<td>2012</td>
<td>231</td>
<td>412</td>
<td>213 (92%)</td>
</tr>
<tr>
<td>2013</td>
<td>223</td>
<td>409</td>
<td>208 (93%)</td>
</tr>
<tr>
<td>2014</td>
<td>221</td>
<td>420</td>
<td>211 (95%)</td>
</tr>
<tr>
<td>2015</td>
<td>237</td>
<td>421</td>
<td>221 (93%)</td>
</tr>
<tr>
<td>2016</td>
<td>252</td>
<td>434</td>
<td>393 (91%)</td>
</tr>
<tr>
<td>2017</td>
<td>359</td>
<td>691</td>
<td>615 (89%)</td>
</tr>
</tbody>
</table>

89% of TPS AP students in 2017 achieved a score of 3+, defined as "the score point that research finds predictive of college success and college graduation."
Expanding AP Access:  
A Four-Part Approach

2015-16

1. To further expand AP course offerings to meet diverse student interests
2. To further expand student enrollment in AP courses

2016-17 & beyond

3. To support teachers of AP courses in ongoing professional development
4. To support students in AP courses through targeted support and strong K-12 curricula
1. Further Expanding AP Course Offerings

• Twenty-three AP courses offered in 2016-17
• Three additional AP courses added for 2017-18
• All courses approved by College Board for equivalency to first-year college offerings
• Details on next slide
Advanced Placement Courses at Trumbull High School

- AP English Language & Composition
- AP English Literature & Composition
- AP European History
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP United States History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles

- AP Environmental Science
- AP Physics 1
- AP Physics C
- AP Statistics
- AP French Language & Culture
- AP Spanish Language & Culture
- AP Music Theory
- AP Studio Art
- AP Comparative Government & Politics
- AP United States Government & Politics
- AP Human Geography*
- AP Italian Language & Culture*
- AP Latin*

* New course for 2017-18
2. Further Expanding Student Enrollment in AP Courses

- Thirty percent of THS seniors in 2016 graduated having taken at least one AP course at THS.
- But we knew we could do even better.
- Details on next slides
# AP Enrollment, Class of 2016

<table>
<thead>
<tr>
<th>Number of AP Courses</th>
<th># of Students</th>
<th>% of Students as % of Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>One AP course in THS career</td>
<td>52</td>
<td>10%</td>
</tr>
<tr>
<td>Two AP courses in THS career</td>
<td>34</td>
<td>6%</td>
</tr>
<tr>
<td>Three AP courses in THS career</td>
<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>Four AP courses in THS career</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Five+ AP courses in THS career</td>
<td>44</td>
<td>8%</td>
</tr>
<tr>
<td>Zero AP courses in THS career</td>
<td>378</td>
<td>70%</td>
</tr>
</tbody>
</table>
# AP Enrollment, Class of 2017

<table>
<thead>
<tr>
<th>Courses in THS Career</th>
<th>Number of Students</th>
<th>% of Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>79</td>
<td>15%</td>
</tr>
<tr>
<td>Two</td>
<td>45</td>
<td>9%</td>
</tr>
<tr>
<td>Three</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Four</td>
<td>16</td>
<td>3%</td>
</tr>
<tr>
<td>Five+</td>
<td>64</td>
<td>13%</td>
</tr>
<tr>
<td>Zero</td>
<td>275</td>
<td>55%</td>
</tr>
</tbody>
</table>
# AP Enrollment, Class of 2018

<table>
<thead>
<tr>
<th>AP Course Levels in THS Career</th>
<th># of Students</th>
<th># of Students as % of Graduating Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>One AP course in THS career</td>
<td>95</td>
<td>17%</td>
</tr>
<tr>
<td>Two AP courses in THS career</td>
<td>41</td>
<td>7%</td>
</tr>
<tr>
<td>Three AP courses in THS career</td>
<td>31</td>
<td>5%</td>
</tr>
<tr>
<td>Four AP courses in THS career</td>
<td>32</td>
<td>6%</td>
</tr>
<tr>
<td>Five+ AP courses in THS career</td>
<td>76</td>
<td>13%</td>
</tr>
<tr>
<td>Zero AP courses in THS career</td>
<td>293</td>
<td>55%</td>
</tr>
</tbody>
</table>

*All data based on current scheduling for the Class.*
Increase from Class of 2016 to Class of 2018

<table>
<thead>
<tr>
<th># of Students as % of Graduating Class, Class of 2016</th>
<th># of Students as % of Graduating Class, Class of 2017</th>
<th># of Students as % of Graduating Class, Class of 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>One AP course in THS career</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Two AP courses in THS career</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Three AP courses in THS career</td>
<td>4%</td>
<td>30%</td>
</tr>
<tr>
<td>Five+ AP courses in THS career</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Zero AP courses in THS career</td>
<td>70%</td>
<td>55%</td>
</tr>
</tbody>
</table>

A marked sustained increase in the number of students who will graduate having taken at least one AP course at THS.
## Subject-Specific* Enrollment

|------------------|---------|---------|---------|---------|---------|-----------------
| Arts             | 0       | 0       | 0       | 17      | 24      | (n/a)          |
| English          | 81      | 78      | 80      | 92      | 93      | 15%            |
| History & Social Sciences | 162 | 187 | 176 | 266 | 373 | 130%           |
| STEM             | 213     | 214     | 269     | 429     | 408     | 92%            |
| World Languages & Cultures | 46 | 42 | 41 | 43 | 74 | 61%            |
| TOTAL            | 502     | 521     | 566     | 847     | 972     | 94%            |

* Subject-specific groupings are those used by the College Board.
AP Studio Art: Outstanding Achievement & Growth over Time
AP Physics 1:
Outstanding Achievement &
Growth over Time
AP Physics B vs. AP Physics 1

AP Physics B (last exam: Spring 2014)
- many topics (some argued too many)
- content-heavy
- very fast pace
- heavy emphasis on recall and “plug & chug”

AP Physics 1 (first exam: Spring 2015)
- fewer topics
- organized by big ideas
- emphasis on concepts & reasoning
- emphasis on inquiry through the use of “practices”
AP Physics 1 Topics

• Kinematics
• Dynamics
• Circular Motion and Gravitation
• Energy
• Momentum
• Simple Harmonic Motion
• Torque and Rotational Motion
• Electric Charge and Electric Force
• DC Circuits
• Mechanical Waves and Sounds
The Big Ideas

1) Objects and systems have properties such as mass and charge. Systems may have internal structure.

2) Fields existing in space can be used to explain interactions.

3) The interactions of an object with other objects can be described by forces.

4) Interactions between systems can result in changes in those systems.

5) Changes that occur as a result of interactions are constrained by conservation laws.

6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomenon.
The Practices

P1) The student can use representations and models to communicate scientific phenomena and solve scientific problems.
P2) The student can use mathematics appropriately
P3) The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course
P4) The student can plan and implement data collection strategies in relation to a particular scientific question.
P5) The student can perform data analysis and evaluation of evidence.
P6) The student can work with scientific explanations and theories
P7) The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.
Final Thought

Assessment Fidelity
A new kind of toy ball is advertised to “bounce perfectly elastically” off hard surfaces. A student suspects, however, that no collision can be perfectly elastic. The student hypothesizes that the collisions are very close to being perfectly elastic for low-speed collisions but that they deviate more and more from being perfectly elastic as the collision speed increases.

(a) Design an experiment to test the student’s hypothesis about collisions of the ball with a hard surface. The student has equipment that would usually be found in a school physics laboratory.
   i. What quantities would be measured?
   ii. What equipment would be used for the measurements, and how would that equipment be used?
   iii. Describe the procedure to be used to test the student’s hypothesis. Give enough detail so that another student could replicate the experiment.

(b) Describe how you would represent the data in a graph or table. Explain how that representation would be used to determine whether the data are consistent with the student’s hypothesis.

(c) A student carries out the experiment and analysis described in parts (a) and (b). The student immediately concludes that something went wrong in the experiment because the graph or table shows behavior that is elastic for low-speed collisions but appears to violate a basic physics principle for high-speed collisions.
   i. Give an example of a graph or table that indicates nearly elastic behavior for low-speed collisions but appears to violate a basic physics principle for high-speed collisions.
   ii. State one physics principle that appears to be violated in the graph or table given in part (c)i. Several physics principles might appear to be violated, but you only need to identify one.

Briefly explain what aspect of the graph or table indicates that the physics principle is violated, and why.
Next Steps

2016-17 & beyond

3. To support teachers of AP courses in ongoing professional development

4. To support students in AP courses through targeted support and strong K-12 curricula
### Trumbull High School Advanced Placement Student Enrollment, 5-Year Lookback

*Years 2013-14 through 2016-17 report enrollment as of the last day of the school year. Year 2017-18 is actual enrollment as of 9/27/17.*

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<tbody>
<tr>
<td><strong>Arts</strong></td>
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<tr>
<td>Music Theory</td>
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<tr>
<td>Studio Art</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>English Language &amp; Composition</td>
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<td>50</td>
<td>37</td>
<td>55</td>
<td>57</td>
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<tr>
<td>English Literature &amp; Composition</td>
<td>43</td>
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<td>43</td>
<td>37</td>
<td>36</td>
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<td>Comparative Government &amp; Politics</td>
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<td>History &amp; Social Sciences</td>
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<tr>
<td>European History</td>
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<td>Environmental Science</td>
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<td>Spanish Language &amp; Culture</td>
<td>34</td>
<td>28</td>
<td>33</td>
<td>35</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>502</td>
<td>521</td>
<td>566</td>
<td>847</td>
<td>972</td>
</tr>
</tbody>
</table>

*in addition* Multivariable Calculus (above Calc. BC) 9 5 17

1 Course is scheduled for Spring 2017-18; enrollment anticipated to increase by then.
2 Lower enrollment for 2017-18 relates to the move of U.S. History from a grade 10 to a grade 11 course; enrollment anticipated to rebound for 2018-19.
3 Course being taught online through Virtual High School for 2017-18.
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.

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT
ANNUAL REPORT
2016-2017

I
INTRODUCTION

Our school district has established Trumbull as one of the top ten communities in the nation as reported by Realtor.com in August, 2016. Trumbull, the only community in Fairfield County and Region 5/Orange are the two school districts in Connecticut to achieve this national status. This assessment is based on the findings of Great Schools and the criteria are student achievement, student growth, and college readiness for success. The evidence is unprecedented in Trumbull and is detailed under Section IV Superintendent’s Assessment Report.

As Superintendent, I am pleased to forward to the Board of Education, the First Selectman and the community, the 2016-2017 reports submitted to me by school/district administrators and division heads. It is with a great deal of pride and satisfaction that I assess the 2016-2017 school year as a very successful and productive school year, highlighted by district growth and accomplishments achieved in several student performance and operational areas. “This is another opportunity for me to express gratitude and appreciation to the administrators, teachers, and all support staff for their dedication and commitment to the academic and social growth of our children and to the advancement of our community.”

II
OVERVIEW

Members of the Board of Education since November, 2015 are Chairman Loretta Chory, Vice Chairman Suzanne Testani, Secretary Lucinda Timpanelli, Atty. Jeffrey Donofrio, Paul Lavoie, Marie Petitti and Michael Ward.

During the 2016-2017 school year, the Board of Education held 18 Regular Meetings, 2 Budget Session Meetings and 1 Special Meeting. Board Members participated in numerous district activities, with their active involvement and contributions playing a significant role in moving the district forward.

Board Members participated in the following activities since November, 2015: Policy Committee – Chairperson Suzanne Testani, Marie Petitti, Lucinda Timpanelli, with Alternates Paul Lavoie and Mike Ward; Trumbull’s Liaison to the CES Council Committee and Six-to-Six Magnet School Board of Directors – Michael Ward; Curriculum Committee – Chairperson Marie Petitti, Lucinda Timpanelli, Mike Ward, with Alternates Paul Lavoie and Suzanne Testani; Business Education Initiative Representative – Paul Lavoie; Trumbull Community/Cable TV Television Liaison – Loretta Chory; Superintendent Evaluation Format Committee – Loretta Chory, Paul Lavoie, and Michael Ward; Service Contracts Review Committee – Jeffrey Donofrio and Paul Lavoie; the Finance Committee – Chairperson Paul Lavoie, Suzanne Testani, with Alternates Lucinda Timpanelli, Jeffrey Donofrio; the Facilities Committee – Chairman Jeffrey Donofrio, Paul Lavoie and Michael Ward, with Alternates Suzanne Testani and Lucinda Timpanelli; and the Bylaw Review Committee – Loretta Chory, Paul Lavoie, and Mike Ward.
Jeffrey Donofrio and Mike Ward serve on the BOE Committee for TAA and TEA Negotiations; and Loretta Chory serves on the Town/Board Insurance Committee.

Additionally, Marie Petitti serves on TPSLD (Trumbull Parents of Students with Learning Differences), Lucinda Timpanelli serves on TPAUD (Trumbull Partnership Against Under Age Drinking), and Suzanne Testani serves on the Head Start Committee.

The Town appropriated to the Board $98,933,178 for school operating expenses in 2016-2017. To help offset this expenditure, the Regional Agriscience and Biotechnology Center generated $1,091,681 in tuition revenue; the State contribution for special education Excess Cost resulted in $924,210 excess reimbursement monies; and the State returned approximately $3,458,262 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 2016-2017 fiscal year.

III

ENROLLMENT

Based on the aggregate daily pupil membership of 6,704 (10/1/16 enrollment count only), the gross expenditure per pupil in 2016-2017 (actual total Board of Education expenditures, $98,930,703 divided by aggregate daily pupil membership) was $14,757. It should be noted that the BOE ended the 2016-2017 school year with $0 in unspent monies which was achieved by transferring funds from the Board of Education’s health reserve to offset high claims during the school year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
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</tr>
<tr>
<td>Kindergarten</td>
<td>398</td>
</tr>
<tr>
<td>Grade 1</td>
<td>443</td>
</tr>
<tr>
<td>Grade 2</td>
<td>404</td>
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<td>Grade 7</td>
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<td>Grade 8</td>
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<td>Grade 9</td>
<td>487</td>
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<tr>
<td>Grade 10</td>
<td>541</td>
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<tr>
<td>Grade 11</td>
<td>562</td>
</tr>
<tr>
<td>Grade 12</td>
<td>509</td>
</tr>
<tr>
<td>Total In-Town</td>
<td>6,669</td>
</tr>
<tr>
<td>Pupils Outplaced</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>6,704</td>
</tr>
</tbody>
</table>
IV
SUPERINTENDENT'S ASSESSMENT REPORT

1. Growth in Student Achievement

2. Educational Leadership

3. Organizational Management

4. Community Relations and Board of Education Relations

I. Growth in Student Achievement

The goal to continue growth in student achievement requires a focus on the following targets of the comprehensive plan:

1. Continuous sustained growth in standardized test scores – Appendix A
   - Smarter Balanced Assessments
   - SAT
   - AP scores and enrollment

2. Alignment of curriculum to CT Core State Standards – Appendix B
   Priority Targets
   - New Generation Science Standards – Foundation grades for each level (K, Grade 6, 9) to be completed by summer, 2017
   - Social Studies Framework Standards – Grade 6 to be completed by summer, 2017
   Accountability: Director of Curriculum, Instruction, and Assessments and all participants in curriculum writing process

3. Implementation of Curriculum (Classroom “Walk-through” Visits)
   Priority Targets
   - Instructional practices to implement curriculum for students in all three Tiers: 1, 2, and 3
   - Alignment of instruction with consistency, horizontally (i.e. across the grade level or sections of a course) and vertically (i.e. from one grade level to the next)
   Accountability: Assistant Superintendent; Director of STEM; Director of THS Special Education; Building Administrators, Teachers, Paraprofessionals

4. Analysis of Student Performance: Multiple sources of data at every grade level – Appendix C
   Priority Targets
- Internal Assessments: Assured Performance Based Assessments, iReady, DRP, STAR (i.e. formative assessments – progress monitoring during the learning / summative assessments – measuring growth after the learning)
- External and Standardized Assessments at all levels

Accountability: Assistant Superintendent; Director of Curriculum, Instruction, Assessments; Building Administrators; Director of THS Special Education; Director of Digital Learning

5. Social and Emotional Development: Positioning Students for Achievement – Appendix D
   **Priority Targets**
   - Monitoring THS Health/Wellness Senior Seminar Course
   - Mentoring with Yale Center for Emotional Intelligence (Dr. Thomas Forget)
   - Updating Positive Behavior Interventions and Supports (PBIS)

Accountability: Pupil Personnel Services Administrators; Building Principals; Social Workers; Psychologists; Guidance Counselors

6. Professional Development (Also, see Educational Leadership - #3) – Appendix B
   **Priority Targets**
   - Training to implement curriculum (e.g., Teachers College Writing Workshop)
   - Implementing Forum Series: College & Career Readiness for Success - Appendix C

Accountability: Director of Curriculum, Instruction, Assessments; Assistant Superintendent; Building Administrators; Guidance Counselors

7. Resources Needed (See Goal Area #3 – Organizational Management)
   **Priority Targets for Budget Process**
   - Technology: One to One assigned chromebooks and iPads
   - Media Centers requiring minor transformation needs to become Learning Commons
   - Additional supports to sustain academic growth and social/emotional development
II. Educational Leadership

The vision is to maintain high performance expectations for students and staff and the goal is to sustain a culture of continuous improvement requiring multiple professional development strategies.

Mission and Core Beliefs

The Trumbull Public School System, in preparation with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

Our Objective: Continuous and sustained improvement in positioning all students for academic and developmental success in their transitions

- PreK to Elementary School
- Elementary to Middle School
- Middle School to High School
- High School to Higher Education & Careers

1. District-wide Goal:

   *The 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

Priority Targets – Appendices B & D

- Curricula revisions needed for alignment to CT Core State Standards
- Expansion of Writers Workshop professional development utilizing the Teachers College, Columbia model
- Social and emotional development training utilizing professional development provided by Yale Center for Emotional Intelligence and Cooperative Educational Services (CES) PBIS Workshops

2. Culture of Continuous and Sustained Improvement – Appendix A

   Priority Targets

   - Smarter Balanced
   - SAT
   - AP scores and enrollment

3. Content Area Professional Development – Appendices A & B

   Priority Targets
• Science: New Generation Science Standards and integration of Science, Technology, Engineering, and Math (STEM)

• Math: Pre-Algebra and Algebra (Walk-through visits with Superintendent, Assistant Superintendent, Director, Curriculum, Instruction and Assessments)

• Social Studies and English Language Arts: Writers Workshop, Close Reading

• Advanced Placement (AP): Training for expansion of AP offerings (e.g., AP Mobile Computer Programming, AP Latin, AP Comparative Government and Politics, AP U.S. Government and Politics, AP Art, AP Music Theory)

• Close Reading and Complex Text (SBAC) – CES and Consultants

• SAT student prep opportunities – Math and Literacy Intervention Specialists, SAT Prep Courses offered in restructured Continuing Education Program, Alpha Prep

• Tri-State Consortium Professional Development Visit – Tri-State District Educators

• College and Career Readiness for Success – Faculty and ACE Foundation – Appendix C

• Communities of Practice – Faculty and Consultant – Appendix E

4. Feedback from Teachers and Administrators: Support Needed to Achieve Their Goals

   Priority Targets

   • Examples of structures soliciting teacher feedback and support
     ➢ Cadre days
     ➢ Communities of Practice (COP)
     ➢ Professional Learning Community (PLC)
     ➢ Professional Development Days
     ➢ Grade Level Meetings
     ➢ Faculty Meetings
     ➢ Department Chair and Team Leader Meetings
     ➢ Council of Ten and Central Office Meetings
     ➢ Goal Setting, Pre and Post Observation Conferences Mid-Term, and Summative Conferences

5. Improved Middle School Master Schedule

   • Maximized instructional time by replacing Silent Sustained Reading (SSR) with Math/Literacy Reinforcement Block


   • Elementary Special Education Department Chair (experience: Darien)
   • Frenchtown Principal (experience: Fairfield)
   • THS B House Principal (experience: Darien)
   • THS Special Education (experience: Westport)
III. Organizational Management

The Organizational Management goal includes target areas in operational efficiencies, implementation of the 2016-2017 budget, preparation of the 2017-2018 budget, and monitoring the security/safety plan.

1. Operational Efficiencies
   Priority Targets
   - Facility/Energy Projects – Appendix F
     ➢ Solar: Photo-voltaic systems to be installed at THS, one middle school, and three elementary schools
       o The zero cost initiative enabled the BOE to purchase the power that the solar panels produce at a cost of five cents per KWH over the next twenty years, representing a 71% savings over previous rates.
     ➢ Performance Contracting: HVAC systems and LED lighting to be installed at Madison Middle School and four elementary schools
       o Low interest lease financing will enable the Town to avoid issuing more than $7.6 million of higher interest capital bonds
     ➢ Retro Commissioning: The CT Energy Efficiency Fund Retro Commissioning program will be implemented in Trumbull High School, Agriscience and Biotechnology Center, Frenchtown, and TECCEC
       o The projected reduction in energy consumption will result in savings of more than $105,000 per year
   - 2016-2017 Capital Improvement Plan – Appendix G
     ➢ 36 Projects to be completed: Total of $8 million (plus no cost photo-voltaic projects) – approved by BOE on September 27, 2016
   - Monitor CT Partnership Insurance Plan

2. Implementation of 2016-2017 Budget
   Priority Target
   - Discuss specific implications of budget items at monthly BOE Finance Committee meetings
   - Monitor and report monthly status of budget at BOE meetings

3. Preparation of 2017-2018 Budget and Capital Improvement Plan
   Priority Targets
   - Classroom space at Booth Hill Elementary School resolved at no cost – Appendix H
   - 2017-2018 Capital Improvement Plan – Appendix I
     ➢ Asbestos Abatement – Booth Hill, Hillcrest, Madison, Middlebrook
     ➢ PA System Upgrade – Jane Ryan
     ➢ HVAC Performance Contracting – Daniels Farm, Middlebrook, Tashua
• Costs associated with retaining personnel

4. Restructuring with “Value Added” and Cost-Effective Results – Appendix J Priority Targets

• Restructure Continuing Education Program with 1) non-renewal of Director; and 2) elimination of GED and ELL programs by transferring these offerings to “Valley Community Education,” Shelton, a cost-effective alternative

• Restructured Agriscience/Biotechnology Center with 1) non-renewal of Director (transition period to end September 30, 2017) with duties transferred to Department Chair and THS Administration, a cost-effective alternative

• Elementary Assistant Principal – Reduction to .5 FTE

5. Security and Safety – Appendix K Priority Targets

• Sustain security protocols with new District Head Security Officer and SRO

• Establish PA13-3 updates with Security Officers and Administrators as necessary
IV. Community and Board of Education Relations

The goal is to implement a comprehensive Public Relations plan in order to continually communicate the achievements of students and staff members. The communication should also reflect a vision for continuous improvement with resources necessary for appropriate initiatives.

Public Relations Plan:
1. Communicated on monthly basis, to inform the entire community of outstanding student and staff achievements (i.e. BOE, parents, students, teachers, administrators, PTA)
   
   **Priority Targets** – Appendix L
   - Postings on Facebook, Twitter, TPS website, school websites
   - Media Alerts to Trumbull Times and CT Post

2. Engaged community stakeholders in regularly scheduled meetings
   
   **Priority Targets** – Appendix C
   - Academic Challenge for Excellence (ACE) Foundation – attend all meetings
   - Business Education Initiative (BEI) – attend all meetings
   - Parent Teacher Association (PTA) Council and the three General Evening Meetings – attend all meetings

3. Engaged community in forums
   
   **Priority Targets** – Appendix C
   - Superintendent’s College and Career Preparation and Readiness for Success – January, 2017
     - Panel: College Representative, HR Corporate/Business Representative, THS students, THS alumni
   - BEI Recognition Breakfast with agenda item: Superintendent’s Reflections of TPS

4. Sustained relationships and weekly communication with BOE and community
   
   **Priority Targets**
   - Pertinent information including education reform issues in Weekly BOE Report
   - Weekly communication and development of BOE agendas with BOE Chairman
   - Responses to phone calls and emails related to parent or community concerns that are directed to BOE and/or Superintendent

5. Provided Board of Education results of the CABE Policy Manual Audit for Dr. Budd and Mrs. Testani, Chair of the BOE Policy Committee to prioritize Policy Goals
   
   - Thirty-two policies approved by the BOE in 2016-2017 school year – Appendix M
V

HUMAN RESOURCES AND STAFFING

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, strives to provide an environment for staff to succeed, develop and enhance their careers with equal opportunity.

A dynamic component of the school district, Human Resources serves all full and part time staff and provides services to over 900 employees managing 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, technicians, secretaries, clerical, custodial/maintenance, coaches, cafeteria and seasonal workers and retirees.

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.

Human Resources is continuing the process of enhancing, revising and updating staff access to forms and information on the district’s website, focusing on establishing protocols and efficient processes.

Effective July 1, 2016, the State of Connecticut implemented a new Public Act (16-67) which requires the Human Resources Department to obtain information from current or former employers of a new hire if the employment caused the applicant to have contact with children. The impact of the new requirement is three-fold; not only does this information need to be sent for new employees, but we are also completing this information for other districts. Also, due to the increased volume of forms to file, this additionally effects storage issues noted above.
STAFFING

In 2016-2017, 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>565.12</td>
</tr>
<tr>
<td>Non-Certified Staff</td>
<td>354.22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>919.34</td>
</tr>
</tbody>
</table>

In addition, there are 26.00 certified positions partially funded by external sources such as grants.
VI

STRATEGIC PLANNING AND IMPROVEMENT PROCESS

The 2016-2017 school year yielded specific results that reflect continuous progress toward the ultimate goal: Ensuring that Trumbull’s children are prepared to assume 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 of the Scientific Research Based Interventions (SRBI) process; (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, creative thinking, and communicating effectively through writing, speaking, and technology.

The goal for the 2016-2017 school year included the students’ behavioral/attitudinal component of motivation and responsibility as it directly affects academic outcomes:

The 2016-2017 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

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, were 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 critical in answering 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 2016-2017 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 Writers Workshop
- Science / Technology / Engineering / Math (STEM) presentations
- Common Core State Standards (CCSS) and Common Assessments
- New England Association of Schools and Colleges (NEASC) accreditation
- Tri-State Consortium Consultancy
- Technology applications
- SAT Preparation
- Advanced Placement Preparation
- Supporting Emotional Literacy
- Professional Learning Communities
- Calibrating an analysis of the elements of instruction
- Crisis Response Team training and drill revisions

Scientific Research Based Interventions (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.
The following graphic is used to represent the paramount SRBI concern: strengthening the tier 1 core program for all students:

The 2016-2017 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. The goal is a component of the commitment to continually strengthen the PreK-12 alignment of curriculum and instruction to the Connecticut Core State Standards which incorporates Assured Performance Based Assessments (APBA). Social and emotional development will be a significant factor in positioning all students for success.

**Curriculum**
- Alignment to CT Core State Standards
- Revised alignment to standardized assessments

**Instruction**
Gradual Progression from Teacher to Student
- Teacher
  - Objective
  - Modeling
- Teacher and Student
  - Guided practice
- Students Together
  - Collaborative Learning-elevating guided practice
- Students Alone
  - Independent practice

**Assessments**
- Universal Screens
- Progress Monitoring
- Evidence data & qualitative info. (Student, classroom, school, district)

**Implications for Professional Development & Supervision**
- PD Days: August 29, 29, 30, 2016
  - November 7, 2016
  - April 10, 2017
- Cade Days / Department & Grade Level Meetings

3. COMMUNITY INPUT TO THE STRATEGIC PLAN

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

The 2016-2017 achievements reflect continuity and alignment to this question that was established by the Community Conversation Series which was initiated in 2010. Reactions to the question continue to drive actions that require an enduring commitment from Trumbull's educators, families, community leaders, and volunteers. During the 2016-2017 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.
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, nationally recognized 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 resulting in improved academic and behavior outcomes 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.

- Communication has been established to inform the entire community of outstanding student and staff achievements as well as updates on new initiatives. The process is accomplished through postings on social media, school and district websites, school newsletters, and media alerts to families, The Trumbull Times and The Connecticut Post.

- Engaged community members are encouraged to participate in the Parent/Teacher/Student Association (PTSA) as well as two other 501c3 organizations; the Academic Challenge for Excellence (ACE) Foundation, and the Town of Trumbull Business Education Initiative (BEI).

- 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. On October 15, 2015, the Tri-State Consortium presented the Trumbull High School’s APBA, “Using the Past to Design for the Present” as a featured component of the performance assessment gallery walk at Manhattanville College, Purchase, New York.

- 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:
2016-2017 Academic and Civic Engagement Groups & Advisors

Civic Engagement Groups

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<thead>
<tr>
<th>Group</th>
<th>Adviser(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact Club (Hillcrest)</td>
<td>Kathy Belmont, Regina Cebulski</td>
</tr>
<tr>
<td>KARE Club (Madison)</td>
<td>Nancy Yarmosh, Jeanne Malgioglio</td>
</tr>
<tr>
<td>P.A.L.S. (Madison)</td>
<td>Nancy Yarmosh, Maureen Heifetz</td>
</tr>
<tr>
<td>Blanket Brigade (THS)</td>
<td>Katie Boland</td>
</tr>
<tr>
<td>Interact Club (THS)</td>
<td>Erica Serrano, Hope Spalia</td>
</tr>
<tr>
<td>Red Cross Club (THS)</td>
<td>John Evans</td>
</tr>
<tr>
<td>Youth-to-Youth Club (THS)</td>
<td>Dennis McLaughlin, Shirley Tyszka</td>
</tr>
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</table>

Competitive Academic Groups and Teams

Elementary Schools

(* Denotes Advancement to National Competition)

<table>
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<tr>
<th>Group</th>
<th>Adviser(s)</th>
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<tbody>
<tr>
<td>Connecticut Invention Convention (Booth Hill)</td>
<td>Robin Redgate, Brianna Lauria</td>
</tr>
<tr>
<td>Connecticut Invention Convention (Daniels Farm)</td>
<td>John Johnson, Steve Spillane</td>
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<tr>
<td>Connecticut Invention Convention (Frenchtown)</td>
<td>Becky Ferraro, Lisa Demshak, Susan Gaspar, Amy Alfano, Remi Grunow</td>
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<tr>
<td>Connecticut Invention Convention (Jane Ryan)</td>
<td>Joanne Antignani</td>
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<td>Connecticut Invention Convention (Middlebrook)</td>
<td>Steve Lemoine, Nedda Carrano</td>
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<td>Connecticut Invention Convention (Tashua)</td>
<td>Lisa Yurkerwich</td>
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<td>Noetic National Math Contest (Booth Hill)</td>
<td>Kim Lombardi</td>
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<td>Noetic National Math Contest (Daniels Farm)</td>
<td>Geri Proscino</td>
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<td>Noetic National Math Contest (Frenchtown)</td>
<td>Michelle Sansone, Sangeeta Gidwani</td>
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<td>Noetic National Math Contest (Jane Ryan)</td>
<td>Laura Coughlin</td>
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<td>Noetic National Math Contest (Middlebrook)</td>
<td>Melanie Lopez</td>
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<td>Noetic National Math Contest (Tashua)</td>
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<tr>
<td>Odyssey of the Mind (Booth Hill)</td>
<td>Matt Scerbo, Samantha Klain</td>
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<tr>
<td>Odyssey of the Mind (Booth Hill, Daniels Farm, Frenchtown)</td>
<td>Kathy Champion, Jenn Record</td>
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<tr>
<td>Odyssey of the Mind (Jane Ryan, Frenchtown, Middlebrook, Tashua)</td>
<td>Ravi Ponnaganti, Priyank Jain</td>
</tr>
<tr>
<td>Odyssey of the Mind (Tashua – Grade 3)</td>
<td>Jamie Sullivan</td>
</tr>
<tr>
<td>Odyssey of the Mind (Tashua, Jane Ryan, Daniels Farm)</td>
<td>Jason Citarella, Karli Smith</td>
</tr>
</tbody>
</table>
Middle Schools

(* Denotes Advancement to National Competition)

ASA Statistical Poster Contest (Hillcrest) Petrina Gunsolley, Lisa Iwaszkewicz
ASA Statistical Poster Contest (Madison) Gina Zuk
Connecticut/National History Day (Hillcrest) * Christie Kania
Connecticut/National History Day (Madison) Gene Stec
Connecticut Women’s Essay Contest Lisa Ryan, Judy Grib, Kelly Csizmadia
(Hillcrest) Leslie Kitchener, Cyndi Arsenault, Lisa Ryan
Martin Luther King Essay Contest (Hillcrest) Kelly Ascone
MathCounts (Hillcrest) Malathi Muralidharan
MathCounts (Madison) Erin Rooney
National Geography Bee (Hillcrest) Lisa Cerulli
National Geography Bee (Madison) Petrina Gunsolley
Noetic National Math Contest (Hillcrest) Gina Zuk
Noetic National Math Contest (Madison) Jamie Sullivan, Jason Citarella, Jay Marsh
Odyssey of the Mind (Middlebrook, Madison, Hillcrest)
Odyssey of the Mind (Hillcrest, Madison) Neha Parekh
Odyssey of the Mind (Hillcrest) Bill and Elizabeth Mecca
Once Upon a Word (Madison) Allison Roche
Robolution Robotics (Hillcrest, Madison) * Shilpa Kulkarni, Jignesh Parekh
Science Bowl (Hillcrest) Rebecca Ardito
Stock Market Club (Hillcrest) Phillip Kennan
We the People (Hillcrest) Carolyn Collins
We the People (Madison) John Cappello

High School

(* Denotes Current Connecticut State Champions)

Academic Decathlon * Dean Pelligra, Sara Ellis
Alternative Energy Vehicle Team * Matthew Iacarino
COLT Poetry Recitation Contest * Maria Manso-Garcia, Laura Santelli
Connecticut Science & Engineering Fair Steffanie Elkins, Linda Goodman
CSI Forensic Science * Jordan Miller, Ralph DeLuca, Jamie Curley
Debate Stephen Wright
DECA Marketing * Alana Tartaglia, Christina Rusate
FBLA Business Beth Yerina
Fed Challenge Gregg Basbagill
JA Business Challenge Alana Tartaglia
mc² Robotics * Godwin Joseph
Mock Trial * Eric August, Leslie Bradshaw
Model Congress Katie Boland
Model United Nations Jack LaBarca
National French Contest Laura Santelli
National Latin Exam Benjamin Brust, Maria Kopstein
Robotics Hans Drenkard
The Eagle’s Eye Dean Pelligra
Trillium Jordan Miller, Lisa Acerbo
We the People * Katie Boland
Yale Physics Olympiad Hans Drenkard
4. 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.

