
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, August 17, 2021, 7:00 p.m.
Long Hill Administration Building
AGENDA

<https://us06web.zoom.us/j/86087851361?pwd=Tm9sd2F5eldFbkZneWlrNW1rTWx2dz09>

Webinar ID: 860 8785 1361

Password: 508250

Join by telephone: (312) 626-6799 or (888) 475-4499 (Toll Free) / Webinar ID: 860 8785 1361

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Recognition – Mr. Marcellino Petroccio, National High School Coach of the Year in Football
- C. Correspondence – Mrs. Norcel
Correspondence may be sent to BoardofEd@trumbullps.org
- D. [Public Comment](#) – The Trumbull Public Schools Board of Education will be allowing public comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, [please use this form to signup](#). We will limit participants to the first **15** individuals that submit the form. Public comment will be limited to 2 minutes.
- E. Superintendent Report
- F. Board Chairman Report
- G. Teacher Board Representative Report

III. REPORTS/ACTION ITEMS

- A. Approval Minutes –
 - Regular Meeting, July 13, 2021
 - Special Meeting/Executive Session, July 13, 2021
 - Special Meeting/Executive Session, July 23, 2021
- B. Personnel – Dr. Semmel
- C. Annual Report to the First Selectman – Dr. Semmel
- D. 2021-2022 Enrollment Update – Dr. Semmel
- E. Reopening Update – Dr. Semmel
- F. District Goal Setting – Dr. Semmel
- G. Policy Committee – Mr. Gallo
 - Policies, First Reading: 4111.1 Non-Discrimination in Employment – Dr. Iwanicki
- H. Financial Updates – Mr. Hendrickson

IV. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel, Board of Education

Agenda Item – II-B

Recognition/Marcellino Petroccio,
National High School Coach of the Year

Trumbull High School Head Football Coach Marce Petroccio was selected by the NHSACA (National High School Athletics Coaches Association) as one of 8 finalists in the United States at the 55th annual National Awards Banquet in Lincoln, Nebraska on July 29, 2021. It is a distinct honor to be selected as a finalist.

Recommendation:

Recognize and commend.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Special Meeting/Executive Session of July 13, 2021
- Regular Meeting – July 13, 2021
- Special Meeting/Executive Session of July 23, 2021

Recommendation:

Approve the minutes of the above noted meetings.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Regular Meeting – July 13, 2021
Long Hill Administration Building

The Trumbull Board of Education convened at Long Hill for a Regular meeting on July 13, 2021.

Members present:

L. Timpanelli, Board Chair
T. Gallo, Vice Chairman
J. Norcel, Board Secretary
S. Kerr
M. Petitti
A. Squicciarro
M. Ward

Agenda Item I—Call to Order

The meeting was called to order at 7:00 p.m.

EXECUTIVE SESSION

It was moved (Ward) and seconded (Petitti) to go into Executive Session at 6:04 p.m. for the purpose of discussing the Superintendent, Assistant Superintendent, Business Administrator and all other Non-Affiliate positions (OT/PT, Behavior Analysts, Signing Aide, Cafeteria Aides, Webmaster, Payroll & Insurance Manager, Executive Assistant to the Superintendent and Superintendent's Secretary). All Board members were present. The Superintendent and Attorney Floyd Dugas were invited into Executive Session. Vote: All in favor.

It was moved (Norcel) and seconded (Gallo) to come out of Executive Session at 6:44 p.m. Vote: All in favor.

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Mrs. Norcel read the following correspondence: The Board received many emails from Trumbull residents regarding the removal of masks in our schools. Gloria Manna wrote regarding ADL, SERC and CRT. Jenn Record thanked Hillcrest for the excellent education they provided to their students for the 2020-2021 school year.
- C. Public Comment-
The following people spoke in favor of removing the mask mandate at TPS: Patricia Kelly, Elizabeth Buonicore, Lisa Hughes, Jamie Molgard, Melissa Steeves, Danielle Pampillonio, David Steeves, Joy O'Meara, Felicia Czumble and Meredith Martin. Gloria Manna and several other Trumbull residents voiced their concerns and spoke about curriculum.
- D. Superintendent Report - Dr. Semmel
 - Dr. Semmel thanked all the parents who came to this evening's meeting to voice their concerns.
 - We are pleased to report the end of year ceremonies at our schools were a huge success thanks to the efforts of our administrators, students and their families.

- We are in the final stages of hiring a Director of Human Resources and in the first round of interviews for a Director of Operations.
- At this time, TPS has no plans to teach critical race theory in our schools nor, has it even been discussed. There is a specific review process for any introduction of new curriculum.

E. Board Chairman Report

Board Chair Lucinda Timpanelli was glad to see all the parents who attended the first public Board of Education meeting in a long time and welcomed their participation. The Board is currently involved in the hiring process for the Director of Human Resources and the Director of Operations. In August, Board members will participate in a retreat for an update on new State policies and current legal issues.

F. Teacher Board Representative Report - The Board welcomed the new Teacher Representative, Nick Banks who reported that teachers completed an unprecedented school year and are looking forward to “as normal as possible” school year in the fall. We thank Karen Rodriguez and Stefanie Barnett at THS for their initiative to foster positivity and look forward to receiving feedback from teachers to keep the Board and the public informed.

Agenda Item III—Reports/Action Items

A. Approval - Superintendent, Assistant Superintendent, Business Administrator and Non-Affiliates and Non-Central Office Position Increases – Attorney Dugas

Non-Central Office

- Trumbull Public Schools Signing Aide - Grant this position an increase of 1.75% from \$22.43 to \$22.82
- OT/PT (Therapists) - Grant five of these seven positions an increase of 0.68% from \$71.41 to \$71.90; one position an increase 0.68% from \$72.61 to \$73.10; and one position increase of 2.50% from \$58.19 to \$59.64
- Behavior Analyst - Grant these two positions an increase of 0.68% one from \$68.77 to \$69.24 per hour and one position from \$68.46 to \$68.93
- Cafeteria Aides - Grant these positions an increase of 1.75% from \$14.05 to \$14.30
- Trumbull Public Schools Webmaster - Grant this position an increase of 0.68% from \$8,216.30 to \$8,272.17

Central Office/Non-Affiliates

- Grant the Payroll & Insurance Manager an increase of 2.00% from \$89,171.60 to \$90,955.03
- Grant the Secretary to the Superintendent an increase of 2.25% from \$72,768.80 to \$74,406.10
- Grant the Executive Assistant to the Superintendent an increase of 2.25% from \$79,200.16 to \$80,982.16
- Business Administrator- Grant the Business Administrator an increase of 2.00% from \$169,500 to \$172,890.
- Assistant Superintendent – Grant the Assistant Superintendent a 1% salary increase as presented by Attorney Dugas.
- Superintendent – Grant the Superintendent a 2% salary increase as presented by Attorney Dugas.

It was moved (Norcel) and seconded (Gallo) to approve the salary increases for the Non-Central Office and Central Office/Non-Affiliates as presented. Vote: Unanimous in favor

B. Approval Minutes – Regular Meeting, June 8, 2021

It was moved (Kerr) and seconded (Norcel) to approve the Board of Education minutes of the June 8, 2021 meeting as presented. Vote: Unanimous in favor.

C. Personnel – Dr. Semmel

Dr. Semmel presented the following certified resignations:

Vivaldi Demas, school social worker at Trumbull High School since August 2017, resigning effective June 28, 2021.

Holly Rowland, school psychologist at Trumbull Early Childhood Education Center since August 1995, retiring effective June 30, 2021.

Sara Scrofani, technology integration specialist at Trumbull High School since August 2016, resigning effective July 9, 2021.

It was moved (Gallo) and seconded (Norcel) to accept the three resignations as presented. Vote: All in favor.

Dr. Semmel presented one request for Leave of Absence:

Lina Valenzuela, special education teacher at Hillcrest Middle School since August 2019, is requesting a personal leave of absence without pay for the 2021-22 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

A motion was made (Gallo) and seconded (Ward) to approve the request for a personal leave of absence for Mrs. Valenzuela as presented. Vote: All in favor.

D. ELITE Presentation – Dr. Hartman

Dr. Hartman and the ELITE team gave a presentation on the ELITE program that gives young adults the necessary resources to achieve success in school and in our community beyond high school. ELITE creates partnerships within Trumbull and diversifies work opportunities to maximize employment benefits to participants and the community. Currently, ELITE is introducing, *The Next Chapter*, a project to support lifelong literacy. They are working on site development for a bookstore/cafe in Trumbull. The public is encouraged to drop off new/used books at Madison Middle School from 9 a.m. - 12 p.m. on Mondays and Wednesdays. They are hoping to be up and running by this November.

E. SERC (State Education Resource Center) Update – Dr. Iwanicki

Dr. Iwanicki introduced the educational consultants from SERC that were to present highlights of their work, however this was tabled for a later date.

F. Middlebrook Roof Building Committee Report

Committee Chair Pat Borghesan discussed the fiscally prudent plan for the Middlebrook Elementary Roof project.

A motion was made (Kerr) and seconded (Norcel) to authorize the Superintendent and Business Manager to submit a School Construction Grant Application to The Office of School Construction Grants & Review (OSCG&R) for the Middlebrook Roof Project. Vote: all in favor.

G. 2021-2022 Enrollment Update – Dr. Semmel

Dr. Semmel presented the current enrollment numbers to the Board and will continue to monitor enrollment numbers as the summer progresses.

H. Reopening Update – Dr. Semmel

Dr. Semmel discussed the updates on reopening of school:

- Our goal for the 2021-22 school year is to reopen our schools as normal as possible. Facilities is working on returning furniture and resources back to our classrooms and we are hoping to have lenient quarantine requirements in the fall.
- Currently, the Department of Health says there is no need to wear masks for vaccinated staff and students. We are expecting new guidance from the State and the CDC regarding safety measures for the upcoming school year. There is still time to have your child vaccinated before school starts.
- Dr. Semmel would like to inform the public that there is no connection to wearing masks in our schools to Federal dollars. The wearing of masks is directed by the State Department of Health. Trumbull's acceptance of the Federal grant is directly tied to giving teachers opportunities to support students from loss of learning due to the pandemic.

I. Digital Learning Update – Mrs. Hefele, Mr. Hackett

Mrs. Hefele and Mr. Hackett presented a digital learning update for the 2020-2021 school year that included a re-cap of professional development sessions offered, necessary digital resources that were implemented, updated data and systems and a summary of infrastructure and operations. Also included was a preview of planned projects for the upcoming 2021-2022 school year.

J. Curriculum Committee Report – Mr. Ward

Dr. Iwanicki presented the following Curriculum Guides for approval:

- UCONN Multivariable Calculus/Linear Algebra
- Kindergarten Social Studies

It was moved (Ward) and seconded (Petitti) to approve the two Curriculum Guides as presented. Vote: Unanimous in favor.

K. Finance Committee Report – Mr. Hendrickson

Mr. Hendrickson updated the Board on:

- Financial Reports as of May 31, 2021 -Trumbull has spent 81.3% of its annual budget as of May 31, 2021. The Business Office is currently working with Dr. Hartman on the ECR budget. Highlights of the report are: UI incentive payments, savings in transportation, Covid Relief Fund, the school security grant, special revenue accounts, and school lunch financials. Mr. Hendrickson also discussed the town accounts.

It was moved (Norcel) and seconded (Ward) to approve the May 31, 2021 financial reports as presented. Vote: Unanimous in favor.

- Operational Review - Mr. Hendrickson updated the Board on the 66 BOE operational review recommendations. As of this date, 57 have been completed, 6 are in progress and 3 are not started that require work with the new Human Resources Director. Item 33 payroll lunch and item 58 lunch program allocation were also discussed.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 9:55 p.m.

Trumbull Public Schools
Trumbull Board of Education
Tuesday, July 13, 2021 – Special Meeting/Executive Session – 3:30 p.m.

Members present:

L. Timpanelli, Board Chairman
J. Norcel, Board Secretary
S. Kerr
M. Petitti
A. Squicciarro
M. Ward

Members absent:

Tim Gallo, Vice Chair

EXECUTIVE SESSION

It was moved (Kerr) and seconded (Ward) to go into Executive Session at 3:32 p.m. for the purpose of interviewing the Human Resources candidates. The Superintendent and candidates were invited into Executive Session. Vote: All in favor.

It was moved (Norcel) and seconded (Squicciarro) to come out of Executive Session at 5:29 p.m. Vote: All in favor.

In Public Session –

A motion was made by (Norcel) and seconded (Petitti) to approve the Superintendent be given the authority to offer the Human Resources Director position to the top candidate. Vote: all in favor.

Trumbull Public Schools
Trumbull Board of Education
Friday, July 23, 2021 – Special Meeting/Executive Session – 3:30 p.m.

Members present:

Tim Gallo, Vice Chair
J. Norcel, Board Secretary
M. Petitti
M. Ward

Members absent:

L. Timpanelli, Board Chairman
A. Squicciarro
S. Kerr

EXECUTIVE SESSION

It was moved (Gallo) and seconded (Ward) to go into Executive Session at 3:33 p.m. for the purpose of interviewing the Director of Operations candidates. The Superintendent and candidates were invited into Executive Session. Vote: All in favor.

