
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, May 24, 2022, 7:00 p.m.
Long Hill Administration Building

AGENDA

<https://us06web.zoom.us/j/85710448712?pwd=aHczRi9nelV4Lzh0OUd1K2hXanRnUT09>

Webinar ID: 857 1044 8712

Password: 623012

Join by telephone: (312) 626-6799 or (833) 548-0276 (Toll Free) / Webinar ID: 857 1044 8712

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Recognitions:
 - COLT Poetry Winners – Ms. Manso Garcia, Ms. Espejo
 - Ms. Katie Boland – 2022 Teacher of the Year by American Lawyers Alliance
 - Mr. Paul Hendrickson – 2022 CASBO Business Official Award
- C. Correspondence – Ms. Julia McNamee
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. Student BOE Representatives Report

III. REPORTS/ACTION ITEMS

- A. Approval/Minutes:
 - BOE Regular Meeting, May 3, 2022
 - Special Meeting/Executive Session, May 12, 2022
- B. Personnel – Dr. Semmel
- C. Lunch Prices for 2022-2023 – Mr. Hendrickson, Mrs. Sinko
- D. Vision of the Graduate Presentation – Dr. Semmel, Dr. Iwanicki, Jonathan Costa, EdAdvance & Committee Members
- E. Late School Start Committee Report – Dr. Iwanicki, Mr. Guarino
- F. Curriculum Committee Report – Mrs. Petitti
Curriculum Guides – Dr. Iwanicki
 - ECE Large Animal ScienceNew Text Proposal – Dr. Iwanicki
 - ACP Global Civilization

IV. RECEIVE AND FILE

- A. Pending Litigation
- B. Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Agenda Item – II-B-1

Ms. María Manso-García, Ms. Raquel Espejo

Recognition: 2022 Connecticut Organization of
Language Teachers (COLT) Poetry Contest

Trumbull High School was **the top medalist** of the state at the high school level in the statewide competition COLT (Connecticut Organization of Language Teachers) poetry recitation contest of 2022. The contest took place on April 20th during our April break. THS got a **total of 16 medals** winning over Sacred Heart Greenwich and Hopkins.

Medalists:

5 gold:

Claudia Espejo
Caitlyn Elmo
Nicole Soares
Yanxi Zhang
Emily Miller

7 silver:

Neya Kidambi
Teresa Joseph
Sabela Gildea-Manso
Kayla Rolka
Aya Otorova
Isabella Cabral
Agronil Das

4 Bronze:

Kurtis Bleakley
Zach Cecere
Sam Miller
Anqi Wang

Per language:

2 medals for Russian, 3 medals for Portuguese, 2 for Mandarin Chinese, 2 for Italian, 1 French, 1 Polish and 5 for Spanish.

Recommendation:

Recognize and Commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Agenda Item – II-B-2

Recognition: Katie Boland Named 2022

Teacher of the Year by American Lawyers Alliance

Katie Boland, a Trumbull High School government teacher, has been awarded the prestigious 2022 Teacher of the Year Award from the American Lawyers Alliance (ALA). She was selected for the award from a competitive group of nominees from all across the country. The ALA is a national organization affiliated with the American Bar Association, whose aim is to promote civic- and law-related education.

Most notably, Katie is the teacher of the nationally-recognized We the People program at Trumbull High School. Now in its 31st year, the *We the People: The Citizen and the Constitution* competition, similar to a congressional hearing, is sponsored by the Center for Civic Education and involves entire classes making presentations and answering questions on constitutional topics from judges around the state and country. Katie has led Trumbull High to ten state championships and four Top Ten performances at the national *We the People* competition in Washington DC. Her most recent team finished 10th in the nation in April. Boland also advises the Model Congress team and the Rho Kappa National Social Studies Honor Society.

Katie will be presented with the award in August at the Alliance's Annual Meeting in Chicago.

Recommendation:

Recognize and Commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Agenda Item – II-B-3

Recognition: Mr. Paul Hendrickson, Recipient of

The 2022 CASBO Business Official Award

Business Administrator Paul Hendrickson received the 2022 Celebrated Connecticut School Business Official award from CASBO (Connecticut Association of School Business Officials). He will be honored at CASBO's June 2nd President's Dinner in Mystic, Connecticut. This award includes a \$1,000 scholarship to be given to a Trumbull Public Schools graduating high-school student of Paul's choice.

Recommendation:

Recognize and Commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Regular Meeting, May 3, 2022
- Special Meeting/Executive Session,
May 12, 2022

Recommendation:

Approve the minutes of the above noted meetings.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – May 3, 2022

The Trumbull Board of Education met for a Regular Meeting at the Long Hill Administration Building.

Board Members present:

L. Timpanelli – Chairman
J. Norcel - Vice Chair
J. McNamee - Secretary
C. Bandecchi - 8:00 p.m. arrival
T. Gallo
L. Nuland
M. Petitti
A. Squicciarro - absent

Agenda Item I—Call to Order

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

Agenda Item II—Preliminary Business

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

B. Recognition – Odyssey of the Mind Team

The Odyssey of the Mind Team placed second in the State for their competition in March and placed first for their verbal spontaneous responses. The team will now represent Trumbull at the World Competition under the coaching of Mr. Henry Lang in Iowa May 24th-29th.