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 K-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 Baldrige model: National Institute of Standards and Technology; www.baldrige.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. 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 procedures utilizing digital data 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-5 and ELL students
- Saturday Tutorial Support Program (middle school)
- Continuing Education Summer School (high school)
- SAT Prep Courses sponsored by the Continuing Education Program

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 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 Connecticut 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 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 Baldridge model (based on the National Institute of Standards and Technology: [www.baldridge.nist.gov](http://www.baldridge.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-5, ELL, Special Education, Remediation
- Planning Placement Team (PPT) / Section 504 processes
- Trumbull Academically Gifted (TAG)
- Continuing Education
- Emotional Intelligence (RULER)
- 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 2016-2017 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

Concurrently, the district K-12 alignment plan continues through the ongoing refinement of middle and high school curriculum guides and instructional resources including digital media. 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 2016-2017 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, job shadowing, internships and events such as the New Teacher Orientation are supported and enhanced by these partnerships.
VI
DEPARTMENT OF CURRICULUM, INSTRUCTION, & ASSESSMENTS

The Department is led by the Director of Curriculum, Instruction, & Assessments, with primary responsibility for the advancement of teaching and learning across the K-12 continuum of the Trumbull Public Schools. The Director is assisted by many others in fulfilling that key responsibility:

- Principals and Assistant Principals, who lead the implementation of teaching and learning across the K-12 school buildings.
- Teacher-leaders, who share leadership in particular disciplines along with teaching responsibilities:
  - At the K-8 level, a Coordinator for STEM K-8;
  - At the K-5 level, Program Leaders for English Language Arts & Mathematics;
  - At the 6-8 level, Academic Team Leaders for English Language Arts; Mathematics; Science; Social Studies; Unified Arts; and World Languages;
  - At the 9-12 level, Department Chairs for Business, Family and Consumer Sciences, and Technology Education; English; Mathematics; Science; Social Studies; and World Languages; and,
  - At the K-12 level, Team Leaders for Visual Arts; English Language Learners; Library Media; Music; TAG; and Wellness (Health/Physical Education).
- Teachers across all classrooms, many of whom step forward in roles such as curriculum writing team members and professional learning community facilitators, and all of whom work to enact strong teaching and learning every day of the year, and to advance their practice via continuous improvement.

Curriculum Committee

In the development of teaching and learning across the District, the Trumbull Board of Education Curriculum Committee plays an essential role. Working with the Director of Curriculum, Instruction, and Assessments, this standing committee of the Board of Education consists of three Board of Education members who perform three main functions: (a) review and endorsement of all new and revised curriculum guides; (b) review and endorsement of all proposals for new courses; and (c) review and endorsement of all proposals for new textbooks. The Committee has met on a regular basis to hear presentations from the Director of Curriculum, Instruction, and Assessments and relevant teachers, teacher-leaders, and administrators.

During the 2016-17 school year, forty-one curriculum guides were reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education:

<p>| M | Grade 6 Language Arts |
| M | Grade 7 Language Arts |
| M | Grade 8 Language Arts |
| M | Grade 6 Reading |
| M | Physical Education Grades 6-8 |
| M | Visual Arts Grades 6-8 |
| M | Pre-Algebra |
| M | Algebra 1 |
| H | Core Agriscience 9 |
| H | Fundamentals of Art |
| H | Beginning Ceramics |</p>
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<tr>
<th>E</th>
<th>Kindergarten Science</th>
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<tr>
<td>E</td>
<td>Kindergarten Writing</td>
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<td>M</td>
<td>Grade 6 Social Studies</td>
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<td>H</td>
<td>Advanced Placement Music Theory</td>
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In addition, eleven “Draft for Pilot” curriculum guides were reviewed and endorsed by the Curriculum Committee during 2016-17 in preparation for the first year of teaching a course; subsequent to the first year of implementation, a full curriculum guide will be developed for Committee and Board review.
In 2016-17, thirteen new courses were reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education:

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<th>Advanced Placement Studio Art: 2D Design</th>
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<td>E = grades K-5</td>
<td>M = grades 6-8</td>
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| H | Beginning Ceramics |
| H | Photography |
| H | Math Workshop |
| H | String Orchestra 9-10 & String Orchestra 11-12 |
| H | Advanced Placement Human Geography |
| H | Honors Italian II |
| H | Advanced Placement Italian Language & Culture |
| H | Honors Latin II |
| H | Advanced Placement Latin |
| H | Spanish Conversation & Culture IV |
| H | SAT Preparation: Reading/ Writing & Mathematics |
| H | English 9-10 |
| H | Science Explorations |

E = grades K-5  M = grades 6-8  H = grades 9-12

Thirty-eight new textbooks were also reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education in 2016-17:

<p>| M | <em>English Language Arts Common Core Performance Coach</em> Grades 6, 7, &amp; 8 (Core: Grade 6 Reading; Grade 7 Reading; Grade 8 Reading) |
| M | <em>Chains</em> (Supplemental: Grade 6 Reading) |
| M | <em>Fever 1793</em> (Supplemental: Grade 6 Reading) |
| M | <em>The City of Ember</em> (Supplemental: Grade 6 Reading) |
| M | <em>Pictures of Hollis Woods</em> (Supplemental: Grade 6 Reading) |
| M | <em>Out of the Dust</em> (Supplemental: Grade 6 Reading) |
| M | <em>A Night Divided</em> (Supplemental: Grade 6 Reading) |
| M | <em>The Cay</em> (Supplemental: Grade 6 Reading) |
| M | <em>The Call of the Wild</em> (Supplemental: Grade 7 Language Arts) |
| M | <em>The Finest Hours: The True Story of a Heroic Sea Rescue</em> (Supplemental: Grade 7 Language Arts) |
| M | <em>Victory</em> (Supplemental: Grade 7 Language Arts) |
| M | <em>Million-Dollar Throw</em> (Supplemental: Grade 7 Language Arts) |
| M | <em>The Boys in the Boat (Young Readers Adaptation): The True Story of an American Team’s Epic Journey to Win Gold at the 1936 Olympics</em> (Core: Grade 8 Language Arts) |
| M | <em>The Nystrom Desk Atlas</em> (Core: Grade 6 Social Studies (2016-17) &amp; Grade 7 Social Studies (2017-18)) |
| M | <em>Practice Coach Plus</em> (Core: Pre-Algebra) |
| M H | <em>Math Accelerated: A Pre-Algebra Program</em> (Core: Pre-Algebra) |
| M H | <em>Algebra 1</em> (Core: Algebra I) |
| H | <em>Entrepreneurship: Building a Business</em> (Core: Entrepreneurship) |
| H | <em>Jane Eyre</em> (Supplemental: English 10 Honors) |</p>
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<th>Title</th>
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<td><em>The Other Wes Moore: One Name, Two Fates</em> (Supplemental: English 10 &amp; English 10 Honors)</td>
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<td><em>The Girl on the Train</em> (Supplemental: A Critical Approach to Popular Literature)</td>
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<td><em>The Clean House and Other Plays</em> (Core: Honors Dramaturgy)</td>
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<td><em>A Long Day's Journey into Night</em> (Core: Honors Dramaturgy)</td>
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<td><em>The August Wilson Century Cycle</em> (Core: Honors Dramaturgy)</td>
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<td><em>A Few Good Men</em> (Core: Modern Drama)</td>
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<td><em>Disgraced</em> (Supplemental: Modern Drama)</td>
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<td><em>The Normal Heart</em> (Supplemental: Modern Drama)</td>
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<td><em>Barron's AP Statistics</em> (Core: Advanced Placement Statistics)</td>
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<td><em>Tonal Harmony with an Introduction to Twentieth-Century Music</em> (Core: Advanced Placement Music Theory)</td>
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<td><em>Comparative Politics Today: A World View</em> (Core: Advanced Placement Comparative Government &amp; Politics)</td>
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<td><em>Readings in Comparative Politics: Political Challenges and Changing Agendas</em> (Core: Advanced Placement Comparative Government &amp; Politics)</td>
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<td><em>Immagina</em> (Core: Italian Conversation &amp; Culture III, Italian III ACP, &amp; Italian III Horors)</td>
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<td><em>Cambridge Latin Course, Units 3 and 4</em> (Core: ACP/Honors Latin III &amp; ACP/Honors Latin IV)</td>
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<td>H</td>
<td><em>Immagina</em> (Core: Spanish V Honors)</td>
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_E = grades K-5  _M = grades 6-8  _H = grades 9-12_

**Professional Learning**

One of the Department’s critical obligations is to support the professional development of each and every teacher to advance his/her skill and practice, individually but more importantly in concert with others. At each grade level, structured teams of teachers meet on a regular basis to share best practices in teaching & learning related to the District goal. In addition, three full District professional development days allow the building of shared knowledge across over forty-five differentiated groups of certificated employees. In 2016-17, those days included learning related to: teaching Writing Workshop in the elementary and middle school grades; Next-Generation Science Standards (NGSSS) across the K-12 continuum; and best coherent assessment practices in the high school grades. The Department also facilitated the work of instructional walk-throughs by central office and building-level administrators K-12 to identify areas of strength and next steps for growth in teaching & learning in the Trumbull Public Schools.
DIGITAL LEARNING/DATA SERVICES

For the 2016-2017 school year the Digital Learning department has focused on two key areas: improving the efficiency and effectiveness of our student information system (Infinite Campus) and supporting teachers and students in increasing their effective use of technology aligned directly with the curriculum. Below is a list of accomplishments that are directly aligned to these focus areas:

- All students in K-2 participated in a 10-week coding pilot program led by the building Technology Integrator designed to introduce computer science and programming to our primary grade students.
- Provided a community forum and assemblies for parents and students around digital citizenship and the use of social media to engage the community in an ongoing discussion about how to help students navigate the digital world responsibly and ethically.
- Technology Integrators began working along with curriculum program leaders to embed technology into units of study and district assessments.
- Developed a 1:1 Digital Learning plan which will provide a device for every grade 3-8 student increasing their access to technology to support our curriculum goals. Currently policies are being updated to support this program for 2018.
- Developed a plan to formalize the Bring Your Own Device (BYOD) program for high school students including providing a loaner program for students without a device and increasing wireless capabilities at the high school.
- Provided ongoing support and training for teachers in their use of Infinite Campus including development of an online help desk.
- Developed a variety of error checking reports to ensure the accuracy of data reported to the state and federal education departments.
- Developed a process for software acquisition that ensures purchases are aligned to curriculum goals and compliant with new state data privacy laws.
- Upgraded Infinite Campus (IC) Student Information System to most current release and deployed new IC reporting server.
- Deployed new Infinite Campus features to automate some time consuming tasks and increase staff efficiency. This includes management of fees, global gradebook setups, and integration of third party fees.
VIII
PUPIL PERSONNEL AND SPECIAL SERVICES

Background:

The Pupil Personnel Services (PPS) Department 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 PPS services are the basic tenets of “Collaboration, Communication and Consistency.”

Services provided throughout the district included: direct instruction, 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 2016-2017 school year, approximately 720 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 of approximately 11.2% which continues to be comparable to districts within our District Reference Group (DRG). In addition, the percentage of students placed in “out of district” private schools at approximately 4% of the special education population is below the state’s maximum percentage of 6%.

PPS Overview:

Leadership, Management and Personnel

The PPS leadership and management team consists of a Director, one Coordinator of Special Education K-8, one Coordinator of Special Education 9-12 and post high school and one Preschool Coordinator. This team works in collaboration with all school and Central Office administrators, as well as all district-wide stakeholders including Board of Education members, parents, and advocacy groups throughout the community.

Program Effectiveness, Consistency and Improvement

During the 2016-2017 school year, the PPS Department has provided programming for 720 students ages 3-21, through the Planning and Placement Team (PPT) process, in the following disability categories: Autism (109 students), Other Health Impaired (70), Learning Disabled (221), Emotional Disturbance (46), Intellectually Disabled (21), Speech/Language (62), and Other Disabilities (171).

District psychologists conducted in excess of 400 evaluations. All evaluations were conducted in compliance with “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). Continued training and emphasis on Child Find and the need for comprehensive evaluations continues to be a focus as through this process in the
assurance the district is meeting all State and Federal regulations while following IDEA and state guidelines.

The PPS Department conducts professional development sessions to facilitate consistent practices among all schools. Professional development efforts in 2016-2017 focused on writing compliant/comprehensive IEPs, specialized instruction in the area of English and Language Arts, meeting the needs of students with dyslexia and the use of assistive technology. Special education staff also participated in Writer's Workshop training with their general education counterparts.

Ongoing professional development and consultation time has been provided to social workers and psychologists in the areas of student evaluation. In addition this group of professionals worked together in professional learning communities to develop clear guidance, in line with state requirements, for the identification of students who might be in need of special education services. Para-educator training has continued with presentations by DCF on Mandated Reporting, Police and Fire on Safety protocols and Nursing Staff on Blood Borne Pathogens.

The district continues to provide high-quality transition programing for students requiring post high school education to meet their IEP goals and has been working with Fairfield University to look at the possibility of a partnership to look at the needs of students who might need an extra year of high school. Students who are 18-21 years old continue to participate in a variety of job opportunities in the Trumbull area, in addition to participating in community and leisure activities.

Policy, Regulation and Compliance

Due Process: PPS held 7 mediations. During the 2016-2017 school year, the district was required to participate in one formal hearings with the State Department of Education, as of now this hearing is on-going.

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

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

The PPS Director continues to serve as the district’s Safe Schools Coordinator. School social workers and psychologists continue to emphasize behavioral management and support strategies for all students as a systemic tenet of Positive Behavioral Interventions and Supports (PBIS).

Fiscal Management

PPS delivered services to students while optimizing Excess Cost Reimbursement and Medicaid reimbursement for School-Based Health Services (SBHC), and IDEA grants. PPS continues the process of ensuring that the high cost of all in-district students is reflected in Trumbull’s excess cost reimbursement from the State.
Stakeholder and Community Relations

PPS continues to work with parent and community groups on a number of outreach programs. This year Trumbull High School has become a member of Best Buddies, a program designed to develop strong peer relationships between students with special needs and their classmates. One example of this collaboration is the partnership between the Parents of Students with Learning Differences (PSLD) and the PPS Department. PSLD is an organization which seeks to build understanding and awareness of district programs and initiatives. This parent group sponsors highly successful "Sensitivity Day(s)" in elementary schools to provide students with the opportunity to become aware of a variety of handicapping conditions. Volunteers from the community visit each school and read, share experiences and provide hands-on learning opportunities. This year's volunteers included members of the Board of Education, local business owners, town committee members and State Representatives. Feedback from the community participants, students, parents and teachers continues to be overwhelmingly positive and this program will continue to provide significant benefit to all students in the future.
TECEC

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 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 268 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 that services 37 children and families from five surrounding towns. Of particular note this year, our enrollment exceeded the projections. Our projections for the 2017-2018 school year indicate that we will continue our growth. 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.

Accolades this year include our successful completion of the final year of training in Positive Behavioral Intervention Support (PBIS) program at CES. Our year three report was nearly prefect as result of our team concentrating their efforts with this important school and district initiative. Our four tenants, Be Safe, Act Responsible, Respect, and Kindness, which are known as BARK are pervasive throughout our preschool community. We will carry on our journey during 2017-2018 school year which will continue to improve our school climate.

Our state data on student achievement for students with identified special needs is very encouraging. The dedicated team at TECEC worked tirelessly to assure that every child was academically and socially-emotionally successful. The team is proud that we exceeded all state benchmarks last year.

Other accolades this year include the support we received from our PTO, Father’s Club and Head Start Parent and Policy Group. Through their combined efforts, they raised in excess of $23,000.00 which enabled us to expand our educational initiatives beyond what the town has already generously provided. The PTO raised over $17,000 during their A Big Night Out (ABNO) event held at the Cast Iron Shop House in March. With these funds, we were able to purchase another new state of the art LED smart board, iPads with applications, classroom furniture, software, classroom carpets, and funding to provide countless activities for the students and families after school hours.

Our curriculum writing team completed an extensive revision of our unified preschool curriculum based on the Connecticut Early Learning and Development Standards. The revisions
are designed to provide a better crosswalk between preschool and kindergarten to address common core needs. The Curriculum Department is currently preparing it for Board presentation. In addition, the team underwent extensive training and subsequently implemented the Wilson Pre-K Fundations program. This program that directly aligns to what kindergarteners are taught in Trumbull focuses on the students understanding of alphabetic principles of letter-sound associations, alphabetical order, and the written language skill of letter formation.
IX
FACILITIES MANAGEMENT DEPARTMENT

The Facilities Management Department is responsible for the Board of Education’s twelve (12) buildings and facilities and over 290 acres of property. In addition to the daily maintenance, the department is continually involved in renovation/repair tasks and a variety of projects, including those of a capital nature. Our priority is managing environmental conditions, concentrating our resources in the areas of health, safety and security.

Photovoltaic (PV) projects - Two of five planned projects were completed during the 2016-2017 budget year at Frenchtown Elementary and Trumbull High School, both systems are operational and providing significant savings. In the new fiscal year both Madison and Hillcrest Middle Schools will have their PV systems installed.

Retro-commissioning - Frenchtown, Trumbull High, TECEC and Agriscience projects were completed, improving both the efficiencies of our existing Building Automation Systems and occupancy comfort.

Performance Contracting - Madison Middle School, Jane Ryan Elementary and Booth Hill Elementary Schools are now equipped with new boilers, LED lighting and direct digital building controls.

Roofing - The Hillcrest Middle School roof was replaced with a new 30 year warranted Ethylene Propylene Diene Monomer (EPDM) roof, designed to accept a new PV System. This roof is being paid for as part of the Performance Contracting plan and the savings derived from the overall plan.

As a result of the energy work performed over the previous three years the district has reduced its energy costs by nearly $600K annually. This savings is now funding four buildings that have new boilers, led lighting and building automation systems, and the roof at Hillcrest through a municipal lease program.

Six new tennis courts were installed at Trumbull High School, utilizing a post tension concrete system that should provide for a long life cycle for these courts. Along with the courts new sidewalks, bleacher pads and fencing was installed.

Trumbull High School also had its press box renovated, and new electrical services were provided to the concession buildings on the field.

During the course of work done over last summer and earlier this spring we have removed seven (7) Underground Storage Tanks (UST) from the grounds of our schools. We have only two (2) known tanks remaining to be addressed, bringing Trumbull into compliance with UST regulations.

The Department has also continued its commitment to systematically remove known asbestos from our schools in a planned fashion as opposed to the past reactionary process of
remediation. We have created floor plans that identify the locations of asbestos in all our schools and allow for us to plan an economical and systematic approach.

Additionally the Facilities Department worked closely with the Town Public Works Department to install new drainage, sidewalks, curbing and pavement at both Madison Middle and Booth Hill Elementary Schools.

During the 2016-2017 school year the Facilities Department managed thirty eight (38) capital projects with a value of just over $8M.

The Department has been involved with the District’s school security efforts including:

- Creating mandated school security plans for each school based on PA13-3 mandates
- Building assessments, traffic patterns and signage
- Installation of school security equipment

Indoor Air Quality continues to be a top priority for the Facilities Management Department:

- Ongoing review of Green cleaning policies and procedures
- Roof and other water incursion issues
- Staff training to include “Tools for Schools” program

The Department continues to seek efficiencies at all levels of its operation in order to insure that tasks are performed in the most cost-effective manner while raising standards for the health, safety and security of students, staff and the community.
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, as well as the district’s core software, the Wide Area Network (WAN) and 12 Local Area Networks (LANs). Currently, the department supports approximately 2,800 Computers/Laptops, 600 iPads, 3,600 Chromebooks, 350 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:

- Office 365 (Exchange)
- VPN remote access
- Web services
- File and print sharing
- Video Security
- Various sequel applications (i.e. Versa Tran, Web Smart, Destiny, MileStone, etc.)

The department has sole maintenance responsibility for approximately 7,800 pieces of hardware which includes audio/visual equipment, local access Channel TCTV, telephones, cell phones, voice mail and smart boards. The Technology Department currently employs 8 technicians to provide daily, ongoing, and long-term support for 12 buildings.

Approximately 4,660 technology work orders were completed in 2016–2017, a 19.8% increase from 2015-2016. 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 regarding equipment utilization (i.e. digital cameras, digital whiteboards, iPad’s, Chromebooks, etc.) and applications.

The department has spent a considerable amount of time updating and upgrading computers, laptops and network infrastructure in the 2016-2017 school year. The following purchases or upgrades in 2016-2017 have improved the operational efficiency and network performance of district programs:

- Migrated to Exchange 365
- Flashed or updated district switches
- Replaced outdated Teacher computers
- Upgrade district computers to Windows 10 and Office 2013
- Purchase and install District HVAC server for building heating and cooling efficiency
- Started replacement process for a Voice Over Internet Protocol (VOIP) telephone and voice mail system

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

- Server upgrades
- Google Suite for Education (8,000 users)
• District Wi-Fi
• Email SPAM appliance (Barracuda)
• Virus protection and upgrades
• Work station upgrades
• Communication closet upgrades
• WebSmart (Food Services)
• Destiny (Library Automation)
• Exchange – 1,100 email user accounts
• Calendar Sharing
• Backup Exec (a file backup system)
• Inventory (Access)
• Work Order (Access)
• Internet Filtering – IBOSS
• Windows 2012–13 server Administration
• Approximately 1,100 Active Directory Administrator/Teacher accounts
• Approximately 7,000 Active Directory Student accounts
• AutoCAD Support with CNC
• 500 Digital Whiteboards
• District Telephone System and voicemail
• District Cell Phones
• District Copiers
• District Audio Visual

An ongoing priority is the focus on researching new technology and upgrades for current hardware and software in order to maintain and improve network functionality, security and efficiency. With close to 600 District iPads, we were in need of a more efficient way to manage them via the Network. We purchased TabPilot, a mobile device manager, a cloud-based management system which removes distractions by locking down tablets so the student accesses only teacher-selected apps.

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.

During the 2016-2017 school year a bond resolution was approved to replace the 20 year old telephone and voice mail system for both the Town and BOE. The new system will be installed utilizing our existing network infrastructure resulting in a financial savings.

The continuation of our aggressive technology initiative is a cooperative effort of several departments, students and community members. The goal is to continually upgrade and refresh outdated computers and infrastructure in the district. Much progress has been made to date:
• Server consolidation using Microsoft Hyper-V
• 1-to-1 Digital Learning Plan for grades 3-8 (purchasing and installing 1,200 Chromebooks)
• Additional Wi-Fi access points in academic areas
The Department has been proactive in securing savings and operational efficiencies by upgrading and implementing new technologies. Trumbull Public Schools 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:

- Implementing a more cost effective Enterprise Anti-Virus solution, district wide
- Consolidating district servers using Hyper-V
- Upgrading computers and laptops to Windows 10 and Office 2013
- Implementing a mobile device management system for district iPads

We are continually updating and implementing best practices relating to cybersecurity, (i.e. Computer Viruses, malware, ransomware, etc.). The State of Connecticut, Department of Administrative (DAS) with the Department of Emergency Services and Public Protection (DESPP) is in the process of conducting a study to identify cybersecurity issues facing the State including recommendations and coordination efforts amongst impacted stakeholders (i.e. government, law enforcement, Education, etc.) to improve cybersecurity preparedness in the State of Connecticut (Ref. Special Act 15-13). We will continue to utilize these resources to help better manage our increasing cybersecurity threats.
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 ten schools as well as late runs for high school and middle school students, 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, Inter-district Discovery Magnet School, Aquaculture School, Regional Center for the Arts and regional vocational schools. Transportation is also provided during the summer for the 20-day required Extended School Year (ESY) Program and many of these special needs students participate in an extended program for up to 15 days.

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. Drivers also receive yearly medical in-service training as well as training from our district security team.

Trumbull Public Schools is in the fourth 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. We are in the process of reviewing and preparing an RFP for an upcoming transportation bid.

VersaTrans Solutions, a routing software program, has enabled the Transportation Department to implement safer and more cost effective bus routing minimizing the need for 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 with increased challenges. All in-house students and some out-placed students are transported on 18 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. Late bus
transportation is also provided for special education after school programs at the high school and
middle schools.

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:

- Branford - Grove School
- Canton - Focus School
- Cheshire - Webb School
- Hamden - Cedarhurst School
  - Foster Day School
- Milford - Connecticut Center for Child Development (CCCD)
  - Hope Academy
- New Haven - Gateway Community College
- North Haven - Aces Village School
  - Aces Mill Road School
- Norwalk - Winston Prep
- Orange - Foundation School
  - Woodhouse Academy
- Ridgefield - W.I.S.E. Center
- Stamford - Villa Maria School
- Stratford - Kennedy Center
- Thompson - Susan Wayne School
- Trumbull - Cooperative Education Services
  - St. Vincent’s Special Needs
- Wallingford - Ben Haven Academy

Transportation is also provided for ELITE, a postgraduate high school community program
for special needs students; CONNECTIONS, the Trumbull High School Alternate Program at
Madison Middle School; REACH, the tutorial program at Madison Middle School; 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.
XII

ADULT AND CONTINUING EDUCATION

Trumbull Continuing Education provides programs for adults and children throughout the year. The academic programs for adults include GED, High School equivalency, NEDP-National External Diploma Program and ESL - English As A Second Language. These programs, mandated by the State, are offered during the fall and spring. The enrichment program for adults includes offerings such as Health, Foreign Languages, Dance, and Technology. These enrichment programs are reasonably priced and offered as a service to the community.

The Adult enrollments for 2016-2017 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated Academic</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Enrichment</td>
<td>207</td>
<td>318</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>332</td>
</tr>
</tbody>
</table>

The most popular courses continue to be Arts and Crafts, Yoga, Pilates, Foreign Languages and Technology. The computer programs continue to be popular with retirees and individuals seeking career changes.

After School reading programs continue to be offered in the fall and spring at the elementary school level. Sixty-four students have participated in these programs during the 2016-2017 school year.

SAT prep courses were made available to grade 11 students at 2:30 p.m., immediately after school dismissal time. The opportunity to take a math or critical reading/writing prep course at an affordable price with Trumbull High School teachers immediately attracted several students.

The Summer Explorations Program has expanded, providing new opportunities in enrichment and sports related activities. Enrichment includes a STEAM program (science, technology, engineering, art and math) which is offered in cooperation with Fairfield University. Additional offerings include First Aid, Mock Trial, Dance, Farming, Cooking, Music, and Technology. Sports camps include Field Hockey, Baseball, Volleyball, Basketball, Track and Field, Soccer, Cheerleading, Lacrosse, and Wrestling.

The Continuing Education website www.trumbullconted.org enables participants to register and pay online and have greater access to the opportunities that are available. This enhances our image in providing quality programs and promoting increased attendance.

Enrollment for last summer is as follows: Secondary Academics - 36; ELL - 48; Elementary Academic and Enrichment Programs - 698; and Sports Camps - 739. All camps represent a total of about 1521 participants.
XIII

FOOD SERVICES DEPARTMENT

The Trumbull Food Services Department is committed to providing nutritious, appealing, and affordable meals for all students in Trumbull. The meal price has not increased in four years, while we continue to provide quality food and a variety of food options for the students. Our primary job in the School Lunch Program is to make sure that our students have access to healthy, balanced meals so they are prepared to learn in school and live healthy lives.

The Food Services Department for the Trumbull Public Schools is responsible for preparing and serving meals to approximately 7,000 K-12 students daily in nine schools. This year we served over 395,000 school lunches, 6,886 school breakfasts. Although today’s economic climate is challenging, the department maintains a financially sustainable program.

We plan our menus according to state and federal regulations requiring that no more than 30 percent of an individual’s calories come from fat, and less than 10 percent from saturated fat, Vitamin A, Vitamin C, iron, calcium, and age appropriate calories over a school week. Each lunch menu must provide five components: a protein, vegetable, fruit, bread and milk. Our menus are developed with a focus on whole grains, low sodium, and low fat (Tran’s fat free). Our a la carte and snack foods are all approved and comply with Connecticut Nutrition Standards.

_The Food Services Department was assessed by the Connecticut State Department Child Nutrition Program/Administrative Review and passed all areas:_

- Meal Access and Reimbursement.
- Certification and Benefit Issuance.
- Verification of Household Applications.
- Meal Counting and Claiming.
- Meal Pattern and Nutritional Quality.
- Meal Components and Quantities.
- Offer versus Serve Option.
- Dietary Specifications and Nutrient Analysis.
- General Program Compliance.
- Civil Rights Training.
- Local School Wellness Policy.
- Smart Snacks in Schools.
- Food Safety, Storage, and the Buy American Provision.
- Resource Management.
- Professional Standards.
- On-site Monitoring.

_School Meals are marketed in several ways:_

- Adding new signage for students to easily identify a school meal
- Rearranging serving lines for better service
- Participating in “Back to School Nights”
- Offering free new vegetable item samples to students
- Fruit and vegetable displays
- Monthly nutrition messages with every elementary lunch served
- More salad bar options
- I Tried It Sticker Program (try your vegetables and receive an "I Tried It Sticker")
- Meeting with students, reviewing menus, and discussing new food options
- MySchoolBucks.com (our online meal payment and account management system)
- Monthly Wellness Newsletters
- The Smarter Lunchrooms Movement has assembled a set of Best Practices which are effective at creating an environment that attracts students toward healthful choices.
- We have completed over 350 training hours for, nutrition, food safety, food production, customer service, marketing and state and federal regulation updates.

*What takes place daily at the Trumbull Schools to provide a healthy and safe product for our students?*

- Plan the menu production for over 7,000 students and faculty
- Daily inspection of products delivered
- Review with staff, the daily menu and production
- Wash and cut fresh fruits and vegetables
- Slice deli meats and cheese
- Batch cooking, for a fresh product with less holding time
- Serving line set up including serving utensils for portion control
- Plan for presentation on the serving line
- Food temperatures and documentation throughout the day
- Plan for restocking all serving lines
- There are at least four different lunch options offered daily and a huge variety of a la carte food entrées and beverage choices offered daily
- Daily record of production, food temperatures, receipts, invoices and time sheets
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, 2017 to June 30, 2020.

**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, 2016 to June 30, 2020.

**Custodial/Maintenance UPSEU**
The Custodial/Maintenance Agreement covers the period from July 1, 2014 to June 30, 2017.

Negotiations have begun.

**Paraprofessionals (UPSEU)**
The Paraprofessionals Agreement covers the period from July 1, 2015 to June 30, 2018.

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

Negotiations have begun.

**CILU Supervisory Staff**
The CILU Supervisors’ Agreement covers the period from July 1, 2016 to June 30, 2020.

**CILU Support Staff**
The CILU Support Agreement covers the period from July 1, 2016 to June 30, 2020.

XV
LEGAL ISSUES

The Board of Education has twelve (12) cases of pending litigation.

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.
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.

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 designee, and advisory members from the administration, teachers, parents, students, and community. The committee has been extremely active, reviewing and assisting in the update of Board policy.

In December 2016, the Board of Education received the results of a Policy Manual Audit commissioned from CABE (the Connecticut Association of Boards of Education) in September 2015. As presented to the Board of Education in January 2017, the Audit identified substantive revisions and editorial revisions necessary to conform the TPS Policy Manual with current state and federal statutes and with best practices. Specific recommendations from the CABE Policy Manual Audit began influencing the work of the Board's Policy Committee immediately, and will continue to motivate additional policy revision during 2017-2018.

During the 2016-2017 school year, thirty-two policies were approved by the Board of Education after second reading:

<table>
<thead>
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<th>Code</th>
<th>Title</th>
<th>First Reading</th>
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<tr>
<td>5145.511</td>
<td>Sexual Abuse Prevention and Education Program</td>
<td>July 12, 2016</td>
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<td>3541.5</td>
<td>Reports and Records of School Transportation Safety Complaints</td>
<td>July 12, 2016</td>
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<td>Security Checks</td>
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<td>Reporting of Child Abuse, Neglect, and Sexual Assault</td>
<td>August 23, 2016</td>
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<td>9131</td>
<td>Policy Committee</td>
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<td>6141.323</td>
<td>Internet Filtering</td>
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<td>Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools</td>
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<td>6141.321</td>
<td>Student Network/Internet Use</td>
<td>August 23, 2016</td>
<td>September 27, 2016</td>
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<td>5125</td>
<td>Confidentiality and Maintenance of Student Records</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<td>Code</td>
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<td>Date</td>
<td>Date</td>
</tr>
<tr>
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<tr>
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<td>Student Data Protection</td>
<td>September 27, 2016</td>
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</tr>
<tr>
<td>6161.1</td>
<td>Selection of Instructional Material</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<td>6146.11</td>
<td>Weighted Grades for Honors and Advanced Placement Classes Grades 9-12</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
</tr>
<tr>
<td>5111</td>
<td>Eligibility to Attend Trumbull Public Schools</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
</tr>
<tr>
<td>4118.5</td>
<td>Staff Network/Internet Use</td>
<td>November 15, 2016</td>
<td>January 9, 2017</td>
</tr>
<tr>
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<td>February 14, 2017</td>
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<td>6161.4</td>
<td>Requests for Second Set of Textbooks</td>
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</tr>
<tr>
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<td>Homeless Students</td>
<td>January 9, 2017</td>
<td>February 14, 2017</td>
</tr>
<tr>
<td>6115</td>
<td>School Ceremonies and Observances</td>
<td>January 24, 2017</td>
<td>February 28, 2017</td>
</tr>
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<td>0200</td>
<td>Statement of Educational Goals</td>
<td>February 14, 2017</td>
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<td>0521</td>
<td>Non-Discrimination</td>
<td>February 14, 2017</td>
<td>March 28, 2017</td>
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<td>5125.11</td>
<td>Health/Medical Records</td>
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<td>Migrant Students</td>
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<td>3524.1</td>
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<td>May 23, 2017</td>
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<td>Staff Use and Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol</td>
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<tr>
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</tr>
</tbody>
</table>

In addition, the Board approved editorial revisions (e.g., renumbering, retitling, recodifying) to fourteen policies based on the suggestions of the CABE Policy Manual Audit.

Current Board policies are maintained electronically on the District website; new, revised, and rescinded policies are updated within twenty-four hours of Board action.

The Policy Committee ended 2016-2017 with eleven additional policies moving to the Board for Second Reading in July 2017, and with all other policies under review for updating as necessary during 2017-2018.
XVIII
CONCLUSION

The 2016-2017 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 2016-2017 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 13, 14
- Student Transitions to Elementary, Middle, High School and Beyond: pages 14, 15
- Performance Based Assessments and Extensions Beyond the Classroom: page 15-19
- 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 29-31.

The 2016-2017 district goal is the overarching outcome of the information that has been analyzed from all of the above practices:

*The 2016-2017 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
Appendices
to
Annual Report to the First Selectman
October 2017
Appendix A
TRUMBULL STUDENTS DEMONSTRATE OUTSTANDING PERFORMANCE ON 2017 SMARTER BALANCED ASSESSMENT

Trumbull’s student performance on Connecticut’s recently released 2017 Smarter Balanced assessment results reflect the outstanding work of the entire Trumbull community in developing an exceptional school system. Smarter Balanced tested students in grades 3-8 in both literacy and mathematics with over 98% of Trumbull students participating in the assessment.