It was moved (Gallo) and seconded (Petitti) to come out of Executive Session at 5:00 p.m. Vote: All in favor.

In Public Session –

A motion was made by (Petitti) and seconded (Gallo) to approve the Superintendent be given the authority to offer the Director of Operations position to the top candidate. Vote: All in favor.

Adjourned: 5:02 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
REVISED

Report to the Board of Education
Regular Meeting, August 17, 2021

Dr. Semmel

Agenda Item III-B

Personnel

Appointments – Certified

The following staff were appointed for the 2021-22 school year:

****Arganese, Rodney*****; MA (\$64,423) TESOL* teacher at secondary level.

****Berte, Isabel*****; BA/4 (\$53,657) special education* teacher at Jane Ryan Elementary School.

Biegen, Mathew; MA/5 (\$60,572) math* teacher at Trumbull High School.

****Bruzinski, Katherine**; MA/10 (\$71,111) science* teacher at Hillcrest Middle School.

Colucci, Jennifer; 6/10 (\$76,037) literacy consultant at Middlebrook Elementary School.

Conigliaro, Amanda; MA/4 (\$58,734) math* teacher at Hillcrest Middle School.

Cote, David; (\$130,000 - unaffiliate position) Director of Operations at the Long Hill Administration Building, effective August 23, 2021.

Dushay, Mary; MA/4 (\$58,734) science* teacher at Trumbull High School.

Ekstrom, Casandra; MA/5 (\$60,572) grade 1 teacher at Middlebrook Elementary School.

Elkins, Justin***; 6/14 ((\$85,513) music teacher at Madison Middle School.

Garoffolo, Zachary; MA/9 (\$68,952) math* teacher at Trumbull High School.

Gatto, Julia; MA/4 (\$58,734) grade 4 teacher at Frenchtown Elementary School.

Heagney, Elizabeth***; 6/15 (\$88,060) literacy consultant at Frenchtown Elementary School.

Hibson, Robert; 6/19 (\$99,033) technology integration specialist at Trumbull High School.

Hoette, Carolyn***; MA/18 (\$90,995) special education* elementary teacher/departement chairperson.

Holohan, William, 6/6 (\$67,188) math* teacher at Madison Middle School.

TRUMBULL, CONNECTICUT
TRUMBULL PUBLIC SCHOOLS

Report to the Board of Education
Regular Meeting, August 17, 2021

Agenda Item III-B

Dr. Semmel

Personnel

Appointments – Certified

Kahn, Ruth; MA/6 (\$62,468) math* teacher at Trumbull High School.

Kopec, Mallory; MA/4 (\$58,734) grade 2 teacher at Frenchtown Elementary School.

McGillicuddy, Danielle*; MA/4 (\$58,734) grade 4 teacher at Frenchtown Elementary School.

Moore, Bridget; 6/10 (\$76,037) social worker at Trumbull High School.

Natal, Michaela, 6/4 (\$63,357) speech language pathologist* district wide.

Nichols, Emily (\$71,676 - unaffiliate position) BCBA, district wide.

Palamara, Joseph*; MA/4 (\$58,734) French* teacher at Trumbull High School.

Plitnick, Kayla*; 6/4 (63,357) speech language pathologist* at Hillcrest Middle School.

Powell, Stacey***; MA/10 (\$71,111) math specialist at Middlebrook Elementary School.

Scavacini, Joann; MA/4 (\$58,734) math* teacher at Hillcrest Middle School.

Suto, Brian; MA/4 (\$46,987) (.8) music teacher at Frenchtown Elementary School.

Sweeney, Erin***; MA/11 (\$36,668) (.5) special education* teacher at Booth Hill Elementary School.

Taylor, Dawn; 6+15/18 (\$99,057) school psychologist* at Madison Middle School.

Tedesco, Robyn; 6/14 (\$85,513) math specialist at Daniels Farm Elementary School.

Villano, Delores; MA/6 (\$62,468) math* teacher at Trumbull High School.

Williams, Regina; (\$130,00 - unaffiliate position) Director of Human Resources at the Long Hill Administration Building, effective September 1, 2021.

Wilson, Melanie; MA/11 (\$73,336) special education* teacher at Frenchtown Elementary School.

Woodruff, Kimberly; 6/6 (\$67,188) grade 1 teacher Frenchtown Elementary School.

Recommendation:

Receive and file

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, August 17, 2021

Dr. Semmel

Agenda Item III-B

Personnel

Resignations – Certified

Ciborowski, Nancy; math teacher at Trumbull High School since August 2003, retiring effective August 3, 2021.

Cohen, Hanna; district speech/language psychologist since August 2006, resigning effective August 15, 2021.

Darrow, Brian; math teacher at Trumbull High School since August 2018, resigning effective August 20, 2021.

Hayes, Michelle; special education teacher/middle school department chairperson since August 2007, resigning effective September 3, 2021.

Held, Wendy; art teacher (.2) at the Trumbull Early Childhood Education Center since September 2020, resigning effective July 29, 2021.

LoCoco, Andrea; special education teacher at Frenchtown Elementary School since August 2019, resigning effective July 21, 2021.

Ruber, Ethan; special education teacher at Madison Middle School since February 1995, retiring effective August 16, 2021.

Turtoro, Martha; math teacher at Trumbull High School since August 2004, retiring effective August 25, 2021.

Recommendation:

Accept.

*Designated teacher shortage area
**THS Graduate
***Trumbull Resident

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel

Agenda Item – III-C

2020-2021 Annual Report

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

Administrative Recommendation:

Approve the 2020-2021 Annual Report for submission to the First Selectman.

**TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT
ANNUAL REPORT
2020-2021**

**I
INTRODUCTION**

The 2020-2021 school year presented multiple challenges as the Trumbull Public Schools worked to fulfill its mission and vision for all students. The COVID-19 pandemic created the need for a hybrid learning environment for portions of the year as well as the requirement for students and staff to quarantine and/or isolate due to testing positive for the virus or being identified as a close contact. In addition, many of the top-level administrators were new to the Trumbull Public Schools during the course of this school year. An administrative review conducted by PKF O'Connor Davies identified over 60 points of concern in our accounting systems that needed to be reviewed and updated by our team. Finally, all school systems had to navigate the numerous changes in the Governor's, Commissioner's, and Connecticut State Department of Education's guidelines and protocols; Federal mandates; revised learning approaches; school room conversions; health and wellness requirements; transportation issues; Food Services modifications; technology accommodations; graduation concerns; and Special Education mandates.

Despite these issues, our staff stood up to the challenge and the District's priority objectives were implemented. The loss of in-person instructional time impacted the efficacy of our work, but the staff made every effort to help all students succeed.

**II
OVERVIEW**

Members of the Board of Education since December 2019 are Chairman Lucinda Timpanelli, Vice Chairman Tim Gallo, Secretary Jackie Norcel, Scot Kerr, Marie Petitti, Alison Squicciarro and Michael Ward.

During the 2020-2021 school year, the Board of Education held nineteen Regular Meetings, two Budget Session Meetings and five Special Meetings. Board Members participated in numerous District activities, with their active involvement and contributions playing a significant role in moving the District forward.

Board Members participated in the following activities since December 2019: Policy Committee – Chairperson Tim Gallo, Marie Petitti and Alison Squicciarro; Trumbull's Liaison to the CES Council Committee and Six-to-Six Magnet School Board of Directors – Michael Ward; Curriculum Committee – Chairperson Mike Ward, Marie Petitti, and Lucinda Timpanelli; Business Education Initiative Representative – Alison Squicciarro; Superintendent Evaluation Format Committee – Jackie Norcel, and Lucinda Timpanelli; Service Contracts Review Committee – Jackie Norcel and Lucinda Timpanelli; Finance Committee – Chairperson Lucinda Timpanelli, Jackie Norcel, and Scot Kerr; Facilities Committee – Chairman Scot Kerr, Lucinda Timpanelli and Michael Ward.

Marie Petitti and Mike Ward serve on the BOE Committee for TAA and TEA Negotiations. Also, Jackie Norcel serves on TPSLD (Trumbull Parents of Students with

Learning Differences), Mike Ward serves on TPAUD (Trumbull Partnership Against Under Age Drinking) and the Middlebrook Elementary School Roof Committee, and Marie Petitti serves on the Head Start Committee.

The Town appropriated to the Board \$109,025,882 for the 2020-2021 budget, plus \$1,077,653 from the State of Connecticut for the Special Education Excess Cost reimbursement (ECR). These expenditures were offset by the Regional Agriscience and Biotechnology Center generating \$995,731.22 in tuition revenue and the State of Connecticut granting Trumbull \$2,505,942 in Educational Cost Sharing (ECS) monies. The tuition revenue and Education Cost Sharing proceeds went directly to the Town. At fiscal year end (6/30/2021), the Board of Education had a balance of \$974,690. This was after transferring \$1,809,693 to rectify deficiencies in the School Lunch account and several Special Revenue accounts and to pre-pay a TD loan. The Board of Education and Board of Finance reached agreement to create of a non-lapsing account in accordance with CGS 10-248a.

The District also received funds via the Federal grant programs to mitigate the effects of COVID-19: the Elementary and Secondary School Emergency Relief (ESSER) Fund (ESSER I) and the Coronavirus Relief (CRF) Fund, \$127,339 and \$1,908,416.77 respectively. The District will also be receiving \$765,715 in ESSER II funds and \$1,719,690 in American Rescue Plan (ARP) funds (also referred to as ESSER III).

III **ENROLLMENT**

Based on the aggregate daily pupil membership of 6,766 (10/1/2020 enrollment count only), the gross expenditure per pupil in 2020-2021 (actual total Board of Education expenditures), was $\$109,025,882 - \$974,690 - \$1,809,693 = \$106,241,499$ divided by the aggregate daily pupil membership of 6,766) was \$15,702.

Student Enrollment by Grade Level on October 1, 2020

| Grade | Enrollment |
|------------------|-------------------|
| Pre-K | 197 |
| Kindergarten | 422 |
| Grade 1 | 459 |
| Grade 2 | 470 |
| Grade 3 | 464 |
| Grade 4 | 484 |
| Grade 5 | 501 |
| Grade 6 | 464 |
| Grade 7 | 543 |
| Grade 8 | 528 |
| Grade 9 | 556 |
| Grade 10 | 506 |
| Grade 11 | 572 |
| Grade 12 | <u>557</u> |
| Total In-Town | 6,723 |
| Pupils Outplaced | 43 |
| | 6,766 |

IV

DISTRICT GOALS

The Superintendent of Schools worked with the members of the BOE to adopt the following goals for the 2020-2021 school year. The goals are focused on Safety; Teaching and Learning; Budget; Communication; and Social Justice and were adopted on October 13, 2020.

Safety

- Increase the safety of students, staff, and community members physically, emotionally and electronically by layering additional best practices into our current system
 - Evaluate the work completed around emotional intelligence and social emotional learning and identify key priorities and next steps
 - Analyze and evaluate the security envelope at all school buildings using the expertise of our School Resource Officers and District Safety Coordinator
 - Identify key budget priorities
 - Identify if any needed procedural changes exist
- Continue the process of reopening the Trumbull Public Schools in a thoughtful and methodical way to ensure the safety of our students, staff, and community
 - Ensure high quality remote and hybrid learning are in place and identify the specific expectations for staff, students, and parents
 - Ensure protocols and procedures in Reopening Plan are being followed
 - Use clear process and procedures for contact tracing and quarantining in conjunction with the Trumbull Nursing Department and Trumbull Department of Public Health
 - Consistent and clear communication with family and staff on changes and/or updates to the Reopening Plan

Teaching and Learning

- Engage in an implementation of curriculum, instruction, and assessment during 2020-2021 that demonstrates best practices for synchronous as well as asynchronous teaching and learning
 - Participate in professional learning related to grade-appropriate digital tools, and implement those digital tools in proficiently teaching students both synchronously and asynchronously based on curricular goals and objectives
 - Using grade-appropriate digital tools, develop and proficiently implement formative and summative assessments of students learning both synchronously and asynchronously

Budget

- Analyze budget and budget process to ensure accuracy, timeliness and transparency
 - When received, review the findings of the external Town Council budget audit and implement the recommendations
 - Analyze Special Revenue funds (205 accounts) and
 - Provide updates and make potential recommendations to the BOE/BOF
 - Take actions to correct, if necessary
 - Link to operating budget and other District related accounts to provide an overall financial picture of District operations

- Provide transparent updates to BOE monthly on m/o/m and y/o/y projections.
- Provide monthly prediction of year-end balances and discuss mitigation strategies if deficits are predicted
- Review control processes for purchasing and payroll and implement changes as necessary
- Analyze grants
 - Ensure grants are spent in a timely manner
 - Retain back-up documentation if required by specific grant
 - Work with District grant manager(s) to reallocate funds when necessary
- Review utilities expenses with Facilities Manager to understand improvements made / to be made
- Analyze Special Education costs to understand major drivers and opportunities
 - Work with Special Education to jointly compile the submissions to the State for Excess Cost Reimbursement (ECR)
- Develop 2021-2022 budget in conjunction with District leaders that is fiscally responsible, equitable, and includes all high priority needs
 - Identify the impacts of the budget cuts made to the 2020-2021 budget on major outcomes of TPS (e.g. teaching and learning, maintenance, safety, etc.)
 - Develop transparent budget development process
 - Develop fiscally responsible budget that identifies highest priority needs for 2021-2022
 - Expand functionality of the Munis platform
- Take the lead on researching any lawsuits, complaints, disputes, etc. against the District

Communication

- Develop and implement a cohesive communication plan to ensure that predictable, high-quality communications are provided by the Trumbull Public Schools to parents, staff, and the community at large
 - Weekly Communication (School Year) from each building principal to all parents to ensure that timely information is provided and two-way communication is increased
 - Monthly Communication (School Year) from the Superintendent of Schools providing overall district information and overall progress towards goals

Social Justice

- Develop Trumbull Public Schools Coalition for Social Justice Committee with the charge of advising and advocating for social justice, equity, and intersectionality
 - Create Social Justice Steering Committee
 - Identify external social justice expert(s) to facilitate the work
 - Identify broad range of committee members from school community
 - Identify meeting dates for 2021
 - Expert facilitator to provide training to coalition members
 - Identify subcommittees and possible outcomes

A full report outlining the achievement of these goals can be found on our website at:

<https://www.trumbullps.org/boe/goals.html>

Overall, each of the goals were attended to throughout the school year and successfully met.