The Board congratulated and commended them for excellent achievement.

C. Correspondence – Ms. McNamee read the following correspondence: Gloria Manna wrote about the TPS social emotional program and emailed resources from *Learning from Justice*; Mari Jackson and April Lang wrote about sustainable cafeteria products; Tara Figueroa wrote in support of sexual health education; Joanne Glaser Orenstein stated it is important to teach all historical perspectives; Sarah Jacobs wrote in support of the district's commitment to diversity; Liliana Cores, Traci Galla, Rose Lodice and Catherine Martini wrote in support of TPAUD; Amanda Wagner wrote in support of diversity/equity training and sexual health education; Rachelle Giordano thanked teachers for their hard work; Jamie Molgard wrote about daily Covid emails; Joy and Otilio Colon thanked teachers and praised inclusion week activities.

D. Public Comment

Ashley Gaudiano spoke about mental health awareness. Tom Kelly gave accolades to his teachers and congratulated the We the People team; Kelly Mallozzi supports inclusion week and small kindergarten class size; Joy Colon stated the success of our students depends on our teachers; Michael Ganino, Mary Isaac, Dawn Cantafio and Cat Lamy thanked TPAUD for helping to build a healthy Trumbull; Susan Schaaf talked about the curriculum review process; Christine El Eris thinks it is never too early to educate our children; Carol Elstein said we

cannot allow any student to be marginalized; Patricia Borghesan thinks our children should be exposed to a broad point of view in our curriculum; April Lang talked about working with students in a tree education program; Gloria Manna stated that we need to prepare for CDC protocols in the future and our response; Jens Haulund thanked TPS for the quality education his child has received; Mrs. Tesoro applauded the We the People and Odyssey of the Mind teams for their success and read a proclamation to our Trumbull teachers who shine every day in their important effort in educating our youth.

E. Superintendent Report - Dr. Semmel

- Dr. Semmel sent thanks for the remarkable dedication of our Trumbull teachers and support staff as we celebrate Teacher Appreciation Week in all of our schools.
- Congratulations to Ms. Boland and the We the People team for their top ten success at the recent competition in Washington, D.C.
- Please visit the K-12 art show at THS, opening night is May 11 at 6:00 p.m.
- The Farm Fair is scheduled for Saturday, May 7 at the Agriscience Center from 10:00 a.m. to 3:00 p.m. Come visit rain or shine.
- We froze our budget in early March due to inflation concerns; thus, we will have a surplus for the 2021-2022 school year. As fuel and insurance prices increase, we continue to scrutinize our 2022-2023 budget to research potential cuts to achieve a balanced budget.
- Our SBAC testing is a success thanks to the diligent work of our teachers and their dedication to our students at the elementary level.

F. Board Chairman Report – Mrs. Timpanelli attended an Odyssey of the Mind practice session that prepares students for the world competition in Iowa; she also attended an Incident Training session sponsored by the Town of Trumbull security staff and Fire Marshal that presents crisis scenarios with reaction protocols. She attended the Instrumental Concert at THS. Congratulations to the We the People team for a job well done. The Board sends huge thanks to all the Trumbull teachers and staff for all they are and all they do each and every day for our students and encourages the community to attend the many wonderful events and award ceremonies currently taking place at our schools.

G. Teacher Board Representative Report - Nick Banks reported on:

- Teachers want to thank parents, students, and citizens for their support of the BOE budget and their advocacy at recent BOE and Town Council meetings.
- Teachers are continuing to keep their students safe in the face of rising COVID-19 numbers, and are hopeful for a decline in Covid cases.
- We would also like to recognize all of the teachers and staff members who continue to support students with a myriad of extra-curricular opportunities at every level.

Agenda Item III—Reports/Action Items

A. Approval/Minutes of BOE Regular Meeting of April 12, 2022

It was moved (Norcel) and seconded (Gallo) to approve the minutes of the BOE Regular Meeting of April 12, 2022 as presented. Vote: Unanimous in favor.

B. Personnel Report

Dr. Semmel presented one certified resignation.

Valenzuela, Lina; special education teacher at Hillcrest Middle School since August 2019 (currently on a personal leave of absence), resigning June 21, 2022.

It was moved (Norcel) and seconded (Gallo) to accept this resignation. Vote: all in favor

C. TECEC Preschool Tuition Increase

Dr. Wheeler reviewed the TECEC projected enrollment and tuition in comparison to surrounding towns. The following recommendation was presented:

- The TECEC annual tuition be increased from \$3,600 => \$3,900 for the 2022-23 school year.

It was moved (Gallo) and seconded (Norcel) to approve the above increase from \$3,600 => \$3,900 to the TECEC annual tuition beginning in the 2022-2023 school year. Vote: Unanimous in favor.

D. Healthy Food Certification - Mrs. Sinko presented the following two certifications for Board approval:

Healthy Food Option:

It was moved (Gallo) and seconded (Nuland) to approve: Pursuant to C.G.S. Section 10-215f, the Board of Education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022, through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups. Vote: Unanimous in favor.

Exemption for Food Items

It was moved (Gallo) and seconded (McNamee) to approve: the Board of Education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held. Vote: all in favor.