Trumbull students continue to significantly outperform students in Connecticut as a whole.
- 81.4% of students in Trumbull met or exceeded the grade-level standards for literacy, compared to 54.2% of students across the State, a difference of over 27 percentage points.
- 77.3% of students in Trumbull met or exceeded the grade-level standards for mathematics, compared to 45.6% of students across the State, a difference of over 31 percentage points.

Trumbull students continue to outperform all other districts in District Reference Group (DRG) B, as well as the majority of districts in DRG A.
- Trumbull’s performance was #1 out of all 21 DRG B districts, and Trumbull’s performance also exceeded 5 of the 8 DRG A districts. Trumbull’s performance in literacy was 4th throughout the entire State of Connecticut.
- Trumbull’s performance was #1 out of all 21 DRG B districts, and Trumbull’s performance also exceeded 6 of the 8 DRG A districts. Trumbull’s performance in mathematics was 4th throughout the entire State of Connecticut.

These outstanding results continue to attract positive attention from the CT State Department of Education (CSDE) as well as from other Connecticut school districts, some of whom have already made visits to Trumbull to learn more about our literacy and math curricula and classroom instructional practices.

The exceptional performance of Trumbull’s students on the Smarter Balanced assessment is a tribute to the pride that the entire Trumbull community has in our outstanding school system, and to the diligence of Trumbull’s educators in ensuring that every student is prepared to meet challenging twenty-first-century expectations for learning. Superintendent Dr. Gary Cialfi stated, "I am extremely proud and appreciative of the
commitment Trumbull’s staff and students have demonstrated in achieving outstanding 2017 Smarter Balanced assessment scores."

Board of Education Chairman Loretta Chory commented, "We’re delighted with the results of the 2017 SBAC scores. The outstanding performance of Trumbull students is the result of high expectations that the Board of Education has set for our entire school system to prepare our students to excel now and into the future. The Board of Education is extremely proud of all of our educators... and the pride, effort and standards of excellence they exhibit every day in preparing our students for success."

####
TRUMBULL

Nothing to hide in student test scores

District celebrates student achievement

By Linda Conner Lambeck

TRUMBULL — In many school districts across the state, standardized test scores are something to be studied and analyzed.

In Trumbull, the scores are being celebrated.

Student performance on Connecticut's 2017 Smarter Balanced Assessment results show the district of more than 6,500 students not only are above the state average, but rank fourth overall in the percentage of third- through eighth-graders scoring at grade level or above in reading and in math.

On the English language arts test, some 81.4 percent of Trumbull students met or exceeded the grade level standard.

The only districts with higher percentages are Darien, Easton and New Canaan.

In math, 77.3 percent of Trumbull students met or exceeded grade level standards. Darien came in at 80.0 percent, New Canaan at 85.1 percent and Region 16 (Westport, Old Greenwich) at 80.1 percent.

District officials said participation was close to 100 percent.

The district would not yet release individual school results.

See Scores on A7
"I am extremely proud and appreciative of the commitment Trumbull’s staff and students have demonstrated in achieving outstanding 2017 Smarter Balanced assessment scores," Schools Superintendent Gary Cialfi said.

Preliminary state scores were released last week, showing that 54.2 percent of students in grades three through eight met grade level standards in reading, slightly lower than in 2016.

In math, the 45.6 percent of students reaching or exceeding grade level was celebrated since it was higher than the 44 percent who met the grade level standard in 2016.

Cialfi said what is significant to him is that Trumbull students outperform all other districts in the reference group, which is based on socio-economic factors. Trumbull is in the second highest reference group. It outscored most in the highest group.

School Board Chair Loretta Chory attributed the results to high expectations set by the board.

"Although there was a slight percentage dip in the percentage of Trumbull students getting a 3 or 4 in literacy from 2016 to 2017, we would associate that with the negligible natural differences of one testing year to another," Chory said.

This is the third year the state has given the Smarter Balanced Assessment, which measures how well students are grasping tougher Common Core curriculum standards and the earliest the state has managed to produce results, giving districts time over the summer to analyze the data.

Test results

<table>
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<tr>
<th>Grade</th>
<th>F.A./Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>85%</td>
<td>75%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>84%</td>
<td>72%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>81%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Source: Trumbull Public Schools

"I am extremely proud and appreciative of the commitment Trumbull’s staff and students have demonstrated in achieving outstanding 2017 Smarter Balanced assessment scores."

Schools Superintendent Gary Cialfi

Loretta Chory

Students took the computerized test in the spring. State officials pin some of the improvement in math on an intensive effort to strengthen math instruction.

A statewide Math Council made recommendations for developing clearer and consistent mathematics standards, more training and support, and more interventions.

Jonathan Budd, who was director of curriculum in the district before becoming assistant superintendent, the district in recent years introducing more complex texts at all grade levels and making sure a sizable number of middle school students have been exposed to pre-algebra and algebra by the eighth grade.

"It is what they are going to see on the test," Budd said.

There has also been an increase in teacher training in high-leverage instructional strategies, Budd said.

"Administrators are going into more classrooms, watching teachers and offering feedback on how they can engage every kid," Budd said.

Trumbull First Selectman Tim Herbst said in a written statement he was extremely proud of the hard work that helped make Trumbull among the very best school systems in the state.
Trumbull students score among state’s best on SBAC

by Donald Eng
editor@trumbulltimes.com

Students from Trumbull topped those from all 20 other towns in its reference group, and six towns from the one above, in the latest round of Smarter Balanced Assessment Consortium tests. The tests have replaced the Connecticut Mastery Tests as the primary assessment test for grades 3-8.

"Used to be students took the CMT, but that’s gone by the wayside," said Supt. Gary Cialfi. Cialfi and Assistant Supt. Mike McGrath said the SBAC is a far superior assessment tool than the CMT was.

"With the SBAC, there’s often no clear-cut answer that can be 'A,B,C,D,'“ Cialfi said. "The newer test really measures critical thinking. It’s not so easy to outsmart the test by guessing the right multiple choice answer.” The test, given on a computer, is also adaptive, Cialfi said. "It really identifies the students' limits," he said.

For example, if two students take the test, and one gets a question wrong, the two students will each get a different question next as the SBAC asks progressively more difficult questions to find the limit... - see SBAC on page 5A

SBAC —

Continued from page 1A

of the student’s ability.

By evaluating not only if the answer was correct, but also why one answer was superior to the others, McGrath said the integrity of a student’s knowledge could also be evaluated.

Trumbull students performed at a level far above the state average, with 81.4% of local students meeting grade standards in literacy and 77.3% meeting standards in math. The state averages were 54.2% and 45.6%, respectively.

But Cialfi said he was most proud that the students in Trumbull schools ranked #1 in Trumbull’s Demographic Resource Group (DRG) in SBAC performance. The state divides school systems into DRGs for comparison purposes. Trumbull’s group, DRG B, includes Fairfield, Greenwich, Monroe, Newtown, Cheshire and Madison, among others.

The performance of Trumbull’s students also would have placed them toward the top of DRG A, which is comprised of the most affluent towns in Connecticut, including Danbury, New Canaan, Ridgefield, Redding, Easton, Weston, Westport, and Wilton.

But rather than compare Trumbull students to students in other towns, the best assessment is to compare them to themselves, or rather a younger version of themselves.

One critical measure of a school system is the performance of each class of students as the class matriculates through the school system. If the students in one grade perform better than that same group did last year, it is a positive sign, McGrath said.

"And grade-by-grade, we saw impressive overall growth, which is all the more impressive considering how well they performed last year," he said.

The best example, McGrath said, is this year’s sixth-grade students, who met state goal at a 77% clip. Last year, as sixth graders, 68% met state goal.

Cialfi said the performance on the SBAC was a tribute to the pride the entire town has in its school system and the diligence and professionalism of the staff, a sentiment shared by school board Chairman Loretta Chory.

"The Board of Education is extremely proud of all of our educators, and the pride, effort, and standards of excellence they exhibit every day in preparing our students for success.”
I took office in Trumbull as an outsider committed to reform and it worked — we have achieved incredible results in our town despite the dysfunction and lack of leadership in Hartford.

My record in Trumbull proves what can be accomplished when you combine a fearless commitment to real reform, strong leadership and an incredible team of people. That is the kind of success and transformative leadership on the local level we so-desperately need more of in Hartford.

**If you agree, please consider showing your support by taking action here.**

Thank you for your support.

Best,
Tim

Tim Herbst
http://www.timforconnecticut.com/
SAT School Day Results:
An Initial Analysis

Jonathan S. Budd, Ph.D.
Assistant Superintendent of Curriculum, Instruction, & Assessments
The Redesigned SAT:
March 2016 onward

- Administered via SAT School Day to all grade 11 students in CT

Two Section scores reported:
- Evidence-Based Reading & Writing
  - Less vocabulary & grammar out of context
  - More reasoning based on reading & writing in context
- Mathematics
  - Less geometry
  - More multi-step problems, complex equations, & trigonometric skills
SAT School Day 2017 Overall Achievement & Growth, DRG B

Trumbull's year-to-year growth:
33 points;
3rd highest in DRG

from 13/20 to 10/20 in DRG

2016

- Bethel
- Trumbull
- New Fairfield
- Granby
- Fairfield
- Cheshire
- Region No. 15
- Monroe

2017

- West Hartford
- South Windsor
- Brookfield
- Newtown
- Region No. 5
- Farmington
- Madison
- Simsbury
- Avon
- Greenwich
- Glastonbury
SAT School Day 2017
Evidence-Based Reading & Writing
Achievement & Growth, DRG B

578

557

2016

2017

- East
- South Windsor
- Trumbull
- West Hartford
- Monroe
- Region No. 15
- New Fairfield

- Cranby
- Brookfield
- Cheshire
- Glastonbury
- Fairfield
- Greenwich
- Farmington

- Region No. 5
- Newtown
- Guilford
- Simsbury
- Madison
- Avon
SAT School Day 2017
Mathematics
Achievement & Growth, DRG B

[Graph showing SAT scores for different regions and schools, with labels for years 2016 and 2017, and specific scores indicated for comparison.]
State's SAT scores improve

Malloy cites 'real progress' even though uptick is modest

By Bill Cummings

The latest SAT results show modest improvement in Fairfield County and across the state, although urban school systems such as Bridgeport and New Haven continue to lag behind.

"This is real progress or we would not be celebrating," said Gov. Dannell P. Malloy as he announced the results during an event Tuesday at a Meriden high school.

The 11th-graders who took the exam during the 2016-17 fiscal year showed progress compared to the previous year. For example, English Language Art scores on average increased from 520 last year to 524 this year, and math scores jumped from 502 to 507.

SAT scores range from a low of 200 to a high of 800.

The results in Fairfield County improved as well, with Westport posting one of the highest average scores: 616 in English, an 18-point rise — and 600 in math — a 17 point jump from the previous year.

Towns such as Fairfield, Shelton, Trumbull, Monroe and Milford all saw healthy increases in average scores, ranging 10 to 20 points or more in many examples.

But Stratford saw a drop in English SAT scores, from an average of 502 during the 2016 fiscal year to 494 the following year.

In Bridgeport, the city's English score rose 9 points to 449, and math scores showed similar improvement. But the city's SAT scores remain in the mid 400-point range on average, while scores in suburban communities are generally in the 500s, with...
many reaching the upper portion of that range.
New Haven saw similar results as Bridgeport, with English scores improving to 458 and math to 433.

Underachieving

The statewide results showed that while black and Hispanic students posted improvement in both English and math scores, an achievement gap persists across the state.

For example, only 36.8 percent of black students and 36.6 percent of Hispanic students met or exceeded the achievement standard for English, while 78.5 percent of white students met the standard.

Dianna Wentzell, the state education commissioner, said the department is working to bridge that gap.

"The State Board of Education's five-year strategic plan focuses on creating high-quality education for all students," Wentzell said.

"We remain firmly committed to the work of supporting all districts — and especially our highest need districts — in their efforts to improve student outcomes and close achievement gaps," she said.

Malloy noted that the achievement gap a few years ago was widening, but said that trend is slowly being reversed.

"There are districts with higher levels of poverty that demonstrate challenges," Malloy said.

State officials noted that 14 struggling Alliance Districts outpaced the state improvement in English language arts, while 11 Alliance Districts outpaced the state improvement in mathematics. Improvement was also evidenced among vulnerable student groups, the data showed.

Budget woes

Malloy warned the current budget stalemate — the state is operating under an executive order issued by the governor due

funding decisions based on the state's constitutional requirement to provide equal education.

"Some may have to receive less money so others can receive the constitutional mandate," Malloy said. "The executive order needs to reflect the situation as it evolves."

Mark Benigni, the Meriden superintendent of schools, said his district is anxiously awaiting word on what state funding will be available.

"I'm worried about letting staff go," Benigni said. "We can't afford to take a step backwards."

New test

The SAT test taken last year by 11th-graders marked the second time that group of students were given the exam. Three years ago, the state switched from the controversial Smarter Balanced Assessment Consortium test, which is still given in grades 3 through 8, to the new SAT.

The move came after parents and lawmakers complained that high school juniors were suffering from test overload and many bound for college were already taking Advanced Placement tests, the SAT and the ACT; another college preparedness test.

Wentzell said so far she is pleased by the results of the new test.

"The improvements, especially in mathematics, are encouraging," Wentzell said. "It is vital that leaders and classroom teachers in all our districts and schools work together to not only develop a clear and consistent understanding of the standards but also implement those standards with utmost fidelity."

Malloy also expressed satisfaction with the state's progress.

"With graduation rates at record highs and 11th-graders showing improvement in both subjects on the SAT, Connecticut students are preparing for college and career like never before," Malloy said.

"Still, we know we have more work to do to ensure every student has what it takes to succeed in college and career," the governor added. "When we raise the bar for our students and for ourselves, we rise to the challenge together and push for a brighter future for all."
## AP Scores 2016-2017

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<th>3</th>
<th>2</th>
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<th>Average Score</th>
<th>Percent 3+</th>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<td>23</td>
<td>9</td>
<td>1</td>
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<td>53</td>
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<td>3</td>
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<td>7</td>
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<td>7</td>
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<td>3</td>
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<td>1</td>
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**Totals**

| 191 | 251 | 173 | 60 | 16 | 691 | 3688 |

**Percent of Total**

| 27.64% | 36.32% | 25.04% | 8.68% | 2.32% |

**Percent Score or Higher**

| 89% |
Trumbull High School

AP Requests

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898 951 53 6%

6/6/2017
"An investment in knowledge pays the best interest." ~ Benjamin Franklin

**Curriculum Guides Reviewed & Approved**

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E = grades K-3  
M = grades 6-8  
H = grades 9-12

6/8/2017
Appendix C
DRP & STAR

"DRP tests provide holistic and analytic criterion-referenced measures of how well students read closely and deeply in order to comprehend informational reading passages of increasing complexity.

DRP tests consist of non-fiction paragraphs and/or passages on a variety of topics. Within these paragraphs and passages, words have been deleted and the student is asked to select, from a set of multiple-choice options, the correct word for each deletion in the text."*

Passages increase in difficulty as the students progresses through the test.

*From the DRP Handbook

STAR

“All STAR assessments are computer-adaptive tests (CATs). Computer-adaptive tests continually adjust the difficulty of each child’s test by choosing each test question based on the child’s previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased. CATs save testing time and spare your child the frustration of items that are too difficult and the boredom of items that are too easy.

STAR tests are designed to be as efficient as possible. On average, students will complete the STAR Math test in about 20 minutes, the STAR Reading test in about 15 minutes, the STAR Early Literacy test in 15–20 minutes. However, some students may require more time."*

*STAR parent guide
ACE Supported Groups

High School

Academic Decathlon
Academic WorldQuest
Alternative Energy Vehicle
Blanket Brigade
Classics Companions
COLT Poetry Recitation
Connecticut Voice
CSI Forensic Science
Cultural Diversity Debate
DECA Marketing
Eagle’s Eye
Fed Challenge
FBLA Business
Interact
Mock Trial

JA Titan Business - Challenge
Model Congress
Model UN
National French Contest
National Spanish Exam
Odyssey of the Mind
Red Cross
Robotics
SADD
Sikorsky Innovation - STEM Challenge
Trilium
UCconn Globalization
We the People
Yale Physics Olympiad

Middle Schools

ASA Statistical - Poster Competition
Cultural Diversity Debate
Cybermission
KARE
Internet
Math Counts
Mathletes
Mock Trial

Model UN
National Geographic Bee
National History Day
New England - Mathematica’s League
Noetic National Math Contest
Odyssey of the Mind
Science Bowl
We the People

Elementary Schools

Battle of the Books
Connecticut Invention Convention
Continental Math League
Knowledge Masters
National Geography Challenge
National Language Arts League
National Science League
Noetic National Math Contest
Odyssey of the Mind
WorldMasters Challenge

About Us

The Trumbull Academic Challenge for Excellence (ACE) Foundation is a 501(c)(3) charitable organization established in 2001. ACE fosters and promotes competitive academic groups and civic engagement clubs through financial and other support. Grants assist with registration fees, transportation, equipment, supplies, and other expenses.

Our Mission

To promote the advancement of academic excellence and active citizenship for all Trumbull students, through financial support and development of competitive academic groups and civic service clubs.

How You Can Help

ACE cannot make all of this happen without the support of the community. ACE is able to raise these funds through the generous support of ACE alumni, parents, friends, matching donations, corporate support, and fundraising activities.

Please consider making a tax-deductible donation to help continue this mission.

Donate Online @
www.trumbullace.org
Via PayPal
or
Send checks to
Trumbull ACE Foundation
P.O. Box 110575
Trumbull, CT 06611

We encourage you to use your company’s matching option when possible.
Board of Directors

Dr. Gary A. Cidlki, President
Dan Neumann, Secretary/Treasurer
Nancy Brown
Deanna Chuka
Cory DeWeese
Kate Hampford Donahue
Natalie Fried
Mary Koury
Tony Pijar
Tom Tesoro
Stephen Wright

Advisory Council Members

Laura Altord
Eric August
Susan Beresick
Katie Boland
Jennifer Collins Bourque
Dawn Cataldo
Nancy Cavaliere-Fisher
Carolyn Collins
Cynthia Davis
Beth Lloida Gilman
Susan Horton
Martha Jankovic-Mark
Marilyn Lord
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Alice McGlothy
Trista Morin
Jennifer Mottola
Anthony Musto
Katherine Musto
Jen Paccili
Mary Santilli
Vicki Tesoro
Mary Beth Thornton
Jasna Tyborowski
Andrea Veikos
Debbie Weiss
Monica Welch
Barbara Whetsone
Ann Wu

Accomplishments

THS We the People Team

Twenty-two state championships in the program’s 30-year history, including 2011-2012. Finished in 5th place in the 2013 and 2016 National Finals in Washington, D.C., the ninth and seventh THS “Top Ten” finishes. Won the Northeast Regional Award at Nationals in 2012.

THS Mock Trial

Fifth-place finisher at the inaugural Empire Mock Trial Invitational competition in Atlanta, Georgia, following three straight years as semi-finalists among 30 competitors (10 foreign, 20 U.S.) in the Empire Invitational in Brooklyn, N.Y. As 2013 and 2014 Connecticut state champions, participated in Nationals, finishing 27th in Indianapolis and then 27th in Madison, Wisconsin. State runners-up in 2015 and 2016.

THS DECA Marketing

Competing against more than a thousand students, fourteen THS students were 2016 state competition place winners, eleven of whom advanced to participate in the International Career Development Conference in Nashville, Tennessee.

THS COLT Poetry Recitation Team

The team, comprised of 57 students competing in multiple levels of twelve language categories against more than 500 students from 53 Connecticut high schools, earned 23 medals (10 gold, 9 silver, 4 bronze), were judged on four criteria: memorization, diction, interpretation, and body language. This marked THS seventh year of participation; the schools results has consistently escalated from year to year. Awarded 3 awards in 2015, 4 in 2011, 7 in 2012, 11 in 2013, 13 in 2014, and 20 last year.

Connecticut Invention Convention (All Public Elementary Schools)

51 students from Trumbull’s elementary schools qualified to compete at the Connecticut Invention Convention, in Storrs, where 52 earned distinction from the distinguished panel of judges, of which five earned top honors and one advanced to the inaugural National event and won a top award in Washington, D.C. Students worked in their classes to create practical inventions to address common problems and were judged by community volunteers at each school to determine those who earned the right to compete at the state Finals.

THS Robotics Team

Competing in the New York/New Jersey Boy Hall Tournament for the 8th year, the team followed up its 2015 second place finish by qualifying with an Alliance First Place award for competition with another team’s robot for maximum points in this all-day competition after months of intense preparation.

THS Model United Nations

Model UN has been ranked by the Best Delegate website as an “Outstanding Delegation,” placing THS as one of the top 50 teams in the county. In their fall 2013-2014 competitions, the team received 31 delegate awards, including 1 Best Overall, 9 Best, 1 Outstanding, 2 Honorable Mentions, and 6 Most Improved.

THS Academic Decathlon

Three-time Connecticut champions in the past seven years THS has participated, advancing to the International competition in North Carolina (2011), New Mexico (2012) and Alaska (2016), where the team finished 13th.

THS Debate Team

With membership growing dramatically since 2012, the team participates in monthly Connecticut Debate Association tournaments. Two teams qualified for the year-end state competition in 2014 and 2015, one team in 2015.

Odeyssey of the Mind

Two of the most ever ten Trumbull Odyssey teams – one comprised of Jane Ryan, Middlebrook, and Tashira students and the other a group from Hallcrest Middle School – competing at the state competition earned the right to move on to compete in the World Finals at Iowa State University.

MMS RARE Club

This active student civic group participated in several community-focused activities, with a major focus making Valentine’s Day and Halloween’s “spooky hags,” creating blankets and fleece blankets that were donated to the Center for Family Justice, making bracelets for soldiers overseas, and earning more than $2,100 for Relay for Life.

THS Future Business Leaders of America (FBLA) Team

All eight THS students who won awards while facing more than 500 business students from across the state at the FBLA Annual State Leadership Conference qualified for the national competition in Atlanta.

Testimonials

...We owe thanks to the Trumbull AC Foundation for all of its support to teams like Mock Trial. We the People, the Federal Challenge and many others that are doing really well. This assistance enables them not only to operate, but to rise above similar teams from other schools and districts.

First Selectman Timothy M. Herbst, addressing the THS Mock Trial Team

...it’s the consistent support that the AC Foundation gives us that is really making a difference. We thank the Foundation for all of their support for this year and every year.

Eric August, THS Mock Trial Team Adviser

"ACF has always given us everything I’ve asked for in financial assistance. I thank you very much for that. It gives us the opportunity to compete.”

Malatiha Muradhan, Hallcrest MS MathCounts Team Advisor

"The Trumbull Robotics Club would not exist without the AC Foundation’s encouragement and financial support. Participation in the Botball robotics tournament, supported by ACF, has given many students the opportunity to design, build, and program functional robots. It has been the springboard for participating students’ careers in engineering and prosthetics.”

Hans Drenkard, THS Robotics Advisor

"Model Congress has been an outstanding way to discuss the important issues consuming our nation today. I learned a lot about this country and also about myself and my peers, making it such an incredible experience. Thank you to the AC Foundation for all of its support in allowing us to take part in such wonderful events at Yale, Columbia, and the I.Penn."

Jacob Fried, Model Congress Student

"Trumbull’s We the People team...has met and exceeded expectations I never knew I had. I have been given challenges that I never thought I could overcome...I have been able to debate any point, and BICEC has turned me into a new person.”

Evin Wipio, We the People Student

"DECA has been a great experience for me. It has helped me to become more confident when speaking with others and become more familiar with the world of marketing. Throughout the course of the year, I’ve learned important skills that I will carry with me for the rest of my life.”

Sarah Koury, DECA Marketing Student
TRUMBULL BEI

A partnership of Trumbull businesses, education, and town government working to help students discover career possibilities.

College and Career Readiness
Samantha Eisenberg, THS College & Career Counselor

Although student aspirations may change over time, the process of exploring career options can help students begin to focus on their long-term goals and the importance of education in meeting those goals. Tools allowing students to research career opportunities that match their individual talents and interests can guide them in making the appropriate decisions for course taking and extracurricular activities. Education plans can then be established to help them achieve their career goals. —The National Forum of Education Statistics

Working with BEI this school year has provided many high impact college and career learning experiences for students at Trumbull High School (THS). As the College & Career Counselor, I work to provide college and career related job shadows, internships, service learning projects, guest speakers, workshops, and field trips that are open to all students. BEI has provided many business connections, as well as financial support, to make many of these opportunities come to fruition.

The partnership between THS and BEI allows us to offer students many opportunities to explore career options. Job shadowing is one key component we offer. This year I have received many new contacts through BEI Board members that will enable me to provide additional opportunities to students interested in exploring career paths not currently offered. In concert with the Town, BEI has also generously provided transportation for the following college & career related field trips this school year:

- University of Bridgeport’s Shintaro Akatsu School of Design
- Housatonic Community College
- St. Vincent’s Medical Center
- JoAnn Fabrics
- Housatonic Manufacturing & Ashcroft Inc.
- Norwalk Community College
- Naugatuck Valley Community College
- Trumbull Marriott
- Connecticut State Capitol
- Standard Motor Products
- Trumbull Police Department

Exposure to college and career readiness is so important to students. Today’s global, knowledge-based economy requires a better-educated workforce than that of previous generations, which is why I thank BEI for connecting these enriching college and career experiences to THS students.

For those interested in this program, please contact me at 203-452-4427 or seisenbe@trumbullps.org. For more information, please email us at trumbullbei@gmail.com, visit our website at www.trumbullbei.wordpress.com, follow on Facebook and like us on Twitter.
Mini-Grant Roundup

A sampling of mini-grants BEI has provided teachers to supplement college and career readiness opportunities for Trumbull students

Construction Rodeo

Trumbull High School students participated in the 3rd annual Construction Rodeo held in Wallingford in May. The rodeo is designed for high school students to explore careers in construction. Students spent the day creating mini sprinkler systems, using a backhoe, and watching an actual fire simulation.

Sports Management and Marketing Careers Seminar

Nine students and staff from ELITE (Educating Learners in Transitional Environments) attended a Sports Management and Marketing Careers Seminar at the Arena at Harbor Yard. The students learned about the variety of jobs and careers available in the business of sports and arena management. Participants enjoyed a matinee hockey game and then toured the arena facilities and experienced operations up close.

Junior Achievement Business Challenge

In April three Business students - Dario Arganese, Alex Greco and Daejah Woolery - participated in this annual competition as part of an in-school event with JA volunteer Megan Melagrano. The Business Challenge is a fast-paced simulation event where students apply their knowledge of business concepts to a fictional product in a highly competitive industry. Students work together to make decisions about pricing, production, marketing, capital investment, talent acquisition, and research and development. The impact of their decisions leads to the success or failure of the fictitious company. Students are able to see in real time how their decisions affect the company’s quarterly reports while competing against 16 other teams from Western Connecticut.

Harvard Model Congress

The THS Model Congress team attended the Harvard Model Congress Conference where the students wrote and debated bills in their own committees and many of them had their bills pass through committee and, subsequently, both the full House and Senate committees. In addition, several students served on specialized committees like the Supreme Court, the West Wing, a historic committee on the Constitutional Convention and the National Governor’s Association.

The Eagles came away with six awards:

- Nigel Hayes - Best Delegate in House Transportation & Infrastructure
- Jessica Parillo - Best Delegate in House Armed Services
- Cristina Catana - Honorable Mention in the West Wing
- Kyle Beck - Honorable Mention in House Oversight & Government Reform
- Mini Marino - Honorable Mention in Senate Energy & Resources
- Brendan Estacio - Honorable Mention in Senate Education & the Workforce

With over 1,500 students from 80 schools across the country, most of them private, THS was very proud of their team’s accomplishments.

"One of the goals of K12 education is to prepare students for successful careers aligned both with individual student interests and anticipated workforce needs. To do so, the education sector needs ongoing communications with the workforce sector." - American Institute for Research
The Trumbull High School Academic Decathlon Team

After winning the Connecticut state championship for the fourth time in the past six years, the THS Academic Decathlon team traveled to Madison, Wisconsin to participate in the 36th annual USAD national competition that included 32 state teams and fifteen high school teams from China, Canada and the United Kingdom. A unique characteristic of Academic Decathlon compared to other educational competitions is the requirement that each team be comprised of members with varying scholastic achievement levels. Thus, three members can have a grade point average (GPA) of greater than 3.75; three members must have a GPA below 3.00; and three fall somewhere in between. This mandate allows for greater student diversity and a more realistic representation of a school’s overall student body. The THS team’s highest honor went to junior Viraj Dongawoikar who won silver in the Individual contest in his division and level. This marks the ultimate achievement the team has ever reached at the national level. Honors member Lalith Gannavaram was again this year presented a certificate and scholarship award for being the team’s highest scorer and Varsity Captain Daicyl Wooley received the team medal and a scholarship award for team most valuable player.

2017 Gear-Up Conference

The THS Counseling Department hosted its annual Gear-Up conference at Housatonic Community College (HCC) in April. Gear-Up targets sixty juniors and seniors who are undecided about their future plans to attend a morning of workshops. In addition to hearing about college options, students participated in a seminar on financial literacy and apprenticeship opportunities available to them.

Students received a tour of HCC and were able to submit fee-waived applications that day. They were joined by members of the business community and Board of Education representatives who shared their career experiences during a luncheon sponsored by BEI.

DECA Nationals

Based on their achievements in the Connecticut state competition, eight members of the THS Honors Marketing program qualified to compete against the world’s best marketing and DECA students in Anaheim, California. Over 19,000 students were tested on topics such as business operations, business management, finance, entrepreneurship, and business administration. The competition was extremely rigorous as they included a written exam as well as a series of role play components and professional sales presentations.

St. Joseph High School Model UN

Three students from St. Joseph High School participated in a Model United Nations conference at Choate Rosemary Hall in Wallingford. Sophomores Paige Simms and Ania Simoncek debated provisions of the Nuclear Non-Proliferation Treaty representing the Netherlands and Madagascar. Freshman Lindsay Giovannone portrayed Admiral Claude Ricketts in a historical crisis simulation of the Cuban Missile Crisis, earning the Most Improved Award for her efforts.

"Employers value a lot of factors that are non-academic: Critical thinking skills, communication skills and teamwork."  - Former ACT CEO Jon Whitmore
BEI's Impact from an Educator's Perspective

*Todd Manuel, C House Principal, Trumbull High School*

I have been fortunate enough to be involved with Trumbull’s Business-Education Initiative (BEI) for the better part of the past decade. I have seen first-hand how BEI’s support assists our school by exposing students to potential careers and professional pathways. I am always impressed by our BEI members’ willingness to help, whether it’s to participate in a workshop, provide financial support, offer applicable guidance in organizing particular events, or assist in various other ways. As an administrator, I love seeing how Trumbull students from the elementary through high school levels gain experiences, insights, and perspectives that extend the “walls” of our traditional classrooms. I wholeheartedly agree with BEI’s approach: These types of supplements to our curricula truly allow valuable connections to be made.

In the interest of exposing business-minded high school students to more real-world scenarios, BEI’s Board of Directors was expanded several years ago to include several students each year from both Trumbull and St. Joseph high schools. Student representatives from THS have established an after-school activity group, aptly named the BEI Club. These students, along with staff support, have successfully organized opportunities for fellow students to learn from current working professionals about interviewing skills, resume building, college admissions, job shadowing/internships, managing investment portfolios, and pursuing the entrepreneurial spirit.

One such workshop took place recently: Our students arranged for a Fairfield University marketing professor to speak to students about “what skills and experiences college admission officers and/or instructors are looking for in their prospective students.” One student representative reflected, “BEI gives students the opportunity to connect with local business leaders and learn invaluable skills for future success.” Undoubtedly, Trumbull BEI’s network is an essential resource in making such connections possible.

I absolutely love working collaboratively with both students and local professionals to utilize connections in the greater Trumbull community. It is amazing that we (the Trumbull Public School District) have been able to provide interested students with job shadowing and internship opportunities, workplace site visits, networking, and service learning project placements. It is this type of authentic learning and high impact experience that help shape future career paths.

“A nation’s capacity to develop a skilled, prepared workforce is inextricably linked to the quality of its education system.” – Business Round Table 2013
Appendix D
Seedlings Institute for School Leaders
Yale University
July 11-13, 2016

Schedule

Monday, July 11
8:30 Arrival & Continental Breakfast
9:30 Welcome & Introductions
   Why Emotions Matter
   Emotional Intelligence
12:30 Lunch
1:15 RULER
   Culture and Climate
   Emotional Intelligence Charter
4:30 Closing & Cocktail Reception

Tuesday, July 12
7:15 Optional Yoga Class
8:00 Continental Breakfast
8:30 Morning Review
   Mood Meter and Leadership
12:00 Lunch
12:45 Meta-Moment
   Blueprint
4:00 Closing
4:00 Optional Yale Walking Tour
6:00 Cocktail Hour & Dinner at the
   Union League Cafe

Wednesday, July 13
7:15 Optional Yoga Class
8:00 Continental Breakfast
8:45 Morning Review
   School/District Implementation
   Presentations and Q&A
   Next Steps: Coaching
12:15 Lunch
1:00 Closing

All activities will take place at St. Thomas More, 268 Park St. in New Haven, unless otherwise indicated.
Seedlings Institute for School Leaders
July 11-13, 2016

Presenters

Marc Brackett, Ph.D., is Director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University. He has published over 100 scholarly articles on the role of emotional intelligence in learning, decision making, relationship quality, wellbeing, academic and workplace performance and school climate. Marc is the lead developer of RULER, an evidence-based approach to social and emotional learning that has been adopted by over 1000 public and private schools in the United States and in other countries, including Australia, England, Italy, Mexico, and Spain. He is the recipient of numerous awards, including the Joseph E. Zins award for his research on emotional intelligence. Marc’s research has been featured in the New York Times and Time Magazine and on National Public Radio. Marc regularly consults with companies around the world and for the last four years he has worked with Facebook to develop tools that help adults and children develop emotional intelligence and resolve online conflict. He also holds a 5th degree black belt in hapkido, a Korean martial art.