V ASSESSMENT REPORT

I. Growth in Student Achievement

Student Academic Performance

- Connecticut State of Department of Education (CSDE) Accountability Report: The 2020-21 Accountability Reports have not been released as of yet.
- Smarter Balanced (SB) Assessments:
Trumbull Public Schools' student performance results were released only for those who took the assessment in person, and no remote learner nor statewide outcomes have been shared with districts. Trumbull's local scores showed that 65% met or exceeded benchmark in English and over half of Trumbull students met or exceeded benchmark in Mathematics. Collectively, SB results reveal that, on average, grade levels performed approximately 10% percentage points lower than they have in the past across grade levels and assessments.
- Next Generation Science Standards (NGSS) Assessment:
Students in Grades 5, 8, and 11 also took the NGSS Assessment. Again, Trumbull Public Schools' student performance results were released only for those who took the assessment in person, and no remote learner nor statewide outcomes have been shared with districts. However, initial results were strong for elementary school and approximately 60% or greater met or exceeded benchmark overall.
 - 76% of 5th graders met or exceeded grade level benchmark.
 - 59% of 8th graders met or exceeded grade level benchmark.
 - 68% of 11th graders met or exceeded grade level benchmark.
- Student Achievement Test (SAT):
Trumbull continued to make SAT Preparation available to students through Continuing Education and 220 students participated in either in person or on-line courses offered within district. Overall, Trumbull students continue to excel beyond the state average by a wide margin.
 - 75% of TPS juniors met or exceeded the achievement standard for Evidence-Based Reading & Writing. This state average was only 59%.
 - 60% of TPS juniors met or exceeded the achievement standard for Math. The state average was only 37%.
- Connecticut State Seal of Biliteracy: This year, Trumbull High School has worked with both the State Department of Education and Language Testing International to offer an opportunity for students to demonstrate their language proficiency. In order to be awarded this seal, a student must demonstrate proficiency in English and one or more languages as measured by the American Council on Teaching of Foreign Language (ACTFL) Standards and the Assessment of Performance toward Proficiency in Languages (AAPPL) for Italian, French or Spanish or on ACTFL Latin Interpretative Reading Assessment (ALIRA) for Latin. 187 Trumbull high school students took one or more language tests this year and 93 earned the Connecticut State Seal of Biliteracy which will appear on their college transcripts. ¡Bravo!
- *UConn Early College Experience Award:*
Agriscience teacher Dr. Thomas Vrabel was recognized by [UConn](#) as one of the top 10 [UConn ECE](#) Instructors and Administrators this year. The course

category for which he was honored for his professional achievement in course instruction is “Sustainable Plant and Soil Sciences”:
 SPSS 2120: Environmental Soil Science; SPSS 3230: Biotechnology-
 Science, Application, Impact & Perception; and SPSS 3245: Plant Breeding
 and Biotechnology. At Trumbull High School/Agriscience these courses are
 components of “H UCONN Agri Biotech 11” and “H UCONN Agri
 Biotech 12.”

Organizational Management

Organizational management includes the responsibility for managing a comprehensive approach to human capital that aligns to the District vision, strategies, and goals consistent with BOE policy. Responsibilities include implementation of the 2020-2021 budget, responsibility for preparing the 2021-2022 budget, continuously improving the security/safety plan and procedures, and effectively facilitating the day-to-day operations of the School District and its programs.

1. 2020-2021 Budget supported by BOE: Achieved goal at closeout with a surplus of \$974,690, after resolving legacy over-runs in the Special Revenue funds and reducing the Food Service “due to Town”.
 - Continuing the previous cooperation among the BOE, Board of Finance, and Town Council, the Special Education Excess Cost provided a significant benefit for the 2020-2021 budget. This cooperation, in accordance with State statute, enabled the Town to receive \$1,077,653 from the State Department of Education of which the BOE received \$271,944 to address Special Education costs that were beyond the Board’s budget.
 - Provided monthly budget status reports at BOE Finance Committee meetings and BOE public meetings
2. Preparation of 2020-2021 Budget based on projection factors including enrollment:
 - In depth analysis of enrollment projections for 2021-2022

| | <u>2020-2021</u> | <u>October 1,</u> |
|----------------------|--------------------------|-----------------------------|
| | <u>Budget</u> | <u>2019</u> |
| | <u>Book</u> | <u>Enrollment</u> |
| | <u>Projection</u> | <u>Enrollment</u> |
| PreK-5 | 3109 | 3063 |
| Middle Schools | 1529 | 1619 |
| High School | 2146 | 2122 |
| Outplaced | 41 | 39 |
| Total PreK-12 | 6834 | 6843 |
| | | (includes TECEC projection) |

3. Safety and Security
 - Completion of district wide Risk/Threat Assessment
 - Installation of School Gate Guardian Kiosks at all schools
 - Increased the number and quality of security cameras district wide
 - In June, the District applied for the State School Security Competitive Grant (Round 5); awaiting results.
4. Curriculum Development
 - During the 2020-2021 school year, fifty-four curriculum guides or programs were reviewed, revised, and endorsed by the BOE Curriculum Committee and approved by the BOE
5. Policy Development
 - During 2020-2021 school year, four policies were developed or revised by the BOE Policy Committee and approved by the BOE.
6. Efficiencies
 - The State Department of Education's Accountability Report ranks Trumbull among DRG A school districts in Southern Fairfield County. Trumbull's Per Pupil Expenditure is the lowest of all twelve DRG A and B Districts in Southern Fairfield County.

| School District | DRG | 2018-2019 Score | 2019-2020 Per Pupil Expenditure * | |
|------------------------|------------|------------------------|--|----------|
| Darien | A | 89.1 | #6 | \$21,444 |
| New Canaan | A | 88.4 | #7 | \$21,128 |
| Region #9 | A | 88.1 | #4 | \$22,286 |
| Greenwich | B | 87.8 | #2 | \$22,683 |
| Weston | A | 86.5 | #1 | \$23,277 |
| Wilton | A | 85.2 | #5 | \$21,753 |
| Trumbull | B | 85.1 | #12 | \$17,078 |
| Westport | A | 83.8 | #3 | \$22,379 |
| Fairfield | B | 83.5 | #9 | \$19,143 |
| Ridgefield | A | 82.3 | #8 | \$20,496 |
| Newtown | B | 81.7 | #10 | \$18,785 |
| Monroe | B | 81.1 | #11 | \$17,907 |

* From CSDE Bureau of Fiscal Services

VI HUMAN RESOURCES AND STAFFING

The 2020–2021 school year, permanent Central Office staff was hired to fill the interim positions of Superintendent, Business Administrator, PPS Director and Coordinator of Special Education. The positions of Director of Facilities and Assistant Superintendent for Human Resources remained unfilled with plans to revise position title and responsibilities.

Schools and school offices reopened to staff; however, some staff continued to work remotely due to health issues. Human Resources worked closely with Trumbull's Director of Nursing and Director of Health to enter staff into the VAMS system to be vaccinated against COVID with the goal of having both students and staff return to the classroom. Tracking, notifying and communicating with staff exposed to the virus became the department's challenge on a daily basis.

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, interns and retirees.

Additionally, to ensure the timely placement of substitute certified and non-certified staff, all substitute staffing is processed through this office. This requires managing detailed records of permanent staff absences, detailed records of substitute requirements, and preparing payroll to ensure substitute employees are paid appropriately and in timely fashion.

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.

Lack of storage for employment documents continues to be of concern. It is a goal of the Human Resources Department to become more technology oriented so that new and existing staff can more readily access and complete forms and view information on the district's website, focusing on establishing protocols and efficient processes.

STAFFING

In 2020-2021, the Board of Education employed the following numbers of personnel:

| | FTEs |
|---|--------|
| Certified Staff (teachers) | 586.10 |
| Non-Certified Staff (includes security) | 393.62 |
| | |
| Total | 979.72 |

An equivalent of 19.8 of these certified positions was funded or partially funded by external sources such as grants and special revenue funds.

COVID mitigation practices during the 2020-2021 academic year posed a wide variety of challenges to competitive academic and civic engagement groups that have distinguished Trumbull's public schools in recent years. Most onerous among these was the prohibition of after-school activities and the inability of students to meet in person to pursue their traditional pursuits as members of these groups.

Despite these obstacles, several THS groups continued to thrive via virtual meetings and competitions:

- Most notably, the Trumbull High *We the People* team not only won the Connecticut championship for the 24th time in the competition's 33-year history, but it also advanced to and finished ninth in the national competition ...all without team members leaving their Trumbull computers.
- The COLT Poetry Recitation Team continued its high profile among the state's schools in this annual competition ...all done on-line this year ... with 12 of its 14 team members earning medals, eight gold and four silver.
- Fourteen marketing students earned top honors in eight events in the Connecticut DECA State Career Development Conference virtual competition.
- Nine Future Business Leaders of America (FBLA) students achieved top honors in the state competition.

Madison Middle School also had a relatively active year, with on-line activities by these groups:

- Students participated in the Cyber Robotics Code Competition, achieving national leaderboard standing as it represented the United States competing against other countries.
- MathCounts Team students competed against a variety of other schools throughout the year, with two qualifying for the county invitational and one for the state tournament.
- Science Bowl students were active in virtual competitions throughout the year.
- The KARE Club students actively engaged in their traditional activities, including making blankets for the Binky Patrol, sending letters to U.S. Marines and Navy sailors, collecting arts & crafts for the McGivney Community Center, and were awarded five projects by the Connecticut Challenge to Educational Citizenship.

Due to extremely limited contact with other groups in the schools, we're not certain of additional activities and achievements.