E. Curriculum Committee Report

The Curriculum Committee of the Board of Education met on April 12, 2022 and reviewed curriculum guides and textbooks. Dr. Iwanicki presented the following:

Curriculum Guides

- ACP Physics
- CP Physics

It was moved (Petitti) and seconded (Norcel) to approve the two curriculum guides. Vote: Unanimous in favor.

New Textbooks

- *Musician's Guide: Workbook and Ear-Training*
- *Musician's Guide to Theory and analysis*
- *Musician's Guide: Sight Singing*

It was moved (Petitti) and seconded (Nuland) to approve the above three textbooks. Vote: Unanimous in favor.

- *Sentieri*

It was moved (Petitti) and seconded (Nuland) to approve the *Sentieri* textbook. Vote: Unanimous in favor.

- *Fundamental Financial Accounting Concepts*

It was moved (Petitti) and seconded (McNamee) to approve *Fundamental Financial Accounting Concepts*. Vote: Unanimous in favor.

F. Policy Committee Report-Dr. Iwanicki presented the following:

Policies, Second Reading

- Policy 5113.1 Attendance in Grades K-8
- Policy 5113 High School Attendance- Loss of Credit

It was moved (Gallo) and seconded (Norcel) to approve the above two policies. Vote: Unanimous in favor.

G. Financial Committee Report

The Finance Committee of the Board of Education met on April 26, 2022 and reviewed the financials through March 31, 2022. Mr. Hendrickson presented the financials as of March 31, 2022 that included six transfers to the Board for approval.

It was moved (Bandecchi) and seconded (McNamee) to approve the above financial reports that include six cash transfers as of March 31, 2022 as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:47 p.m.

**Trumbull Public Schools
Trumbull Board of Education
Thursday, May 12, 2022 – Special Meeting/Executive Session – 6:15 p.m.**

Members present:

Lucinda Timpanelli, Board Chairman
Jackie Norcel, Vice Chairman
Lisa Nuland
Marie Petitti
Alison Squicciarro

Members absent:

Tim Gallo
Chris Bandecchi
Julia McNamee

EXECUTIVE SESSION

At 6:20 p.m., it was moved (Squicciarro) to move into Executive Session for the purpose of interviewing the candidates for the Director of PPS position and to invite Dr. Semmel and HR Director Regina Williams and the candidates to join them. Seconded (Norcel). Vote: Unanimous in favor.

At 8:05 p.m., a motion was made (Squicciarro) to come out of Executive Session and seconded (Norcel). Vote: Unanimous voted in favor.

A motion was made (Squicciarro) that the Board of Education approve that the Superintendent be given the authority to offer the Director of PPS position to the top candidate, seconded (Nuland). Vote: Unanimous voted in favor.

A motion was made (Squicciarro) and seconded (Petitti) to adjourn the meeting at 8:05 p.m. Vote: Unanimous in favor.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, May 24, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Resignation – Certified

Prezioso, Bree Ann; psychologist at Frenchtown Elementary School since August 2004, resigning effective June 30, 2022.

Choi, Tiffany; art teacher at Madison Middle School since August 2019, resigning effective June 30, 2022.

Conti, Jennifer; teacher of Italian at Trumbull High School since August 2008, resigning effective June 30, 2022.

Firmender, Dana; assistant principal at Hillcrest Middle School since August 2019, resigning effective June 30, 2022.

McGovern, Margaret; language arts/reading teacher at Madison Middle School since November 2003, retiring effective June 30, 2022.

Hoette, Carolyn; special education elementary teacher/departement chairperson since August 2021, resigning effective June 21, 2022.

Recommendation:

Accept.

Appointments – Certified

Catalano, Dean; Category II/Step 1 (\$166,106) Director of Pupil Personnel and Special Services effective June 6, 2022.

Recommendation:

Receive and file.

*Designated teacher shortage area

**THS Graduate

***Trumbull Resident

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting –May 24, 2022

Mr. P. Hendrickson / Mrs. B. Sinko

Agenda Item III-C

School Lunch Price Increase

Trumbull Public Schools' Food Services Program is one that is self-sustaining and not supported by the district's operating budget. Every effort is continually made to provide students and staff with nutritious, healthy meals in a cost-efficient manner.

The last time meal and a la carte prices were increased was in year 2019/2020. For the past two- and one-half years (March 17, 2020 to June, 2022) during COVID-19, the Food Services meals were *free* to all students as we participated in the Summer Seamless Option, which reimbursed the food services for a *free meal rate* at,

2019/2020 Lunch \$3.41 & Breakfast at \$1.84

2020/2021 Lunch \$3.51 & Breakfast at \$1.89

2021/2022 Lunch \$4.56 & Breakfast at \$2.46

The Summer Seamless Option (SSO) ends June, 2022. We return to the National School Lunch Program (NSLP) Reimbursement Rates.

For 2022/2023 school year, unless students are Direct Certified or have an approved application, they will pay for all meals.

Due to the huge increase in the cost of food and supply items and contractual increases, it has become necessary to request an increase in the price of school lunch, 25 cents for lunch and 15 cents for breakfast. A la Carte prices on average will increase 10 to 15 cents.

The last charge for meals was in 2019/2020 school year, August 31, 2019 to March 13, 2020.