Contact Marc: marc.brackett@yale.edu

Robin Stern, Ph.D., is Associate Director for the Yale Center for Emotional Intelligence. She is a licensed psychoanalyst, educator, and author, with over twenty-five years of experience treating individuals, couples, and groups. Robin holds a doctorate in applied psychology from New York University and a postdoctoral certificate in psychoanalytic group psychotherapy from the Postgraduate Center for Mental Health. She is on the faculty of Teacher’s College, Columbia University, where she is currently co-teaching a class on emotional intelligence. At the Center, Robin is a principal investigator for the RULER for Parents project, which aims to increase parent involvement in children’s emotional intelligence education. She also works on High School RULER, adapting the curriculum for older students, and on a project to explore the intersection of self-awareness, emotion, and the arts. In collaboration with Facebook, she created a reporting process for cyber bullying incidents and a help center for bullied children. She is currently analyzing the data from that project to gain a deeper understanding of cyber bullying. Robin is also a founding member of the Woodhull Institute, where she has spent 15 years creating and facilitating development programs for women professionals. She is co-developer of RULER, co-creator and a lead facilitator for Yale’s Institutes, and author of three books.

Contact Robin: robin.stern@yale.edu

Yale Center for Emotional Intelligence
The Anchors of Emotional Intelligence

The Anchors of Emotional Intelligence are evidence-based tools designed to enhance the emotional intelligence of school leaders, teachers and staff, and students and their families. RULER includes four primary tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. Each is based on scientific research and helps children and adults develop their emotional intelligence skills.

Charter
The emotional climate of a school affects the community’s well-being and students’ ability to learn. The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision.

Mood Meter
Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. They graduate from using words like ‘ok’ or ‘fine’ to using words like ‘alienated’ and ‘hopeless,’ or ‘tranquil’ and ‘serene.’ By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and educators to recognize the full scope of their emotional lives and address all feelings more effectively.

Meta-Moment
Emotions can either help or hinder relationships, and we all have moments that get the best of us. The Meta-Moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The Meta-Moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and educators

http://ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/
replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being.

**Blueprint**

How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students, especially bullying, gets in the way of learning and success, and it also increases the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person’s perspective, as well as their own. They develop empathy by considering each other’s feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and build stronger ones, creating safer and more productive schools where students can learn and thrive.

**Download Brochure**

Learn more about the Yale Center for Emotional Intelligence. [Download PDF]

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http://ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/
Focus ON... SUSTAINING PBIS SYSTEMS

The key to sustaining PBIS to achieve maximum positive student outcome is to develop structures to maintain systems that have been established and installed, as well as to provide ongoing support for building capacity.

✔ What the research says:

Sustainability is achieved when

- PBIS is a priority in the district
- There is a district wide leadership team and district wide coordination of PBIS systems in individual schools
- Building level administrators remain actively engaged in PBIS
- Teams use data to make decisions

✔ What districts can do:

Develop district wide coordination structures

The goal of district-wide PBIS coordination is to:

- Monitor of accuracy and consistency of implementation
- Maximize targeted outcomes
- Increase implementation efficiency
- Acknowledge progress and outcomes
- Communicate progress to district leadership and relevant stake-holders
- Facilitate review of data and district action plan enhancement

Cooperative Educational Services
PBIS Training and Technical Assistance Center
Tracey Lamothe ♦ lamothet@ces.k12.ct.us
Dr. Christine Peck ♦ peckc@ces.k12.ct.us
Trumbull School District
Elementary Principals' Community of Practice
March 28, 2017
11:30 AM – 1 PM

Something to think about...

"It is helpful to think of writing conferences as conversations. All of us have a lifetime of experience with conversations, and these experiences have prepared us to have successful conferences. We can take what we have learned about conversation and use it to understand the characteristics of writing conferences."

*how's it going? A Practical Guide To Conferring With Student Writers,* p. 24

Carl Anderson

Agenda

Congratulations to Jackie!

- Greeting / Comments – Dr. Guy Stella
- Feedback on Visit to Ellsworth Avenue School in Danbury; Feedback on walk-throughs at Booth Hill
- Discussion: Big Ideas/Strategies from Chapters 1 & 2 of *how's it going?* (Use Designated Protocol)
- Open Forum
- New Business and Closure
Trumbull School District
Elementary Principals' Community of Practice
May 16, 2017
11:30 AM – 1 PM

Something to think about....

"I try to see four or five students during each writing workshop period, which means that each conference is an average five minutes long. Five minutes is enough time to have a quality conversation with each student, and (in a class of thirty students) see each of them every six to eight days. If I'm able to make a teaching decision quickly, a conference might take only three or four minutes. Or if I need to give a student a lot of assistance during the have-a-go, then a conference might take seven or eight minutes. Rarely, however, are my conferences shorter than three minutes or longer than eight. I'm simply not willing to rush conversations with students, nor am I willing to see students less frequently."

 hassle it going? A Practical Guide To Conferring With Student Writers, p. 169
Carl Anderson

Agenda

- Greeting
- Feedback on Visit to Farm Hallow Elementary School in Monroe
- Personal Anecdotes on Conferences with Students
- Discussion: Big Ideas/Strategies from Chapter 2 of hassle it going? (Use Designated Protocol)
- A Look Back/A Look Ahead
- Open Forum

Comments – Dr. Guy Stella
Appendix F
Going Green: Environmentally Friendly Projects
Trumbull Public Schools

Trumbull Public Schools has embarked on a comprehensive energy efficiency plan that will improve operational efficiencies in all facilities and include upgrades to our HVAC and lighting which ultimately will reduce our energy consumption in half and save millions for our taxpayers. The three key components of the program are described below.

From 2012 to 2015, Trumbull BOE spent approximately $2.4 million per year in energy costs. After one year, we have already reduced our energy costs by one-third to $1.6 million and we are on track to a 50% plus reduction in our energy footprint by 2018.

Power Purchase Agreements: Solar
Photo-voltaic systems providing solar power are being installed at Trumbull High School, one Middle School and three Elementary Schools.

The BOE secured 1.5 Megawatts of solar power through a ZREC bid and Power Purchase Agreements. This zero cost initiative enabled the BOE to purchase the power that the solar panels produce at a cost of five cents per KWH over the next twenty years, representing a 71% savings over previous rates from our provider.

Performance Contracting
The focus of Performance Contracting is to replace boilers, install/retrofit LED lighting, and install new building automation systems with the help of low interest lease financing through Banc of America Public Capital Corp. The energy savings resulting from these improvements will more than fund the cost of the infrastructure upgrades. Once the lease payback is complete over ten years, the district will then reap 100% of the savings from energy efficient infrastructure and lower costs.

The initial project at Hillcrest Middle School in 2015 for $1.235 million included a new HVAC system and LED lighting which was partly offset by $310,000 in incentives provided by United Illuminating. The project produced first year energy savings of $145,000 which easily covered the annual lease payment of approximately $100,000 and the remaining dollars being used to fund additional energy efficiency projects.

The Performance Contracting plan for 2016/2017 includes similar projects for our other Middle School and four other Elementary Schools. These projects will also be funded through low interest, ten year lease financing and incentives from United Illuminating. As a result of this funding arrangement for all of these Performance Contracting projects, the Town will have avoided issuing more than $7.6 million of higher interest capital bonds.

Retro Commissioning
This is an assessment conducted by energy engineers to identify “energy conservation measures” (ECM) in buildings with existing building automation systems. The result is improved occupant comfort and reduction in energy consumption, operating costs, and increased longevity of equipment.
The Connecticut Energy Efficiency Fund Retro Commissioning program has been implemented in four of our schools that currently have building automation systems. As a result of the program, a recommendation was made for Trumbull to invest $224K in various energy-related enhancements (after $115K of incentives from United Illuminating). With interest-free financing and a projected energy savings of more than $105K per year, the project produces a positive cash flow in the first year and after the loan is paid off, the full $105K energy savings will flow to the bottom line each year.

(Photos attached)
Appendix G
Town of Trumbull, Board Of Education, Capital Budget Proposal and Five Year plan 2016-2021  
Revised: September 2015

### Hillcrest Middle School

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School Total: 1,470,000 1,400,000 70,000 123,000 0 0

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<td>5 Update clock system</td>
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### Middlebrook Elementary

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Town of Trumbull, Board Of Education, Capital Budget Proposal and Five Year plan 2016-2021
Revised: September 2015

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Town of Trumbull, Board Of Education, Capital Budget Proposal and Five Year plan 2016-2021

Revised: September 2015

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Town of Trumbull, Board Of Education, Capital Budget Proposal and Five Year plan 2016-2021

Revised: September 2015

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Denotes funding recommended thru Performance Contract

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AMENDMENT TO AGREEMENT

This Amendment To Agreement is made by and among the TOWN OF TRUMBULL (the "Town"), the TRUMBULL PUBLIC SCHOOLS ("TPS") and TRUMBULL LOVES CHILDREN ("TLC") (the Town, TPS and TLC are sometimes referred to herein collectively as the "Parties").

A. The Town, TPS and TLC are Parties to an agreement originally dated June 11, 1993, as amended January 19, 1994, July __, 2004 (First Amendment); October 4, 2004 and November 26, 2012 (collectively, the "Agreement").

B. Pursuant to the Agreement, TLC has the exclusive use of rooms in certain Trumbull Public Schools for purposes of operating a before and after school program for Trumbull students.

C. Due to space constraints at Booth Hill School, the Parties have agreed to amend the Agreement as set forth below.

NOW, THEREFORE, the Parties agree as follows:

1. Notwithstanding any other provision of the Agreement, TLC’s use of the Music Room at Booth Hill School (the “Booth Hill Space”) shall not be exclusive; rather, TPS shall have the right to use the Booth Hill Space during school hours (currently 8:20 a.m. to 2:45 p.m.), and TLC shall have the right to use the Space when school is not in session, i.e. before 8:20 a.m. and after 2:45 p.m. TLC and TPS shall keep the room free of equipment, materials and the like which may interfere with the others’ use of the Space.

2. This Amendment regarding the non-exclusive use of the Booth Hill Space shall not apply to any other site.

3. The exclusivity of the Booth Hill School site shall be reviewed each April for the following school year by the TPS Superintendent of Schools and the Director of TLC.

4. All other terms and conditions of the Agreement shall remain in effect.

Trumbull Public Schools

By ________________________________
Gary Cialfi
Superintendent

Trumbull Loves Children

By ________________________________
Appendix I
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Appendix J
I met Wednesday, January 11, 2017, with Ms. Reina Marasco, director of Valley Regional Adult Education, at Valley Regional's primary office and classroom location, 415 Howe Avenue in Shelton. Ms. Marasco generously explained the adult education programs available through Valley Regional, its administrative/organizational structure, introduced me to members of her staff, and gave me a tour of the offices and classrooms. While the facility is located on the second and third floors of an older renovated building, the classrooms are adequate for the size of the class and nature of the curriculums being taught. Appropriate books, materials, and technology to support and deliver instruction are present. There is ample free parking available in a large off-street parking lot adjacent to the building.

Valley Regional Adult Education presently provides both daytime and evening classes in English as a Second Language (ESL), Adult Basic Education (ABE), and preparation for the GED test. ABE and GED preparation students are co-mingled for instruction. An Adult High School Credit Diploma Program (AHSCDP) and Citizenship instruction are offered in evening-only classes. The AHSCDP classes are held at the Richard O. Beiden Cultural Center, 54 Grove Street, Shelton and the Citizenship class is held at Shelton Intermediate School, 675 Constitution Blvd. North, Shelton. A single, multi-level ESL class is held on two evenings at Masuk High School during the spring and fall semesters. While I believe providing Trumbull adult learners access to the array of classes offered in Shelton will provide commendable
educational opportunity, offering a single, multi-level ESL class at Trumbull High School (a parallel to the Monroe/Masuk single class) could be considered to encourage enrollment.

All mandated programs are offered in both the spring and fall semesters. Additionally, a limited number of ESL classes are offered during the summer. All classes are taught by Connecticut certified teachers. Students have access to counselors.

To access these programs students must be age 17 or older, and officially withdrawn from school. A student must be a resident of Ansonia, Derby, Monroe, Seymour, or Shelton. Standard registration and placement test protocols are employed. There is no cost to the student for any of these classes.

After speaking with director Reina Marasco, along with several of the office and instructional staff, visiting Valley Regional Adult Education’s primary facility, and reviewing Valley Regional’s program offerings, I believe Trumbull Public School adult learners who participate in ESL, ABE, GED, and Citizenship classes would be well served by Valley Regional. I recommend that a meeting or phone conversation be held between yourself and the Shelton superintendent, Dr. Clouet, to discuss conceptually agreeing on an arrangement through which the mandated adult education programs of the Trumbull Public Schools would be provided by Valley Regional. It would be understood that this agreement is subject to determining an equitable financial arrangement for the services Valley Regional would offer Trumbull adult education learners.

The towns served by Valley Regional contribute funds “proportionally” to financially sustain the program. There is a level of complexity to this funding model that takes into account differences in State reimbursement percentages in grant reimbursements. All current Valley Regional Member towns are invoiced once at the beginning of the fiscal year for the agreed upon amount. I recommend that following a successful initial meeting/conversation between the superintendents to conceptually approve the Trumbull Public Schools joining Valley Regional Adult Education, Sean O’Keefe, myself, Reina Marasco, Shelton’s Public Schools business administrator, and Sabrina Mancini, State Education Consultant/GED Administrator, meet to process the financial issue and identify an equitable payment from the Trumbull Public Schools to Valley Regional for access to all of the mandated adult education classes.

Unfortunately, the time line for deciding if the Trumbull Public Schools is well served by joining Valley Regional and developing the financial arrangement that would support Trumbull Public Schools entry into Valley Regional is short. If/when an arrangement is agreed upon I believe that Board of Education approval is necessary to have the Trumbull Public Schools included in the Valley Regional Adult Education Connecticut State Department of Education Grant Application for Adult Education, ED-244, which must be submitted no later than April 17, 2017. The appropriate funding amount for the Trumbull Board of Education to authorize in the FY’18 budget to fund an arrangement with Valley Regional is not knowable at this time.

Please let me know if you would like to meet and discuss any aspect of this material or if you would like me to gather additional information.
Appendix K
Summary of School Safety and Security Plan Changes for 2016-17

SCHOOL DISTRICT PLAN CHANGES

- Page 3 - Added municipal Chief Executive Officer to signature page
- Page 4 - Updated Record of changes and distribution list
- Page 8 - Updated Appendices Table of Contents
- Page 17 - Working with State Fire Marshal, clarified decision-making authority regarding limited evacuations
- Page 30 - Updated Trumbull's emergency response functions after feedback from schools, PD, and Emergency Services Personnel
- Page 33 - Added note regarding inclusion of school succession being in School Annex
- Page 38-39 (Also referenced in the School Annex Appendix K) - Standard 7 to clarify the requirements regarding the crisis response/fire drills and annual report (7)
- Page 39 - Added language regarding recovery and mental health considerations (Standard 12);
- Page 47 - Added note referencing Staff Skills Survey is found in School Annex
- Page 56 - Description of training added per Chief of Security
- Page 57 - Added Provision of Security description per Chief of Security
- Pages 93-94, 95, 97 - Added additional considerations in Psychological Safety sections of assessment template
- Page 100 - Updated drill log
- Reorganized and significantly enhanced certain Functional Annexes, specifically:
  - A. Communication and Warning and Accounting for all Persons and Family Re-unification Annex - Added Trumbull Detail; (Page 101-102 of the District Plan)
  - B. Accounting for all Persons and Family Re-unification Annex; (Page 102 of the District Plan)
  - C. Recovery and Continuity of Operations (COOP) Annex; (Page 102-103 of the District Plan)
  - D. Public Health and Medical Annex; (Page 104 of the District Plan)
  - E. Mental Health Annex (with particular thanks to the CT Association of Public School Superintendents, the Department of Mental Health and Addiction Services, and the Department of Children and Families; (Pages 104-111 of the District Plan)
  - Security Annex note - moved to District Plan Appendix 6 (Page 111)

Removed Appendix 20, Red Flags of Adolescent Behavior, in favor of new resources in Appendix E of the District Plan.
## TPS Social Media Stories

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<th>Story</th>
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<tr>
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<tr>
<td>7/11</td>
<td>Our next Board of Education meeting will be held tonight, July 11, at 7pm at Long Hill. Click on the link for the agenda. <a href="https://www.trumbullps.org/.../packets/2017/boe/7-11-17.pdf">https://www.trumbullps.org/.../packets/2017/boe/7-11-17.pdf</a></td>
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<tr>
<td>7/10</td>
<td>Congratulations to Trumbull High 2017 graduate Tyler Green! Tyler was just named the 2016-17 Gatorade Connecticut Boys Track &amp; Field Athlete of the Year. [<a href="http://www.trumbultimes.com/.../track-trumbulls-tyler-gleen">http://www.trumbultimes.com/.../track-trumbulls-tyler-gleen</a> ...](<a href="http://www.trumbultimes.com/.../track-trumbulls-tyler-gleen">http://www.trumbultimes.com/.../track-trumbulls-tyler-gleen</a> ...)</td>
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<tr>
<td>6/27</td>
<td>Exciting news from our Trumbull High Track &amp; Field Team! The distance relay team of Tyler Green, Sean O'Hagan, Tyler Rubish, and Thang Dao came in third place at Nationals! They competed in the Boys Distance Medley Emerging Elite division and had a time of 10:22.99. Other noteworthy finishers at Nationals include the following: The Boys 1600 Sprint Medley relay finished 9th with a time of 3:27:79. The runners included Thanh Dao, Nigel Hayes, Tyler Rubish, and Tyler Green. The Girls 4x800 Emerging Elite relay finished 21st with a time of 9:41:97. The runners included Margaret LoSchiavo, Alessandra Zaffina, Ashley Storino, and Kate Romanick. Kate Romanick finished 27th in the 2 mile race with a time of 11:53:95. The New Balance Nationals Outdoor Track &amp; Field competition took place over the weekend of June 18th at North Carolina A&amp;T University in Greensboro, NC. Congratulations to all the runners and their coaches!</td>
</tr>
<tr>
<td>6/26</td>
<td>Congratulations to all of the teachers selected by their school for 2017 - 2018 Teacher of the Year. The district winner will be announced on August 28! Booth Hill School - Selina Conklin Daniels Farm School - Laura Katz Frenchtown School - Debra Hawkins</td>
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<tr>
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<td>6/23</td>
<td>Dr. Gary Cialfi, Superintendent, has announced that Ms. Katie Boland, Trumbull High School teacher and Advisor to the We the People and Model Congress Teams, has been selected as the 2017 Connecticut History Teacher of the Year. The Gilder Lehrman Institute of American History has established a rigorous selection process utilizing a panel of teachers, administrators, and scholars to adjudicate the achievements of nominees for this prestigious award. Katie Boland has once again been recognized for the honor and dignity she brings to Trumbull and we look forward to celebrating with her at a ceremony soon to be announced! #HТОY</td>
</tr>
<tr>
<td>6/19</td>
<td>Congratulations to the 504 graduates of Trumbull High School! We wish you all the best as you pursue your dreams.</td>
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<tr>
<td>6/12</td>
<td>The next Board of Education meeting on Tuesday, June 13 at 7 pm. Please note - This meeting will be in the THS Auditorium. The agenda can be found here: <a href="https://www.trumbullps.org/.../boe/packets/2017/boe/6-13-17.pdf">https://www.trumbullps.org/.../boe/packets/2017/boe/6-13-17.pdf</a></td>
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<td>6/10</td>
<td>Congratulations to Trumbull High’s Softball team! They were crowned STATE CHAMPIONS this evening! We are so proud of you all. <a href="http://www.trumbulltimes.com/68628/softball-trumbull-defeats-southington-for-first-state-title/">http://www.trumbulltimes.com/68628/softball-trumbull-defeats-southington-for-first-state-title/</a></td>
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| 6/3 | Trumbull Public Schools Announce Appointment of the Frenchtown Elementary School Principal  
Dr. Gary Cialfi, Superintendent of Schools, has announced that Mrs. Laura Cretella has been appointed to the position of Frenchtown Elementary School Principal.  
Mrs. Cretella has demonstrated exemplary leadership during her five year tenure as the Principal of Holland Hill Elementary School, Fairfield Public Schools. Prior to this position, she was a Lead Teacher and a classroom
teacher in both Fairfield and Darien.

Mrs. Cretella earned her Bachelor's and Master's degrees in Elementary Education/Special Education from the University of Connecticut and continued with additional graduate study from Southern Connecticut State University and Sacred Heart University.

Mrs. Cretella was most impressive in a series of interviews with representation from the staff and parent community. She will officially begin her duties as the Frenchtown Principal on July 1, 2017.

<p>| 5/23 | Madison Middle School’s KARE was recognized by the Connecticut Association of Schools today at an awards ceremony. They were one of 9 schools who received the Challenge to Educational Citizenship Award for their work they have done to bring cheer to the Center for Family Justice kids. This is the third year in a row that this group has achieved this honor. Congratulations to advisors Mrs. Malgioglio and Mrs. Yarmosh as well as all the students involved in this project! |
| 5/11 | Best of luck to Trumbull High’s Mock Trial team as they compete at the 2017 National Finals this weekend in Hartford, CT! The team is coached by Mr. Eric August. |
| 5/9 | Agriscience will be holding a Mother’s Day Plant Sale this Wednesday through Saturday from 10 am to 4 pm. Bedding plants, hanging baskets, hydrangeas, vegetable and herb plants will be available. On Saturday, please join us for our annual Farm Fair 10:00 am - 3:00 pm. There will be tractor hay rides, moon bounce, games, petting zoo, refreshments, and a craft fair. |
| 4/21 | Congratulations to THS Social Studies teacher Gregg Basbagill! Trumbull is fortunate to have on our faculty, one of the only three recipients in Connecticut to receive the “Instructor Award for Excellence in Course Instruction” at the University of Connecticut. Gregg teaches the ECON 1201: Principles of Microeconomics course and the ECON 1202: Principles of Macroeconomics course at Trumbull High School (full year course). |
| 4/20 | Trumbull Public Schools is proud to have two academic teams competing at the national level this weekend! |</p>
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<th>Date</th>
<th>Message</th>
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<td>4/18 and 4/17</td>
<td>We hope you can join us on April 25th! We hope you can join us on April 25th for this important conversation about Social Media and helping children make good choices. Click here to submit a question to the panel: <a href="https://docs.google.com/a/trumbulps.net/forms/d/e/1FAIpQLSeVZ2AGO4J81nb1dBKx83TvEsJQ7wbe5t3dEA95Mv-xYv-w/viewform?c=0&amp;w=1">https://docs.google.com/a/trumbulps.net/forms/d/e/1FAIpQLSeVZ2AGO4J81nb1dBKx83TvEsJQ7wbe5t3dEA95Mv-xYv-w/viewform?c=0&amp;w=1</a> Click here if you need our babysitting services for young children: <a href="https://docs.google.com/a/trumbulps.net/forms/d/e/1FAIpQLSfxPCqMNMD00tvv8WmFUALObSmom6155pHKW4zonOJBHVLNREQ/viewform?c=0&amp;w=1">https://docs.google.com/a/trumbulps.net/forms/d/e/1FAIpQLSfxPCqMNMD00tvv8WmFUALObSmom6155pHKW4zonOJBHVLNREQ/viewform?c=0&amp;w=1</a></td>
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<td>4/9</td>
<td>Congratulations to Trumbull High's World Guard... they finished 7th in the nation at the WGI World Championships in Ohio this weekend. Great job to all involved!</td>
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<td>4/5</td>
<td>Congratulations to Trumbull High's Agriscience Department! Trumbull Agriscience students swept the FFA District II Public Speaking Events held here at Trumbull Agriscience yesterday afternoon. FFA District II is made up of Trumbull and Stamford Agriscience Programs, and Bridgeport and New Haven Aquaculture Programs, enrolling, in total, close to 1,000 students. Tyler Trabka and Cade Toth were first and second in Extemporaneous Public Speaking. Margaret Brady and Caitlin Rodko were first and third in FFA Creed Speaking, and Klaudia Poplawski was first in Prepared Public Speaking. Those placing first in their respective events will go on to state level competition in June at the FFA State Conference in Suffield, CT.</td>
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<td>3/27</td>
<td>Congratulations to our sixth grade winners of the National Women’s History Month contest! Each student had to write a 300-word essay on the topic, “Important Women in Connecticut’s History and How Their Contributions to the State and Nation Affect Me.” The winners and runners up were: Hillcrest Middle School, Lizzie Sleeves, Elisa Grasso, Ava Meagher, Madeline L'Engle, Madison Middle School, Magdalena Seres, Catharine Beecher, Reemah Kode, Mary Hall, St. Theresa School, Enzo Maia, Emeline Roberts Jones, Paul James, Rebecca Lobo. <a href="http://www.trumbulltimes.com/.../trumbull-delegation-honors.../">http://www.trumbulltimes.com/.../trumbull-delegation-honors.../</a>.</td>
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<td>3/16</td>
<td>Congratulations to Claudia Tucci on scoring her 1000th point during Monday night’s semifinal game against Mercy. The Trumbull High Girls Basketball team will be playing in the State Championship this Saturday at Mohegan Sun at 6:15pm. Best of luck to the team!</td>
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<td>3/14</td>
<td>Trumbull Public and Private Schools will be closed tomorrow, Wednesday, March 15, 2017.</td>
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<td>3/13</td>
<td>Breaking News: The Trumbull High Mock Trial team has just been crowned the 2017 CONNECTICUT STATE CHAMPIONS! They will represent Connecticut at the National Finals in May. Congratulations to coach Eric August and the entire team.</td>
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<td>3/13</td>
<td>Trumbull Public Schools, Offices, and Private Schools will be closed on Tues., March 14, 2017. The March 14th Trumbull BOE mtg is cancelled.</td>
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<td>3/10</td>
<td>Trumbull Public and Private Schools are Closed today, Friday, March 10,</td>
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<td>3/2</td>
<td>Congratulations to THS We the People Team Advisor, Ms. Katie Boland! This article and video speak for the entire community with our appreciation for how she inspires us and for the accomplishments of her present and past students, including the 2016 team ranking 8th in the nation. —Dr. Gary Cialfi <a href="http://www.hooplah.com/a-teachers-passion-changes-students-lives-2294817153.html">http://www.hooplah.com/a-teachers-passion-changes-students-lives-2294817153.html</a></td>
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<td>2/28</td>
<td>The next Board of Education meeting is scheduled for Tuesday, February 28th at 7:00 pm. The agenda is posted here: <a href="https://www.trumbullps.org/b/packets/2017/boe/2-28-17.pdf">https://www.trumbullps.org/b/packets/2017/boe/2-28-17.pdf</a></td>
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<td>2/28</td>
<td>Congratulations to the Trumbull High School Academic Decathlon Team! They placed first overall in Connecticut Competition on Saturday February 25 held at Trumbull High School and have been invited to participate in the National Finals in Wisconsin at the end of April. Team members and alternates won numerous medals in addition to receiving the highest overall score in school history with a score of 31,561. High scorers in their respective divisions were team members Lalith Gannavaram (Honors), Ishan Negi (Scholastic), and Daejah Woolery (Varsity). Other team members are Saloni Shah, Connor Flaherty, Elisabeth Stankevitz, Vittorio Colicci, and Alexandra Dima all of whom won medals at the competition. So did each of our competing alternate members: Vraj Dongaonkar, Robert Foley, Claudia Zhang, Sophie Calandro-Bijjeman, and Harshpreet Singh. Advisors are Sara Ellis and Dean Pellagra.</td>
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<td>2/23</td>
<td>Congratulations to the Trumbull High Girls Basketball program! They are the 2017 FCIAC Champions!</td>
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<td>2/23</td>
<td>Good luck to Trumbull High's Girls Basketball team. They take on Stamford at 7:00pm at Ludlowe in the FCIAC Championship game.</td>
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<td>Announcement</td>
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| 2/16 | We have more exciting news for the Trumbull High Athletic Department. Congratulations to senior Tristan Haviland who win the FCIAC title in wrestling. [http://www.trumbulltimes.com/.../wrestling-tristan-haviland...](http://www.trumbulltimes.com/.../wrestling-tristan-haviland...)
| 2/10 | Trumbull Public Schools will be closed Friday, February 10, 2017
| 2/3 | Trumbull Public and Private Schools will be closed on Thursday, February 9, 2017.
| 2/7 | Trumbull Public/Private Schools delayed 2 hrs. Tuesday, February 7, 2017. AM preschool cancelled. Preschool's full day and head start begin at 10:30.
| 2/6 | Congratulations to the Trumbull High Girls Basketball team! They are ranked 1st in the state according to the latest GameTimeCT/New Haven Register poll, released on Sunday. Way to go Lady Eagles!! Their next game is Friday 2/10 at 7pm against Fairfield Warde. [https://www.facebook.com/TrumbullTimes/posts/1424055364312373](https://www.facebook.com/TrumbullTimes/posts/1424055364312373)
| 2/1 | Trumbull Public/Private Schools delayed 2 hrs. Wednesday, February 1, 2017. AM preschool cancelled. Preschool's full day and head start begin at 10:30.
| 1/31 | Trumbull Public And Private Schools will be dismissed early today, Jan. 31. PM pre-school and all after school/ evening activities cancelled.
| 1/25 | The Trumbull Public Schools are pleased to recognize Trumbull High School English teacher Nicole Caruso Garcia for the recent nomination of her poem "All Things Lost" for the prestigious Pushcart Prize. "All Things Lost" was published in the December 2016 issue of The Orchards and can be read here; it is the most recent of four dozen published poems by Nicole
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<tr>
<td>1/24</td>
<td>Trumbull Public and Private Schools delayed 2 hours today, Tuesday, January 24th. AM preschool cancelled. Preschool's full day and head start begin at 10:30am.</td>
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<td>1/23</td>
<td>Trumbull Public Schools has cancelled all activities effective 5:00 p.m. today (1-23-17). This cancellation includes Continuing Education.</td>
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<tr>
<td>1/18</td>
<td>A final reminder for 8th grade parents...join the THS Counseling Staff for an Information session just for you.</td>
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<td>1/18</td>
<td>Congratulations to Isha. We are so proud of you!</td>
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<td><img src="image" alt="Jim Himes" /></td>
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<td></td>
<td><strong>Jim Himes</strong></td>
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<td>January 18</td>
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<td>A program, a week-long program for students interested in pursuing careers in public service. Isha will learn about the U.S. Government’s processes and leaders and join 103 other delegates from across the country.</td>
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<td>1/10</td>
<td>Tonight the Trumbull High School Golden Eagle Marching Band was celebrated for having a fantastic season. You all represented our district so well as the state and national champion. Congratulations to Marching Band Director Mr. Peter Horton &amp; all the students involved. (Photo Credit: Trumbull High School)</td>
</tr>
<tr>
<td>1/9</td>
<td>The 2017-2018 Kindergarten Registration is upon us! If you expect to enroll your child in Trumbull Public Schools kindergarten for the 2017-2018 school year, your enrollment date is based on the first letter of your last name. Check out the Trumbull Public Schools website for more information. <a href="https://www.trumbullps.org/.../98-kindergarten-registration">https://www.trumbullps.org/.../98-kindergarten-registration</a></td>
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<tr>
<td>1/7</td>
<td>The next Board of Education meeting will be on Monday, January 9th at 7:00pm. <a href="https://www.trumbullps.org/.../boe/packets/2017/boe/1-9-17.pdf">https://www.trumbullps.org/.../boe/packets/2017/boe/1-9-17.pdf</a></td>
</tr>
<tr>
<td>1/7</td>
<td><a href="http://m.ctpost.com/local/article/Trumbull-students-get-advice-on-college-su">http://m.ctpost.com/local/article/Trumbull-students-get-advice-on-college-su</a></td>
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<td>Date</td>
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<tr>
<td>1/6</td>
<td>Trumbull Public and Private Schools will be delayed 90 minutes today, Friday, January 6, 2017. Preschool will open at 10:00 a.m.</td>
</tr>
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</table>
| 1/4  | Special thank you to all our panelists who volunteered for tonight's Superintendent's College & Career Readiness for Success Forum. We appreciate you taking the time to share your experiences with the Trumbull community. We hope you all enjoyed the program.  
"Communication skills, innovative problem solving, teamwork, passion, job shadowing, and internships are the keys to success."
—Dr. Cialfi, Superintendent.  
#TPSCCommunity |
| 1/4  | Here's our final panelist profile for this evening's Superintendent's College and Career Readiness for Success Forum at 7pm at the high school. We look forward to seeing you there as you learn about the available opportunities to find your passion and tips for success from several experts in the field.  
Don't forget to RSVP at TrumbullRSVP@gmail.com. See you tonight! |
| 1/3  | We look forward to seeing you all at the 2017 Superintendent's College and Career Readiness for Success Forum TOMORROW at 7pm at Trumbull High School.  
Remember to reserve your spot at TrumbullRSVP@gmail.com.  
https://www.youtube.com/watch?v=ZhSuQhVKyc&feature=youtu.be |
<p>| 1/2  | Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including Zac Chase from the class of 2013. Through this Forum, we hope you will be able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today! |
| 12/29 | Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including Nick Lozinak from the class of 2015. Through this Forum, we hope you will be able to explore |</p>
<table>
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<tr>
<th>Date</th>
<th>Message</th>
<th>Reference Information</th>
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<tbody>
<tr>
<td>12/27</td>
<td>Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including senior Morgan Albert from the class of 2017. Through this Forum, we hope you will be able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today!</td>
<td></td>
</tr>
<tr>
<td>12/23</td>
<td>Wishing everyone a wonderful holiday season and a healthy new year filled with peace, hope, and joy!</td>
<td></td>
</tr>
<tr>
<td>12/22</td>
<td>Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including sophomore Kyle Beck from the class of 2019. Through this Forum, we hope you will be able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today!</td>
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<tr>
<td>12/20</td>
<td>Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including alumna Erin Wingo from the class of 2015. Through this Forum, we hope you will be able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today!</td>
<td></td>
</tr>
<tr>
<td>12/19</td>
<td>We hope you will be able to join us at the 2017 Superintendent's College &amp; Career Readiness for Success Forum! Email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today!</td>
<td></td>
</tr>
<tr>
<td>12/17</td>
<td>Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent's College &amp; Career Readiness for Success Forum. This year we have eight new panelists including alumna Anna Bivona from the class of 2014. Through this Forum, we hope you will be</td>
<td></td>
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able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email TrumbullRSVP@gmail.com to reserve your spot today!