To the best of our knowledge, the following groups will resume activities in 2021-2022 even if they were on hiatus during the past year:

2020-2021 Academic and Civic Engagement Groups & Advisors

Civic Engagement Groups & Advisors

(Note: Due to Covid Mitigation Measures, many of these Groups were on Hiatus)

| | Adviser(s) |
|-------------------------------------|-----------------------------------|
| Best Buddies (Hillcrest) | Tracy McCullough |
| Interact Club (Hillcrest) | Erin Rooney, Kristie Barrett |
| KARE Club (Madison) | Nancy Yarmosh, Jeanne Malgioglio |
| Peer Ally Leaders (PALS). (Madison) | Nancy Yarmosh, Maureen Heifetz |
| Peer Tutoring (Hillcrest) | Laurie Dexter |
| Stitches (Hillcrest) | Eileen Maffei |
| Best Buddies (THS) | Jennifer Penna |
| Blanket Brigade (THS) | Katie Boland |
| Gender Sexuality Alliance (THS) | Kimberly Foster |
| Interact Club (THS) | Erica Serrano, Hope Spalla |
| Key Club (THS) | Norma McFarland |
| Red Cross Club (THS) | John Evans |
| UNICEF Club (THS) | Liz Capobianco |
| Youth-to-Youth Club (THS) | Dennis McLaughlin, Shirley Tyszka |
| Hackathon - Grades 4-8 | Michaela Durand |

Competitive Academic Groups and Teams

Elementary Schools

| | Adviser(s) |
|--|--|
| Connecticut Invention Convention (Booth Hill) | Robin Redgate, Brianna Lauria |
| Connecticut Invention Convention (Daniels Farm) | John Johnson, Steve Spillane |
| Connecticut Invention Convention (Frenchtown) | Becky Ferraro, Lisa Demshak, Susan Gaspar, Amy Alfano, Remi Grunow |
| Connecticut Invention Convention (Jane Ryan) | Joanne Antignani |
| Connecticut Invention Convention (Middlebrook) | Steve Lemoine, Nedda Carrano |
| Connecticut Invention Convention (Tashua) | Lisa Yurkerwich |
| Continental Math League (Frenchtown) | Judy Atwood |
| National Geography Challenge (Frenchtown) | Margaret Hull |
| National Language Arts League (Frenchtown) | Carol St. John |
| National Science League (Frenchtown) | Brenda Windsor |
| Noetic National Math Contest (Booth Hill) | Kim Lombardi |
| Noetic National Math Contest (Daniels Farm) | Geri Proscino |
| Noetic National Math Contest (Frenchtown) | Michelle Sansone, Sangeeta Gidwani |
| Noetic National Math Contest (Jane Ryan) | Laura Coughlin |

| | |
|--|--------------------|
| Noetic National Math Contest (Middlebrook) | Melanie Lopez |
| Noetic National Math Contest (Tashua) | Michelle Marini |
| Odyssey of the Mind (Booth Hill) | Samantha Klain |
| Odyssey of the Mind (Booth Hill) | Matt Scerbo |
| Odyssey of the Mind (Booth Hill, Discovery Magnet, Jane Ryan , Tashua) | Neha Parekh |
| Odyssey of the Mind (Several) | Henry Lang |
| Odyssey of the Mind (Several) | Jay Marsh |
| Odyssey of the Mind (Daniels Farm) | Mobin Rastgar Agah |
| Odyssey of the Mind (Tashua) | Arthika Bappal |
| Odyssey of the Mind (Tashua) | Jamie Sullivan |
| Robolution Juniors Robotics (Booth Hill, Daniels Farm) | Shilpa Kulkarni |
| WordMasters | Gary Kunschaft |

Middle Schools

| | |
|--|--|
| ASA Statistical Poster Contest (Hillcrest) | Lisa Iwaszkewicz, Petrina Gunsolley |
| ASA Statistical Poster Contest (Madison) | Gina Zuk |
| American Mathematics Challenge (Hillcrest) | Petrina Gunsolley |
| American Mathematics Challenge (Madison) | Malathi Muralidharan |
| CoderZ League (Madison) | Michaela Durand |
| Connecticut/National History Day (Hillcrest) | Megan Marcucci |
| Connecticut/National History Day (Madison) | Gene Stec |
| Connecticut Women's Essay Contest (Hillcrest) | Lisa Ryan, Judy Grib, Kelly Csizmadia |
| Cyber Robotics Code Competition (Madison) | Sarah Trotta, Michaela Durand |
| Literary Magazine (Madison) | Emma Balter |
| Martin Luther King Essay Contest (Hillcrest) | Leslie Kitchener, Cyndi Arsenault, Lisa Ryan |
| Martin Luther King Essay Contest (Madison) | Lisa Cerulli |
| MathCounts (Hillcrest) | Dawn Formanek |
| MathCounts (Madison) | Dylan DeNuzzo |
| Model Congress (Hillcrest) | Carolyn Collins, Lynn Brown |
| National Geography Bee (Hillcrest) | Erin Rooney |
| National Geography Bee (Madison) | Lisa Cerulli |
| Noetic National Math Contest (Hillcrest) | Petrina Gunsolley |
| Noetic National Math Contest (Madison) | Gina Zuk |
| Noetic Monroe/Trumbull Mathematics Competition (Hillcrest/Madison) | Petrina Gunsolley, Gina Zuk |
| Odyssey of the Mind (Hillcrest) | Bill & Elizabeth Mecca |
| Odyssey of the Mind (Madison) | Karli Smith |
| Odyssey of the Mind (Madison) | Jamie Sullivan |
| <i>Once Upon a Word</i> (Madison) | Allison Roche |
| Robolution Robotics (Hillcrest, Madison) | Shilpa Kulkarni, Jignesh Parekh |
| Science Bowl (Hillcrest) | Rebecca Ardito |

| | |
|--|----------------------|
| Science Bowl (Madison) | Michelle Han |
| Stock Market Club (Hillcrest) | Phillip Kennan |
| Stock Market Club (Madison) | Malathi Muralidharan |
| We the People (Hillcrest) | Erin Rooney |
| We the People (Madison) | John Cappello |
| Women's History Month Essay Contest (Madison) | Lisa Cerulli |

High School

| | |
|--|--|
| Academic Decathlon | Sara Ellis |
| Alternative Energy Vehicle Team | Matthew Iaccarino |
| American Mathematics Challenge | Fran Basbagill |
| COLT Poetry Recitation Contest | Maria Manso-Garcia, Raquel Espejo, Susanna Lavorgna-Lye, Laura Santelli |
| Connecticut High School Geography Challenge | Breanne Brienza |
| Connecticut Science & Engineering Fair | Steffanie Elkins, Linda Goodman |
| DECA Marketing | Alana Tartaglia, Christina Rusate |
| <i>The Eagle's Eye</i> | Dean Pelligra |
| Ethical Debate | Libbi Intemann |
| FBLA Business | Diane Richards |
| JA Business Challenge | Alana Tartaglia, Diane Richards |
| Math | Elizabeth Capobianco |
| mc ² Robotics | Godwin Joseph |
| Mock Trial | Vacant |
| Model Congress | Katie Boland |
| Model United Nations | Jack LaBarca |
| National French Contest | Laura Santelli |
| National Latin Exam | Jen Conti, Maria Kopstein |
| National Spanish Exam | Laura McNaughton |
| Odyssey of the Mind | Bill Mecca, Jamie Sullivan |
| Robotics | Joe Amaturio |
| <i>Trillium</i> | Jordan Miller, Lisa Acerbo, Andrea Lorenz |
| UConn Science Olympiad | Tom Edwards |
| We the People | Katie Boland, Michael Margonis |
| Yale Physics Olympiad | Hans Drenkard |

VII CURRICULUM, INSTRUCTION, & ASSESSMENTS

The Trumbull Public Schools Office of Teaching and Learning is responsible for curriculum, instruction, and assessment. Led by the Assistant Superintendent, its primary responsibility is the advancement of teaching and learning across the K-12 continuum of the Trumbull Public Schools. Many others assist in fulfilling that key responsibility:

- Principals and Assistant Principals, who lead the implementation of teaching and learning across the K-12 school buildings.
- Director of Digital Learning and Technology Integration Specialists who support teachers and district curriculum teams in embedding technology into the curriculum, administering district assessments, and analysis of instructional data.
- Teacher-leaders, who share leadership in particular disciplines along with teaching responsibilities:
 - At the K-5 level, Program Leaders for English Language Arts, Mathematics, and Science;
 - 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: Business, Family and Consumer Sciences, and Technology Education, English, Mathematics, Science, Social Studies, and World Languages, and
 - At the K-12 level, a Department Chair for English Language Learners, and Team Leaders for Visual Arts, Music, and Wellness.
- 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.
- Our **Teacher Education And Mentoring** Coordination Committee (TEAM TCC) along with teacher mentors, who assists in the training, mentoring, and support of the new professionals on our staff.

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 Assistant Superintendent, 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 of study; and (c) review and endorsement of all proposals for new textbooks. The Committee has met on a regular basis to hear presentations from the Assistant Superintendent and relevant teachers, teacher-leaders, and administrators.

During the 2020-2021 school year, fifty-four curriculum guides or programs were reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education:

| | | | |
|---|--|---|--|
| E | | | Elementary Math Bridges Pilot |
| | | H | H CCP Principles of Financial Accounting Curriculum Guide |
| | | H | Theatre Tech 1 & 2 Curriculum Guide |
| | | H | Theatre Exploration: The American Musical Curriculum Guide |
| | | H | Honors Justice & Law: Criminal Law Curriculum Guide |
| | | H | Honors Justice & Law: Civil Law Curriculum Guide |

| | | | |
|--|--|---|--|
| | | H | Cybersecurity Curriculum Guide |
| | | H | Visual Art & Design Curriculum Guide |
| | | H | Mixed Media Curriculum Guide |
| | | H | Web Design: HTML & CSS Curriculum Guide |
| | | H | Child Development Curriculum Guide |
| | | H | Automotive Systems Curriculum Guide |
| | | H | Investing and the Stock Market Curriculum Guide |
| | | H | The Business of Fashion Curriculum Guide |
| | | H | Robotics II Draft for Pilot 2020-21 Curriculum Guide |
| | | H | Health 11: Mindfulness & Movement |
| | | H | Anatomy & Physiology Curriculum Guide |
| | | H | Advanced Placement Spanish Language & Culture Curriculum Guide |
| | | H | Honors Algebra II Curriculum Guide |
| | | H | Italian II Curriculum Guide |
| | | H | Honors Journalism Curriculum Guide Update |
| | | H | Creative Writing Curriculum Guide Update |
| | | H | AP English Language and Composition Curriculum Guide Update |
| | | H | Algebra B Curriculum Guide |
| | | H | Math Workshop II Curriculum Guide |
| | | H | Modeling & Reasoning in Mathematics Curriculum Guide |
| | | H | Practical Applications in Mathematics Curriculum Guide |

E = grades K-5

M = grades 6-8

H = grades 9-12

Three new textbooks were also reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education in 2020-21:

| | | | |
|--|--|---|---|
| | | H | <i>Linear Algebra and Its Applications, 5th ed. (Core: Multivariable Calculus)</i> |
| | | H | <i>The Secret Life of the American Musical: How Broadway Shows Are Built (Core: Theatre Explorations: The American Musical)</i> |
| | | H | <i>Financial Accounting, 12th ed. (Core: H CCP Principles of Financial Accounting)</i> |

E = grades K-5

M = grades 6-8

H = grades 9-12

Professional Learning

The Office of Teaching & Learning recognized the tremendous need for professional learning as we delivered instruction across multiple platforms during COVID-19 pandemic. Three additional professional development days were added to the district calendar prior to the start of the school. Over the five total professional development days, Tuesday afternoon training and Wednesday afternoon planning sessions, all teachers participated in level-specific professional development focused on teaching & learning, collaboration, and best practice for students.

For the November professional day, the District, in concert with the PDEC, distributed updated guidelines for Foundational Proficiency as well as Intermediate Proficiency in the TPS goals for integrating technology into teaching & learning for the 2020-21 school year. All teachers assessed their individual professional needs, then engaged in a series of self-paced and/or instructor-facilitated learning to develop their learning over the course of the day. The day

ended with teachers sharing their learning with their colleagues in administrator-facilitated small groups.

Later in March, we duplicated the same process with teacher choice in professional development adding additional courses in Social Emotional Learning and educator self-care. The survey results from these sessions were overwhelmingly positive.

VIII DIGITAL LEARNING/DATA SERVICES

For the 2020-2021 school year the Digital Learning department has focused on two key areas: improving the efficiency and effectiveness of our backend systems and supporting teachers and students in a blended learning model with their use of technology within the curriculum.

Below is a list of accomplishments that are directly aligned to these focus areas:

- Provided a Chromebook for every student in PK-12 to support online learning in the hybrid model.
- Developed interdisciplinary units aligned with elementary curriculum to incorporate technology skills and information literacy skills.
- Updated district website to ensure ADA compliancy
- Technology Integrators provided over sixty-five Professional Development workshops on a variety of topics to support blended learning. Some examples include: best practices for synchronous and asynchronous learning, using PearDeck to increase student engagement, designing an online classroom for primary students utilizing SeeSaw, using digital tools to provide student assessment and feedback.
- Implemented changes to Infinite Campus to accommodate blended learning groups, contact tracing, and attendance for remote learning
- Administered DRP, OLSAT, and SBAC online assessments for remote learners.
- Delivered monthly student/parent workshops to support families in using technology during hybrid instruction.
- Supported teachers in the rollout of new digital resources including: See Saw, Pear Deck, Grade Transferer, Amplify, and Zearn.
- Developed Scholarship system to streamline and automate the THS scholarship process.
- Created QR code system to track student seating in secondary cafeterias and as hall passes.
- Implemented online payment system for device insurance and music fees
- Launched the Online Registration Module in Infinite Campus for new student registrations
- Migrated Destiny Library System and Infinite Campus to the cloud.
- Developed a process to automate contact tracing notifications via ~~infinite-campus~~ Infinite Campus messenger

IX PUPIL PERSONNEL AND SPECIAL SERVICES

Background:

The Pupil Personnel Services (PPS) Department is responsible for ensuring that all students who require special education and related services will receive individualized, high-quality instruction to enhance each student's academic, social/emotional and behavioral development in the least restrictive environment, while emphasizing collaboration and continuous improvement. Embedded within the PPS services are the basic tenets of *"Collaboration, Communication and Consistency."*

Services provided by District PPS staff include: evaluation and progress monitoring of current levels of ability, assessments, specialized instruction, consultation, collaboration between special and general education staff, school counselors, parents and/or other pertinent stakeholders. Students requiring special education and related services have an Individualized Education Program (IEP) developed to meet their unique learning needs. This document reflects the specialized programs and services required for students with disabilities. During the 2020-2021 school year, approximately 904 students aged 3 to 22, received services through IEPs with 44 of these students placed in programs out of the district.