Elementary lunch \$2.90, breakfast \$2.10

Middle lunch \$3.10, breakfast \$2.10

High School lunch \$3.25, Breakfast \$2.25

Without the Summer Seamless Option waivers, we will receive 22% less reimbursement. For example, we currently receive \$4.5625 for every free lunch served; going forward we could receive \$0.42 for a paid meal, \$3.33 for a reduced meal and \$3.73 for a free meal. This includes a \$0.07 per meal fund from USDA for certified menus. We anticipate a small Cost Of Living Adjustment (COLA) will be added for the 2022-2023 school year.

2022/2023 School Year price increase:

Elementary, Lunch \$3.15 & Breakfast at \$2.35

Middle, Lunch \$3.35 & Breakfast at \$2.35

High, Lunch \$3.50 & Breakfast at \$2.50

The price increase of 25 cents for lunch at each grade level and 15 cents for breakfast and would help ensure continued delivery of a quality Food Services Program, as well as provide monies for our Capital Project Plan improvements.

Administrative Recommendation:

Approve price increases for school lunches as presented.



School Meal Trends & Stats

Cost to Produce School Meals, 2021/2022

In light of rising food costs and the increased cost of producing school meals to meet [updated nutrition standards](#), school nutrition professionals face a delicate balancing act to keep their programs in the black. SNA is calling on Congress to provide increased funding and regulatory flexibility to help school meal programs manage higher costs.

In April 2019, USDA released the [School Nutrition and Meal Cost Study](#), which examined the cost of producing school meals during school year 2014-15. The study found that the average school meal program operates at a small deficit, and the reported cost of producing school meals typically exceeds federal reimbursements for those meals.

Costs differ from one community to the next due to regional variations in food, labor and fuel costs, and local variations in school equipment and infrastructure, contract agreements, etc. However, for the typical school meal program, the average reported cost to produce a school lunch was **\$3.81**, compared to the average federal free lunch subsidy of \$3.32. The average cost to produce a breakfast was **\$2.72**, well above the federal subsidy of \$1.88.

To boost operational revenue, many school meal programs rely on a la carte sales, provide catering services or contract with community programs such as Head Start and child care or elder care centers to supply meals.

Breakdown in costs:

The [School Nutrition and Meal Cost Study](#) revealed the following average breakdown in costs for producing a school lunch:

Food	44.7%
Labor/Benefits	44.5%
Other direct costs (supplies, contracted services, equipment, utilities, etc.)	9.5%
Indirect Costs*	1.3%
Total	100%

**Indirect costs are paid to the school district for the use of facilities, administrative support or other services.*

Typical expenses:

The average school nutrition program has a number of expenses beyond food, labor, benefits and supplies that factor into the budget. These include:

- Purchased and leased equipment (kitchen, office, dining, vehicles)
- Repair / maintenance
- Purchased services (contracts with vendors for data processing, consultant fees, custodial, printing, advertising, legal, human resources, etc.)
- Technology (point of sale systems, nutrient analysis and menu planning software, inventory tracking and online payment systems)
- Electricity / water / trash removal
- Transportation / fuel
- Professional development
- Marketing / promotion
- Security services and lunch room supervision

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Jonathan Costa, Dr. Semmel, and Dr. Iwanicki

Agenda Item – III-D

Vision of the Graduate Presentation

Jonathan Costa of Ed Advance, Dr. Semmel and Dr. Iwanicki will be joined by members of the Vision of the Graduate Committee to present the Trumbull Public Schools Vision of the Graduate work completed this year.

Recommendation:

Review and Approve



Trumbull Public Schools

*Developing a District-Wide
Vision of the Graduate*

Jonathan P. Costa, Sr. & The TPS Vision of the Graduate Committee

May 24th, 2022

costa@edadvance.org

Jonathan P. Costa

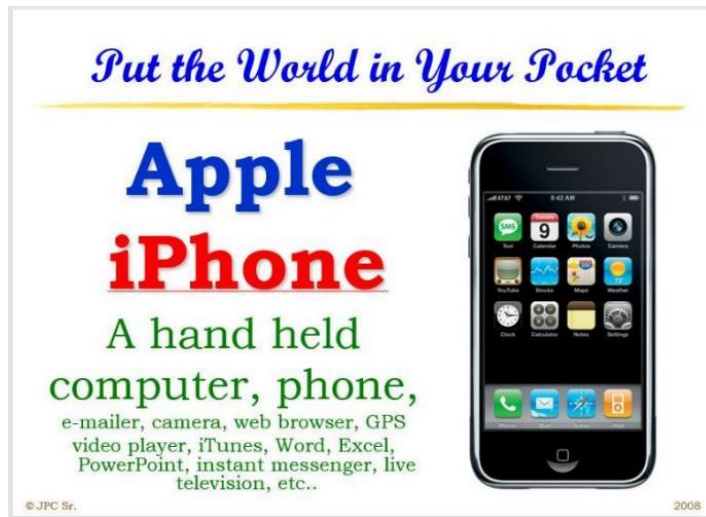
Trumbull Public Schools

Mission

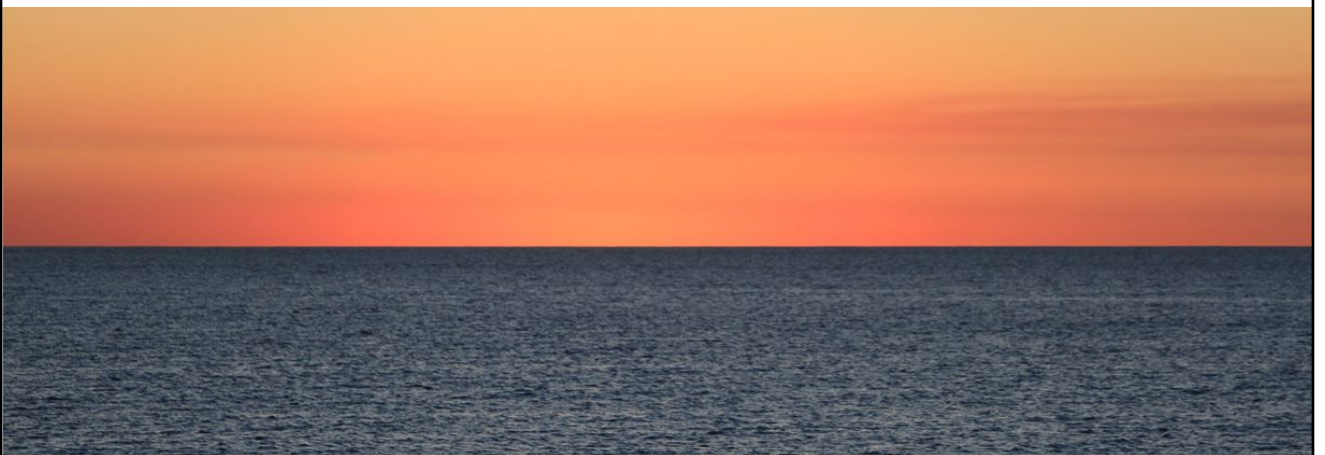
The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global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



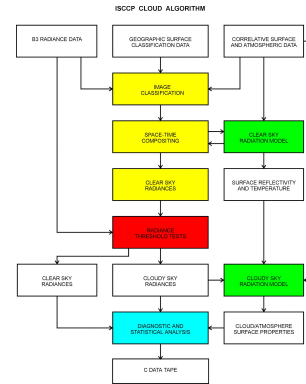
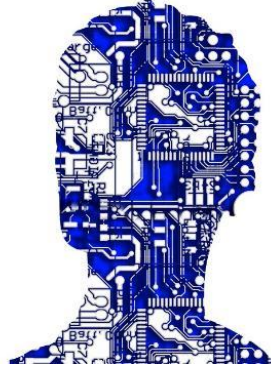
Perspective on the class of 2021...



What changes are on the horizon for today's students? Your current Kindergarteners are the class of 2034.



Robots, Artificial Intelligence, and Algorithms



These forces were already underway...

What exactly do students need to be prepared to become a life-long learner and to live and participate in a democratic, diverse and global society?

How Do Skills and Dispositions Differ?

Skills

Dispositions

Different Tools for Assessment

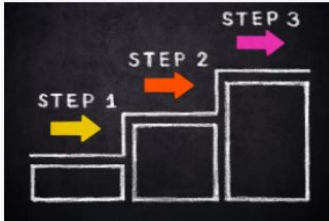
Indicators of Attainment	Beginning	Developing	Proficient	Exemplary
1. Identify and define authentic problems/issues and formulate significant questions for investigation based on multiple sources.	1a. While there may be attempts to identify and articulate problems, issues, or arguments, they are fragmented, incomplete or so unfocused that they cannot be acted upon.	1a. Identifies and articulates problems, issues, or arguments that contain some errors or inaccuracies but are cogent enough to support investigation.	1a. Identifies and articulates problems, issues, or arguments that are accurate, clear and well-constructed.	1a. Precisely and completely identifies and articulates problems, issues, or arguments that are focused, insightful, and capture a topic or issue of significant importance to the field.
	1b. Makes an attempt to construct questions related to a problem, issue, or challenge, but questions are limited in their ability to provide a foundation for inquiry or investigation.	1b. Constructs questions that are somewhat related to a problem, issue, or challenge and puts questions in a logical order to support inquiry and/or investigation.	1b. Constructs questions related to a problem, issue, or challenge and determines a focus by prioritizing key questions	1b. Constructs stimulating questions related to a problem, issue, or challenge and determines a focus by refining and prioritizing key questions that provide a solid foundation for
	1c. References sources that are limited, vague, ambiguous, unsubstantiated and/or inaccurate.	1c. References sources that are somewhat limited, unclear or unfocused on the topic.		

Dispositions

Skills

Areas of Strength	Independent and Adaptable <ul style="list-style-type: none">• Students are accountable and responsible for individual learning• Students demonstrate resilience when faced with challenges• Students take initiative to gather, process, respond, and reflect on information• Students show willingness to explore new roles, ideas and strategies• Students are self-motivated and demonstrates growth mindset• Students demonstrate self regulation and adjust to new situations, seeking support as needed and effectively using feedback for personal and academic growth• Students work effectively in a climate of changing priorities and shows adaptability/flexibility	Areas for Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Steps in The Process of Building our V.O.G.