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<tr>
<th>Date</th>
<th>Event Details</th>
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<tr>
<td>12/15</td>
<td>Please join us on Wednesday January 4th at 7:00pm in the THS Auditorium for the 2017 Superintendent’s College &amp; Career Readiness for Success Forum. This year we have eight new panelists including Victoria Estacio from the class of 2017. Through this Forum, we hope you will be able to explore the available opportunities to help find your passion. This program is open to parents and students in grades 8-12. Please email <a href="mailto:TrumbullRSVP@gmail.com">TrumbullRSVP@gmail.com</a> to reserve your spot today!</td>
</tr>
<tr>
<td>12/14</td>
<td>SAVE THE DATE: Wednesday, January 4th, 2017 Superintendent’s College &amp; Career Readiness for Success Forum at Trumbull High School</td>
</tr>
<tr>
<td>12/9</td>
<td>Congratulations to Trumbull High's We the People team! Today, they were crowned the State Champions for the 6th year in a row! They will represent Connecticut at the National Finals in April 2017. &quot;Congratulations to the entire team, their teacher Ms. Boland, and the support system provided by the community volunteers.&quot; –Dr. Gary Cialfl</td>
</tr>
<tr>
<td>12/6</td>
<td>Congratulations to Trumbull High School senior Isha Dalail Isha was selected as one of two students to represent Connecticut at the 2017 United States Senate Youth Program in Washington DC this March. The United States Senate Youth Program, established in 1962 by U.S. Senate Resolution, is a unique educational experience for outstanding high school students interested in pursuing careers in public service. Two student leaders from each state, the District of Columbia and the Department of Defense Education Activity will spend a week in Washington experiencing their national government in action. Student delegates will hear major policy addresses by senators, cabinet members, officials from the Departments of State and Defense and directors of other federal agencies, as well as participate in a meeting with a justice of the U.S. Supreme Court. In addition, each delegate will also be awarded a $10,000 college scholarship for undergraduate studies, with encouragement to pursue coursework in history and political science. &quot;After observing how Isha launched Voice, a program for high school students to affect legislation throughout Connecticut, it is not totally surprising to hear of this honor&quot;, stated Superintendent Dr. Cialfl. He joins us in congratulating Isha as she pursues her path of success beyond the halls of Trumbull High School.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>12/5</td>
<td>Trumbull Public Schools are on a 2 hour delay Monday December 5, 2016</td>
</tr>
<tr>
<td>11/26</td>
<td>Parents of Grades 3-5: Eager to understand why your child is so excited about writing this year? Come to the Parent Information Session on Writing Workshop. Thursday 12/1 6:30-7:30 Frenchtown Cafeteria</td>
</tr>
<tr>
<td>11/22</td>
<td>We pride ourselves on providing a healthy and safe atmosphere for all attendees at our athletic events. As always, there is a large interest in our annual Thanksgiving game with St. Joseph's High School. In order to maintain a family-friendly, exciting, and positive environment, it is prudent to remind all spectators and supporters of Trumbull Board of Education policies: Alcohol, tobacco, tobacco-related products, e-cigarettes, inappropriate substances, and weapons or facsimile weapons are strictly prohibited on Trumbull Public School grounds (including parking lots and bleachers). In our effort to maintain a safe environment, back-packs, duffel bags, water bottles, coffee cups, or thermos containers will not be allowed in the field area. To avoid a delay when entering the game, we are recommending that all bags be left in the car or at home so that they will not be subject to a search. The Trumbull Police will be in attendance to support our efforts, including the no re-entry policy. Thank you for your anticipated cooperation in supporting a healthy and safe environment. We are expecting a large crowd and we look forward to welcoming everyone with our cordial hospitality.</td>
</tr>
<tr>
<td>11/16</td>
<td>Here's a great article on Trumbull High's Golden Eagle Marching Band and their recent national championship victory. <a href="http://m.ctpost.com/.../Trumbull-High-School-band-wins-nation...">http://m.ctpost.com/.../Trumbull-High-School-band-wins-nation...</a></td>
</tr>
<tr>
<td>11/13</td>
<td>Congratulations to the Trumbull High School Golden Eagle Marching Band for placing 1st at the US Band Nationals competition last night MetLife Stadium! National Champions!</td>
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<tr>
<td>11/12</td>
<td>Trumbull High School's student produced fall play Love/Sick will have two more shows this evening. Saturday 11/12 at 5:00 and 8:00pm. Tickets are $7 each.</td>
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<tr>
<td>11/11</td>
<td>Today, Trumbull Public Schools celebrated the contributions and sacrifices</td>
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ps://docs.google.com/document/d/1zH9K8Hi5qWt39SQ5t290nipBtRhoTmamhHNAapZ3SI/edit 7/17/20
that our veterans have made to protect our freedoms. The senior class was invited to the Veterans Day ceremony in the auditorium where they learned firsthand from veterans of World War II and beyond about their experiences before, during and after their service.

The veterans were welcomed to the building at 7:30 AM for refreshments provided by the Trumbull Community Women's Organization.

A huge thanks to the American Legion Post 141 for all their help in making this day possible for our students.

Special thanks to the Veterans Day committee at the high school that put together this assembly including Kathy Rubano, Kelf Doyle, Tony Pijar and Marc Guarino.

Finally we'd like to thank all our special guests in the audience including our elected officials, Board of Education members, teachers and staff at THS and the members of the senior class.

<table>
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<tr>
<th>11/10</th>
<th>In response to the very legitimate interest everyone has in educating our parent community cohesively about Writing Workshop, the District is having two Parent Information Sessions on Writing Workshop: one for parents of grades K-2 students, the other for parents of grades 3-5 students. Please see the attached flyer for more information. Teachers, Principals, and Director of Curriculum Dr. Jonathan Budd will be presenting.</th>
</tr>
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<tr>
<td>11/7</td>
<td>Save the Date!</td>
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</table>
The Trumbull Music Department presents

String Fling

featuring nine string orchestras from Trumbull Public Schools

Tuesday, November 22 at 7 PM
Trumbull High School Auditorium
free admission
please bring canned goods for the Trumbull Food Pantry

---

11/3

Congratulations to the Trumbull High Boys Soccer team being named co-champions of the FCIAC after a tough 1-1 draw against Greenwich this evening.

Special congrats to senior Matthew Restrepo who was named the tournament MVP.

Way to go! You make us all proud!

#TPSCommunity
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<th>Date</th>
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<tr>
<td>11/2</td>
<td>The Trumbull High School's Boys Soccer Team has made it to the FCIAC</td>
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<td>finals after a thrilling 3-2 victory against Danbury on Tuesday night.</td>
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<td>The FCIAC Final is set for Thursday 7pm at Norwalk's Testa Field vs</td>
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<td>Greenwich. Both teams battled to a scoreless draw earlier in the season.</td>
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<tr>
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<td>Good luck to the Eagles!</td>
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<tr>
<td>10/29</td>
<td>Stop by Agriscience today for a family fun Halloween Farm Festival!</td>
</tr>
<tr>
<td>10/17</td>
<td>Trumbull High School will be on a 2 hr. delay today, Mon. Oct 17, due to a</td>
</tr>
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<td></td>
<td>Facilities issue. All other schools are on a normal schedule.</td>
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<tr>
<td>10/16</td>
<td>Congratulations to the Trumbull High School Golden Eagle Marching Band</td>
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<tr>
<td></td>
<td>who had a big weekend down in Delaware.</td>
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<tr>
<td></td>
<td>Here's the post from their page:</td>
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<td>&quot;Trumbull HS Marching Band had big win tonight (Saturday) at the Bands</td>
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<td>of America regional championship at the University of Delaware. Out of 27</td>
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<td>bands, we took 1st place in our class in prelims, and won the award for both</td>
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<td>best visuals and general effect. After advancing to finals, we had the most</td>
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<td>amazing performance and placed 1st as Regional Champions!&quot;</td>
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<tr>
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<td>Congratulations to the entire team. You make us all so proud!</td>
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<tr>
<td>10/11</td>
<td>Great job to all the students and staff at Madison Middle School!</td>
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<td>&quot;NJHS, Student Government, &amp; KARE have all joined resources from</td>
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<td>fundraisers to send $1000 for Save the Children's efforts in Haiti.&quot;</td>
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<tr>
<td>10/5</td>
<td>Trumbull High School Excels in Post High School Preparation</td>
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<td>149 Students accepted to Most Competitive College</td>
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<td>At the regularly scheduled meeting of the Trumbull Board of Education, Dr.</td>
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<td>Gary Cialfi, Superintendent of Schools and Dr. Jonathan S. Budd, Director</td>
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<td>of Curriculum, Instruction and Assessments, presented the Class of 2016</td>
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<td>Post High School Plans. Recently, realtor.com ranked Trumbull in its top ten</td>
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<td>list of the most in demand school districts in the United States and their</td>
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<td></td>
<td>evaluation criteria includes student achievement, student growth, and</td>
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<td></td>
<td>college readiness. The Class of 2016 post high school plan includes an</td>
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<tr>
<td></td>
<td>unprecedented number of 149 students accepted to Most Competitive</td>
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<td>Colleges (2016 Barron's Profile of American Colleges) with 9 of these</td>
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students accepted to Ivy League schools. This graduating class also received 444 acceptances from Highly Competitive Colleges (also identified by Barron’s) and 5 students were accepted to serve in the military. The SAT and ACT standardized scores continue to rise and AP performance continues to be sustained at above 90% for students achieving a score of 3 or higher.

Another key element of college and career readiness success is social and emotional development. A newly established health/wellness seminar course for seniors is an initiative that provides a comprehensive support system to address post high school life skills. These include relationships, resiliency, the ability to exercise sound judgment and strategies to balance studies and social life. Much of the course is grounded in the tenets of the partnership that has been developed with Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence.

“We are proud of the success of the class of 2016 and the outstanding opportunities provided to them by our teachers, administration, staff and parent community,” stated Dr. Cialfi. “We continue to see sustained improvement from our students and know that they are well prepared to succeed in their post high school plans.” concluded Cialfi.

Board of Education Chairman, Loretta Chory, stated “We are very pleased with how our school system prepares our high school student for success after graduation. Whether it’s college, military or entering the work force, a Trumbull HS graduate is well prepared.”

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<td>9/30</td>
<td>The Saturday, the THS Golden Eagles Marching Band hosts the Fall Classic Marching Band Competition. The Fall Classic features marching bands from the New England area. Madison Middle School and Hillcrest Middle School will perform the National Anthem. The event starts at 6pm and the Trumbull High Golden Eagles will perform around 9pm. There will be food, raffles, bake sale and lots of fun! Come join us!</td>
</tr>
<tr>
<td>9/26</td>
<td>The next Board of Education meeting will be on Tuesday, September 27th at 7:00pm. Click on the link to see the agenda. <a href="http://www.trumbullps.org/.../boe/packets/2016/boe/9-27-16.pdf">http://www.trumbullps.org/.../boe/packets/2016/boe/9-27-16.pdf</a></td>
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<tr>
<td>9/21</td>
<td>The Trumbull Public Schools are pleased to announce that the Connecticut School Counselor Association (CSCA) has awarded Nathalia Hernandez, Trumbull High School Class of 2016, the Myron Cohen High School Student Scholarship. Nathalia’s selection was in part because of her essay describing her Trumbull High School counselor, Jamie McEnaney, as 'the</td>
</tr>
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</table>
| 9/15 | Congratulations to Trumbull High School senior Isha Dalal. Over the past year, Isha has created a new statewide legislative program called Connecticut Voice. Through this program, students have the opportunity to truly make an impact in their community by advocating for legislation that will benefit those around them. By reaching out to members of the community and local legislators, students lobby in the interest of the legislation, work towards holding a public hearing for the potential law, and pass the law. For the 2016-2017 year, Voice is focusing on increasing literacy rates in the state. Education is an incredibly important part of ensuring equal opportunity for all. Students working towards the betterment of other students around them showcases the importance of equal access to education.

On Wednesday, September 14th at the Connecticut State Capitol, Voice held their kickoff event. In attendance at the event were Trumbull Superintendent Gary Cialfi, Trumbull High Principal Marc Guarino and teachers Eric August and Jack LaBarca, THS students Kyle Beck, Evani Dalal, and Soumya Ganti, Trumbull ACE Foundation Co-Founder Dan Neumann, Governor Dannel Malloy, Secretary of the State Denise Merrill, State Board of Education member Stephen Wright, and the Director of Literacy Dr. Hickey as well as 50 other students from across Connecticut.

Isha said, "at our kickoff event, we launched the program with a day filled with activities educating members about the literacy rates in Connecticut and the action that we can take. I personally loved seeing all of the students ready to make a difference within their communities. The level of energy and enthusiasm was truly amazing. Also, the support from our state government and the encouraging words that government officials told students that they were instrumental for the program. I know that this group of students can make a difference and they will. With hard work and dedication, anything is possible, and today was the first step of an exciting journey."

Dr. Cialfi added, "Isha's initiative is a model example of our emphasis on applying knowledge and skills to real world issues. Her experience as a volunteer in an inner city environment enabled her to see firsthand,
<table>
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| 9/14  | Congratulations to Trumbull High seniors Jacob Fried and Nicholas Marchenkol.  
#TPSCommunity  
| 9/14  | The latest bus routes for Madison, Hillcrest, and Trumbull High are now posted on our website. Select a stop closest to your home. Buses will stop at designated stops and will be provided on Monday, Wednesday, and Thursday.  
[http://www.trumbullps.org/de_/transportation/bus-routes.html](http://www.trumbullps.org/de_/transportation/bus-routes.html) |
| 9/12  | The next Board of Education meeting will be on Tuesday, September 13th at 7:00pm. Click on the link to see the agenda.  
| 9/1   | Trumbull High School welcomed 460 incoming freshmen this year. During last week’s Link Crew Orientation, 140 upperclassmen, known as the Link Crew leaders, took the students on a tour of the campus and organized many games and activities so the students could get to know one another better. The Link Crew Leaders are wearing their Aqua Blue “Finding Dory” t-shirts on Thursday and Friday this week to help the freshmen adjust to the high school. The theme of this year is “Just Keep Swimming” from Finding Nemo/Dory. Great job to everyone involved!  
#TPSCommunityTrumbullHighSchool  
(Photocreditsto Ralph DeLuca) |
<p>| 8/31  | Trumbull Public Schools would like to welcome the 53 new teachers to our district. Last week, they participated in the New Teacher Orientation at the high school and we are all excited for you to start your first day tomorrow in |</p>
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<tr>
<td>8/29</td>
<td>Congratulations to James McCaffrey, English teacher at Trumbull High School, who was named the 2017 Teacher of the Year for Trumbull Public Schools! Here's the list of all the Teachers of the Year from each school: Congratulations to you all on a job well done! Booth Hill School – Suzan Recine Daniels Farm School – Danielle Pastir Frenchtown School – Joseph Fiore Jane Ryan School – Jenell Cunningham Middlebrook School – Abigail Baldino Tashua School – Tyler Cohen Hillcrest Middle School – Rachel Smith Madison Middle School – Gina Zuk Trumbull High School – James McCaffrey Trumbull Early Childhood Education Center – Lisa Platt #TPSCCommunity</td>
</tr>
<tr>
<td>8/29</td>
<td>Welcome back to all teachers and staff of Trumbull Public Schools! It’s great to see you all again. We welcome back Marc A. Brackett, the Director of the Yale Center for Emotional Intelligence, to give the keynote address to our staff this morning.</td>
</tr>
<tr>
<td>8/23</td>
<td>Tonight’s Board of Education meeting will be at 7:00pm at Long Hill Administrative Building. Click on the link to see the agenda. <a href="http://www.trumbullps.org/.../boe/packets/2016/boe/3-23-16.pdf">http://www.trumbullps.org/.../boe/packets/2016/boe/3-23-16.pdf</a></td>
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<td>8/19</td>
<td>CT Post headline on Friday, August 19, 2016: Trumbull scores leap. &quot;In Trumbull, more than 81 percent of students made the grade in reading in 2016, a 15-point increase over 2015, while 76 percent were on track in math, another 15-point gain.&quot; <a href="http://m.ctpost.com/local/article/State-test-shows-students-improving-9170935.php">http://m.ctpost.com/local/article/State-test-shows-students-improving-9170935.php</a></td>
</tr>
<tr>
<td>8/17</td>
<td><a href="https://www.realtor.com">Realtor.com</a> Ranks Trumbull #10 Nationally for In-Demand School Districts</td>
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<tr>
<td>Date</td>
<td>Message</td>
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<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8/16</td>
<td>The 2016 - 2017 Bus Routes are now posted!</td>
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<tr>
<td></td>
<td><a href="http://www.trumbullps.org/de/transportation/bus-routes.html">http://www.trumbullps.org/de/tran.../bus-routes.html</a></td>
</tr>
<tr>
<td>8/8</td>
<td>Emily, the entire district is so very proud of you! Congratulations on all that you have accomplished and best wishes for the future!</td>
</tr>
<tr>
<td>8/8</td>
<td>Our next Board of Education meeting will be held on Tuesday, August 9th at 7:00pm at Long Hill. Here is the agenda:</td>
</tr>
<tr>
<td>7/28</td>
<td>The 2016-2017 Trumbull Public Schools District Calendar is online and available here:</td>
</tr>
<tr>
<td>6/4</td>
<td>Checkout the THS School Year Review 2015-2016 information!</td>
</tr>
</tbody>
</table>
TRUMBULL STUDENTS DEMONSTRATE OUTSTANDING PERFORMANCE ON 2016 SMARTER BALANCED ASSESSMENT

EMBARGOED UNTIL 2:00 P.M., AUG. 18, 2016

Trumbull’s student performance on the recently released 2016 Smarter Balanced assessment results reflect the outstanding work of the entire Trumbull community in developing an exceptional school system. Smarter Balanced tested students in grades 3-8 in both literacy and mathematics. Over 98% of Trumbull students participated in the assessment.

Trumbull’s increase in student performance exceeded the State’s increase in student performance in both literacy and mathematics at every single tested grade 3-8. In fact, Trumbull’s percentage of growth in student performance at the District level from the 2014-15 school year to the 2015-16 school year was the fourth-highest in the entire State of Connecticut: 15.8%.

Student performance at Trumbull’s middle schools demonstrated sustained excellence in curriculum, instruction, and assessment. In both literacy and mathematics in grades 6, 7, and 8, Trumbull students performed at or near the top of DRG B, the group of twenty Connecticut school districts of socioeconomic status similar to Trumbull. For example, performance in grade 7 mathematics, grade 8 literacy, and grade 8 mathematics for Trumbull students was second in all of DRG B. All grade levels 6-8 for both literacy and mathematics saw double-digit performance growth over the 2014-15 school year.

Trumbull’s elementary students also demonstrated outstanding performance on the 2016 Smarter Balanced Assessment, exceeding their previous strong performance in both literacy and mathematics at every single tested grade 3-5. In fact, in grade 3 mathematics and grade 4 mathematics, Trumbull student performance was the highest of all twenty towns in DRG B, with 85.9% of third-graders and 80.7% of fourth-graders meeting or exceeding the achievement standards for mathematics. Grade four literacy also showed extremely high gains; 84.6% of Trumbull fourth-graders met or exceeded the achievement standards for literacy, the second-highest percentage in all of DRG B.

The exceptional performance of Trumbull’s students on the Smarter Balanced assessment is a tribute to the pride of the entire Trumbull community in its outstanding school system, and to the diligence of Trumbull’s educators in ensuring that every student is prepared to meet challenging twenty-first-century expectations for learning. Superintendent Dr. Gary Ciaffi stated, “I am extremely proud and appreciative of the commitment Trumbull’s staff and students have demonstrated in achieving outstanding 2016 Smarter Balanced assessment scores.”

Board of Education Chairman Loretta Chory commented, “We’re delighted with the results of the 2016 SBAC testing scores that were released today. The outstanding performance of Trumbull students is reflective of the high expectations that the Board of Education has set for our Superintendent, and for the entire school system, in preparing our students to excel now and in the future. Board members never felt that last year’s results were truly representative of our student’s performance. We believe that the significant increases seen in the 2016 scores more properly reflect their achievements, and our exceptional school system. The Board of Education is extremely proud of all of our educators... and the pride, effort and standards of excellence they exhibit every day in preparing our students for success.”
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4301

August 26, 2016

Contact: Dr. Gary Cialfi (203-452-4301)

Trumbull Public Schools Announce Appointment of
the Madison Middle School Assistant Principal

Dr. Gary Cialfi, Superintendent of Schools, has announced that Paul Coppola has been appointed to the Assistant Principal vacancy at Madison Middle School.

Mr. Coppola has demonstrated exemplary leadership as the district-wide Social Studies Curriculum Leader in Madison, Connecticut, Public Schools. His experience includes planning and conducting professional development with a focus on topics such as teacher evaluation and unit study, inquiry-based learning, and Teachers College, Columbia University’s Close Reading Program.

Mr. Coppola earned his Bachelor’s degree from Boston College, his Master’s degree from Fairfield University, and he completed his Sixth Year Leadership Program at Quinnipiac University.

Mr. Coppola was most impressive in a series of interviews with representation from the staff and parent community. He is now in his new position preparing with Principal Peter Sullivan for the opening of the 2016-2017 school year.
Media Alert

Monday, August 29th, 2016

Trumbull Board of Education
Contacts: Loretta Chory, Chairman, Board of Education
choryl@trumbullps.org
203.258.0510

Trumbull Schools ready for Opening Day

Facilities Department makes significant progress during the Summer of 2016

Trumbull, CT - The Trumbull Public School Facilities Department, under the direction of Mark Deming, has been working on 35 school improvement projects over the summer of 2016 and has made significant progress on upgrading our school infrastructure. A few of the major projects completed this summer include:

- New Parking Lot for Booth Hill Elementary School. This included drainage work, tank removals, a new water main and a complete replacement of the parking lot.

- Hillcrest Roof Replacement. The project of replacing the roof at Hillcrest Middle School will be completed this summer.

- Madison Middle School Paving – Handicapped parking as well as Paving, sidewalks and lighting improvements have been made to the parking lot at Madison Middle School.

- New High Efficiency Boilers, Building Automation Systems, and LED Lighting at Booth Hill, Jane Ryan, and Madison Middle School are all underway and scheduled to be completed by October.

- Tennis Courts at Trumbull High School are in the process of being replaced and the Press Box at McDougall Stadium has been upgraded.

"Mr. Deming, together with John Marsilio, Director of Public Works, have worked very hard this summer to accelerate our Capital Improvement Plan and to finish projects that will lead to significant energy savings and create a much safer environment for our students," stated Loretta Chory, Chairman of the Trumbull Board of Education. "With 35 projects that total over $8,000,000 in capital investment underway during the summer, Mr. Deming, Mr. Marsilio, the BOE facilities team and the Trumbull Public Works team have been working hard to get our facilities ready for September 1st", concluded Chory.

"We knew this was an aggressive plan for 2016", stated Dr. Gary Cialfi, Superintendent of Schools. "We had to play catch-up with many projects related to school infrastructure and I am proud of the work completed by our facilities team and grateful for the leadership of Mark Deming", stated Cialfi.

For more information on the Capital Plan for Trumbull Public Schools, please contact Dr. Cialfi.
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

For Immediate Release: September 12, 2016

Student Achievement and Wellness

The annual “Post High School Plans” report, presented at the September 13, 2016 Board of Education meeting, prompted strong praise for Trumbull High School and the students of the Class of 2016. Preparation for college and career success in the Trumbull Public Schools is the result of quantitative data that has recently been used to publicize extraordinary student performance throughout the entire school district. The August, 2016, realtor.com rankings named Trumbull the only community in Fairfield County in its Top Ten list of the most in demand school districts in the United States. The criteria are student achievement, student growth, and college readiness.

- An unprecedented 149 students of the Class of 2016 have been accepted to Most Competitive Colleges (Baron’s Profile of American Colleges) including the 9 students accepted to Ivy League schools
- The Class of 2016 SAT Mean Score is 1616, boosting the continuous rise in SAT scores to a higher level (2011-2015 Mean Score = 1603; 2006-2010 Mean Score = 1573)
- 91% of Advanced Placement (AP) students achieved a score of 3 or higher (the score point that research finds predictive of college success and graduation)
- The 2016 Smarter Balanced Assessment (SBAC) measuring grades 3-8 mathematics and literacy performance, resulted in Trumbull ranking #1 of all school districts in DRG B (the group of twenty Connecticut school districts of socioeconomic status similar to Trumbull)

Academic success cannot be achieved without students being positioned.

###
FOR IMMEDIATE RELEASE: SEPTEMBER 16, 2016

Trumbull Board of Education Policy Committee Advisory Members Sought

The Trumbull Board of Education is currently seeking three (3) parents or guardians of Trumbull Public School students and two (2) community members, who must be Trumbull residents, to serve as advisory members of the Board Policy Committee. The Board will appoint parent/guardian and community members to a term beginning in November 2016 and ending in September 2018.

Formulation of policy is one of the most critical responsibilities of the Board of Education, and the Board encourages involvement of the community in improving existing policy and proposing new policy. The Trumbull Board of Education Policy Committee meets regularly in the early evening at the Long Hill Administration Building.

If interested in being considered for one of the parent/guardian or community positions, please download an application form from the TPS website (www.trumbullps.org) and submit a completed form to Suzanne Testani, Policy Committee Chair (testani@trumbullps.org) and Loretta Chory, Board of Education Chair (choryl@trumbullps.org) no later than 5:00 p.m. on Friday, September 30, 2016.

Additional details about the Policy Committee are available at http://www.trumbullps.org/beow/pac.html.

Contact:
Jonathan S. Budd, Ph.D.
Director of Curriculum, Instruction, & Assessments, Trumbull Public Schools
203-452-4336
buddj@trumbullps.org

###
For Immediate Release: September 20, 2016

Student Achievement

The annual “Post High School Plans” report, presented at the September 13, 2016 Board of Education meeting, reinforced the recently publicized praise for Trumbull Public Schools and the Class of 2016. The criteria for realtor.com, ranking Trumbull in its top ten list of the most in-demand school districts in the United States, includes student achievement, student growth, and college readiness. The Class of 2016 includes an unprecedented number of 149 students accepted to Most Competitive Colleges (2016 Barron’s Profile of American Colleges) with nine of these students accepted to Ivy League schools. This graduating class also received 444 acceptances from Highly Competitive Colleges (also identified by Barron’s) and 6 students were accepted to serve in the military. The SAT and ACT standardized scores continue to rise and AP performance continues to be sustained at above 90% for students achieving a score of 3 or higher.

Superintendent Dr. Gary Cialfi stated, “An additional criteria component to support college and career readiness for success is an increased focus on social and emotional and development. A newly established health/wellness seminar course for seniors is an initiative that provides a comprehensive support system to address post high school life skills.” These include relationships, resiliency, the ability to exercise sound judgment and strategies to balance studies and social life. Much of the course is grounded in the tenants of the partnership we have developed with Dr. Marc Brackett, Director of the Yale Center of Emotional Intelligence.

###
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

Contact:  Dr. Gary Cialfi
Superintendent of Schools

November 18, 2016

Media Alert

Trumbull Public Schools has received a first place award from the Connecticut Association of Boards of Education (CABE) Going Green initiative that began in 2015 and is continuing as a sustainable energy program. The facilities efficiencies, resulting in tax dollar savings, are the focal points of the award which will be featured at the state-wide CABE Conference to be held on November 18 and 19, 2016:

**Going Green:** Trumbull Public Schools has embarked on a comprehensive energy efficiency plan that improves operational efficiencies in all facilities and include upgrades to our HVAC and lighting which ultimately will reduce our energy consumption in half and save millions for our taxpayers.

From 2012 to 2015, the Trumbull Board of Education (BOE) spent approximately $2.4 million per year in energy costs. After one year, we have already reduced our energy costs by one-third to $1.6 million and we are on track to a 50% plus reduction in our energy footprint by 2018.

The three key components of the program are described as follows:

➤ **Power Purchase Agreements: Solar**

Photo-voltaic systems providing solar power are being installed at Trumbull High School, Hillcrest Middle School and three Elementary Schools.

The BOE secured 1.5 megawatts (MW) of solar power through a Zero Renewable Energy Credit (ZREC) bid and Power Purchase Agreements. This zero cost initiative enabled the BOE to purchase the power that the solar panels produce at a significantly reduced cost per kilowatt hour (kWh) over the next twenty years, representing a 71% savings over previous rates from our provider.

➤ **Performance Contracting**

The focus of Performance Contracting is to replace inefficient boilers, install/retrofit LED lighting, and install new building automation systems with the help of low interest lease financing through Banc of America Public Capital Corporation. The energy savings resulting from these
improvements will more than fund the cost of the infrastructure upgrades. Once the lease payback is complete over ten years, the district will then reap 100% of the savings from energy efficient infrastructure and lower costs.

The initial Performance Contracting project at Hillcrest Middle School in 2015 for $1.235 million included a new high efficiency boiler system, LED lighting, and a building automation system which was partly offset by $310,000 in incentives provided by United Illuminating. The project produced first year energy savings of $145,000 which easily covered the annual lease payment of approximately $100,000 and the remaining dollars being used to fund additional energy efficiency projects.

The Performance Contracting plan for 2016-2018 includes similar projects for Madison Middle School and five other Elementary Schools. These projects will also be funded through low interest, ten year lease financing and incentives from United Illuminating. As a result of this funding arrangement for all of these Performance Contracting projects, the Town will have avoided issuing more than $7.6 million of higher interest capital bonds.

➢ Retro Commissioning

Retro Commissioning requires an assessment conducted by energy engineers to identify "energy conservation measures" (ECM) in buildings with existing building automation systems. The result is improved occupant comfort and reduction in energy consumption, operating costs, and increased longevity of equipment.

The Connecticut Energy Efficiency Fund Retro Commissioning program has been implemented in four of our schools that currently have building automation systems. As a result of the program, a recommendation was made for Trumbull to invest $224,000 in various energy-related enhancements (after $115,000 of incentives from United Illuminating). With interest-free financing and a projected energy savings of more than $105,000 per year, the project produces a positive cash flow in the first year and after the loan is paid off, the full $105,000 energy savings will flow to the bottom line each year.

Dr. Gary Cialfi, Superintendent, stated that "these efficiencies provide for a stronger teaching/learning focus in our budget process and subsequent expenditures."

###
Media Alert

Friday, November 18th, 2016
Trumbull Board of Education

Contacts: Dr. Gary Cialfi
Superintendent of Schools
203.452.4300

Trumbull Public Schools wins CABE Award
Facilities Department wins first place in Statewide Going Green initiative.

Trumbull, CT – The Trumbull Public School was awarded first place from the Connecticut Association of Board of Education (CABE) Going Green initiative for the outstanding work done by the facilities department in implementing the TPS Comprehensive Sustainable Energy Efficiency program. The implementation of the Energy Efficiency program has reduced our energy expenditures by 33% and significantly reduced our energy footprint. Our plans include a further reduction in energy expenditures and an significant increase in energy efficiency for our school facilities.

"We are pleased that our comprehensive energy efficiency plan has led to a stronger teaching and learning focus for our students", stated Dr. Gary Cialfi, Superintendent of Schools. "We are able to invest these savings into the education of our children and we have begun to see the outstanding results of the investment of these savings. I commend our facilities and central office teams for their hard work implementing our energy efficiency program", stated Cialfi.

Board of Education Chairman Loretta Chory stated "The Board of Education is extremely proud of Administrators, Facilities team and Staff for the achievement of this prestigious award. This program is an example of our comprehensive approach to sound fiscal management of our school system that creates opportunities for budget savings that we can re-invest in the education of our students, leading to more positive outcomes", concluded Chory.

For more information on the TPS Comprehensive Sustainable Energy Efficiency program, please see the attached fact sheet or please contact Dr. Cialfi directly.
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

Contact: Dr. Gary Cialfi
Superintendent of Schools

November 28, 2016

Trumbull Public Schools Wins CABE Award

The Trumbull Public School District was awarded a first place award from the Connecticut Association of Boards of Education (CABE) for excellence in communicating our Going Green initiative. This Comprehensive Sustainable Energy Efficiency program was selected as the topic for the communication award contest because it has merit. The document clearly explains that we have already reduced our energy expenditures by 33% and we are on track for a 50% plus reduction in our energy footprint by 2018.

This communication was showcased at the November 18th and 19th CABE Convention and arrangements have been made for the organization's Board of Directors to make a presentation at an upcoming Trumbull Board of Education meeting.

"We are pleased that we had the opportunity to submit a communication document to CABE that targets a plan enabling us to invest savings into the education of our children. I commend our facilities and central office teams for their hard work implementing our energy efficiency program," stated Dr. Gary Cialfi, Superintendent of Schools.

Board of Education Chairman Loretta Chory stated, "The Board of Education is extremely proud of our Administrators, Facilities team and Staff in achieving this prestigious award. This program is an example of our school system's approach to sound fiscal management, an approach creating opportunities for budget savings that are re-invested in the education of our students, leading to more positive outcomes," concluded Chory.

For more information on the TPS Comprehensive Sustainable Energy Efficiency program, please see the attached fact sheet or contact Dr. Cialfi directly.

###
Media Alert

Friday, January 20, 2017

Trumbull Board of Education

Contacts

Dr. Gary Cialfi
Superintendent of Schools
203.452.4300

Loretta Chory
Chairman, Board of Education
203.258.0510

Trumbull Board of Education Approves Budget

Budget passes unanimously with bi-partisan support

Trumbull, CT - The Trumbull Board of Education, at its January 9, 2017, voted unanimously to approve their 2017-2018 budget request. The approved budget of $102,395,587 is an increase of $3,462,409, or 3.5% over the current year's budget.

“This budget allows us to meet all of our contractual obligations, while continuing to invest in Curriculum Development, Professional Development and Technology,” stated Dr. Gary Cialfi, Superintendent of Schools. “Our team has been working hard to reduce costs and increase efficiency in non-student related areas and we are continuing to invest in our students. This budget will allow us to introduce Spanish in the 5th grade, provide our high school students with an SAT prep course, provide every student in grades 3-8 with a Chromebook computer and continue to catch up with the development of our Curriculum,” concluded Cialfi.

“We were faced with a challenging budget year,” stated Loretta Chory, BOE Chairman. “With mid-year reductions in state funding, the potential for changes to the educational cost sharing (ECS) formula and Hartford's enactment of a municipal spending cap, we were conservative in meeting our contractual obligations and determining where we need to strategically invest in our students. I am grateful for the hard work of Superintendent, Dr. Gary Cialfi, Assistant Superintendent, Dr. Mike McGrath, Director of Curriculum and Assessments, Dr. Jonathan Budd, Business Administrator, Sean O'Keefe and our entire team of teachers and staff. The entire board worked together to find efficiencies, reduce non-student related costs and make investments that will continue to provide our students with an outstanding education.”

concluded Chory.

The Board of Education budget has been forwarded to the First Selectman for his review and then will go to the Board of Finance and Town Council for further review and approval.
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

Contact: Dr. Gary Cialli
Superintendent of Schools

February 13, 2017

Media Alert

CONNECTICUT'S TOP YOUTH VOLUNTEERS OF 2017
SELECTED BY NATIONAL PROGRAM

The Prudential Spirit of Community Awards honors Trumbull students with $1,000, medallions and trip to nation's capital

Isha Dalal, 17, and Rachel Weintraub, 13, both of Trumbull, today were named Connecticut's top two youth volunteers of 2017 by The Prudential Spirit of Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. As State Honorees, Isha and Rachel each will receive $1,000, an engraved silver medallion and an all-expense-paid trip in early May to Washington, D.C., where they will join the top two honorees from each of the other states and the District of Columbia for four days of national recognition events. During the trip, 10 students will be named America's top youth volunteers of 2017.