A review of the percentage of students with special needs indicates the District's prevalence rate of approximately 13.37% is now in the lower range of districts within our District Reference Group (DRG). Additionally, the percentage of students placed in "out-of-district" private schools is, approximately, 4.8% of the special education population which continues to be below the state's and DRG average for students placed in "out-of-district" facilities.

In addition to special education and related services, students who require accommodations through 504 Plans (Americans with Disabilities Act – ADA) also receive evaluations, monitoring, consultation collaboration between school counselors, general education staff, and PPS staff as appropriate. Students requiring special accommodations have a 504 Plan. This document reflects a student's physical or mental impairment that substantially limits a major life activity and how the student can be accommodated to equitably access their education.

A review of the percentage of students with 504 Plans indicates we have 513 students with 504 Plans. While the State does not report on the District's prevalence rate for 504s, we are approximately 7.5%, which is well within an acceptable range for our DRG.

PPS Overview:

Leadership, Management and Personnel

The PPS leadership and management team consists of a Director, one Coordinator of Special Education 6-12 and one Preschool Principal. This team works in close 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 2020-2021 school year, the PPS Department provided individualized programming for approximately 908 students ages 3-22, through the Planning and Placement Team (PPT) process. These students met the eligibility requirements in the fifteen disability categories including: Autism, Other Health Impaired, Learning Disabled/Dyslexia, Emotional Disturbance, Intellectually Disabled, Speech/Language, etc.

District psychologists conducted approximately 660 evaluations throughout the 2020-21 school year. 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) and the legally required triennial evaluations. An Individualized Education Plan (IEP) was developed if a child was identified with a disability through the evaluation process. Individualized Education Plans or Implementation Plans, which were required by the State for remote learners, were followed by all appropriate staff with fidelity to ensure student learning. Students with complex disabilities were invited to in-person learning earlier than other students. This was to ensure engagement in learning and progress with their individualized plans.

The District continues to provide high-quality transition programing for students requiring post high school education to meet their IEP goals and to this end has been working closely with a number of supportive Trumbull businesses, albeit somewhat more limited due to the pandemic. The following are some of the businesses who provided work experiences for our students: Unilever, St. Joseph’s, Trumbull Library, Olde Town Restaurant, Modell’s Sporting Goods, Old Navy, Walmart, Bridgeport Zoo and Fairfield University. Students who are 18-22 years old have had the opportunity to participate in a range of job experiences at these sites, while also engaging in a variety of community and leisure activities. As a result of participation in these work sites, some of our students have been hired competitively. The PPS Department is also looking to further expand transition opportunities, community engagement and life skill development by opening a bookstore.

Policy, Regulation and Compliance

District PPS staff conducted approximately 660 initial and re-evaluations for the 2020-2021 school year. These evaluations were conducted in compliance with the District’s “Child Find” obligation (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 an important focus. Through this process we are able to ensure that the district is meeting all State and Federal regulations while following IDEA and State guidelines.

Due Process: PPS held three mediations 2020-2021 school year.

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

Compliance: All programming and reporting complies with State and Federal mandates.

The PPS Director continues to serve as the District's Safe Schools Coordinator and McKinney-Vento Liaison. In ensuring the safety of all school community members, the District Risk Assessment was updated and a Threat Assessment protocol was developed. School social workers and psychologists continue to support behavioral management and support strategies for all students as a systemic tenet of Positive Behavioral Interventions and Supports (PBIS).

Fiscal Management

PPS delivered exceptional services to students while optimizing *Excess Cost Reimbursement (ECR)* 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 and Medicaid reimbursement from the State. In addition, for Open Choice students, we have pursued the reimbursement for those requiring special education services.

Stakeholder and Community Relations

The PPS Department is continually engaged with parents and the community to ensure a strong and supportive network exists for all students with special education needs. Trumbull High School's very successful Best Buddies Program continues to thrive through the facilitation and encouragement of strong peer relationships between students with special needs and their THS classmates.

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 their future designs. We consistently have a wait 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 13 classrooms with almost 300 students between our morning and afternoon programs. We pride ourselves on having several program models for students. We have nine inclusive classrooms which are comprised of an equal integration of students with and without identified special needs. In addition to the nine inclusive classrooms, we have an English Language Learner (ELL) program, two Specialized Resources Program (SRP) classrooms for students with autism and a regional Head Start program that serves 37 children and families from five surrounding towns. Although our enrollment declined this year similar to other preschool programs because of the health crisis, by the third trimester our population was burgeoning once again. It must be noted that in addition to our in-person learners, we had an initial enrollment of 27 temporary remote learners which decreased to one by the end of the school year. Many of the remote learners this year were students without identified special needs whose parents were paying for them to virtually attend TECEC. They related that our reputation and online learning platform was meeting their children's needs and were comfortable paying full tuition to receive these services. The projections for the 2021-2022 school year indicates that we will continue our growth. There were many families that have moved to Trumbull because of our school system this year and we anticipate the same will occur going forward. Since our needs exceeded our current footprint at TECEC, we will continue the use of two inclusive preschool classrooms located in Middlebrook School in the fall. All the same services the students receive at TECEC will be in place for those preschool students at Middlebrook.

The TECEC team utilized Seesaw which is a distance learning platform that met students' needs while keeping our parents engaged in their children's education. In addition to providing an education to our students, we addressed the needs of our community by conducting virtual workshops, support groups, weekly newsletters and informational sessions to keep all stakeholders abreast of the happenings at TECEC. We will continue these efforts to assure we are responsive to our community's needs.

TECEC conducted over 130 virtual and in person evaluations to determine eligibility for special education services. The evaluations were the result of Birth to Three, Child Find and compliance requirements. We are projecting a significant increase in referrals for the 2021-2022 school year which may necessitate additional services to address our student population needs. This is a result of parents who may have been uncomfortable sending their children to school because of the health crisis. During this school year, we conducted over 400 virtual PPT's and family meetings that complied with all state and federal laws and guidelines. Parent and staff feedback has been extremely positive utilizing this format.

Our state data on student achievement for students with identified special needs was encouraging. The dedicated team at TECEC worked tirelessly to assure that every child was academically and socially-emotionally successful particularly during the current health crisis. The state benchmark for students who entered preschool performing below age expectations who substantially increased their rate of learning by the time they exited preschool affirmed our instructional practices are sound. The benchmark for the state of the Acquisition and use of Knowledge and Skills was 85% and we were 90.0%, Positive Social Emotional Skills state criteria was 85% and we were 88%, and the last area, Acquisition to Meet Needs state criteria was 90% and we were 97.1%. Although the data indicates that we are meeting state standards in these areas, our team will not rest until every student exceeds these benchmarks. For students without identified special needs, they did equally as well in meeting our curriculum standards that are based on Connecticut's Early Learning and Developmental Standards (ELDS). The students made significant progress because of the partnership between the school and parents.

Assessment results from our Positive Behavioral Intervention Support (PBIS) program indicates that our students, parents, and staff made significant growth towards our four tenets, which are: Be Safe, Act Responsible, Respect, and Kindness this year. The tenets, which are known as BARK are pervasive throughout our preschool community. We will carry on our journey during 2021-2022 school year which will continue to improve our school climate. In addition to PBIS, our social emotional curriculum that ties into all aspects of our student's lives expanded this year to include Social Thinking in our classes of four-year old students. Students who are in three-year old classes continued with the Second Steps program that has been identified to meet each students' needs.

Our professional development this year concentrated on utilizing digital platforms such as Seesaw mentioned above. Extensive training was conducted to assure our staff and parents understood the capabilities of the program to communicate the expectations for all stakeholders. The subsequent implementation and application were successful. For the 2021-2022 school year, our team will continue our professional development surrounding the Connecticut Documentation of Teaching System (CT-DOTS) in addition to identifying assessment tools to that will ascertain if a student may have predicted reading challenges. The earlier we identify precursors to challenging areas of development our intervention can be implemented to ameliorate some of the long-term learning needs of our students.

The outpouring of support we received from our PTO, Father's Club and Head Start Parent and Policy Group was heartwarming. Through their combined efforts, they raised in excess of \$10,000 which enabled us to expand our educational initiatives beyond what the town has already generously provided. The PTO raised over \$9,000 during fundraisers such as an online auction, spirit wear sales, and mixed bag items. The Father's Club held activities such as pie sales, Mother's Day flower sales and local restaurant TECEC nights. With these funds, we purchased two Smart Boards for classrooms that did not have access to that technology. In addition, we purchased specialized outdoor equipment that was needed this year during the health crisis which will also be used for years to come. Our community also conducted numerous food drives for families in need as well as a support drive for Trumbull's Animal Shelter.

X

FACILITIES DEPARTMENT

The Facilities Department is responsible for the Board of Education's twelve buildings and facilities on 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. Foremost on the list is managing environmental concerns, a higher standard of cleanliness, improvement of the repair services provided to our schools, and a more cost-effective use of utilities.

This past year the light-emitting diode (LED) retrofit was completed at Trumbull High School (THS), Agriscience, and TECEC, thus closing the six-year District-wide project.

Since March 2020, in addition to regular day-to-day tasks, the custodial staff has adopted new cleaning procedures to mitigate the spread of the COVID-19 virus.

Indoor Air Quality (IAQ) has also been addressed:

- At the elementary level at least one classroom for each grade level now has air conditioning.
- Exhaust systems have been installed.
- Replacement of inefficient roof top exhaust fans.
- New re-designed duct system in THS Auditorium.
- Increased minimum efficiency reporting value (MERV) rating for box and pleated air filters.

The Department replaced wall hung sinks with new touchless gang sinks, and continues to replace classrooms sinks with touchless faucets. Hand sanitizer dispensaries have been installed in every building.

The Facilities and Technology Departments together applied to the State for School Security Competitive Grant Program (Round 5) in mid-June. The results have yet to be announced.

XI

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 1,500 Computers/Laptops, 400 iPads, 7,000 Chromebooks, 100 network/stand-alone printers/scanners, 65 District copiers, 8 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 10,000 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 six technicians to provide daily, ongoing, and long-term support for twelve buildings.

Approximately 5,100 technology work orders were completed in 2020-2021. 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. web 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 2020-2021 school year. The following purchases or upgrades in 2020-2021 have improved the operational efficiency and network performance of District programs:

- Upgraded Elementary Wi-Fi Access Points
- Upgraded some outdated Middle School classroom Smart Boards
- Upgraded all outdated 5th grade Smart Boards
- Replace outdated Chromebooks
- Installed and configured School Gate Guardian (Visitor's ID system)
- Upgrade Food service server/software and configure hand held tablets
- Purchased and installed classroom and remote teacher web cameras
- Purchased and configured new work order system (Solar Winds)
- Office 2019 upgrades (desktops/Laptops)
- Teacher and student Wi-Fi access via their Google credentials (trumbullps.net)

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

- Server upgrades
- Google Enterprise Suite for Education (8,000 users)
- District Wi-Fi
- Cloud based Email protection (Barracuda)
- Cortex (End Point protection against cyber-attacks)
- Firewall (Palo Alto)
- Work station upgrades
- Communication closet upgrades
- WebSmart (Food Services)
- Destiny (Library Automation)
- Exchange – 1,100 email user accounts
- Calendar Sharing
- Veeam (a file backup system)
- Inventory (Access)
- Work Order System (Solar Winds)
- Internet Filtering – Palo Alto
- GoGoaurdian Internet filtering for Chromebooks, in-district and home with self-harm module
- Windows 2012–16 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 (VOIP)
- 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. 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 content filter up to date with the latest enhancements for safe student and staff web searching.

The continuation of our aggressive technology initiative's goal is to continually upgrade and refresh outdated computers and infrastructure in the district. Much progress has been made to date:

- Upgraded elementary schools Wi-Fi access points throughout each facility
- Additional Wi-Fi access points in academic areas at Trumbull High School
- Continue with replacing out dated Chromebooks
- Replace out dated Desktops and Laptops
- Upgrade and move District Library system to a cloud-based solution (Destiny)
- Replace out dated Servers with Hyper-V (virtual server)

In conjunction with the Digital Learning Department, the 1-to-1 Chromebook Digital Learning Plan, for grades 5-8 with take home rights, continues to be a complete success. We have certainly learned a lot about supporting this new educational environment, from replacing defective screens to lost chargers. One of the most important things we learned was, the students were ready to use this new educational tool. The devices allow students to access web-based tools and resources (i.e. Google G suite, various apps, etc.) and online testing. The program also gives students a 7x24 extension of the classroom. This has made a very positive change in the landscape of learning. Students now have at their fingertips unlimited access to digital content, resources, experts, databases and communities of interest. By effectively leveraging such resources, school authorities not only have the opportunity to deepen student learning, but they can also develop digital literacy, fluency and citizenship in students that will prepare them for the high-tech world in which they will live, learn and work. The program would not have been as successful if it hadn't been for the support from the administrative teams, teachers and support staff.