1. TPS Recruited for the Committee & Established Timeline
2. Provided Time to build Background Knowledge & Review Resources (2/9/22)
3. Reviewed the Community Input through Thought Exchange (3/16/22)
4. Brainstormed Skills (3/16/22)
5. Brainstormed Dispositions (3/16/22)
6. Skills Voting Results (3/16/22)
7. Dispositions Voting Results (3/16/22)
8. Brainstormed First Drafts of Indicators and Examples (3/25/22)
9. Rubric Drafts (3/31/22)
10. Implementation Ideas (2022-23)




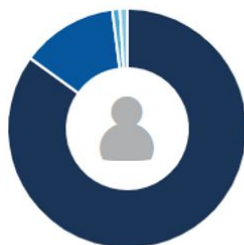
Trumbull Vision of a Graduate *Thoughtexchange Results (03/16/22)*

 1,554
Participants

 1,198
Thoughts

 17,257
Ratings

 14
Ratings Ratio

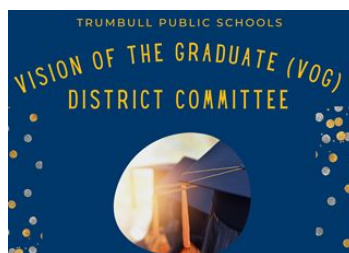
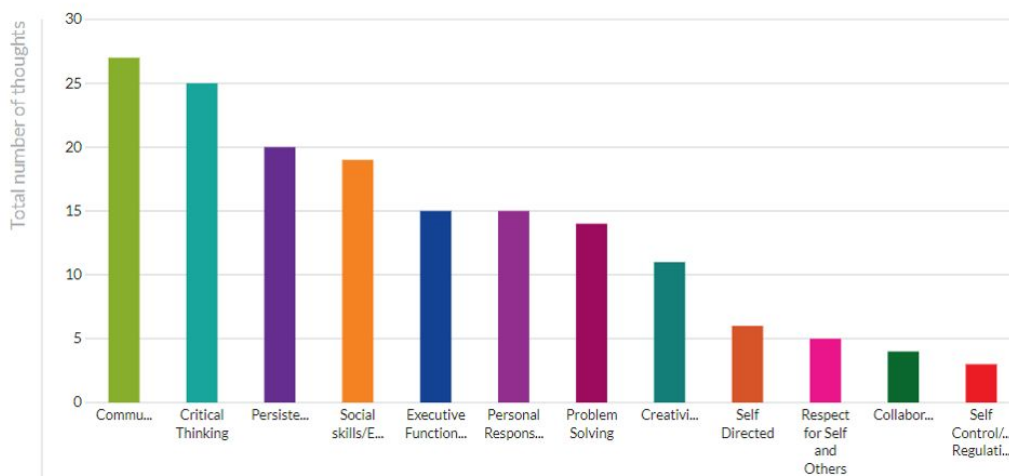


%		Answer
85%	(1,290)	Parent
13%	(191)	Staff
1%	(16)	Student
1%	(16)	Community member

Themes by frequency of occurrence (top 150)

RESULTS 100 Top Thoughts

Edit



1. Marc Guarino & Todd Manuel- THS Admin
2. Cathy Hilser- THS Guidance
3. Katie Laird- THS Mathematics
4. Christina Rusate- THS Business, Family & Consumer Sciences, & Technology Education
5. Andrea Kremzar- THS History
6. Jami Brown- THS Academic Intervention
7. Jessica Spillane- THS English Dept
8. Jen Wolyniec- THS Special Education
9. Bryan Rickert- Middle School Admin
10. Emma Balter- Middle School ELA
11. Leigh Gabriel- Middle School ELA
12. Nicole Sherrick- Middle School Math
13. Dawn Formanek- Middle School Math
14. Michaela Durand- Middle School Technology Rep
15. Greg Petit- Middle School Teacher Rep
16. Jen Neumeyer- Elementary Admin
17. Liz Doherty- Elementary Science Rep
18. Jenell Cunningham- Elementary Technology Rep
19. Terry Buckingham- Elementary ELA Rep
20. Mary Santilli- Elementary Mathematics Rep
21. Mike McGrath- District Unified Arts Rep
22. Erin Rooney, Parent Representative
23. Emilio Annunziato, Parent Representative
24. Sue Iwanicki, Committee Chair
25. Marty Semmel, Superintendent

Being involved in The Vision of the Graduate Committee...

- Marc Guarino, THS Principal
- Mary Santilli, District K-5 Math Program Leader
- Erin Rooney, Middle School Teacher & Parent Representative
- Emilio Annunziato, Parent Representative



Committed to Excellence

The Brainstorming Selection Process- Skills

Trumbull Draft Skills List

1. Communication	10. Synthesis`
2. Problem solver	11. Caring/Empathy
3. Independent thinker	12. Constructing
4. Inquiry	13. Knowledgeable of content
5. Collaboration	14. Innovative
6. Critical thinker	15. Organization – executive functioning
7. Creativity	
8. Advocacy	
9. Literacy	