The Prudential Spirit of Community Awards, now in its 22nd year, is conducted by Prudential Financial in partnership with the National Association of Secondary School Principals (NASSP).

Isha Dalal

Isha Dalal, a Trumbull High School senior, mobilized over 60 students from high schools throughout Connecticut to establish Voice. She founded this organization to propose and promote state legislation that addresses educational inequality and other societal concerns. Isha's vision is for students to share their perspectives and to advance potential solutions in the state capitol.

Voice has been focusing on advancing equal educational opportunities for all students; increasing childhood literacy rates throughout Connecticut by organizing
Media Alert

February 20, 2017

Contact: Dr. Gary Cialfi, Superintendent

cialfig@trumbullps.org

TPS one of the top school systems for student achievement and student growth rate

Dr. Jonathan Budd presents student results to the Board of Education

Trumbull, CT. At the regularly scheduled Board of Education meeting on February 14th, Dr. Jonathan Budd, Director of Curriculum, Instruction and Assessments presented the results of Trumbull Public Schools’ Smarter Balanced Assessment scores connected directly to the two target areas that the Connecticut State Department of Education (CSDE) specifies as indicators of exemplary performance: the district-wide achievement levels in both literacy and math; and the district-wide growth rate in literacy and math for all students, including those identified with high needs.

The results are impressive. Trumbull’s student achievement level is #1 in DRG B and is higher than most DRG A school systems. Our student growth rate is #1 in both DRG B and DRG A. This performance is also significant in the analysis of students with high needs which include special education and English Language Learner classifications. Their growth rate also exceeds or is equal to the growth rate of all other comparable DRG B and DRG A districts. This confirms Trumbull’s status as one of the top-performing school systems in Connecticut.

These outstanding results continue to attract positive attention from the Connecticut State Department of Education (CSDE) as well as from other Connecticut school districts. Other school district make visits to Trumbull to inquire on our literacy and math curricula and instructional practices that occur in our classrooms daily.

“"I am very proud of the accomplishments of our students regarding our achievement and growth levels, stated Superintendent of Schools, Dr. Gary Cialfi. "Dr. Budd and his team work very hard with our administrators and teachers to deliver outstanding math and literacy curricula and instructional practices that lead to positive outcomes”, concluded Dr. Cialfi.
Media Alert

February 20, 2017

Contact: Dr. Gary Cialfi, Superintendent

cialfig@trumbullps.org

Trumbull Public Schools’ Smarter Balanced Assessment scores continue to attract positive attention from the Connecticut State Department of Education (CSDE) as well as from other Connecticut school districts. Inquiries and visits to Trumbull have focused on literacy and math curricula and instructional practices that occur in classes on a daily basis.

Trumbull’s Smarter Balanced scores connect directly to the two target areas that the CSDE specifies as indicators of exemplary performance: the district-wide achievement levels in both literacy and math; and the district-wide growth rate in literacy and math for all students, including those identified with high needs.

The Trumbull achievement level for the administration of Smarter Balanced at the mandated grades 3-8 is currently at the very top of all 20 DRG B school districts and higher than some DRG A grade level scores. Similarly, the District’s growth rate in both literacy and math is at the top of all DRG B districts and all 8 DRG A districts.

This performance is also significant in the analysis of students with high needs which include special education and English Language Learner classifications. Their growth rate also exceeds or is equal to the growth rate of all other comparable DRG B and DRG A districts.

Dr. Jonathan Budd, Director of Curriculum, Instruction, and Assessments presented a detailed report of the Smarter Balanced performance at the February 14, 2017 Board of Education meeting. The full report may be accessed at trumbullps.org. Dr. Gary Cialfi, Superintendent, and Loretta Chory, Board of Education Chairman, expressed pride and appreciation for the excellent work demonstrated by the students and staff of the Trumbull Public Schools.
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

Contact: Dr. Gary Cialfi
Superintendent of Schools

March 9, 2017

Media Alert
TRUMBULL HIGH SCHOOL STAFF MEMBERS’ PRESENTATION AT STATEWIDE CONFERENCE

The Conference: Radisson Cromwell Conference Center - March 9, 2017

During the past two years, the Connecticut State Department of Education, in partnership with the RESC Alliance and Connecticut Association of Schools, has hosted the Moving from Compliance to Coherence Conference, which has provided a forum through which educators from across the state can share their promising practices with other practitioners. This year’s conference focused on teachers and administrators who have developed or implemented systems for providing effective feedback to improve learning.

The Presentation
TPS staff members were invited to present at this statewide conference. They are here this evening to share a synopsis of their presentation as explained in the Conference program:

Administrators and literacy consultants in Trumbull have developed assured systems for teacher collaboration and teacher feedback to support systemic development of the District’s K-5 writing program. Classroom teachers engage in ongoing regular cycles of oral and written feedback with their school-based literacy consultants and principals to reflect on their teaching practices and their relationship to student learning. The classroom teachers, literacy consultants, and principals then use this two-way feedback in pursuit and refinement of their ongoing rigorous personal, school, and District improvement goals. In this session, Trumbull’s curriculum director, two K-5 principals, and two K-5 literacy consultants will present various methods by which they have strengthened assured feedback cycles to and with classroom teachers focused on District, school, and personal improvement goals. Representative data from teacher collaboration and feedback sessions will be included, and session participants will have the opportunity to simulate the experience of strong recursive feedback based on video and student work sample artifacts.

###
Katie Boland Named 2017 Connecticut History Teacher of the Year

Trumbull, CT (June 22, 2017): Katie Boland, a teacher at Trumbull High School, has been named the 2017 Connecticut History Teacher of the Year, an award presented annually by the Gilder Lehrman Institute of American History, the nation’s leading organization dedicated to K-12 American history education.

Inaugurated in 2004, the History Teacher of the Year Award highlights the crucial importance of history education by honoring exceptional American history teachers from elementary school through high school. The award honors one K-12 teacher from each state, the District of Columbia, Department of Defense schools and US Territories. In fall 2017, the National History Teacher of the Year will be selected from the pool of state winners.

In 2001, Katie Boland received her bachelor’s degree at College of the Holy Cross in History and Education and in 2009 she completed a master’s degree in American Studies from Fairfield University. Boland has been teaching for fifteen years, seven of those at Trumbull High School and eight at neighboring Warren Harding High School in Bridgeport. While at Trumbull, Boland has led her Advanced Placement ECE American Government course to six straight state championships with the We the People: The Citizen & the Constitution program through the Center for Civic Education. Boland’s 2017 team placed 13th in the nation.

Boland’s passion for early American history is exemplified in her classroom on a daily basis from the bobble heads of George Washington and Alexander Hamilton that sit proudly on her desk to the banners in the back of the room that display state championship victories. Boland says, "There is a story that upon exiting the Constitutional Convention Benjamin Franklin was approached by a group of citizens asking what sort of government the delegates had created. His answer was simple and direct: "A republic, if you can keep it." It is my job and my duty as a social studies teacher to meet Dr. Franklin’s challenge with each future citizen that appears before me each year."

In addition to a $1,000 honorarium and an award ceremony in Connecticut, Katie Boland’s school library will receive a core archive of American history books and Gilder Lehrman educational materials. Boland will also receive an invitation to a 2018 Gilder Lehrman Teacher Seminar, a weeklong program that offers teachers daily discussions with eminent historians, visits to historic sites, and hands-on work with primary sources.

The National History Teacher of the Year award will be presented by Pulitzer Prize-winning historian Eric Foner at a ceremony in New York City on November 8, 2017. Past presenters at the ceremony include the Honorable Sandra Day O’Connor, Good Morning America’s Robin Roberts, First Lady Laura Bush, former US Secretary of Education Arne Duncan, and former New York City Mayor Michael Bloomberg.

Nominations for the 2018 History Teacher of the Year awards are now open. Students, parents,
Trumbull Public Schools  
6254 Main Street  
Trumbull, CT 06611  
(203) 452-4300

Contact:  
Dr. Gary Cialfi  
Superintendent of Schools

DRAFT  
Media Alert

Trumbull High School Mock Trial Finds Success at National Competition

It is with great pleasure that I report on the success of the Trumbull High School Mock Trial Team this past weekend at the National Competition. The competition was held in Hartford this year and Trumbull had the pleasure of not only being the Connecticut State Championship Team, but also the host team welcoming 45 other teams from around the country and the world (both Guam and South Korea sent teams).

In a field of 46 teams, Trumbull High placed 20th which is the second highest ranking a Connecticut school has ever received (we also ranked 16 back in 2014). The Trumbull High team performed amazingly finishing with an overall record of 7-4 posting wins over South Carolina and Illinois. Our defeats only came at the hand of two prep schools, one from California and one from Florida. Prep schools and many of the home schools have a distinct advantage at these tournaments as they can tailor their class curriculum to only focus on mock trial. The Florida team spent nearly 4 hours a day for 6 weeks on mock trial alone with four 4 attorney coaches who work with their students.

Of the public high schools in the tournament, THS finished 10th overall which is an amazing accomplishment for this program and community. As the host state we also had the privilege of welcoming other teams and spectators from all over the world. The THS team was a great host and went out of their way to make people feel comfortable and answer any questions that kids, coaches or spectators had about the great state of Connecticut.

The team was led by Senior attorney Ariana Rojas who won three star attorney awards during the competition as well as Senior witness Dylan Koury, two star witness awards.

The team roster was:

Senior Attorney Captain – Ariana Rojas  
Senior Witness Captain – Vanessa Woods  
Senior Witness – Olivia Ballaro  
Senior Witness – Craig Haber  
Senior Witness – Dylan Koury  
Senior Witness – Dominic Martire  
Senior Time-Keeper – Annika Redgate  
Junior Attorney – Andrew Koch  
Junior Attorney – Gabi Kwiatkowskii
Mr. Eric August, Mock Trial Team Advisor proudly reported, "I have never in my 9 years as head coach of this program had a harder working group of students and a more collectively enjoyable bunch. The TriS Mock Trial Team represented this state, this town and this school with the utmost class and professionalism."

(I have attached a few pictures as well as the link to an article which includes a video interview with Ariana Rojas. The article was on the front page of the Hartford Courant this past Saturday.)

June 2, 2017

Contact: Dr. Gary Cialfi (203-452-4301)

**Trumbull Public Schools Announce Appointment of the Frenchtown Elementary School Principal**

Dr. Gary Cialfi, Superintendent of Schools, has announced that Mrs. Laura Cretella has been appointed to the position of Frenchtown Elementary School Principal.

Mrs. Cretella has demonstrated exemplary leadership during her five year tenure as the Principal of Holland Hill Elementary School, Fairfield Public Schools. Prior to this position, she was a Lead Teacher and a classroom teacher in both Fairfield and Darien.

Mrs. Cretella earned her Bachelor’s and Master’s degrees in Elementary Education/Special Education from the University of Connecticut and continued with additional graduate study from Southern Connecticut State University and Sacred Heart University.

Mrs. Cretella was most impressive in a series of interviews with representation from the staff and parent community. She will officially begin her duties as the Frenchtown Principal on July 1, 2017.
Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 452-4300

Contact: Dr. Gary Cialfi
Superintendent of Schools

July 18, 2017

Media Alert

TRUMBULL STUDENTS DEMONSTRATE OUTSTANDING PERFORMANCE ON 2017 SMARTER BALANCED ASSESSMENT

Trumbull's student performance on Connecticut's recently released 2017 Smarter Balanced assessment results reflect the outstanding work of the entire Trumbull community in developing an exceptional school system. Smarter Balanced tested students in grades 3-8 in both literacy and mathematics with over 98% of Trumbull students participating in the assessment.

Trumbull students continue to significantly outperform students in Connecticut as a whole.

- 81.4% of students in Trumbull met or exceeded the grade-level standards for literacy, compared to 54.2% of students across the State, a difference of over 27 percentage points.
- 77.3% of students in Trumbull met or exceeded the grade-level standards for mathematics, compared to 45.6% of students across the State, a difference of over 31 percentage points.

Trumbull students continue to outperform all other districts in District Reference Group (DRG) B, as well as the majority of districts in DRG A.

- Trumbull’s performance was #1 out of all 21 DRG B districts, and Trumbull’s performance also exceeded 5 of the 8 DRG A districts. Trumbull’s performance in literacy was 4th throughout the entire State of Connecticut.
- Trumbull’s performance was #1 out of all 21 DRG B districts, and Trumbull’s performance also exceeded 6 of the 8 DRG A districts. Trumbull’s performance in mathematics was 4th throughout the entire State of Connecticut.

These outstanding results continue to attract positive attention from the CT State Department of Education (CSDE) as well as from other Connecticut school districts, some of whom have already made visits to Trumbull to learn more about our literacy and math curricula and classroom instructional practices.

The exceptional performance of Trumbull’s students on the Smarter Balanced assessment is a tribute to the pride that the entire Trumbull community has in our outstanding school system, and to the diligence of Trumbull’s educators in ensuring that every student is prepared to meet challenging twenty-first-century expectations for learning.

Superintendent Dr. Gary Cialfi stated, “I am extremely proud and appreciative of the
commitment Trumbull's staff and students have demonstrated in achieving outstanding 2017 Smarter Balanced assessment scores."

Board of Education Chairman Loretta Chory commented, "We're delighted with the results of the 2017 SBAC scores. The outstanding performance of Trumbull students is the result of high expectations that the Board of Education has set for our entire school system to prepare our students to excel now and into the future. The Board of Education is extremely proud of all of our educators... and the pride, effort and standards of excellence they exhibit every day in preparing our students for success."

#####
Students from Trumbull topped those from all 20 other towns in its reference group, and six towns from the one above, in the latest round of Smarter Balanced Assessment Consortium tests. The tests have replaced the Connecticut Mastery Tests as the primary assessment test for grades 3-8. "Used to be students took the CMT, but that's gone by the wayside," said Supt. Gary Cialfi. Cialfi and Assistant Supt. Mike McGrath said the SBAC is a far superior assessment tool than the CMT was. "With the SBAC, there's often no clear-cut answer that can be 'A,B,C,D,'" Cialfi said. "The newer test really measures critical thinking. It's not so easy to outsmart the test by guessing the right multiple choice answer."

The test, given on a computer, is also adaptive, Cialfi said. "It really identifies the students' limits," he said.

For example, if two students take the test, and one gets a question wrong, the two students will each get a different question next as the SBAC asks progressively more difficult questions to find the limits of each student's knowledge.

SBAC — Continued from page 1A

But Cialfi said he was most proud that the students in Trumbull schools ranked #1 in Trumbull's Demographic Resource Group (DRG) in SBAC performance. The state divides school systems into DRGs for comparison purposes. Trumbull's group, DRG B, includes Fairfield, Greenwich, Monroe, Newtown, Cheshire and Madison, among others.

The performance of Trumbull's students also would have placed them toward the top of DRG A, which is comprised of the most affluent towns in Connecticut, including Darien, New Canaan, Ridgefield, Redding, Easton, Weston, Westport, and Wilton.

But rather than compare Trumbull students to students in other towns, the best assessment is to compare them to themselves, or rather a younger version of themselves.

One critical measure of a school system is the performance of each class of students as the class matriculates through the school system. If the students in one grade perform better than that same group did last year, it is a positive sign, McGrath said. "And grade-by-grade, we saw impressive overall growth, which is all the more impressive considering how well they performed last year," he said.

The best example, McGrath said, is this year's sixth-grade students, who met state goal at a 77% clip. Last year, as sixth graders, 68% met state goal.

Cialfi said the performance on the SBAC was a tribute to the pride the entire town has in its school system and the diligence and professionalism of the staff, a sentiment shared by school board Chairman Loretta Chory.

"The Board of Education is extremely proud of all of our educators, and the pride, effort, and standards of excellence they exhibit every day in preparing our students for success."
Appendix M
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 designee, and advisory members 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.

In December 2016, the Board of Education received the results of a Policy Manual Audit commissioned from CABE (the Connecticut Association of Boards of Education) in September 2015. As presented to the Board of Education in January 2017, the Audit identified substantive revisions and editorial revisions necessary to conform the TPS Policy Manual with current state and federal statutes and with best practices. Specific recommendations from the CABE Policy Manual Audit began influencing the work of the Board's Policy Committee immediately, and will continue to motivate additional policy revision during 2017-18.

During the 2016-17 school year, thirty-two policies were approved by the Board of Education after second reading:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>First Reading</th>
<th>Second Reading</th>
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<tbody>
<tr>
<td>5145.511</td>
<td>Sexual Abuse Prevention and Education Program</td>
<td>July 12, 2016</td>
<td>August 23, 2016</td>
</tr>
<tr>
<td>3541.5</td>
<td>Reports and Records of School Transportation Safety Complaints</td>
<td>July 12, 2016</td>
<td>August 23, 2016</td>
</tr>
<tr>
<td>4212.5</td>
<td>Security Checks</td>
<td>July 12, 2016</td>
<td>August 23, 2016</td>
</tr>
<tr>
<td>6162.6</td>
<td>Copyright Law Compliance</td>
<td>July 12, 2016</td>
<td>August 23, 2016</td>
</tr>
<tr>
<td>5141.4</td>
<td>Reporting of Child Abuse, Neglect, and Sexual Assault</td>
<td>August 23, 2016</td>
<td>September 27, 2016</td>
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<tr>
<td>9131</td>
<td>Policy Committee</td>
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<td>6141.323</td>
<td>Internet Filtering</td>
<td>August 23, 2016</td>
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<td>6141.328</td>
<td>Bring Your Own Device (BYOD) and Protocol for the Use of Technology in the Schools</td>
<td>August 23, 2016</td>
<td>September 27, 2016</td>
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<tr>
<td>6141.321</td>
<td>Student Network/Internet Use</td>
<td>August 23, 2016</td>
<td>September 27, 2016</td>
</tr>
<tr>
<td>5125</td>
<td>Confidentiality and Maintenance of Student Records</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<tr>
<td>3520.13</td>
<td>Student Data Protection</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<tr>
<td>6161.1</td>
<td>Selection of Instructional Material</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
</tr>
<tr>
<td>6146.11</td>
<td>Weighted Grades for Honors and Advanced Placement Classes Grades 9-12</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<tr>
<td>Code</td>
<td>Policy Description</td>
<td>Effective Date</td>
<td>Revised Date</td>
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<td>5111</td>
<td>Eligibility to Attend Trumbull Public Schools</td>
<td>September 27, 2016</td>
<td>November 15, 2016</td>
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<td>4118.5</td>
<td>Staff Network/Internet Use</td>
<td>November 15, 2016</td>
<td>January 9, 2017</td>
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<td>6161.3</td>
<td>Comparability of Services</td>
<td>January 9, 2017</td>
<td>February 14, 2017</td>
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<tr>
<td>6161.4</td>
<td>Requests for Second Set of Textbooks</td>
<td>January 9, 2017</td>
<td>February 14, 2017</td>
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<tr>
<td>5118.1</td>
<td>Homeless Students</td>
<td>January 9, 2017</td>
<td>February 14, 2017</td>
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<tr>
<td>6115</td>
<td>School Ceremonies and Observances</td>
<td>January 24, 2017</td>
<td>February 28, 2017</td>
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<tr>
<td>0200</td>
<td>Statement of Educational Goals</td>
<td>February 14, 2017</td>
<td>March 28, 2017</td>
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<td>0521</td>
<td>Non-Discrimination</td>
<td>February 14, 2017</td>
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<tr>
<td>5125.11</td>
<td>Health/Medical Records</td>
<td>February 14, 2017</td>
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<td>6141.312</td>
<td>Migrant Students</td>
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<td>6172.4</td>
<td>Parent and Family Engagement Policy for Title I Students</td>
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<td>1112.5</td>
<td>Media Access to Students</td>
<td>February 14, 2017</td>
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<td>3524.1</td>
<td>Integrated Pest Management</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
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<tr>
<td>4118.231</td>
<td>Staff Use and Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
</tr>
<tr>
<td>5131.6</td>
<td>Student Use and Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
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<tr>
<td>5145.5</td>
<td>Sexual Harassment of Students</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
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<td>5145.14</td>
<td>On-Campus Recruiting</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
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<tr>
<td>4212.5</td>
<td>Security Checks</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
</tr>
<tr>
<td>3542.43</td>
<td>Food Charging</td>
<td>April 18, 2017</td>
<td>May 23, 2017</td>
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</table>

In addition, the Board approved editorial revisions (e.g., renumbering, retitling, recodifying) to fourteen policies based on the suggestions of the CABE Policy Manual Audit.

Current Board policies are maintained electronically on the District website; new, revised, and rescinded policies are updated within twenty-four hours of Board action.

The Policy Committee ended 2016-17 with eleven additional policies moving to the Board for Second Reading in July 2017, and with all other policies under review for updating as necessary during 2017-18.
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 24, 2017

Agenda Item – III-E

Curriculum Committee Report
Curriculum Committee Meeting –
October 19, 2017

Recommendation:
Review and Discuss

Mrs. Petitti
I. Call to Order/Introduction — The meeting was called to order by Ms. Petitti at 1:00 p.m.

Members present
M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

Other
K. Rubano, Social Studies Department Chair, Trumbull High School
G. Basbagill, social studies teacher, Trumbull High School
J. Spillane, English Department Chair, Trumbull High School
M. Bracksieck, English teacher, Trumbull High School
M. McGarry, Project Director, TPAUD
N. Chanana, external consultant to TPAUD

II. Public Comment — There was no Public Comment.

III. Approval/Minutes — Regular Meeting 9/7/2017 — Ms. Timpanelli moved to approve the minutes as presented. Mr. Ward seconded the motion. The motion was unanimously agreed to.

IV. New Business


Mr. Basbagill outlined the value of these student workbooks for supporting the rich content of AP/ECE Microeconomics & Macroeconomics. Produced by the National Council for Economic Education, the texts’ content is rich and rigorous. Ms. Rubano complimented Mr. Basbagill and Mr. Shultz for growing the
enrollment of this AP/ECE course over time. Ms. Petitti noted the importance of economics education for all students. Ms. Timpanelli moved to bring the new course text proposals to the Board of Education for approval at its meeting scheduled for October 24, 2017, and Ms. Petitti seconded. The motion was unanimously agreed to.

b. Shakespeare Curriculum Guide
Mr. Bracksieck explained the course trajectory of Shakespeare, leading to a rich final independent project of a major term paper for all students. He noted that, compared with the earlier (2000) curriculum guide, this revision takes advantage of recent digital resources for teaching and learning Shakespeare, and also expands performance as a vehicle for students learning Shakespeare. Ms. Spillane spoke to the richness of the conversations had by students in the course, and the course’s robust enrollment over time. Ms. Timpanelli supported the progressive written assessments in the course, and Mr. Ward the value of performance. Ms. Timpanelli moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for October 24, 2017, and Mr. Ward seconded. The motion was unanimously agreed to.

c. Proposed TPAUD High School Student Questionnaire, November 2017, & Middle School Student Questionnaire, November 2017 (approvals required in accordance with BOE Policy 6162.51, Educational Research and Surveys of Students)
Dr. Budd noted that the published agenda contained a scrivener’s error: the middle school survey would be administered in December 2017, not November 2017. He distributed the “Student Survey Collection” handout attached to these Minutes.
Ms. McGarry and Ms. Chanana explained the importance of data-driven decision-making for TPAUD, following a public health model. The survey, continuing the survey history of TPAUD since 2006, would highlight strengths within the community as well as potential needs. Mr. Ward, Ms. Petitti, and Ms. Timpanelli noted the importance of community education, including parent education, on these topics. Ms. McGarry explained the plan is for survey results to ultimately be presented to the Board of Education in early spring 2018.
Ms. Timpanelli moved to bring the surveys to the Board of Education for approval at its meeting scheduled for October 24, 2017, and Mr. Ward seconded. The motion was unanimously agreed to.

d. Report, Assistant Superintendent of Curriculum, Instruction, & Assessments
Dr. Budd commended all members of the TPS community for the outstanding Tri-State Consortium Consultancy Visit; he noted that a brief presentation would be given to the full Board on October 24, 2017.

Mr. Ward moved to adjourn the meeting at 1:48 p.m.; Ms. Timpanelli seconded. The motion was unanimously agreed to.
TPAUD Coalition & Student Surveys

- In 2006, the Trumbull Board of Education applied for and received SPF/SIG grant funding from the CT Department of Mental Health and Addiction Services (DMHAS) to address the prevalence of underage drinking in town. A community coalition was convened to provide input and guidance to the efforts, and the Trumbull Partnership Against Underage Drinking was formed. TPAUD has a dedicated membership of adults and youth from the schools and community who have actively been part of the coalition for more than 10 years.

- TPAUD has been collecting student surveys with the support of the Trumbull Public Schools since 2007. As part of the initial needs assessment conducted in 2007, TPAUD surveyed all 7-12th graders (n=2,759) in the public schools on underage drinking behavior and attitudes, other risky behaviors, and protective factors. This survey has been implemented every 2 to 3 years since the onset in 2007. To date, TPAUD has surveyed more than 10,000 students on their attitudes and behaviors.

Funding Opportunities and Grant Requirements

- TPAUD's student survey data has enabled TPS to apply for state and federal grant funding around youth prevention efforts (positive youth development, reduction in substance use and other risky behaviors) since 2006.
  - From 2006 to 2010 - SPF/SIG grant funding from DMHAS, totaling $300,000.
  - From 2010 to 2014 – Partnership for Success grant funding from DMHAS, totaling $320,000.
  - From 2014 to 2019 – Drug Free Communities grant funding through Substance Abuse and Mental Health Services Administration (SAMSHA) provides Trumbull with a total of $625,000 in prevention funding. In addition, the coalition will have the opportunity to apply for an additional 5 years of funding in 2019.
    - It is a requirement of our federal grant that we collect four core measures from students in grades 7 to 12 every 2 years.
- Survey data is necessary for TPAUD to pursue any future funding from state, federal, or corporate/foundation sources, which is central to the coalition’s sustainability plan.

Survey Administration & Protocols

- TPAUD works to ensure that the survey administration process is as unobtrusive to the school environment as possible.
  - TPAUD provides detailed instructions for all staff administering the survey.
  - All surveys are completely anonymous, and results are presented in aggregate.
  - No student is required to complete the survey and they are told this as part of the instruction process.
  - Parents or guardians are provided with the opportunity to ‘opt-out’ from student data collection.
- Key points regarding survey administration, established through research and observations:
Schools typically have favorable results, i.e. data shows that students do not use substances in school and students have strong attachments to the school environment.

These data are not about the school itself; the results “paint a picture” of the community. Administering the surveys in schools provides access to a broad sample of youth in grades 7-12.

Summary and Data Dissemination
- Prior to any public release of the data, survey results will be shared internally with School Administration and other key stakeholders. Next, survey data will be presented to coalition members and a data subcommittee will be convened.
- The Data Subcommittee (voluntary and open to all members) is convened to review the results and discuss next steps. A data dissemination plan is developed that considers: the audience (community, parents, and youth), the message(s), methods (social media, presentation, newsletter), resources and timeline.
- TPAUD utilizes a public health model in all our prevention work and this includes using data to guide the work we do. With this data, we can identify appropriate strategies and develop activities and interventions that improve the well-being of our youth, families, and community as a whole.
- With this information we are able to bring our young people’s own perspectives and experiences into our prevention planning and efforts – creating a much more effective plan. This more complete picture makes it possible to design and implement better strategies to prepare young people to thrive in their lives.
- Overall, TPAUD utilizes data to promote programs, activities and efforts; increase community interest; secure additional funding; and increase the coalition’s sustainability.

Prevention Works
- In Trumbull, student surveys show that prevention efforts are working:
  - Alcohol (including binge drinking) and marijuana use rates have been decreasing.
  - Perception of parents’ disapproval rates are high.
- But there is still more work to do:
  - Vaping/use of electronic cigarettes is on the rise.
  - Perceptions around the harm of marijuana use are decreasing; attitudes on use are lax.
  - Students perceive easy access to alcohol, marijuana and electronic cigarettes.
Agenda Item — III-E-1

Approval/Curriculum Guide

Before any new curriculum is approved for inclusion in the Trumbull Public School program of studies, the Curriculum Committee of the Board of Education reviews its content and appropriateness. This Committee, consisting of Board members Marie Petitti, Lucinda Timpanelli, and Michael Ward, under the coordination of Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, and Assessments, then makes its recommendation to the full Board.

Based on the Curriculum Committee’s meeting on October 19, 2017, the Board of Education is being asked to adopt a new curriculum guide for use at Trumbull High School in the English Department for the 2017-18 school year, as noted below.

Shakespeare is a half-year English course for grade 12 students who wish to explore the richness and depth of Shakespeare’s works in their original context as well as see how they continue to evolve to, in the words of *Hamlet*, “hold up a mirror to nature,” and engage in their own “self-overhearing.”

Recommendation:

Approve the following curriculum guide:

*Shakespeare*
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

SHAKESPEARE
Grade 12
English Department
2017

(Last revision date: 2000)

Curriculum Writing Team

Jessica Spillane          English Department Chairperson, Trumbull High School
Matthew Bracksieck       English Teacher, Trumbull High School

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

Shakespeare
Shakespeare
Grade 12
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<td>Current References</td>
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.
CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Why Shakespeare? Why offer an entire semester course devoted to the works of one person? Why is Shakespeare continually performed live throughout the world, in as many different forms and venues as possible? Why are Shakespeare’s plays continually adapted for big budget film productions? Harold Bloom offers a rationale in his massive tome Shakespeare: The Invention of the Human: what we consider to be our modern consciousness is the product of Shakespeare’s characters — that, by watching Shakespearean characters go through the process that Bloom calls “self-individuation” and “self-overhearing,” audiences get a glimpse into how we conceive of ourselves in the world and through that understanding gain a certain amount of control over that process.

This course offers students who wish to expand on their experiences with Shakespeare in their freshman and sophomore English courses an opportunity to explore the richness and depth of the works in their original context as well as see how they continue to evolve to, in the words of Hamlet, “hold up a mirror to nature,” and engage in their own “self-overhearing.”

The THS Shakespeare course continues to focus on the study and close reading of the text as well as the historical context of the plays. However, it also draws heavily on the idea that the plays were intended to be performed, and therefore the study undertaken will ultimately have an eye towards performance to help focus the study. The texts will be supplemented with examples of interpretations as well as other scholarly critique.
COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-Literacy.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CCS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as Shakespeare
inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCS.ELA-Literacy.RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Shakespeare
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<table>
<thead>
<tr>
<th>CCS.ELA-Literacy.L.11-12.4</th>
<th>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</th>
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</thead>
<tbody>
<tr>
<td>CCS.ELA-Literacy.L.11-12.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrases important to comprehension or expression.</td>
</tr>
</tbody>
</table>

The following standards derive from the 2016 International Society for Technology in Education Standards.

**ISTE Empowered Learner**  
*(Standard 1)*  
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

**ISTE Digital Citizen**  
*(Standard 2)*  
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

**ISTE Knowledge Constructor**  
*(Standard 3)*  
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

**ISTE Creative Communicator**  
*(Standard 6)*  
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

**ISTE Global Collaborator**  
*(Standard 7)*  
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**COURSE ENDURING UNDERSTANDINGS**

Students will understand that...

- Shakespeare’s drama can be approached and comprehended on structural, plot, and thematic levels.
- Shakespeare’s plays both fit in and challenge various genres.
- the historical context in which Shakespeare’s plays were written affected their conception and their reception.
• Shakespeare’s plays continue to change in meaning as the society that experiences the plays changes.
• Shakespeare’s plays have the potential to change society.
• Shakespeare’s soliloquies reveal the development of character.

COURSE ESSENTIAL QUESTIONS

• Why does Shakespeare endure?
• How do the writings of Shakespeare reveal us? Shape us? Reflect us?
• What do we learn from reading and viewing Shakespeare about the power, fragility, and beauty of being human?
• How does art affect audiences? How do audiences affect art?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
• the history of theatre and Shakespeare’s place in it.
• the life and times of the historical Shakespeare as well as the context of Elizabethan theatre.
• the defining characteristics and conventions of Shakespearean genres: comedy, tragedy, history, and romance.
• the significance of iambic pentameter in communicating characterization and plot, as well as how it differs from prose.
• the various roles of a production company.
• how to approach a script and formulate an interpretation about the work.
• how to approach and interpret a Shakespearean soliloquy.
• the difference between and significance of quartos and folios, and how the various editions may impact an audience’s understanding of a play.
• how to understand a Shakespearean on a literal, interpretive, and evaluative level.
• how elements such as lighting, music, shot selection, etc., help to communicate a director’s vision, and how they affect an audience’s opinion of a subject.

Students will be able to . . .
• interpret implied stage direction communicated in dialog to help conceive characterization, plot, staging, etc.
• communicate their interpretations via performance, promptbook notation, formal essay, informal response, etc.
• engage in shared inquiry discussions where they use the text to support their interpretations of the text in a group discussion.
• read a play, formulate an interpretation, and perform a scene which helps to communicate that interpretation, all independently and in small production groups.
• synthesize a motif from three plays into one overall thesis about what the plays reveal through Shakespeare’s use of that motif.
COURSE SYLLABUS

Course Name
Shakespeare

Level
Honors

Prerequisites
Successful completion of grades 9, 10, and 11 English.

Materials Required
None

General Description of the Course
This course is an intensive study of the life and writings of William Shakespeare within the parameters of the Elizabethan cultural, social, and historical picture. It is intended for students who are interested in pursuing their previous Shakespearean study during their senior year. A multimedia approach will be used to establish an understanding of Shakespeare’s view of humanity and the world. Readings will include approximately six plays, including comedy, tragedy, and history. Shakespeare’s sonnets will also be studied. Students will examine Shakespeare’s work on three levels — literary, scholarly, and dramatic — and will analyze selected passages in close detail.

Assured Assessments

Formative Assessments:
• Class discussion (Unit 1)
• Promptbook (Unit 2)
• Shared Inquiry Discussion (Units 3, 4)
• Expository essay preparation (Unit 5)

Summative Assessments:
• Poem explication (Unit 1)
• Expository essay (Unit 2)
• Comedy Performance Project (Unit 3)
• Soliloquy analysis and teaching (Unit 4)
• Final Thesis Project (Unit 5)

Core Texts


Shakespeare
selected Shakespearean sonnet texts


Individual groups will select for small-group study another Shakespearean comedy including but not limited to:
- *As You Like It*
- *The Comedy of Errors*
- *A Midsummer Night’s Dream*
- *Much Ado about Nothing*
- *The Taming of the Shrew*
- *Twelfth Night*
- *Two Gentlemen of Verona*
- *A Winter’s Tale*
UNIT 1
Introduction to Shakespeare – The Person and the Plays

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence from selected sonnets to support analysis of what the texts say explicitly as well as inferences drawn from the texts, including determining where the texts leave matters uncertain.

CCS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in selected sonnets, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence from Bloom’s introduction to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure Bloom uses in his introduction, including whether the structure makes points clear, convincing, and engaging.