The Technology 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:

- Losing two staff positions by not filling a retirement and a resignation
- Consolidating District servers using Hyper-V
- Implemented a more efficient back-up solution
- Installed an Uninterruptible Power System (UPS) in the Long Hill data center
- Implementing a new Work Order system

Starting the 2020-2021 school year during the COVID-19 pandemic was challenging to say the least. We realized over the summer, the Department have to gear up for an abnormal school opening. Our primary goal was to assure staff that all students have a device to use either in their classroom or at home. The Department had to procure, configure and manage the following:

- Work closely with the Director of Digital Learning in regards to student and staff devices needed
- Surveyed all students and staff to make sure they had access to devices at home with adequate Wi-Fi access (Chromebooks, Laptops, Verizon Hot Spots)
- Create a Google form to facilitate a Help Desk that is accessible to staff, students and parents
- Purchase and configure a new web-based work order system
- Create a safe and adequate location and procedure for staff and parents to pick up and drop off distance learning devices
- Setup a device quarantine and repair area
- Assign and logged all help desk tickets
- Collected and repaired Chromebooks from each Learning commons, weekly

The scope of services provided for the 2020-2021 school year:

- Purchase, configure and distribute 1,500 classroom Chromebooks

- Configured and distributed 24 Laptops for remote staff
- Supplied thirteen families with Wi-Fi hot spots
- Purchase and distribute 450 web cameras and tripods

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 Services (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.

XII

TRANSPORTATION

The Department faced significant challenges with regard to the COVID-19 pandemic during the 2020-2021 school year. Our top priority was to plan for the safe transportation of students, and new protocols and techniques were implemented. Included in the changes were mask wearing on school buses, the modification of boarding and unloading procedures, daily bus sanitizing procedures and assigned seating to promote physical distancing and assist with contact tracing.

The Transportation Department for the Trumbull Public Schools, responsible for busing approximately 6,800 PreK-12 students, maintains a two-tier system consisting of 48 regular buses and 24 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. Trips take place during school hours, as well as 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. New State of Connecticut legislation requires transportation carriers to train all school bus drivers in the administration of epinephrine to students who experience anaphylactic reactions. All Trumbull drivers have completed the training in identifying the signs and symptoms of anaphylaxis as well as how to administer epinephrine by a cartridge injector.

Trumbull Public Schools is in the third year of a five-year contract (July, 2018– June, 2023) with the Durham Transportation Company. This contract includes an optional two-year extension (July, 2023 – June, 2025) 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 costs as a result of the elimination of a performance bond requirement. We are also looking at possible options in the future to phase in electric vehicles

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 Durham Bus Tracker app, which allows a parent to monitor their child's bus, including current school bus location, information about the route in real time, and the scheduled and estimated arrival time to a bus stop, continues to receive positive feedback. This provides parents with a greater sense of comfort and transparency with their student's transportation. This app has been received very favorably by our parent community.

The Transportation Department has been reviewing bussing options as our district examines the possibility of a later school start time.

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 24 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. Bus monitors are placed on all special education vehicles to assist students and drivers.

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:

- Hamden Cedarhurst School
ACES High School
Woodhouse Academy
- Milford Milestones
Boys and Girls Village
Foundation School
- North Haven Aces Village School
- Southport The Southport School
- Stratford Kennedy Center (ASPIRE)
IIP Learning Academy
- 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, REACH, and the Tutorial program at Madison Middle School. Other programs are located at Town Hall, the Public Library, and various community job sites.

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

Due to COVID-19 busses were not required during remote learning days. On these days the District was required to pay Durham 50% of the contracted expense. As a result, the District paid approximately \$600,000 less than budgeted for school year bus service.

XIII

ADULT AND CONTINUING EDUCATION

Trumbull Continuing Education provides programs for adults and children throughout the year. The enrichment programs for adults include Health, Language, Dance, Technology, Art and Yoga among others. Our mandated GED, NEDP, and ELL programs were moved to Stratford Continuing Education. 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 most popular courses continue to be Arts and Crafts, Oil Painting, Bob Ross Painting, PiYo, Yoga, Foreign Language, and Technology. The computer programs continue to be popular with retirees and individuals seeking career changes.

In the spring of 2021, we did not hold any Adult Ed classes we will come back in the fall of 2021 with in school adult classes in the evening.

Under the direction of the Superintendent we offered afterschool SAT English and Math programs. We filled every time slot that was available. There were 93 students enrolled into the program to prepare for the March 24, 2021 test. The price was increased to \$150.00 which covered the teacher salary and also the cost of the SAT books. Once again, the program ran very successfully.

For the summer, we have expanded our offerings, through the Summer Explorations Program to provide students a greater variety of opportunities in enrichment and sports-related activities. Enrichment includes: Dance, Farming, Cooking, Music, Percussion and Abakadoodle art and stem classes, and more! As a trial we are offering two-week afternoon camps. This enable students to spend the whole day with us. We hope to add more for the summer of 2022. Sports camps include Field Hockey, Baseball, Volleyball, Basketball, Track and Field, and Wrestling. All our camps keep growing with much success.

The Department web site is www.trumbullconted.org and allows participants to register and pay online. All of these strategies enhance our image of providing quality programs and of promoting increased attendance. The processing fee is still in place.

The school year coaches are instrumental in encouraging students to participate in the summer camps. Most of the instructors and coaches are certified and present an extensive area of expertise.

All enrollments for Summer Explorations 2020 were refunded back. We look forward to a strong Summer Explorations opening for summer 2021. So far we have 625 orders that include sports, enrichments, and credit recovery. The response and interest in the camps have been well-received. We are always trying to add new offerings to our students.

Trumbull Continuing Education provides programs for adults and children

XIV

FOOD SERVICES DEPARTMENT

The 2020/2021 school year was very challenging.

School nutrition professionals across Connecticut came together to share questions, concerns, ideas and best practices for keeping kids well-fed, even when they were not physically in school. In addition to the complexities of getting food to the students, school meals still had to comply with federal nutrition guidelines. Menus had to be reworked to include items that came prepackaged or could be individually wrapped and yet still complied with the guidelines. We began the year relying on cold or shelf-stable, prepackaged foods for meal packs and expanded the menus to include heat-and-serve items which made the meals more appealing to kids. And included heating and safe temperature control directions for pickup meals. Foods suitable for weekly bundled meals and related packaging drove up foodservice costs.

With trial and error and support from others, *Trumbull Food Services continued with:*

1. Changing their menus and processes to minimize contact points and maintain social distance.
2. We worked through complicated and changing logistics as learning models switched between distance learning/outside pickup/grab & go meals in the cold, rain and the snow, to in-school classroom meal deliveries most days all at the same time.
3. Minimized contact between students when we delivered meals to the classroom, and we introduced intricate drop off and pick up systems to get individually packaged meals to each classroom.
4. Met new U.S. Department of Agriculture (USDA) Meal Pattern Requirements for the SSO (Summer Seamless Option) and staff training.
5. Many school food services meal waivers to complete, which gave us permission to serve meals in a whole new/different way.
6. Many changes to the kitchen production.
7. New Food Services COVID-19 pandemic safety and sanitation requirements.
8. New offsite temperature control procedures.
9. Staff shortage.
10. Delivery delays and food substitutions.
11. Financial worries.

The school year 2020-2021 is one for the history books. We look forward to seeing and serving our students in our cafeteria serving lines again this fall.

- ❖ Thanks to the dedicated and team effort of all the food service staff we were able to provide over 674,000 meals for the students and children in Trumbull.
- ❖ Additional procedures and achievements by the Trumbull Food Services Department.

The Trumbull Food Services Department is committed to providing nutritious, appealing, and affordable meals for all students in Trumbull. Our primary job in the School Breakfast and 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 and breakfast, lunch and snack for the Head Start Program at the Trumbull Early Childhood Education Center.

- We begin serving breakfast in all elementary schools and both middle schools in the 2019-2020 school year.
- We introduced “Farm-to-School” with the Chef/Manager of Trumbull High School visiting the schools. Presenting veggie demonstrations and free samples of *zucchini noodles, buffalo cauliflower and carrot fries* reinforces healthier eating and a healthier lifestyle. Demonstrating how different shapes for vegetables and cooking procedures can be appealing and delicious, we know that attracts attention and gets students to eat more vegetables.
- We offer a Salad Bar lunch every Tuesday and Thursday at all Elementary schools. ~~And~~ Salad Bar and Deli Bar are offered every day at the middle and high school.

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, grain and milk. Our Breakfast Program includes whole grain/protein, fruit/vegetable, 100% fruit juice and milk. 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.

School Meals are marketed in several ways:

- New program called, *After the Bell, an “After School Snack Sack”* is available at the high school and two middle schools. These snack sacks are purchased during the lunch shifts, packed into a transport bag giving the student the opportunity to carry it with them the rest of the day to enjoy the items later in their after-school day activities.
- 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.
- Implemented a “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.
- New menus at all schools: Parfait lunch, Chili cornbread bowl, Chicken & Broccoli Alfredo over pasta, Nacho over Doritos Chips with seasoned beef or chicken, zoo shaped chicken nuggets with BBQ dipping sauce, St. Patrick's Day whole grain shamrock pretzels.
- After a pilot program at the high school, we changed the Friday Pizza menu to Thursday. Meal counts have increased and the menu was introduced at the middle schools in September.

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

- *We are very proud of the huge contribution the Food Services Department has made to the Trumbull Public Schools educational system.*
- We brought technology to the program and have kept up with technology enhancements over the years, consistently improving our POS (point of sale system) for better student service and accountability.
- 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 fresh 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 food production, food temperatures, receipts, invoices and time sheets.
- Purchased new energy efficient food service equipment.
- Offered an excellent service.
- Enhanced the healthy nutrition education for our students.
- Professional Standards Training, *Key Areas*: Nutrition, Menu Planning, Nutrition Education, General Nutrition, Operations, Food Production, Serving Food, Cashier and Point of Service, Purchasing/Procurement, Receiving and Storage, Food Safety, Hazard Analysis and Critical Control Point, Administration, Free and Reduced-Price Meal Benefits, Program

Management, Financial Management, Human Resources, Facilities and Equipment Planning, Communications and Marketing.

- Established an Innovation Team, with the task of development and implementation of marketing programs that will drive up participation rates and revenue. We reviewed areas in the serving line presentation and the service for students for a faster and easier service. Followed up with an Elementary, Middle and High School student committee for student suggestions.

XV

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, 2020 to June 30, 2023.

Trumbull Administrators' Association (TAA)

The TAA Agreement covers the period from July 1, 2021 to June 30, 2024.

Trumbull Administrative Support Services of Trumbull (CALU)

The CILU/CIPU Agreement covers the period from July 1, 2016 to June 30, 2021.

A new contract is being negotiated.

Custodial/Maintenance UPSEU

The Custodial/Maintenance Agreement covers the period from July 1, 2020 to June 30, 2021.

A new contract is being negotiated.

Paraprofessionals (UPSEU)

The Paraprofessionals Agreement covers the period from July 1, 2018 to June 30, 2021.

A new contract is being negotiated.

School Lunch Program (UPSEU)

The School Lunch Program Agreement covers the period from July 1, 2020 to June 30, 2024.

CILU Supervisory Staff

The CILU Supervisors' Agreement covers the period from July 1, 2020 to June 30, 2021.

A new contract has been agreed to and is in the process of being formalized.

CILU Support Staff

The CILU Support Agreement covers the period from July 1, 2020 to June 30, 2021.

A new contract has been agreed to and is in the process of being formalized.

XVI

TRUMBULL LOVES CHILDREN

The School District and the Trumbull Loves Children (TLC) day care administration have formed a partnership utilizing our day care classrooms located in space adjacent to regular classrooms at each of our six elementary schools and two middle schools. This type of rental arrangement is unique in the State of Connecticut and allows Trumbull to utilize existing educational resources in the day care process, thus contributing to each child's overall development. TLC Director, Ken McCabe, has done a superb job in overseeing this program and in working with the TPS administration. During the 2020-2021 school year, due to the pandemic, this operation was on hold.

XVII **POLICY**

The Trumbull Board of Education Policy Committee, a standing committee of the Board of Education, consists of three Board of Education members, the Superintendent's 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.

Policies are added, revised, and rescinded based on review of updated relevant federal and state statutes, as well as analysis of local policies in relation to best practice.

During the 2020-2021 school year, four policies were approved by the Board of Education after second reading:

| Code | Title | First Reading | Second Reading |
|-------------|---|----------------------|-----------------------|
| 9134 | Facilities Committee | May 28, 2020 | October 27, 2020 |
| 5141.9 | Face Coverings | October 27, 2020 | December 3, 2020 |
| 9140 | Teacher Representatives on the Board of Education | March 23, 2021 | May 11, 2021 |
| 6172.6 | Virtual Courses of Student | March 23, 2021 | April 27, 2021 |

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

XVIII

CONCLUSION

Although the 2020-2021 school year was beset with a myriad of challenges, we are proud of the energy, effort, and hard work of all of our employees who have applied their skill sets and care to enhance learning for our almost 7,000 students. I am confident that as we enter the 2021-2022 school year and its unknown unique challenges, our staff will continue to deliver the very best for our students.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel

Agenda Item – III-D

2021-2022 Enrollment Update

Related to planning for 2021-2022, Dr. Semmel will present updated data related to student enrollment.