The Brainstorming Selection Process- Skills

Communication	5	6	5	6	6	6	6	6	6	6	6	6	4	5	6	6	6	5	6	6	2			128
Problem solver	3		3	4	2	4	5		2	3	4	5	5	5	4	5	5	1	2					62
Independent thinker	4			2	3					4	1		3					2	3					22
Collaboration				5	4	2	4	2	4	5	5	5	4	4		2	4	5	4		4	4		67
Critical thinker	6	5	4		5	3			1	4			3				3	3		5	5	4		51
Creativity	1			1					3	3					3			4						15
Advocacy		4				3	5					2	1							6				21
Literacy		2	6	3		5			2						6	4		4	3	1	3			39
Synthesis`		3	2					3	1	2			2	3			1							17
Caring/Empathy						2		5	1			2	6		2			6	1	3				28
Constructing Knowledgeable of content						4																		4
Innovative																	2	1			5			8
Organization – executive functioning	2			1				6								1	2	3	2	1				18
			1			1	1	2		1	3		1	1	1		2							14

The Brainstorming Selection Process- Dispositions

Trumbull Draft Dispositions List

1. Empathy	17. Discipline/determination
2. Resilient	18. Independence
3. Open minded	19. Resourcefulness
4. Perseverance (2, 17, 27)	20. Curious
5. Responsibility	21. Patience
6. Self-efficacy (9)	22. Creative
7. Integrity	23. Contributor
8. Reflective	24. Awareness of self and others
9. Confidence	25. Leadership
10. Self and social awareness (24)	26. Growth Mindset (3, 16)
11. Innovative/Creative/Curious	27. Drive
12. Emotional intelligence (10, 24, 1)	
13. Self-motivated	
14. Respect	
15. Positive, productive thinking	
16. Adaptable	

The Brainstorming Selection Process- Dispositions

[illegible]

The Brainstorming Definition Process- Skills

Critical Thinking:

A person who has mastered this skill demonstrates the ability to (draft indicators of obtainment):

Final List

- Understand and identify a problem, question or issue (demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas)
- Synthesize information (take information from multiple sources and combine together to form a plan/idea/strategy)
- Analyze (Examine and break information into parts by identifying motives or causes- make inferences and find evidence to support generalizations)
- Evaluate (Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria)



The Brainstorming Definition Process- Dispositions

Emotional Intelligence:

Recognizing multiple perspectives: Although Johnny initially disagreed with Susie's opinion of the book, he was able to understand and respect why she felt that way after listening to her reasons.

Social awareness of self and others: When Emma made the basketball team and Lee did not, Emma was aware that Lee was very disappointed and so Emma chose not to celebrate while Lee was around.

Resolving Conflict: When Belinda saw that Carlos and Ann were arguing over the group project, Belinda spoke to them both calmly and helped them to decide how to divide the group work.

Demonstrating respect, kindness, and inclusive behaviors: When Mohammed saw Sally sitting alone in the cafeteria, he invited her to join him and his friends.

Identifying then acknowledging their own emotional state and use targeted skills to cope: When Jose failed the test, he acknowledged that he did not study and told the teacher he was upset with his grade and asked to take a walk instead of ripping up his paper.

Motivate self and others: Although Danny was frustrated with the behaviors of the students around him, he maintained his focus and encouraged his peers to pay attention.

What did our committee think of this process?



TPS Vision of a Graduate



Critical Thinking & Problem Solving

The ability to use knowledge, facts, and data to effectively solve problems.

Innovation

The ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.

Communication

The ability to understand others and be understood for a variety of reasons and purposes.

Growth Mindset

The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Collaboration

The qualities and competencies we use to collectively make progress toward common goals or outcomes.

Emotional Intelligence

The aptitude for identifying how and why a person is feeling the way they are and how to regulate and address those emotions.

Self-Efficacy

The belief that you are capable of successfully performing a task or managing a situation.

Integrity

The act of consistently doing the right thing even when it's hard or no one is looking.