CCS.ELA-Literacy.RI.11-12.6 Determine Bloom’s point of view or purpose in his introduction, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCS.ELA-Literacy.RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of a selected sonnet, using valid reasoning and relevant and sufficient evidence.

CCS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
clearly and accurately through the effective selection, organization, and analysis of content.

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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>CCS.ELA-Literacy.W.11-12.2d</td>
<td>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.W.11-12.9</td>
<td>Draw evidence from the selected sonnet or other texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.W.11-12.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.SL.11-12.1</td>
<td>Initiate and participate effectively in discussions on Bloom’s introduction, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.SL.11-12.1a</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.3</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.6</td>
<td>Acquire and use accurately the Shakespeare-related terms introduced in this unit; demonstrate independence in gathering vocabulary knowledge when considering a word or phrases important to comprehension or expression.</td>
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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>ISTE Empowered Learner (Standard 1)</td>
<td>Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their explication of a Shakespearean sonnet.</td>
</tr>
<tr>
<td>ISTE Digital Citizen</td>
<td>Recognize the rights, responsibilities, and opportunities</td>
</tr>
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</table>

Shakespeare
Unit Essential Questions

- Who is Shakespeare?
- How do Shakespeare’s plays come to us, and how does that transmission impact our understanding of the plays?
- How does one begin to understand and unpack a play on the literal and interpretive levels?
- Why Shakespeare?

Scope and Sequence

- Introduction to Bloom’s text *The Invention of the Human*
- Ancient Greek theater
- Elizabethan theater
- Shakespeare’s life and time
- Folio & Quarto / textual discrepancies / collected works
- How to read Shakespeare

Assured Assessments

Formative Assessment:
Students will read and annotate Bloom’s introduction to *Shakespeare: The Invention of the Human*. They will engage in a class discussion (either online or in-class) where they share their insights and ask questions of each other’s interpretation. The class will select the elements of Bloom’s assertions (including the importance of self-overhearing in the process of self-individuation, the assertions that the “play reads me more than I read the play,” and “there are more Hamlets than there are actors to play them”) that the class will return to throughout the course.
Assessment tool: Shakespeare Online or In-Class Discussion Rubric
Value: formative assessment grade

Summative Assessment:
Students will take a sonnet and will conduct a close reading and an explication of the poem. They will paraphrase the poem, formulate an interpretation of the poem, and comment on how the sonnet’s structure, imagery, and word choice (particularly the puns) help to communicate that interpretation.
Assessment tool: Shakespeare Summative Assessment Rubric
Value: Major quarter grade

Resources

Core

• selected Shakespearean sonnet texts

**Supplemental**

• clip from *Henry V*. Perf. Sir Laurence Olivier. Criterion, 1944. Film.

• clips from *Playing Shakespeare*. Athena, 2009. Film.


**Time Allotment**

• Approximately 1-2 weeks
UNIT 2
The History Plays

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence from the history plays to support analysis of what the texts say explicitly as well as inferences drawn from the texts, including determining where the texts leave matters uncertain.

CCS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of Henry V and Richard III and analyze their development over the course of the texts, including how they interact and build on one another to produce a complex account.

CCS.ELA-Literacy.RL.11-12.3 Analyze the impact of Shakespeare’s choices regarding how to develop and relate elements of each play.

CCS.ELA-Literacy.RL.11-12.5 Analyze how Shakespeare’s choices concerning how to structure specific parts of each play (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-Literacy.RL.11-12.6 Analyze a scene in Richard III in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of scenes from Henry V and Richard III, evaluating how each version interprets the source text.

CCS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of a topic related to Henry V or Richard III.

CCS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<table>
<thead>
<tr>
<th>CCS.ELA-Literacy.W.11-12.2d</th>
<th>Use precise language, domain-specific vocabulary, and techniques in writing about Shakespeare’s play.</th>
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<tr>
<td>CCS.ELA-Literacy.W.11-12.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.W.11-12.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.W.11-12.6</td>
<td>Use technology to provide feedback to other students in peer revision sessions.</td>
</tr>
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<td>CCS.ELA-Literacy.W.11-12.9</td>
<td>Draw evidence from Shakespeare’s plays or accompanying scholarly critiques to support analysis, reflection, and research.</td>
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<tr>
<td>CCS.ELA-Literacy.W.11-12.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.SL.11-12.1</td>
<td>Initiate and participate effectively in discussions on Henry V and Richard III, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<td>CCS.ELA-Literacy.SL.11-12.1a</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>CCS.ELA-Literacy.L.11-12.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>CCS.ELA-Literacy.L.11-12.3</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
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<tr>
<td>CCS.ELA-Literacy.L.11-12.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases in Shakespeare’s plays and in accompanying scholarly critiques, choosing flexibly from a range of strategies.</td>
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</table>
CCS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ISTE Digital Citizen (Standard 2) Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical.

ISTE Knowledge Constructor (Standard 3) Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

ISTE Creative Communicator (Standard 6) Communicate clearly and express themselves in writing about a selected Shakespearean history play using the platforms, tools, styles, formats, and digital media appropriate to their goals.

ISTE Global Collaborator (Standard 7) Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively during peer revision sessions.

Unit Essential Questions
- What are the characteristics of a good leader?
- How and why do people allow themselves to be manipulated (for either good or bad)?
- How do different performances affect an audience’s perspectives of the themes in a play?
- How does Shakespeare shape an audience’s opinion of a historical figure?
- What do the studied plays say about the role of the conscience?

Scope and Sequence
- History of the British monarchy from Edward III to Richard III (in 2 parts)
- Discussion of the role of the Chorus in Henry V
- Portrayals of Henry in different films
- Stress, subtext, gestures, and implied stage directions
- Action, reaction, drive, and desire – inferring and implying characterization
- The contrasting perspectives of the nobility and the lower class
- The structure and purpose of the soliloquy
- Formulating an interpretation about a character, scene, or entire play and the various elements that go into communicating an interpretation
- Blocking and staging a scene for effect
- Portrayals of Richard in different film productions
Assured Assessments
Formative Assessment:
Students will work in small groups on a part of a key scene. They will read the scene in context, formulate an interpretation about the scene, and then determine the best way to communicate that interpretation through performance. Groups will perform their scene and submit a promptbook that indicates the notes in the script detailing their choices. They will follow up with a presentation to the class where they explain their intention and the process to come to their decisions. As this is not a performance class per se, the focus won’t be on the performance product as much as on the promptbook and the presentation.
Assessment tool: Promptbook rubric
Assessment Value: formative assessment grade

Summative Assessment:
Students will write a formal essay on one of the following topics:
- depiction of war in Henry V
- the characteristics of a good leader
- effective methods of manipulation
- portrayal of the conscience
Assessment tool: Shakespeare Expository Essay Rubric
Assessment Value: Major quarter grade

Resources
Core

Supplemental
- clips from Henry V. Perf. Sir Laurence Olivier. Criterion, 1944. Film.
- Rollins Band. Liar music video.

Time Allotment
- Approximately 6-8 weeks
UNIT 3
The Comedy Plays

Unit Goals

At the completion of this unit, students will:

- **CCS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence from the comedy plays to support analysis of what the comedies say explicitly as well as inferences drawn from the comedies, including determining where the texts leave matters uncertain.

- **CCS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a selected comedy and analyze their development over the course of the play, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- **CCS.ELA-Literacy.RL.11-12.3** Analyze the impact of Shakespeare's choices regarding how to develop and relate elements of a selected comedy (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).

- **CCS.ELA-Literacy.RL.11-12.4** Determine the meaning of words and phrases as they are used in the selected comedy, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

- **CCS.ELA-Literacy.RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in the play from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- **CCS.ELA-Literacy.RL.11-12.7** Analyze multiple interpretations of the selected comedy (e.g., recorded or live production of the play), evaluating how each version interprets the source text.

- **CCS.ELA-Literacy.RL.11-12.10** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

- **CCS.ELA-Literacy.W.11-12.7** Conduct research into different productions of a selected comedy to gain a better understanding of the range and depth of possible interpretations and to have

Shakespeare
those productions inform the performance troupe’s interpretation.

CCS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.11-12.4 Present the ideas and intent of the comedy performance, conveying a clear and distinct perspective, the processes used to come to decisions, and the justifications for those decisions.

CCS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning or style in performance.

CCS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in Shakespeare’s plays, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.11-12.5 Demonstrate through performance an understanding of figurative language, word relationships, and nuances in word meanings.

ISTE Knowledge Constructor (Standard 3) Critically curate a variety of resources using digital tools to understand a Shakespearean comedy, formulate an interpretation about that comedy, and perform a scene from that comedy that helps to communicate that interpretation.

ISTE Global Collaborator (Standard 7) Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in a production troupe.

Unit Essential Questions

- What are the defining characteristics of a Shakespearean comedy?
- Of what value are Shakespeare’s 500-year-old plays for us in modern society?
- How does a comedy communicate an idea?
- How does an audience formulate an interpretation about that idea?
- How does a director, designer, or actor communicate an interpretation through performance?
- How does an understanding of a play change over time? To what extent does the play itself change?
- How does identity form, and how is it presented in comedy? How do we hide aspects of our personality?
• How does the portrayal of women and other marginalized groups affect our understanding, interpretation, and appreciation of plays?

Scope and Sequence

• Character studies of Antonio, Bassanio, Portia, and Shylock
• Examination of the caskets
• Comparison of the portrayals of Shylock in various productions
• Discussion of the rings
• Discussion of the anti-Semitism in *The Merchant of Venice*
• Production meetings for Comedy Performance project

Assured Assessments

Formative Assessment:
In-class shared inquiry discussion on the question “Is the play *The Merchant of Venice* anti-Semitic?” Students will discuss the topic with minimal teacher moderation. Students will respond to each other’s points using the text as the primary source for discussion. Students will follow up the in-class discussion with a post to the online classroom.
Assessment tool: Shakespeare Online or In-Class Discussion Rubric
Assessment Value: formative assessment grade

Summative Assessment:
Comedy performance project: Students will create performance groups and will select a Shakespearean comedy to examine. Student groups will formulate an interpretation about the play and will express that interpretation in a theme statement. Groups will select a scene from the play that best exhibits the selected theme and work to contrive a performance that communicates that theme. Students will perform the scene (either live or pre-recorded) and will conduct a “talk-back” in which they describe their decisions and the process for their performance. Individual members will submit an annotated script (a promptbook) that reflects their role in the troupe, a journal of the process, and any ancillary materials required by the task.
Assessment tool: Shakespeare Comedy Performance Project Rubric
Assessment Value: Major quarter grade

Resources

Core

• Individual groups will select for small-group study another Shakespearean comedy including but not limited to:
  • *As You Like It*
  • *The Comedy of Errors*
  • *A Midsummer Night’s Dream*
  • *Much Ado about Nothing*
  • *The Taming of the Shrew*
  • *Twelfth Night*
  • *Two Gentlemen of Verona*
• *A Winter's Tale*

**Supplemental**


**Time Allotment**

- Approximately 5 weeks
UNIT 4
The Tragedy Plays

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what a Shakespearean tragedy says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RL.11-12.3 Analyze the impact of Shakespeare’s choices regarding how to develop and relate elements of a tragedy (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of Hamlet (e.g., recorded or live production of the play), evaluating how each version interprets the source text.

CCS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in shared inquiry discussions, building on others’ ideas and expressing their own clearly and persuasively.

CCS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched the plays under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in Shakespeare’s plays, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.11-12.5 Demonstrate through performance an understanding of figurative language, word relationships, and nuances in word meanings.

ISTE Digital Citizen (Standard 2) Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical.

Unit Essential Questions

- What are the defining characteristics of a Shakespearean tragedy?
- How do people assess conflicting information and make decisions?
- Why do some positive relationships turn negative?
- How does the tragedy’s treatment of women, particularly when compared to the treatment of women in the comedies, affect the outcome of the play?
- How do the studied soliloquies illustrate Bloom’s concept of “self-individuation”?
- What is the tragic flaw that causes the tragic hero’s downfall?

Scope and Sequence

- Assessing information in Othello Act I
- Examining the concept of “reputation”
- Iago’s manipulative power
- Othello’s tragic flaw
- Comparisons of different portrayals of Othello
- “Who’s there?”
- Hamlet’s purpose
- The progression of Hamlet as seen through the soliloquies
- The effect of “watching” and being “watched”
- Hamlet’s evolving view of death
- The progression from “To be or not to be” to “Let be”
- Comparisons of different portrayals of Hamlet

Assured Assessments

Formative Assessment:
Students will engage in a shared inquiry discussion to discuss what is Othello’s fatal flaw—focusing on the soliloquies that reveal that flaw. Students will discuss the topic with minimal teacher moderation. Students will respond to each other’s points using the text as the primary source for discussion. Students will follow up the in-class discussion with a post to the online classroom.
Assessment tool: Shakespeare Online or In-Class Discussion Rubric
Assessment Value: formative assessment grade
Summative Assessment:
Students will work in groups and select a soliloquy from *Hamlet*. Students will demonstrate an understanding of the soliloquy in the context of the plot and will formulate an interpretation of the soliloquy that addresses the significance of the soliloquy for demonstrating Hamlet’s development as a character and on a thematic level, conducting additional research as needed. Groups will then “teach” the soliloquy to the class.
Assessment tool: Shakespeare Summative Assessment Rubric
Assessment Value: Major quarter grade

Resources

Core

Supplemental

Time Allotment
- Approximately 4-6 weeks
UNIT 5
Thesis: Synthesis of Three Plays

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what selected plays say explicitly as well as inferences drawn from the texts, including determining where the texts leave matters uncertain.

CCS.ELA-Literacy.RL.11-12.2 Determine a central idea found in three texts and analyze its development over the course of each text and across texts, including how the synthesis of the idea produces a complex account.

CCS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCS.ELA-Literacy.W.11-12.2 Write a synthesis essay that examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCS.ELA-Literacy.W.11-12.6 Use technology to provide feedback to other students in peer revision sessions.

CCS.ELA-Literacy.W.11-12.7 Conduct a sustained research project that synthesizes multiple sources on a selected topic, demonstrating understanding of the subject under investigation.

CCS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each
source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ISTE Empowered Learner (Standard 1) Leverage technology to take an active role in effectively writing a synthesis essay drawing on at least three Shakespearean plays and any additional material necessary.

ISTE Creative Communicator (Standard 6) Communicate clearly and express themselves creatively in writing about a selection of Shakespearean plays using the platforms, tools, styles, formats, and digital media appropriate to their goals.

ISTE Global Collaborator (Standard 7) Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively during peer revision sessions.

Unit Essential Questions
- How do the different plays studied help one to understand the human condition in its fullness?

Scope and Sequence
- Selecting topics and plays
- Formulating a working thesis
- Researching scholarly material
- Proper formatting and citation
- Peer revision and editing
Assured Assessments

Formative Assessment:
Students will collaborate to help each other refine their topics and working thesis statements. After a solid draft has been completed, those students will then peer-revise and peer-edit each other’s work using the Expository Essay Rubric as their guide.
Assessment tool: Shakespeare Expository Essay Rubric
Assessment Value: formative assessment grade

Summative Assessment:
Students will select a topic and trace its portrayal across three plays and draw a conclusion about that depiction. This will be an extensive, thesis-driven essay requiring the synthesis of three plays and additional research. Possible questions to consider: Is the area of focus consistently portrayed across a span of plays? Is it consistent through a particular genre? Does it change; does the change reflect a refining of ideas? How does a text suggest a particular reading? How do the texts utilize motifs, symbols, etc.? How do the texts build on other works or allude to one another or utilize similar archetypes? How are archetypes or stereotypes challenged in the plays; how are they reinforced? How were these works received by original audiences? How are they reconceived and received now? What might account for these receptions? How effective are these plays at fulfilling Bloom’s idea that Shakespeare created the human consciousness?
Final product will be 9-11 pages in length.
Assessment tool: Shakespeare Final Thesis Project Rubric
Assessment Value: Final Exam grade

Resources

Core

Supplemental

Time Allotment
- Approximately 4 weeks of reading, research, topic selection, thesis development, drafting, revising, and conferencing; interspersed throughout the second half of the course
- Approximately 1 week of targeted in-class peer-revision and peer-editing sessions

Shakespeare
COURSE CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English.

CURRENT REFERENCES


OTHER RESOURCES

- Local/regional theatre contacts for field trips, guest speakers, mentorships, etc.:
  - https://www.hartfordstage.org/education/
  - https://www.yalerep.org/productions-and-programs/youth-programs
  - http://www.longwharf.org/education
- Additional film adaptations of Shakespeare plays:
o *Kiss Me Kate*. Dir. George Sidney. Metro-Goldwyn-Mayer, 1953. Film.
o *She's the Man*. Dir. Andy Fickman. DreamWorks, 2006. Film.

- *Shakespeare Unlimited* podcast. [https://www.folger.edu/shakespeare-unlimited](https://www.folger.edu/shakespeare-unlimited), Web.

**ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Shakespeare Online or In-Class Discussion Rubric (attached)
- Shakespeare Summative Assessment Rubric (attached)
- Shakespeare Expository Essay Rubric (attached)
- Shakespeare Comedy Performance Project Rubric (attached)
- Shakespeare Final Thesis Project Rubric (attached)
## Rubric 1: Read Effectively

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond</strong> X_____</td>
<td>Demonstrates exceptional understanding of text by:</td>
<td>Demonstrates understanding of text by:</td>
<td>Demonstrates general understanding of text by:</td>
<td>Demonstrates limited or no understanding of text by:</td>
</tr>
<tr>
<td></td>
<td>• Clearly identifying the purpose of the text</td>
<td>• Identifying the fundamental purpose of the text</td>
<td>• Partially identifying the purpose of the text</td>
<td>• Not identifying the purpose of the text</td>
</tr>
<tr>
<td></td>
<td>• Providing initial reaction richly supported by text</td>
<td>• Providing initial reaction supported by text</td>
<td>• Providing initial reaction somewhat supported by text</td>
<td>• Providing initial reaction not supported by text</td>
</tr>
<tr>
<td></td>
<td>• Providing a perceptive interpretation</td>
<td>• Providing a clear/straightforward interpretation of the text</td>
<td>• Providing a superficial interpretation of the text</td>
<td>• Providing an interpretation not supported by the text</td>
</tr>
<tr>
<td><strong>Interpret</strong> X_____</td>
<td>Demonstrates exceptional interpretation of text by:</td>
<td>Demonstrates ability to interpret text by:</td>
<td>Demonstrates general ability to interpret text by:</td>
<td>Demonstrates limited ability to interpret text as evidenced by:</td>
</tr>
<tr>
<td></td>
<td>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>• Reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>• Guided reflection and/or revision of initial understanding</td>
<td>• Struggle to implement guided reflection and/or revision of initial understanding</td>
</tr>
<tr>
<td></td>
<td>• Constructing insightful and perceptive ideas about the text</td>
<td>• Summarizing main ideas of text</td>
<td>• Summarizing some of the main ideas of text</td>
<td>• Struggle to summarize any main ideas of text</td>
</tr>
<tr>
<td></td>
<td>• Actively raising critical questions and exploring multiple interpretations of the text</td>
<td>• Actively interpreting text by raising questions and looking for answers in text</td>
<td>• Guided interpretation of text by locating answers to given questions in text</td>
<td>• Struggle to answer questions by locating responses in text</td>
</tr>
<tr>
<td><strong>Connect</strong> X_____</td>
<td>Demonstrates perceptive connections</td>
<td>Demonstrates specific connections</td>
<td>Demonstrates general connections</td>
<td>Struggles to make connections</td>
</tr>
<tr>
<td></td>
<td>• text-to-text</td>
<td>• text-to-text</td>
<td>• text-to-text</td>
<td>• text-to-text</td>
</tr>
<tr>
<td></td>
<td>• text-to-self</td>
<td>• text-to-self</td>
<td>• text-to-self</td>
<td>• text-to-self</td>
</tr>
<tr>
<td></td>
<td>• text-to-world</td>
<td>• text-to-world</td>
<td>• text-to-world</td>
<td>• text-to-world</td>
</tr>
<tr>
<td><strong>Evaluate</strong> X_____</td>
<td>Demonstrates insightful evaluation of text by one or more of the following:</td>
<td>Demonstrates an evaluation of text by one or more of the following:</td>
<td>Demonstrates a general evaluation of text by one or more of the following:</td>
<td>Demonstrates a struggle to evaluate the text by one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Critical analysis to create a conclusion supported by the text</td>
<td>• Critical analysis to form a conclusion from the text</td>
<td>• Formulation of a superficial conclusion from the text</td>
<td>• Formulation of a conclusion from the text</td>
</tr>
<tr>
<td></td>
<td>• Perceptive judgments about the quality of the text</td>
<td>• Thoughtful judgments about the quality of the text</td>
<td>• Assessment of the quality of the text</td>
<td>• Assessment of the quality of the text</td>
</tr>
<tr>
<td></td>
<td>• Synthesis of text</td>
<td>• Evaluation of text to express personal opinion(s)</td>
<td>• Use of text to express personal opinion(s)</td>
<td>• Use of text to express personal opinion(s)</td>
</tr>
<tr>
<td></td>
<td>• Expression of a personal opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shakespeare
<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4 Student work:</th>
<th>Goal 3 Student work:</th>
<th>Working Toward Goal 2 Student work:</th>
<th>Needs Support 1-0 Student work:</th>
</tr>
</thead>
</table>
| **Purpose**    | • Establishes and maintains a clear purpose  
• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose  
• Demonstrates an accurate awareness of audience and task | • Establishes a purpose  
• Demonstrates an awareness of audience and task | • Does not establish a clear purpose  
• Demonstrates limited/no awareness of audience and task |
| **Organization** | • Reflects sophisticated organization throughout  
• Demonstrates logical progression of ideas  
• Maintains a clear focus  
• Utilizes effective transitions | • Reflects organization throughout  
• Demonstrates logical progression of ideas  
• Maintains a focus  
• Utilizes transitions | • Reflects some organization throughout  
• Demonstrates logical progression of ideas at times  
• Maintains a vague focus  
• May utilize some ineffective transitions | • Reflects little/no organization  
• Lacks logical progression of ideas  
• Maintains little/no focus  
• Utilizes ineffective or no transitions |
| **Content**    | • Is accurate, explicit, and vivid  
• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant  
• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies  
• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear  
• Exhibits limited/no ideas supported by specific details and examples |
| **Use of Language** | • Demonstrates excellent use of language  
• Demonstrates a highly effective use of standard writing that enhances communication  
• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language  
• Demonstrates effective use of standard writing conventions  
• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language  
• Demonstrates use of standard writing conventions  
• Contains errors that detract from meaning | • Demonstrates limited competency in use of language  
• Demonstrates limited use of standard writing conventions  
• Contains errors that make it difficult to determine meaning |
## Rubric 5: Independent Learners And Thinkers

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.</td>
<td>Student demonstrates initiative by generating appropriate questions, creating original projects/work.</td>
<td>Student demonstrates some initiative by generating questions, creating appropriate projects/work.</td>
<td>Student demonstrates limited or no initiative by generating few questions and creating projects/work.</td>
</tr>
<tr>
<td>Independent Research &amp; Development</td>
<td>Student is analytical, insightful, and works independently to reach a solution.</td>
<td>Student is analytical, and works productively to reach a solution.</td>
<td>Student reaches a solution with direction.</td>
<td>Student is unable to reach a solution without consistent assistance.</td>
</tr>
<tr>
<td>Presentation of Finished Product</td>
<td>Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.</td>
<td>Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.</td>
<td>Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.</td>
<td>Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.</td>
</tr>
</tbody>
</table>

Shakespeare
# SHAKESPEARE ONLINE OR IN-CLASS DISCUSSION RUBRIC

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Progressing (2)</th>
<th>Emerging (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td><strong>Support</strong></td>
<td><strong>Interaction</strong></td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td>Original ideas are insightful, specific, and display divergent thinking and well-developed conclusions. Comments reflect higher-level thinking, focusing on analysis, evaluation, and application. Comments reflect willingness to take intellectual risks in discussion. Insights bring student and classmates to a higher understanding of the text and the prompt and evolve and deepen the group's thinking by the end of the discussion.</td>
<td>Student traces and connects a highly convincing range of illustrative and specific quotes and references to various parts of the text and/or relevant outside sources or current/historical events. Student refers the group to specific pages and/or lines in the text, reads the quote or paraphrases when appropriate, and explains the relevance of the quote to the discussion and full analysis of its meaning.</td>
<td>Student takes actions that facilitate discussion. Student interacts by offering comments and questions that synthesize, steer, and challenge discussion in motivating and respectful ways. Student actively and independently contributes ideas with fluency and consistent academic language. Comments indicate that student sees the &quot;big picture&quot; of the discussion and monitors the track of the discussion.</td>
<td></td>
</tr>
<tr>
<td>Original ideas are insightful, focused, and display critical thinking. Interpretation and analysis work toward drawing conclusions. Student incorporates and extends the thinking of others into ideas. Comments reflect that thinking on the initial ideas has developed by the end of the discussion.</td>
<td>Student provides a range of relevant specific quotes and references to the text and relevant outside current/historical events for examination. Student reads and/or paraphrases when appropriate, introduces the context of the quote, and discusses some relevant parts of the quote.</td>
<td>Student has an influential process in the discussion. Student interacts by respectfully offering comments and questions that prompt further discussion. Student engages with others by building on ideas and involving others in discussion with academic language.</td>
<td></td>
</tr>
<tr>
<td>Ideas are accurate and indicate thinking about the prompt and text; however, student may state the obvious or rehash prior class or discussion ideas without expanding on those ideas. Connections and/or plausible conclusions are present but need development. Student recognizes and is able to summarize or restate the ideas of others, but does not develop them further.</td>
<td>Student provides general references to the text and/or general outside current/historical events. Examples may simply repeat those already offered in class discussion and/or may be offered in isolation with no explanation of the relevance of the quote to the discussion. Student may offer support or specific evidence only when prompted.</td>
<td>Student contributes to the discussion. Comments and questions might stall or repeat discussion or only clarify. Student interacts with others by referencing others' statements, but does not further discussion. Student works at contributing independently and may need to be prompted to speak by teacher and/or peers. Student may interrupt, distract, or monopolize conversation.</td>
<td></td>
</tr>
<tr>
<td>Ideas predominantly consist of recall and may lack evidence of comprehension or contain inaccuracies or misunderstandings. Ideas are consistently undeveloped or superficial, and/or may be unrelated to discussion prompt. Thinking is incomplete and/or a statement of facts about the text.</td>
<td>Student provides inaccurate or vague references to the text or outside current/historical events. Student is not able to provide clear evidence when asked. Examples demonstrate a misunderstanding or a lack of understanding.</td>
<td>Student does not have a presence in the discussion. Student interacts only by briefly commenting on others' ideas or asking Yes/No questions. Student may be disengaged, be mainly silent, or respond inappropriately to the ideas of others.</td>
<td></td>
</tr>
</tbody>
</table>

Shakespeare
SHAKESPEARE SUMMATIVE ASSESSMENT RUBRIC

Score 9
Highly articulate, effectively organized expression that addresses the task astutely. These products meet the score 8 criteria but are exceptional in their demonstration of mastery of language, use of relevant and specific references to evidence, application of the dramaturgical process, and development of an insightful, focused, and original thesis. Perceptions of the playscript and other sources are insightful and clearly expressed, using language appropriate to literary/theatre criticism (as appropriate). The student has original ideas and may also offer more than a single interpretation of a text or any of its parts. While the product may not be completely error-free, it demonstrates careful editing and revision and the student’s control of the elements of composition and the craft of analytical or creative presentation.

Score 8
Highly effective expression that takes a convincing and clear position or approach to the task. The student uses relevant and meaningful evidence from the playscript and other sources that is substantive and well explained. The argument moves the expression forward and demonstrates clear connection between the claims made and the evidence offered. Application of critical thinking skills controls the product. The product demonstrates the ability to use a broad range of elements of effective expression (specific to the task) and is highly-focused and not sprawling. There may be occasional mechanical errors (specific to the process).

Score 7
Effective expression that advances a solid, clearly indicated thesis that responds to the task. Evidence from the text and other sources is provided and may be substantive, but development or articulation of analysis or application of dramaturgical process could be more convincing or clear. Analysis of the playscript and other sources is thoughtful, but may not be as thorough or precise as is needed. The student’s elaboration may lack exemplary insight or persuasiveness. There is concrete evidence that the student can read and respond expressively and critically to text. The argument could benefit from more sophistication or stronger control. There may be occasional mechanical errors (specific to the process).

Score 6
Effective expression that advances a solid thesis related to the task but may, at times, lack clarity or put forth an argument that is not fully developed. Evidence from the text or other sources is provided and efforts are made to use it to develop an argument; more thoroughness, clarity, or focus is needed. The language is clear and may be strong in places but may display lack of sophistication, lapses, inability to apply literary/theatre vocabulary effectively, and/or mechanical errors that momentarily distract from the thinking or argument.

Score 5
Expression that responds to the task appropriately but may offer what are, predominately, observations about the playscript or other sources without substantive conclusions drawn. The analysis may lean toward superficiality or a lack of conviction. A thesis is presented and supported but the support is vague or limited. The product may accurately express the student’s thoughts but may contain an accumulation of errors (including imprecise vocabulary) that detracts from the voice and/or uncovers weaknesses in mechanics and vocabulary.

Score 4-3
Expression that attempts to address the task but is impacted by a misreading of or lack of facility with the text. A thesis is present but logical, relevant support is meager or imprecise. An attempt at critical analysis is present but is vague and unconvincing and may rely largely on paraphrase and generalization. The writing is sufficiently clear to convey meaning but may suffer from a lack of coherence, weak diction, faulty sentence structure, and/or a variety of mechanical errors.

Score 2-1
Product does not respond adequately to the task or assignment. The product may be largely paraphrase of a text. Confused or incoherent critical analysis suggests the student’s inability to comprehend the text or other sources and/or apply knowledge of literary/theatrical elements or devices. The product may demonstrate minimal ability to understand and apply conventions of composition and standard written English or lack attention to the editing and revision process.