Recommendation:

Review, discuss and approve.



Trumbull Board of Education
August 17, 2021

2021-22 Planning Updates: Student Enrollment

*Martin J. Semmel, Ed.D.
Superintendent*

Enrollment K-5: Booth Hill

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|----------------------|
| Kindergarten NESDEC Projected | 79 | | |
| Kindergarten Actual | 77 | 4 | |
| Grade 1 | 87 | 4 | |
| Grade 2 | 86 | 4 | |
| Grade 3 | 77 | 4 | On watch to decrease |
| Grade 4 | 88 | 4 | |
| Grade 5 | 87 | 4 | |
| TOTAL | 502 | 24 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Daniels Farm

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|--------------------------|
| Kindergarten NESDEC Projected | 79 | | |
| Kindergarten Actual | 75 | 4 | |
| Grade 1 | 72 | 3 | Recommend 1 more section |
| Grade 2 | 84 | 4 | |
| Grade 3 | 99 | 4 | On watch to increase |
| Grade 4 | 76 | 4 | On watch to decrease |
| Grade 5 | 111 | 5 | |
| TOTAL | 517 | 24 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Frenchtown

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|----------------------|
| Kindergarten NESDEC Projected | 87 | | |
| Kindergarten Actual | 83 | 5 | |
| Grade 1 | 89 | 5 | |
| Grade 2 | 98 | 5 | |
| Grade 3 | 74 | 4 | On watch to decrease |
| Grade 4 | 93 | 4 | |
| Grade 5 | 84 | 4 | |
| TOTAL | 521 | 27 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Jane Ryan

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|--------------------------|
| Kindergarten NESDEC Projected | 70 | | |
| Kindergarten Actual | 71 | 4 | |
| Grade 1 | 72 | 3 | Recommend 1 more section |
| Grade 2 | 58 | 3 | |
| Grade 3 | 88 | 4 | |
| Grade 4 | 54 | 3 | |
| Grade 5 | 80 | 4 | |
| TOTAL | 423 | 21 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Middlebrook

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|----------------------|
| Kindergarten NESDEC Projected | 88 | | |
| Kindergarten Actual | 81 | 5 | |
| Grade 1 | 77 | 4 | |
| Grade 2 | 92 | 5 | |
| Grade 3 | 73 | 3 | |
| Grade 4 | 98 | 4 | On watch to increase |
| Grade 5 | 81 | 4 | |
| TOTAL | 502 | 25 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Tashua

| Grade | Enrolled students | Scheduled sections | Analysis |
|----------------------------------|-------------------|--------------------|--------------------------|
| Kindergarten NESDEC Projected | 70 | | |
| Kindergarten Actual | 65 | 4 | |
| Grade 1 | 54 | 3 | |
| Grade 2 | 67 | 3 | Recommend 1 more section |
| Grade 3 | 82 | 4 | |
| Grade 4 | 72 | 3 | |
| Grade 5 | 69 | 3 | |
| TOTAL | 409 | 20 | |

Class Size Guidelines

Kindergarten: 20 students / section

Grades 1-2: 22 students / section





Grades 3-5: 25 students / section

Grades K-5: **Summary**

| Grade | Enrolled students | Scheduled sections | Analysis |
|--------------|-------------------|--------------------|-------------------------------|
| Kindergarten | 452 | 26 | |
| Grade 1 | 451 | 22 | Recommend 2 sections (DF, JR) |
| Grade 2 | 485 | 24 | Recommend 1 section (TA) |
| Grade 3 | 493 | 23 | |
| Grade 4 | 481 | 22 | |
| Grade 5 | 512 | 24 | |
| TOTAL | 2,874 | 141 | |

Grades 6 - 12

Summary Year to Year

| Grade | Enrolled 6/18/21 | Enrolled 8/17/21 | Current Net Gain/Loss |
|------------------------|------------------|------------------|--|
| | | | |
| Hillcrest | 749 | 734 | -15  |
| | | | |
| Madison | 773 | 801 | 28  |
| | | | |
| THS | 2,182 | 2,185 | 3  |
| | | | |
| TOTAL SECONDARY | 3,704 | 3,720 | 16  |

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel

Agenda Item – III-E

Trumbull School Reopening Plan Update

Dr. Semmel will update the Board of Education with information on the reopening of Trumbull Public Schools.

Recommendation:

Review

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Semmel

Agenda Item – III-F

2021-2022 District Goals

Dr. Semmel will discuss the 2021-2022 District Goals of Trumbull Public Schools with the Board of Education.

Recommendation:

Review, discuss and approve.

Goal 1- Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff

Strategic Statement: To ensure physical, social, and emotional well-being at every school, Trumbull Public Schools will use resources and implement practices that maintain and/or further develop safe, inclusive, nurturing, and positive learning environments.



Committed to Excellence

| Actions to Support Physical, Social, and Emotional Well-Being of All Students & Staff | | | | |
|---|------------------|---|--|---|
| District-Based Action Steps | Timeframe | Who Will be Responsible? | What Resources Are Needed? | District Results-Based Accountability Indicator |
| Ensure welcoming, safe schools through fidelity to our District Safety Plan | Monthly Check-In | Marty Semmel, Building Principals | Monthly meetings with "In-Person Learning and Continuity of Services Team;" Quarterly meetings with District Safety Team | 1.1 1.2 Best practices for a healthy environment will be uniformly understood and implemented in all schools |
| Implement School Gate Guardian at all schools | Sept → June | Building Principals, Jeff Hackett, Scott Sikora | School Gate Guardian Kiosks; Training for Security Guards, Principals, Building Secretaries | 1.1 All visitors will use the School Gate Guardian system before accessing any school building |
| Implement the updated risk/threat assessment process | August 2021 | Tammy Hartman, Building Principals | Updated risk/threat assessment protocols | 1.1 A standardized protocol for risks/threats will provide an age-appropriate but uniform response at all schools |
| Provide Positivity Training | Sept-May | Tammy Hartman, | Happiness Advantage | 1.2 1.3 All staff receive |

| | | | | |
|--|---|--|--|--|
| through Trainer of Trainer Models | | Building Principals | Trainers | training on Positive Psychology |
| Implement district-wide school climate survey (with age-appropriate adaptations) | October (pre) and May (post) | Tammy Hartman, District SEL Committee, Building Principals Safe School Climate Committee | SEL Committee meetings; time to administer survey and analyze results | 1.4 District-wide climate survey is completed by K-12 students and survey data is reviewed district and school committees |
| Supply mandated safety trainings via online platform where possible with 100% completion | August professional development days | Regina Williams, Christina Hefelee | Training Schedule with deadlines for each module | 1.6 All staff need to complete mandated training on identified topics |
| Plan and participate in district-wide training exercise (table top) | To Be Determined by District Safety Committee | Scott Sikora, District Safety Team Members, Building Principals, Security Team | Scott Sikora or Designee | 1.1 Complete one scenario-based training exercise to identify strengths and weaknesses in current practices and procedures |
| Analyze percent of chronically absent students by school by month (include distribution of chronically absent students by race, gender, high needs students versus all students) | September - June | Building Principals, Data Analyst, DW Social Worker | Google Document showing each school and each month for data collection | 1.5 Less than 5% of students at any school will be identified as chronically absent by the end of the school year |
| Review discipline data | Dec 30; March 31; | Christina Hefelee, | Data Support from | 1.7 Suspension rates |

| | | | | |
|---|---------|---------------------|--|--|
| quarterly by school (# of suspensions; distribution of suspensions by race, gender, high needs versus all students) | June 30 | Building Principals | Christina Hefelee; Training of building secretaries to run report | are maintained at low levels or reduced and “high needs” students are not disproportionately suspended |
|---|---------|---------------------|--|--|

Goal 1 Ensuring Well-Being
Accountability Measures:

- 1.1 Priorities identified by the District Safety Team are met.
- 1.2 Responses to mandates between local and state agencies are accurately aligned and communicated in a timely manner.
- 1.3 Training on positive psychology and refreshers on PBIS are completed.
- 1.4 Stakeholder data on district-created climate surveys reflects feelings of physical, social and emotional well-being.
- 1.5 Less than 5% of students are identified as chronically absent by the end of the school year.
- 1.6 By October 31, 100% of staff participate in mandated safety training
- 1.7 Suspension rates are maintained at low levels or reduced and “high needs” students are not disproportionately suspended.

Goal 2: Optimize Teaching & Learning

Strategic Statement: Trumbull Public Schools will continue to provide high quality teaching that emphasizes the use of high-leverage instructional strategies in which educators deliver our TPS curriculum with fidelity.



Committed to Excellence

| Actions to Optimize Teaching & Learning | | | | |
|---|---------------------|--|---|---|
| District-Based Action Steps | Timeframe | Who Will be Responsible? | What Resources Are Needed? | Results-Based Outcomes |
| Implement a K-8 Universal Assessment Tool for Literacy and Math | Aug to June 2022 | Sue Iwanicki, Christina Hefele, District Program Leaders and Building Principals | A nationally normed, standards-based measure; Professional Development for Teachers | 2.1 2.2 2.5 Administration and educators can administer and use results to inform instruction and decision making |
| Conduct Assessment Calendar Review and Revision | July to August 2021 | Sue Iwanicki, Christina Hefele, | Meeting time with committee of program leaders, building principals and other representatives as needed | 2.1 Creation of a streamlined 2021-22 Assessment Calendar |
| Review and update our MTSS system | Sept to Dec 2021 | Tammy Hartman, Sue Iwanicki, Building Principals | Updated state guidance Templates already being used at schools E-system to coordinate | 2.5 2.6 Use of forms leads to targeted and measurable results for students |

| | | | | |
|---|---|--|---|---|
| | | | | |
| Create goals to ensure equitable practices through district and school based teams | Aug to Dec 2021 (District/THS) Jan 2022-June 2022 (Schools) | Sue Iwanicki, Regina Williams, Marc Guarino, Building Principals | SERC Resources; Harvard RIDES Templates | 2.5 Goals and Results from District and School Based Equity Teams |
| Develop a comprehensive PK-12 Vision of the Graduate | Sept → May | District V.O.G. Committee led by co-chairs | Outside Facilitator; Thought Exchange; Meeting Time | 2.10 Completed Vision of the Graduate |
| Professional guidance regarding analysis of student performance and planning of instruction will be provided by school leaders, specialists, and coaches and implemented by instructional staff | August → June | Sue Iwanicki, Building Principals, Department Heads, Academic Instructional Leaders, Specialists & Program Leaders | | 2.3 Professional Learning Surveys 2.2, 2.4, 2.5 Student achievement data 2.11 Observations 2.3 District and school-based meeting minutes |
| Create Professional Learning Community to monitor and analyze district wide results | Sept → May | Sue Iwanicki and Marty Semmel | Performance and Feedback Data | 2.4 Minutes/Action Plan from PLC, walkthrough observation notes |

**Goal 2 Teaching & Learning
Accountability Measures:**

- 2.1 Assessment audit completed and new district assessment calendar is created.
- 2.2 Data outcomes will be produced on a consistent platform K-8.
- 2.3 Professional Learning feedback will be collected after each district wide professional development day that reflects high quality adult learning and improved instruction.
- 2.4 District and state accountability measures will reflect student performance at 80% or higher on grade level or at least 1 year's growth by 2023.
- 2.5 Performance of our High Needs Students will reflect growth towards eliminating the achievement gap.
- 2.6 Tiered instruction will reflect the use of leverage data in decision-making, planning, and implementation at the school level.
- 2.7 District and School Based Equity Teams are in place and promote changes in practice that increase positive outcomes and experiences for all students, especially marginalized youth (SERC).
- 2.8 Curriculum reflects creation and revision that is appropriately inclusive and balanced with an eye on equity
- 2.9 Continued reputation of excellence in producing well-rounded student prepared with 21st century skills through focus groups, surveys and other district town halls, etc.
- 2.10 Completed vision for Profile of the Graduate that is communicated to all stakeholders.
- 2.11 Teaching and Learning will reflect best practices as measured through staff evaluation processes.

Goal 3: Budgeting to Support Continuous Improvement

Strategic Statement: Trumbull Public Schools will support continuous improvement through the provision of financial stability and fiscal responsibility.