Score 0
No response or a response with no more than a reference to the task

Shakespeare
<table>
<thead>
<tr>
<th></th>
<th>Developing Ideas in Writing</th>
<th>Using Evidence in Writing</th>
<th>Demonstrating Structure and Organization</th>
<th>Using a Writing Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (4)</strong></td>
<td>Thesis is clear, specific, and expresses a meaningful argument. You have insightfully answered the implicit question “So what?” Ideas are insightful and the paragraphs demonstrate a clear, thorough, and convincing connection to the thesis.</td>
<td>Convincing, insightful, and aptly-selected evidence is cited properly. Quotes are incorporated seamlessly with appropriate introductory context.</td>
<td>Essay flows effortlessly and artfully from paragraph to paragraph and clearly presents an essay that is a pleasure to read.</td>
<td>Multiple revisions reveal an evolution of thought and process which results in a more sophisticated and clearly defined topic and presentation.</td>
</tr>
<tr>
<td><strong>Proficient (3)</strong></td>
<td>Thesis is clear, specific, and states an arguable interpretation of text. Ideas are explained and connect the evidence to the thesis. Essay adequately answers the questions “How do you know?” and “So what?”</td>
<td>Evidence adequately supports the claim. Evidence is properly formatted and cited according to MLA style.</td>
<td>Paragraphs and sentences are well-connected through skillful use of transitions, unifying phrases or key ideas. Paragraphing adequately separates and develops thinking. Sequencing contributes to purpose. Reader is effectively carried through the piece.</td>
<td>There is evidence that planning and revision has taken place, and changes made have improved the essay. There is evidence that conferencing with a peer editor has enhanced the final presentation of the essay.</td>
</tr>
<tr>
<td><strong>Progressing (2)</strong></td>
<td>Thesis attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully address the topic/question. Ideas contain gaps in thinking or may merely repeat the claim or evidence. Essay attempts to connect evidence to claim but is inadequate and/or not convincing. Essay does not answer one or both of the questions “How do you know?” and “So what?”</td>
<td>Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quote is not introduced with appropriate context.</td>
<td>Transitions may be lacking. Connections between ideas and thesis are not readily apparent. Connections between ideas may be lacking. Paragraphs exist but lack focus and offer limited development. Sequence may not contribute to purpose and shifts may distract reader.</td>
<td>There is evidence that some planning and revision has taken plan, but any changes made have not significantly improved the essay. There is evidence that conferencing with a peer editor occurred, but the final presentation of the essay still contains flaws. Suggestions which would improve the essay have been ignored.</td>
</tr>
<tr>
<td><strong>Emerging (1)</strong></td>
<td>Thesis is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the essay. Ideas are missing, unrelated to thesis and evidence, and/or introduce no new thinking to the response.</td>
<td>Evidence is missing or not clearly referenced and/or not relevant to the claim. Evidence may simply restate a plot point.</td>
<td>Abrupt shifts in thought interfere with meaning. Fluency and transitions are lacking. Little sense of organization with frequent digressions or gaps in thinking. Reader is blocked from meaning.</td>
<td>It is unclear that there was any planning or revision. There is no evidence of conferencing with a peer, or such conferences were unproductive.</td>
</tr>
</tbody>
</table>
# SHAKESPEARE COMEDY PERFORMANCE PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Exceeds Goal</th>
<th>Meets Goal</th>
<th>Approaches Goal</th>
<th>Does Not Meet Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptbook</strong>&lt;br&gt;This is the section that will evaluate the quality of your promptbook.</td>
<td><strong>Performance</strong>&lt;br&gt;This is the section that will evaluate the quality of your performance.</td>
<td><strong>Additional Support Materials</strong>&lt;br&gt;This is the section that will evaluate the quality of your role-specific materials: for directors, the writeup; for actors, the character study; for designers, the portfolio.</td>
<td><strong>Talkback</strong>&lt;br&gt;This is the section that will evaluate the quality of your talkback session.</td>
</tr>
<tr>
<td><strong>All attributes of “Meets Goal” plus:</strong>&lt;br&gt;Provides additional information about gestures, blocking, lights, sounds, etc., which all work as a unified whole to communicate the intent of the scene.</td>
<td><strong>All attributes of “Meets Goal” plus:</strong>&lt;br&gt;Performance is insightful and enjoyable. The performance has thoughtful account for and clearly communicates all aspects of the scene. May add an interesting twist that causes the audience to see the play in a new way.</td>
<td><strong>All attributes of “Meets Goal” plus:</strong>&lt;br&gt;Materials work to enhance the experience of the performance; graphics and figures enhance the materials both in visual appeal and user-ease; layout of packet enhances materials' effectiveness and serves to create interest and excitement.</td>
<td><strong>All attributes of “Meets Goal” plus:</strong>&lt;br&gt;A level of self-reflection is evident as the troupe is able to authoritatively address challenges to their interpretation and/or offer alternatives to their production should the opportunity arise.</td>
</tr>
<tr>
<td><strong>Meets Goal</strong></td>
<td><strong>Performance</strong>&lt;br&gt;Plot, characterization, theme, etc., are communicated through the performance. Relationships between characters are apparent. Movement is intentional and rehearsed. Dialog is delivered naturally.</td>
<td><strong>Additional Support Materials</strong>&lt;br&gt;The portfolio clearly communicates process and intent. The additional information helps to communicate the vision where the performance may have been limited due to resources. The materials are well-edited for spelling, mechanics, grammar, etc. (few errors exist); formatting is clear and user-friendly; graphics are clear and legible; MLA formatting is employed correctly.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is well-prepared to answer questions about process, intent, and choices. All members of the troupe participate in the presentation, particularly when their areas of specialty come up.</td>
</tr>
<tr>
<td><strong>Approaches Goal</strong></td>
<td><strong>Promptbook decisions indicate an understanding of the use of language to communicate plot, characterization, theme in addition to an understanding of what is being said and why.</strong></td>
<td><strong>Troupe is prepared to respond to questions, often appearing to be formulating responses on the spot rather than reflecting a thoughtful process throughout. Troupe struggles to justify their decisions.</strong></td>
<td><strong>Troupes produce a thoughtful process packet that does not address all elements of the production or is not prepared or rehearsed. Presentation is driven by responses to questions, often appearing to be formulating responses on the spot rather than reflecting a thoughtful process throughout. Troupe struggles to justify their decisions.</strong></td>
</tr>
<tr>
<td><strong>Does Not Meet Goal</strong></td>
<td><strong>Promptbook decisions reflect an understanding of the use of language to communicate plot, characterization, theme in addition to an understanding of what is being said and why.</strong></td>
<td><strong>Troupes produce a thoughtful process packet that does not address all elements of the production or is not prepared or rehearsed. Presentation is driven by responses to questions, often appearing to be formulating responses on the spot rather than reflecting a thoughtful process throughout. Troupe struggles to justify their decisions.</strong></td>
<td><strong>Troupes produce a thoughtful process packet that does not address all elements of the production or is not prepared or rehearsed. Presentation is driven by responses to questions, often appearing to be formulating responses on the spot rather than reflecting a thoughtful process throughout. Troupe struggles to justify their decisions.</strong></td>
</tr>
<tr>
<td><strong>Performance</strong>&lt;br&gt;There is an understanding of plot, characterization, theme, etc., and an understanding of how the dialog communicates those concepts, but the performance is rehearsed and affects understanding. The final product lacks production techniques appropriate for the medium (live or recorded).</td>
<td><strong>Additional Support Materials</strong>&lt;br&gt;The portfolio makes an attempt at communicating elements of the process and product but is incomplete or insufficient. Errors in fact or formatting are present and demonstrate a certain level of carelessness.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is unable to answer some questions about their performance, scene, or play. It is apparent that the group does not have a firm understanding of plot, characterization, or theme. Troupe is unable to justify their decisions.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is unable to answer some questions about their performance, scene, or play. It is apparent that the group does not have a firm understanding of plot, characterization, or theme. Troupe is unable to justify their decisions.</td>
</tr>
<tr>
<td><strong>Additional Support Materials</strong>&lt;br&gt;The information presented in the support materials portfolio does not fulfill the requirements of the task. The portfolio may be missing elements or may contain errors in either formatting or fact. Editing errors may detract from the authority of the packet; graphics may be unclear or distracting; MLA formatting may be incorrect.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is unable to answer some questions about their performance, scene, or play. It is apparent that the group does not have a firm understanding of plot, characterization, or theme. Troupe is unable to justify their decisions.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is unable to answer some questions about their performance, scene, or play. It is apparent that the group does not have a firm understanding of plot, characterization, or theme. Troupe is unable to justify their decisions.</td>
<td><strong>Talkback</strong>&lt;br&gt;The troupe is unable to answer some questions about their performance, scene, or play. It is apparent that the group does not have a firm understanding of plot, characterization, or theme. Troupe is unable to justify their decisions.</td>
</tr>
</tbody>
</table>

Shakespeare 36
## SHAKESPEARE FINAL THESIS PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Research</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the section that will evaluate your ability to conduct research on your chosen topic.</td>
<td>This is the section that will evaluate your ability to analyze literary texts and draw inferences and conclusions about them.</td>
<td>This is the section that will evaluate your ability to take all your research and analysis and synthesize it to address the requirements of the assignment.</td>
<td>This is the section that will evaluate your ability to revise and edit your writing and to write for a specific and specialized audience.</td>
</tr>
<tr>
<td><strong>Exceeds Goal</strong></td>
<td>All attributes of “Meets Goal” plus: Research is used effectively and reflects a thoughtful, purposeful curation of information; the “so what” of the researched information is apparent.</td>
<td>All attributes of “Meets Goal” plus: Close text analysis is pervasive and evident through multiple and varied indicators; an implied “thesis” for the interpretation is apparent throughout the materials; the analysis demonstrates a keen ability to read a literary text and communicate how the various literary elements work together to present a unified whole.</td>
<td>All attributes of “Meets Goal” plus: Presentation is a seamless blend of literary analysis and research that moves toward a thesis that unequivocally addresses the topic. Final product demonstrates insight and command of the material.</td>
</tr>
<tr>
<td><strong>Meets Goal</strong></td>
<td>Researched information is accurate and appropriately attributed to sources (e.g., direct quotes are cited in-text, paraphrased information is cited in Works Cited page); research is relevant to the topic.</td>
<td>Analysis reflects clear comprehension of the text; analysis demonstrates ability to exercise close reading and subsequently develop well-supported interpretations.</td>
<td>The essay is well-edited for spelling, mechanics, grammar, etc. (few errors exist); formatting is clear and user-friendly; MLA format is employed correctly.</td>
</tr>
<tr>
<td><strong>Approaches Goal</strong></td>
<td>Researched information may contain inaccuracies or, while interesting, may not be relevant to the topic; research may not be adequately cited to avoid plagiarism.</td>
<td>Analysis may reveal a reading of the text but a lack of comprehension or a superficial reading of the text; analysis may not adequately demonstrate ability to close-read a text.</td>
<td>Information presented in essay may be drawn from a variety of sources but may not be integrated or may not be well-balanced between text analysis and research.</td>
</tr>
<tr>
<td><strong>Does Not Meet Goal</strong></td>
<td>Researched information does not hail from reputable sources and/or is not cited; research does not appear in the project.</td>
<td>Analysis is supplanted by cursory summary and/or is rooted in gross inaccuracies.</td>
<td>Essay does not reflect that editing was a step in student’s publishing process and/or presentation is inappropriate or unprepared.</td>
</tr>
</tbody>
</table>

Shakespeare 37
APPENDICES

- Playing Shakespeare (attached)
- Playing Shakespeare Creative Meeting (attached)
- Characterization in Drama (attached)
- To be or . . . : Examining Hamlet’s Soliloquies (attached)
Playing Shakespeare

Directors:
Responsible for the overall interpretation of the play.
Work in collaboration with the Designers and the Actors to create interpretation.

You might be a Director if:
- You enjoy close reading.
- You are comfortable sharing your vision with others.
- You can envision the scene as you read.
- You are comfortable with a leadership role.

Responsibilities:
- meeting with your group
- listening to their input
- encouraging them to support their ideas with the text
- maintaining a consistent interpretation
- keeping everyone on schedule

Final assessment:
- Director’s talkback after the performance to share the overall interpretation and to explain how the performed scene fits into that overall interpretation
- Discussion and journal of how the process came together
- Selection from annotated script/promptbook with director’s notes

Designers:
Responsible for the visual look of the play.
Work in collaboration with the Directors and the Actors to create the look which communicates the vision & interpretation of the troupe.

You might be a Designer if:
- You are artistic in a visual medium.
- You are more comfortable expressing yourself through a visual medium rather than performance.
- Your vision of scenery, sets, props, costumes, and/or lighting helps to communicate the troupe’s vision and interpretation.

Responsibilities:
- meeting with the group
- collecting & sharing images which will manifest the interpretation/visual.
- listening to the ideas and working to illustrate them.
Final assessment:

- **Designer’s talkback** after the performance to share the vision and to explain how the different artistic elements fit in the performed scene
- **Portfolio of illustrations** which communicate the overall look of the production
  - Set list for each scene
  - Costume list for each character & scene
  - Prop list for each scene
- **Written explanation** of the evolution of the vision and the rationale behind how it is intended to communicate the interpretation

**Actors:**
Responsible for the thorough understanding of assigned character(s) and how they fit into the troupe’s overall interpretation. Work in collaboration with Director(s) & Designers to create an interpretation and communicate that interpretation through the performance of one scene

You might be an actor if:
- You feel comfortable performing in front of others.
- You have a good sense of **human motivation and emotion**.
- You can communicate the character’s motivation and emotion to an audience in a way that helps to communicate the overall interpretation of the scene and the play.

Responsibilities:
- meeting with your group
- listening to their input
- understanding the character in the context of the scene and the play as a whole
- understanding the character’s relationship with the other characters
- understanding the motivation and emotion as suggested by the troupe’s interpretation of the scene

Final assessment:
- **Actor’s talkback** after the performance to share the overall interpretation and to explain how the performance fits into that overall interpretation
- **Character study** of your character discussing the significance of the character in the play and the development of that character over the course of the play
- Selection from **annotated script/promptbook** with actor’s notes
Playing Shakespeare
Creative Meeting

The purpose of the creative meeting is for all of the different members of the creative team – directors, actors, and designers – to have an opportunity to share their ideas about the production. In order for this to be a successful meeting, everyone on the team must do the following:

- Read the play more than once – read the play so that you have an understanding of the plot, themes, characters. Read so that you have an idea of what you want the audience to take from your performance.
- Look for moments when there is change: in a character, in a scene, in the plot. Think about the tone of the change (does it get brighter or darker?) and think about the effect of the change.
- Think about the various discussions we have had about understanding Shakespeare:
  - Determining Characterization:
    - What they say?
    - What they do?
    - What do others say about them?
  - The audience’s perspective:
    - What do they see?
    - What do they hear?
    - What do they think as a result?
  - What do long passages rich in vivid imagery reveal when read closely?
  - How does the “fool” reveal truth, and what truth does he reveal in this play?
  - Who does the play reward & why?
  - Who does the play marginalize & why?
  - What do the tensions in the play reveal and what does the play favor:
    - age vs. youth
    - country vs. city or court

For your meeting EVERY MEMBER OF THE GROUP must bring any and all of the following:
- notes
- drawings
- photos
- illustrations you have cut from a magazine
- ANYTHING THAT YOU THINK WILL HELP YOUR GROUP SEE THIS PLAY
Characterization in Drama

As you read the play to prepare for your performance, focus your attention on one main character to understand what the play is saying about people overall. Here are some tools you can use to attain that understanding.

Three ways to determine characterization:

- What they say.
- What they do or have.
- What others say about them.

These will give you some insight into the basic personality of the character and will give you a starting point for exploration. Remember that you have to balance these three elements, as characters often do not know themselves very well – particularly at the beginning of a play.

Soliloquies

Keep in mind what we have discussed about how soliloquies reveal the inner transformation of a character.

1. Start by examining the mental condition of the person before the soliloquy
   a. consider what has happened to him before now
   b. how does he feel about it?
   c. describe his mental state or mood
   d. what is the current problem or event that triggered the soliloquy?

2. Paraphrase the soliloquy
   a. be sure to understand what he is saying and why he is saying it
   b. know both the denotation and the connotation

3. Perform a close reading of the soliloquy
   a. look at the language used – is it simple, plain direct? What might that suggest as opposed to more poetic or convoluted diction? Or, vice-versa?
   b. what metaphorical or symbolic significance does the soliloquy contain?

4. Does a change occur in the character during the soliloquy? If so, where? What triggered the change? Where does the soliloquy go after that?

5. What, if any, is the resolution of the problem that emerges as a result of the soliloquy?
   a. how does the character look at his problem, his world, himself, and/or himself in the world now?
   b. what change has occurred in/to the character?
Action & Reaction
Everything that a character says or does on stage is a reaction to something she has just experienced. When looking at your character, trace the reaction back to a previous action and consider:

- What has happened?
- Why has the character reacted like that?
- What does this reaction say about the character?
- Does this fit with everything we know about the character so far?

Then consider that the character's reaction is now a new action to which another character will react. This is the continuing cycle which moves the plot & the play forward.

Desire & Drive
Answering the following questions will help you to get inside the mind of the play and your character:

- What does she want?
- What is her plan to get it?
- What stands in her way?
- How does she react to the obstacle?
- How does she try to get around the obstacle?
- What new situation arises as a result of the character's actions?
- How do the character's actions affect others in the scene and in the play?
To be or . . . : Examining Hamlet’s Soliloquies

Consider this: every event, every moment, changes a person — you, in essence, become a new person with every moment. And the direction of that change presents a limited number of possibilities available to that new person.

Since it is too difficult to objectively observe this process in ourselves, we will examine how this occurs in the young Hamlet — by observing his attempts at creating sense out of our absurd world.

There are several things to consider when approaching the soliloquies — not only the literal meaning and the sub-conscious development, but also the contextual situation going into the soliloquy as well as the new person that emerges. Here is a guide:

1. Start by examining the mental condition of the person before the soliloquy
   a. consider what has happened to him before now
   b. how does he feel about it?
   c. describe his mental state or mood
   d. what is the current problem or event that triggered the soliloquy?
2. Paraphrase the soliloquy
   a. be sure to understand what he is saying and why he is saying it
   b. know both the denotation and the connotation
3. Perform a close reading of the soliloquy
   a. look at the language used — is it simple, plain direct? What might that suggest as opposed to more poetic or convoluted diction? Or, vice-versa?
   b. what metaphorical or symbolic significance does the soliloquy contain? what significance does Hamlet imbue and what significance is inadvertent?
4. Does a change occur in Hamlet during the soliloquy? If so, where? What triggered the change? Where does the soliloquy go after that?
5. What, if any, is the resolution of the problem that emerges as a result of the soliloquy?
   a. how does Hamlet look at his problem, his world, himself, and/or himself in the world now?
   b. what change has occurred in/to Hamlet?
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 24, 2017

Agenda Item – III-E-2

Approval/New Course Text Proposals

Before any new textbook is approved for inclusion in the Trumbull Public School program of studies, the Curriculum Committee of the Board of Education reviews its content and appropriateness. This Committee, consisting of Board members Marie Petitti, Lucinda Timpanelli, and Michael Ward, under the coordination of Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, and Assessments, then makes its recommendation to the full Board.

Based on the Curriculum Committee’s meeting on October 19, 2017, the Board of Education is being asked to review and adopt two new texts for use at Trumbull High School in the Social Studies Department for the 2017-18 school year, as noted below.


Recommendation:

Approve the following texts:

Author: National Council for Economic Education

Publisher: National Council for Economic Education

Year Published: 2031

ISBN Numbers: 9781561836703; 9781561836680

Core or Supplemental: Core

Course: Advanced Placement / Early College Experience Microeconomics & Macroeconomics

Grade Level: 11-12

(If applicable) Replaces text: N/A

Rationale for adopting new texts: These texts will continue to be core texts for AP/ECE Microeconomics & Macroeconomics at Trumbull High School.

Text Description: These two student manuals support the key content of essential AP economics concepts, including explanatory text and skills-based practice in the following units: Basic Economic Concepts, Product Markets, Firm Theory, Factor Markets, and Market Failures.

Strengths: THS students in AP/ECE Microeconomics & Macroeconomics have found these texts highly valuable in prior years to support their content learning in preparation for the College Board Advanced Placement Examination. The workbooks provide excellent support for the more mathematical aspects of the course, including calculating marginal costs, average total costs, marginal utility per dollar, and marginal revenue product. While AP questions tend toward the theoretical (and are therefore less about numbers), understanding the numbers behind the theory is absolutely crucial.

Weaknesses: The layout of exercises in the workbooks is not precisely in the style of the Advanced Placement Examination; however, use of the workbooks will be supplemented with more explicit AP practice.

Submitted by: Katherine Rubano, Social Studies Department Chair, Trumbull High School

Reviewed by: [Signatures]

1 "Core" refers to a resource that must be used by all students for attainment of course goals.
Revised 7/2016
Agenda Item – III-E-3

Approval/Survey

In accordance with BOE Policy 6162.51, Educational Research and Surveys of Students, surveys of students on certain topics require: approval of the Assistant Superintendent of Curriculum, Instruction, and Assessments; approval of the Curriculum Committee of the Board of Education; and approval of the Board of Education.

At the Curriculum Committee’s meeting on October 19, 2017, two such surveys were presented and moved forward to the full Board of Education for approval.

The surveys continue the biennial trend of data collection by TPAUD (Trumbull Partnership Against Underage Drinking and Drugs). The first survey would be administered to Trumbull High School students of all grades in November 2017, and the second survey would be administered to Hillcrest Middle School and Madison Middle School students of all grades in December 2017.

Recommendation:

Approve the following student surveys:
TPAUD High School Student Questionnaire, November 2017
TPAUD Middle School Student Questionnaire, December 2017
THANK YOU for filling out this questionnaire. Your answers will help us understand what students think about a variety of things including drinking alcohol and doing drugs. This survey is completely anonymous - your parents and teachers will not see your answers. Your answers will not affect your grades. Please be as honest and complete as you can. If you have any questions, please ask your teacher.

<table>
<thead>
<tr>
<th>Question</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am a</td>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td>2. My grade is</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>3. I describe my race as</td>
<td>White</td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>Multiple</td>
<td>Other</td>
</tr>
<tr>
<td>4. I describe my ethnicity as</td>
<td>Non-Hispanic</td>
<td>Hispanic</td>
</tr>
</tbody>
</table>

Please choose the response that best describes how you feel.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. My teachers really care about me.</td>
<td>Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>6. Students in my school care about me.</td>
<td>Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>7. I am aware that there can be disciplinary consequences at school for using alcohol or drugs outside of school hours or off school property.</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>8. If I had an important concern about drugs, alcohol, sex, or some other serious issue, I would talk to someone at Trumbull High School about it.</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>9. Adults in Trumbull value youth my age (e.g. adults listen to what we have to say, they make us feel important).</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

Please choose the best response:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Are you aware of the Social Host Law (a law that makes it illegal for any adult to provide a place for teens to drink alcohol)?</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>11. Have you heard about the anonymous underage drinking TipsLine in Trumbull?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12. Are you aware the Trumbull Police Department routinely patrols at school events and in neighborhoods for underage drinking and drug use?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

How wrong do your parents feel it would be for you to...

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all wrong</th>
<th>A little bit wrong</th>
<th>Wrong</th>
<th>Very wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. have one or two drinks of an alcoholic beverage nearly every day?</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>14. have four or more drinks of an alcoholic beverage at one time?</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>15. smoke tobacco?</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>16. smoke marijuana?</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>17. use prescription drugs not prescribed to you?</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>18. vape? (use e-cigs, JUULs, etc.)</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>
### My parents...

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. know where I am and who I am with when I go out.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20. have set rules and clear expectations with me about drinking.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>21. have set rules and clear expectations with me about marijuana use.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>22. have set rules and clear expectations with me about vaping (E-cigs,</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>JUUL).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. take steps to ensure kids can't get alcohol from our house.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>24. take steps to ensure kids can't get prescription drugs from our house.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>25. model responsible drinking behaviors.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>26. model appropriate use of prescription drugs.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### How wrong do your friends feel it would be for you to...

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Wrong</th>
<th>Very wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. have one or two drinks of an alcoholic beverage nearly every day?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>28. have four or more drinks of an alcoholic beverage at one time?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>29. smoke tobacco?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>30. smoke marijuana?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>31. use prescription drugs not prescribed to you?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>32. vape (use e-cigs or JUULs)?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### How much do you think people risk harming themselves physically or in other ways...

<table>
<thead>
<tr>
<th>Question</th>
<th>No Risk</th>
<th>Slight Risk</th>
<th>Moderate Risk</th>
<th>Great Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. if they have four or more drinks of an alcoholic beverage once or twice a week?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>34. if they smoke one more packs of cigarettes per day?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>35. if they smoke marijuana once or twice a week?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>36. if they use prescription drugs that are not prescribed to them?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>37. if they vape (use e-cigs or JUULs)?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### Have you ever used any of the following?

<table>
<thead>
<tr>
<th>Question</th>
<th>NO, Never</th>
<th>YES, But NOT in the Past 30 Days</th>
<th>YES, In Past 30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Have you ever drank one or more drinks of an alcoholic beverage?</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Question</td>
<td>NO, Never A</td>
<td>YES, But NOT in the Past 30 Days B</td>
<td>YES, In Past 30 Days C</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>39. Have you <strong>ever</strong> drank four or more alcoholic drinks in less than 2 hours?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Have you <strong>ever</strong> smoked part or all of a cigarette?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Have you <strong>ever</strong> used marijuana or hashish?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Have you <strong>ever</strong> used prescription drugs <strong>not prescribed to you</strong>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Have you <strong>ever</strong> vaped (used an e-cig, JUUL)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Have you <strong>ever</strong> vaped marijuana or THC oil?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Have you <strong>ever</strong> used heroin?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Have you <strong>ever</strong> used other illicit drugs (LSD, Molly, Cocaine)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Have you ever used any of these drug(s) on your own without your own prescription or a doctor/dentist telling you to?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Pain medication (OxyContin, Vicodin, Percocet, Codeine)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Steroids (juice, roids)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Downers (barbiturates, sleeping pills, sedatives, Quaaludes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Tranquilizers (Valium, Xanax, Librium)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Uppers (Ritalin, Adderall, Amphetamines, Speed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Over the counter medications to get 'high' (cough medicine, mouthwash)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have ever used a prescription drug without your own prescription or a doctor or dentist telling you to where did you get it?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. It was my own prescription (I took more than I was supposed to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. It was a family member’s prescription that I took (WITH permission)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. It was a family member’s prescription that I took (WITHOUT permission)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. A friend gave it to me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Someone sold it to me</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please choose the response that best describes how you feel:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. A party with alcohol is more fun.</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. It is OK to drive if you’ve only had a couple of drinks.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>60. It’s OK to drink sometimes even if you are underage.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>61. My parents don’t think it is a big deal to drink alcohol if you are underage.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>62. It is OK to drive if you’ve smoked marijuana.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>63. It’s not a big deal to smoke marijuana.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>64. My parents don’t think it is a big deal to smoke marijuana.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>65. It’s not a big deal to vape (use e-cigs, JUULs).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>66. My parents don’t think it is a big deal to vape (use e-cigs, JUULs).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>67. My parents monitor my social media and Internet use.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

How much do you agree or disagree with the following?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. It’s OK to take someone else’s prescription drugs.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>69. It’s OK to take prescription drugs to do better in school (homework, tests, SATs, projects).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>70. It’s OK to take prescription drugs to cope with stress or anxiety.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>71. It’s OK to take prescription drugs to get high.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
About how many students in your grade do you think...

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. Drink alcohol at least once a month?</td>
<td>Just a Few A</td>
</tr>
<tr>
<td></td>
<td>Some B</td>
</tr>
<tr>
<td></td>
<td>A Lot C</td>
</tr>
<tr>
<td></td>
<td>Most D</td>
</tr>
<tr>
<td>73. Smoke marijuana at least once a month?</td>
<td>Just a Few A</td>
</tr>
<tr>
<td></td>
<td>Some B</td>
</tr>
<tr>
<td></td>
<td>A Lot C</td>
</tr>
<tr>
<td></td>
<td>Most D</td>
</tr>
</tbody>
</table>

How easy or hard would it be for you to get the following substances if you wanted them?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>74. Alcohol (beer, wine, hard liquor)</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
<tr>
<td>75. Marijuana</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
<tr>
<td>76. Prescription drugs (not prescribed to you)</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
<tr>
<td>77. Vapes, e-cigs, JUULs</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
<tr>
<td>78. Heroin</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
<tr>
<td>79. Drug paraphernalia (pipes, bongs, rolling papers, vapor liquid or e-juice)</td>
<td>Very easy A</td>
</tr>
<tr>
<td></td>
<td>Sort of easy B</td>
</tr>
<tr>
<td></td>
<td>Sort of hard C</td>
</tr>
<tr>
<td></td>
<td>Very hard D</td>
</tr>
</tbody>
</table>

How easy or hard would it be for you to get the following substances if you wanted them?

If you have ever had a drink of alcohol (more than a sip) please answer the following questions. If you have not had a drink of alcohol please skip questions 80 to 88 and continue with question number 89.

If you have ever drank alcohol (more than a sip), where did you drink?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>80. at my home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81. at a friend’s home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82. at a home with a parent’s knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83. in a public place (park, beach, woods, etc.).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have ever drank alcohol (more than a sip), where did you get it?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>84. From my home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. From a friend’s home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. A parent provided it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87. An older sibling or friend bought it for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. I bought it myself.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much stress, anxiety or worry do the following give you in your day to day life?

<table>
<thead>
<tr>
<th>Stress Factor</th>
<th>Low</th>
<th>Moderate</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>89. Academics (Homework, Tests, Grades)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90. College/Post High School Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91. Schedule (Athletics, Extra-curricular, Volunteer commitments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92. Social scene /Social Media/Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93. Home life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Please choose the response that best describes how you feel:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree A</th>
<th>Somewhat Agree B</th>
<th>Somewhat Disagree C</th>
<th>Strongly Disagree D</th>
</tr>
</thead>
<tbody>
<tr>
<td>94. If I had a serious concern about depression or anxiety, I know where to get help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95. If I had concern for a friend or family member around substance use, I would know where to get help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU FOR COMPLETING THIS ANONYMOUS SURVEY!!
Thank you for filling out this questionnaire. Your answers will help us understand what students think about a variety of things including drinking alcohol and doing drugs. This survey is completely anonymous; your parents and teachers will not see your answers. Your answers will not affect your grades. Please be as honest and complete as you can. If you have any questions, please ask your teacher. Thank you!

1. I am a Female | Male
---|---
7th | 8th
2. My grade is A | B
3. I describe my race as White | Black | Asian | Multiple | Other
---|---|---|---|---
A | B | C | D | E
4. I describe my ethnicity as Non-Hispanic | Hispanic
---|---
A | B

Please choose the response that best describes how you feel.

5. My teachers really care about me. Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree
---|---|---|---
A | B | C | D
6. Students in my school care about me. Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree
---|---|---|---
A | B | C | D
7. If I had an important concern about drugs, alcohol, sex, or some other serious issue, I would talk to someone at my school about it. Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree
---|---|---|---
A | B | C | D
8. Have you heard about the anonymous underage drinking and drug TipsLine in Trumbull? Yes | No
---|---
A | B

How wrong do your parents feel it would be for you to...

9. have one or two drinks of an alcoholic beverage nearly every day? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
10. have four or more drinks of an alcoholic beverage at one time? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
11. smoke tobacco? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
12. smoke marijuana? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
13. use prescription drugs not prescribed to you? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
14. vape? (use e-cigarettes, Juuls, etc.)? Not at all wrong | A little bit wrong | Wrong | Very wrong
---|---|---|---
A | B | C | D
15. My parents have set rules and clear expectations with me about drinking. | Always A | Mostly B | Sometimes C | Rarely D
---|---|---|---|---
16. My parents have set rules and clear expectations with me about marijuana use. | Always A | Mostly B | Sometimes C | Rarely D
17. My parents have set rules and clear expectations with me about vaping. | Always A | Mostly B | Sometimes C | Rarely D
18. My parents take steps to ensure kids can’t get alcohol from our house. | Always A | Mostly B | Sometimes C | Rarely D
19. My parents take steps to ensure kids can’t get prescription drugs from our house. | Always A | Mostly B | Sometimes C | Rarely D

How wrong do your friends feel it would be for you to...

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all wrong A</th>
<th>A little bit wrong B</th>
<th>Wrong C</th>
<th>Very wrong D</th>
</tr>
</thead>
</table>
20. have one or two drinks of an alcoholic beverage nearly every day? | | | | |
21. have four or more drinks of an alcoholic beverage at one time? | | | | |
22. smoke tobacco? | | | | |
23. smoke marijuana? | | | | |
24. use prescription drugs not prescribed to you? | | | | |
25. vape (use e-cigarettes, JUULS, etc.)? | | | | |

How much do YOU think people risk harming themselves physically or in other ways...

<table>
<thead>
<tr>
<th>Question</th>
<th>No Risk A</th>
<th>Slight Risk B</th>
<th>Moderate Risk C</th>
<th>Great Risk D</th>
</tr>
</thead>
</table>
26. if they have four or more drinks of an alcoholic beverage once or twice a week? | | | | |
27. if they smoke one more packs of cigarettes per day? | | | | |
28. if they smoke marijuana once or twice a week? | | | | |
29. if they use prescription drugs that are not prescribed to them? | | | | |
30. if they use electronic cigarettes (e-cigs) or vape? | | | | |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Have you <strong>ever</strong> drank one or more drinks of an alcoholic beverage?</td>
<td>NO, Never A</td>
</tr>
<tr>
<td>32. Have you <strong>ever</strong> drank 4 or more alcoholic drinks in less than 2 hours?</td>
<td>NO, Never A</td>
</tr>
<tr>
<td>33. Have you <strong>ever</strong> smoked part or all of a cigarette?</td>
<td>NO, Never A</td>
</tr>
<tr>
<td>34. Have you <strong>ever</strong> used marijuana or hashish?</td>
<td>NO, Never A</td>
</tr>
<tr>
<td>35. Have you <strong>ever</strong> used prescription drugs not prescribed to you?</td>
<td>NO, Never A</td>
</tr>
<tr>
<td>36. Have you <strong>ever</strong> vaped (use e-cig, Juul, etc)?</td>
<td>NO, Never A</td>
</tr>
</tbody>
</table>

**Please choose the response that best describes how you feel:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree A</th>
<th>Somewhat Agree B</th>
<th>Somewhat Disagree C</th>
<th>Strongly Disagree D</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. A party with alcohol is more fun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. It’s OK to drink sometimes even if you are underage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. My parents don’t think it is a big deal to drink alcohol if you are underage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. It’s not a big deal to smoke marijuana.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. My parents don’t think it is a big deal to smoke marijuana.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. It’s not a big deal to vape (use e-cigs, Juuls, etc).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. My parents monitor my social media and Internet use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How much do you agree or disagree with the following?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree A</th>
<th>Somewhat Agree B</th>
<th>Somewhat Disagree C</th>
<th>Strongly Disagree D</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. It’s OK to take someone else’s prescription drugs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
45. Students in my grade drink for fun.  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

46. Students in my grade smoke weed for fun.  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

47. Adults in Trumbull value youth my age (e.g. adults listen to what we have to say, they make us feel important).  
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

How easy or hard would it be for you to get the following substances if you wanted them?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Very easy</th>
<th>Sort of easy</th>
<th>Sort of hard</th>
<th>Very hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol (beer, wine, hard liquor)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Marijuana</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Prescription drugs (not prescribed to you)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Vapes (e-cigs, Juuls, etc)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

If you have ever had a drink of alcohol (more than a sip), please answer the following questions. If you have not had a drink of alcohol please skip to question 59.

**If you have ever drank alcohol (more than a sip), where did you drink?**

<table>
<thead>
<tr>
<th>Where did you drink?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>at my home.</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>at a friend’s home.</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>in a public place (park, beach, woods, etc.).</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

**If you have ever drank alcohol (more than a sip), where did you get it?**

<table>
<thead>
<tr>
<th>Where did you get it?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>from my home.</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>from a friend’s home.</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>a parent provided it.</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>an older sibling or friend bought it for me.</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

How much stress, anxiety or worry do the following give you in your day to day life?

<table>
<thead>
<tr>
<th>Stress Source</th>
<th>Low</th>
<th>Moderate</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics (Homework, Tests, Grades)</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Schedule (Athletics, Extra-curricular, Volunteer commitments)</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Social scene /Social Media/Friends</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Home life</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

THANK YOU FOR COMPLETING THIS ANONYMOUS SURVEY!!
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 24, 2017

Agenda Item – III-F

Tri-State Consortium Consultancy Visit

Dr. Budd will give a brief presentation on the recent Tri-State Consortium Consultancy Visit that focused on Writing Across the Curriculum, K-12, in the Trumbull Public Schools.

Recommendation: Review and Discuss
Report to the Board of Education
Regular Meeting, October 24, 2017

Agenda Item IV-A Pending Litigation

There are no major changes this month.

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. Trumbull</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. Monroe</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. Trumbull</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. Platinum Funding Services LLC</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. Trumbull</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. AAA Motor Club</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</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</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></td>
<td></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></td>
<td></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, and 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></td>
<td></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 the Board of Education and the Town of Trumbull. (Notice of claim received on May 23, 2013).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Number</td>
<td>Parties</td>
<td>Description</td>
<td>Status</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<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>
Agenda Item IV-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&lt;br&gt;Dr. Michael McGrath&lt;br&gt;Jeffrey Donofrio&lt;br&gt;Michael Ward</td>
<td>The TEA Agreement covers the period from July 1, 2017 to June 30, 2020.</td>
</tr>
<tr>
<td>TAA (Administrators)</td>
<td>Attorney Floyd Dugas&lt;br&gt;Jeffrey Donofrio&lt;br&gt;Michael Ward</td>
<td>The TAA Agreement covers the period from July 1, 2015 to June 30, 2018. Negotiations have begun.</td>
</tr>
<tr>
<td>Secretaries CILU/CIPU</td>
<td>Board Attorney Floyd Dugas&lt;br&gt;Sean O'Keefe</td>
<td>The Secretaries Agreement covers the period from July 1, 2016 to June 30, 2020.</td>
</tr>
<tr>
<td>Custodial/Maintenance</td>
<td>Board Attorney Floyd Dugas&lt;br&gt;Sean O'Keefe</td>
<td>The Custodial/Maintenance Agreement covers the period from July 1, 2014 to June 30, 2017. Negotiations have begun.</td>
</tr>
<tr>
<td>Paraprofessionals (UE), LOCAL #222, CILU #78</td>
<td>Board Attorney Floyd Dugas&lt;br&gt;Sean O'Keefe</td>
<td>The Paraprofessional Agreement covers the period from July 1, 2015 to June 30, 2018.</td>
</tr>
<tr>
<td>Cafeteria Workers</td>
<td>Board Attorney Floyd Dugas&lt;br&gt;Lunch Manager&lt;br&gt;Sean O'Keefe</td>
<td>The Cafeteria workers Agreement covers the period from July 1, 2014 to June 30, 2017. Negotiations have begun.</td>
</tr>
<tr>
<td>CILU Supervisor/Support Staff</td>
<td>Board Attorney Floyd Dugas&lt;br&gt;Sean O'Keefe</td>
<td>The CILU Supervisors Agreement covers the period from July 1, 2016 to June 30, 2020. The CILU Support Agreement covers the period from July 1, 2016 to June 30, 2020.</td>
</tr>
</tbody>
</table>