Committed to Excellence

| Actions to Budget in Support of Continuous Improvement | | | | |
|--|----------------------|--|--|--|
| District-Based Action Steps | Timeframe | Who Will be Responsible? | What Resources Are Needed? | Results-Based Outcomes |
| Expand NovaTime Usage to include custodians, paras, secretaries, food service, security guards, CILU support staff | October 2021 | Paul Hendrickson Deb Nakano | Training of paras; all other groups have been trained. | 3.4 Reduce paper timesheets; Decrease time needed to complete payroll |
| Implement Position Control | October 2021 | Paul Hendrickson Regina Williams | Education of Position Control module of MUNIS from Tyler Technologies. Coding of positions for input into MUNIS. | 3.1 3.4 Accurately track Full Time Equivalents (FTE's) |
| Review all components of the Operational Review to ensure fidelity to process and complete all final components | December 2021 | Paul Hendrickson Business Office | Time to review implemented practices | 3.1 3.2 More efficient business controls |
| Track ARP / ESSER funds | Throughout 2021-2022 | Business Office, HR Office, Sue Iwanicki | Work with Assistant Superintendent and HR to track hires and other expenses related to the ARP / ESSER funds. | 3.1 3.3 3.5 Accurately report expenditures to State; Effectively use funds |

| | | | | |
|---|---------------------------|--------------------------------------|--|---|
| Modify Budget Process | September - November 2021 | Paul Hendrickson Peg Brindisi | Develop per pupil allocations for all schools related to consumable items. Ensure all Department Heads and Directors have access to budget Googlesheet to understand their own area and the entire budget. | 3.1 3.2 3.3 Budget process allows for communication and development of coherent budget tied to student learning |
| Update website page for the Business Department | September 2021 | Paul Hendrickson Alicia DiLorenzo | Develop a logical format to layout Business Office functions enabling an easy to use website. | Consolidate all Business Office related items under one tab |

Goal 3 Budgeting Accountability Measures:

- 3.1 Results of the annual Budget Audit reflect no errors of concern
- 3.2 Feedback from stakeholders reflects continued transparency
- 3.3 Budgets reflect equity in provision of supplies and personnel for programming.
- 3.4 Staffing and resources are accurately planned for and appropriated.
- 3.5 Increased revenue is generated through grant funding and contributions as evidenced in the budget.

Goal 4: Operational Excellence & Continuous Improvement

Strategic Statement: Trumbull Public Schools will implement coherent systems that generate leading and lagging data points to inform continuous improvement.



Committed to Excellence

| Actions that Ensure Excellence & Continuous Improvement | | | | |
|---|---------------|--|--|--|
| District-Based Action Steps | Timeframe | Who Will be Responsible? | What Resources Are Needed? | Results-Based Outcomes |
| Review all practices and procedures to develop a vision and strategic plan for HR (compliance, talent acquisition and retention, legal and contractual obligations) | August → June | Regina Williams | HR Materials Focus Groups with HR Staff Legal guidelines | 4.1 Completion of an HR Vision and Strategic Plan 4.2 Systems will document our improved processes for hiring, recruitment, retention, and evaluation for non-certified and certified staff. 4.4 Paperwork will reflect civil rights compliance. |
| Provide opportunities for two-way communication through weekly (Building Principals/monthly Superintendent) updates, town hall meetings, surveys, and focus groups | August → June | Marty Semmel, Sue Iwanicki, Tammy Hartman, Building Principals | Technology support for town hall meetings and surveys | 4.5 Surveys, town hall meeting minutes, focus group outcomes |

| | | | | |
|--|---|---------------------------------------|--|---|
| | | | | |
| Data system will allow parent access to identified summative assessment data | January → June | Christina Hefele and Tech Integrators | Tableau PD Time for Principals/Certified Staff | 4.7 Parents can access student outcomes online. |
| Create District Wide Professional Learning Community | Monthly meetings beginning in Sept 2021 | Marty Semmel/Sue Iwanicki | Time to meet/collaborate with district team | 4.8 System for analyzing Continuous Improvement Plan and adapting as needed |
| Develop prioritized 5 year capital plan | December 2021 | Dave Cote | Current 5 year plan; access to town officials | 4.6 Priorities identified and detailed for capital plan |

Goal 4 Operational Excellence
Accountability Measures:

- 4.1 Creation of an HR Vision and Department Strategic Plan
- 4.2 Systems will document our improved processes for hiring, recruitment, retention, and evaluation for non-certified and certified staff.
- 4.3 Survey data from staff will report a higher degree of efficacy due to the coherent manner in which paperwork is received, processed, and responded to
- 4.4 Paperwork will reflect that civil rights concerns will be proactively addressed and any that arise will continue to be addressed in a timely and proactive manner.
- 4.5 Survey data and focus group feedback will reflect that stakeholders continued to maintain high-quality, clear and consistent messaging and communication.
- 4.6 Our school system grounds and buildings will remain attractive, welcoming, and safe in order to provide optimal environments for teaching and learning.
- 4.7 E-systems will allow parents/caregivers access to district summative data.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 17, 2021

Dr. Iwanicki

Agenda Item – III-G

First Reading
Policies for Review
4111.1, Non-Discrimination in
Employment
Policy 0521, Non-Discrimination

A review of Policy 4111.1, Non-Discrimination in Employment and Policy 0521, Non-Discrimination in order to include information required by Public Act No. 21-2 *An Act Creating a Respectful and Open World for Natural Hair*. Proposed additions to the policies are highlighted.

Recommendation:

Review for Action

4111.1/Non-Discrimination in Employment

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **4000**
CATEGORY: **Personnel – Certified and
Non-Certified**
POLICY CODE: **4111.1/Non-Discrimination in
Employment**

NON-DISCRIMINATION IN EMPLOYMENT

Policy Statement

The Trumbull Board of Education is an equal opportunity employer. The Trumbull Board of Education will not discriminate in its employment on the basis of race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, status as a veteran, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws. No qualified person shall be subjected to discrimination in employment under any program of the Trumbull Board of Education.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.”

The Superintendent will continually evaluate employment policies and practices in terms of this policy and will report to the Board the results of such evaluation. When appropriate, the Superintendent will recommend any changes of policies and practices to eliminate the effects of any discrimination. In reviewing employment practices in terms of this policy, the Superintendent shall, as needed, call upon the advice and counsel of a Committee on Employment Policies.

The Board of Education shall establish regulations to ensure that the district recruit, employ, promote, and implement the hiring of qualified staff of diversity at all levels of employment. Recruitment methods include, but are not limited to: urban newspapers, national magazines, recruitment companies which specialize in minority educators, and the broadening and encouragement of internships to diverse groups of people.

The Superintendent will communicate the contents of this policy and its attendant regulations to employees and applicants for employment.

Adopted: 2/24/1976

4111.1/Non-Discrimination in Employment

Revised: 10/1979, 10/1981, 11/1988, 4/1993,
2/3/1998, 4/29/2003, 2/10/2004, 9/18/2007,
9/1/2015, 2/13/2018, 8/10/2021

References

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
- Connecticut Public Act 21-2, “An Act Creating a Respectful and Open World for Natural Hair,” as of March 4, 2021
- Connecticut Public Act 17-127, “An Act Concerning Discriminatory Practices against Veterans . . . “
- Connecticut General Statutes §46a-60
- Trumbull Board of Education Policy Code 0521: Non-Discrimination
- Trumbull Board of Education Policy Code 4000.1: Affirmative Action

Regulations

1. The Assistant Superintendent has the responsibility for supervising this policy and regulations while all administrators and supervisors in the employ of the Board of Education have the responsibility for administering this policy and its regulations.
2. The Assistant Superintendent will be responsible for including in any printed materials used in the recruitment or application phases of the process of hiring new employees the statement that the Trumbull Board of Education is an Equal Opportunity Employer. He/she shall distribute such material without discrimination on the basis of race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, status as a veteran, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws.
3. By means of newspaper ads and by posting in appropriate places in all buildings, the Superintendent will annually inform all employees and employee bargaining units about this policy, its attendant regulations, as well as the name, office address, and telephone number of the administrator responsible for administering this policy and its attendant regulations.
4. The Assistant Superintendent shall, as needed, appoint and chair a Committee on Employment Policies. This Committee shall be comprised of no more than five (5) members which shall as reasonably as possible be representative of all employee categories including, but not limited to, race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, (including but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, status as a veteran, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws. This committee shall review employment policies and practices in terms of this policy.
5. This Committee shall follow the established complaint procedures. The resolution of complaints is encouraged at the earliest stage.
6. Complaint Procedures
 - A. Employees shall discuss the complaint with their immediate supervisors with the hope of resolving the matter. Supervisors may seek assistance from other sources, including Central Office administration.
 - B. If the employee is not satisfied with the proposed resolution of the matter by his/her supervisor, the employee shall file, in writing, a discrimination complaint with the Assistant Superintendent. As much as practical under the circumstances, complaints will be maintained confidentially on a need-to-know basis. A complaint shall be acknowledged in writing within three (3) business days. It shall be investigated, and the

4111.1/Non-Discrimination in Employment

complainant informed of the findings and recommendations, within twenty (20) business days of receipt of the complaint. In the unusual circumstance when an investigation cannot be concluded within twenty (20) business days, it shall be concluded as soon as possible.

- C. If a complainant is not satisfied with the findings and/or recommendations, he/she may request, within ten (10) business days of the receipt of the decision of the Assistant Superintendent, a hearing before the Superintendent. Such request shall be in writing and shall state the reasons the complainant is not satisfied. The Superintendent shall meet with the complainant within ten (10) business days of receipt of the complaint and shall respond, in writing, within ten (10) business days of the hearing.
- D. A complainant may, if desired or if dissatisfied with action taken at the local level, report the grievance directly to the United States Department of Education Office of Civil Rights.
- E. At the conclusion of the investigation, all written complaints, investigating notes and other documents, other than any discipline dispensed, shall be maintained in a secure file, separate and apart from the personnel files of the parties involved.

Appendix

Title VI issues (Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin) can be reported to the Assistant Superintendent, who will serve as the District's Title VI coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT, 06611.

Title IX issues (Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities) can be reported to the Assistant Superintendent, who will serve as the District's Title IX coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT, 06611.

United States Department of Education Office of Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: (617) 289-0111
Fax: (617) 289-0150
TTY: (800) 877-8339 E-mail:
OCR.Boston@ed.gov
<http://www.ed.gov/ocr>

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: 0000
CATEGORY: Purposes – Goals – Objectives
POLICY CODE: 0521/Non-Discrimination

NON-DISCRIMINATION

Policy Statement

The Trumbull Public Schools shall promote non-discrimination and an environment free of harassment based upon an individual's race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, blindness), genetic information, status as a veteran, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws. The District provides equal access to the Boy Scouts, Girl Scouts, and other designated youth groups.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.”

In keeping with the requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services provided to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX, and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted in, or participated in an investigation, proceeding, or hearing. The ADA further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising the rights guaranteed under the Act.

Adopted: 3/28/2017
Revised: 2/13/2018, 8/10/2021

References

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
- Connecticut Public Act 17-127, “An Act Concerning Discriminatory Practices against Veterans . . . ”
- Connecticut Public Act 21-2, “An Act Creating a Respectful and Open World for Natural Hair,” as of March 4, 2021
- Trumbull Board of Education Policy Code 4000.1: Affirmative Action
- Trumbull Board of Education Policy Code 4111.1: Non-Discrimination in Employment
- Trumbull Board of Education Policy Code 4118.112: Sexual Harassment
- Trumbull Board of Education Policy Code 5131.4: Sexual Harassment of Students
- Trumbull Board of Education Policy Code 6121: Non-Discrimination in Instruction/Classroom
- Trumbull Board of Education Policy Code 6161.1: Selection of Instructional Material

TRUMBULL PUBLIC SCHOOLS

Policy Review

August 17, 2021

Susan Iwanicki, Ed.D

Assistant Superintendent

New Acts at the State Our Committee Process

As a committee we:

- 1) Examine the highlights of the Act
- 2) Look at the suggested changes by CABE
- 3) Review with more specificity
- 4) Discuss within committee
- 5) Consider the major edits and potential next steps needed to our policy

The Act prompting tonight's policy revisions was passed in March 2021 and involves Non-Discrimination.

Public Act No. 21-2

Act Creating a Respectful and Open World for Natural Hair

This legislation makes it an illegal practice to (1) discriminate based on a person's hair texture and protective hairstyle in employment, public accommodations, housing, credit practices, union membership, and state agency practices or (2) deprive any person of any rights secured or protected by the Connecticut Constitution or the United States Constitution.

It does so by specifying that the term "race" includes ethnic traits historically associated with race, including hair texture and protective hairstyles. Under the Act "protective hairstyles" include wigs, headwraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

It adds this protection to those afforded under the existing human rights law under the jurisdiction of the Commission on Human Rights and Opportunities (CHRO). CHRO has the authority to investigate complaints of discriminatory practices. The Act also applies to the laws that govern the awarding of agency, municipal public works, and quasi-public agency project contracts. This Act became effective upon passage. It was signed into law on March 4, 2021.

Committee Discussion

- Has implications for both non-discrimination of employees, but of students as well
- Committee review revealed a past practice to edit both non-discrimination policies
- 4111.1/Non-Discrimination in Employment and 0521/Non-Discrimination

Suggested Language to Add to Policies

- “Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.”
- Also add to statute references and updated revision date.
- Would be added to both 4111.1/Non-Discrimination in Employment and 0521/Non-Discrimination

Board Discussion and Questions



Thank you!

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TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Revised

Report to the Board of Education
Regular Meeting – August 17, 2021

Mr. Hendrickson

Agenda Item – III-H

Financial Updates

- Mr. Hendrickson will update the Board on the Fiscal Year End June 30, 2021 closing process and timeline.

Recommendations:

- Review & Discuss