Trumbull
Public
Schools

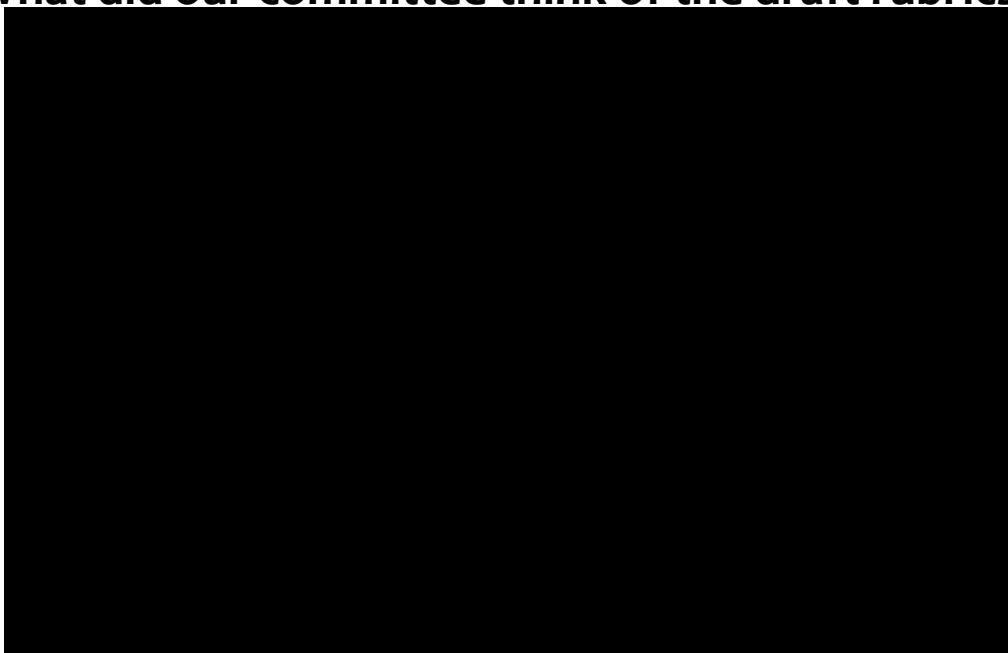
Draft 2022

	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
DRAFT Critical Thinking /Problem Solving Grades 9-12	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan, model or strategy to solve a problem	Shows innovative and creative thinking to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence, inaccurate analysis of data and relevant information	Solution is supported with some evidence, limited analysis of data and relevant information	Solution is accurately supported by evidence the student draws/ demonstrates generally accurate conclusions based on appropriate evidence.	Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed. Solution is thorough accurate, and evidence-based

Critical Thinking /Problem Solving Grades 6-8	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives	Exhibits an accurate and thorough understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with some evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding

Critical Thinking/ Problem Solving Grades K-5	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence to complete the task.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with limited evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis.	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding.

What did our committee think of the draft rubrics?



What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples GRADES 9-12: A secondary school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Designing or improving new processes or approaches • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples GRADES 6-8: A middle school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance his/her/their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggesting a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

What does this look like for our dispositions?

PORTRAIT OF A GRADUATE-

Definition: **Innovation** is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples GRADES K-5: A elementary school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Completes learning tasks with a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a slide presentation, to enhance his/her/their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Trying a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	



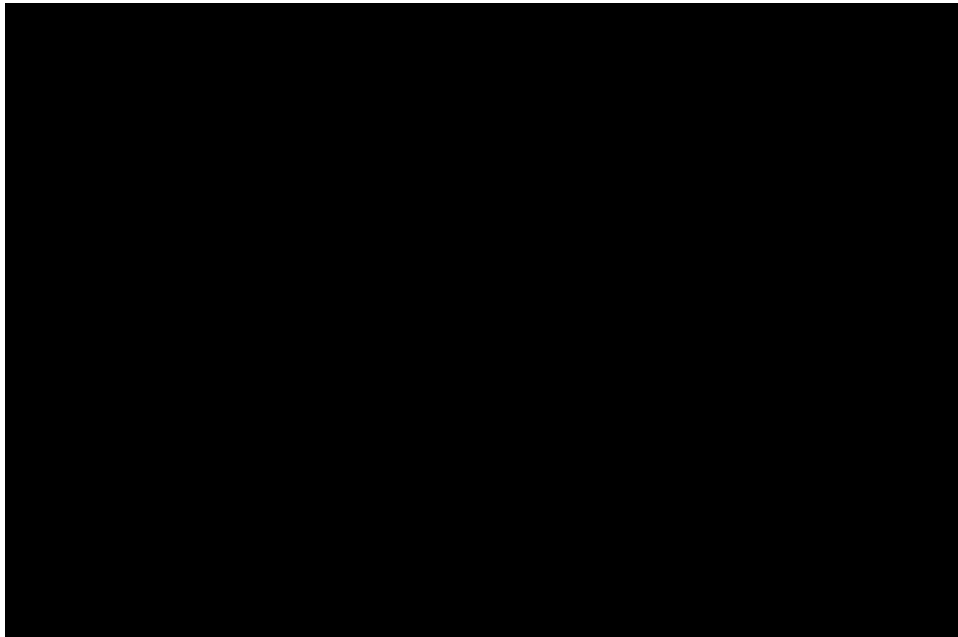
Jumping to the working process document...

Trumbull VOG Process and Results



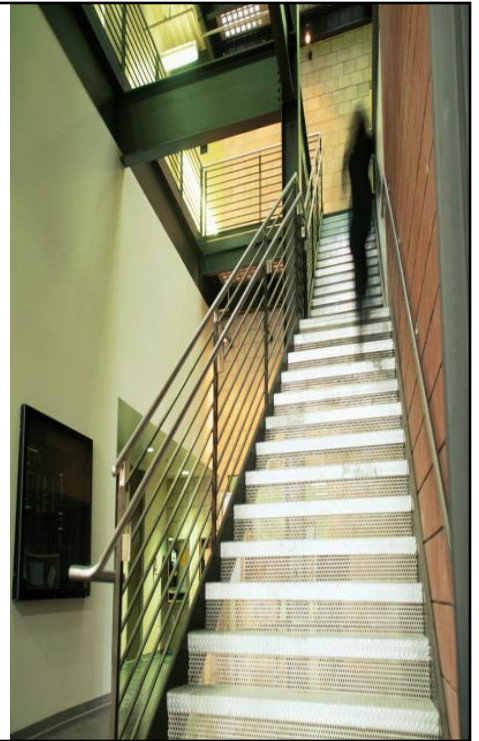
Jonathan P. Costa

A little of what we're looking forward to the most...



Next Steps in the process...

1. Stress test the rubrics – gather feedback – and do one last rubric revision.
2. Plan for how the skills and dispositions can be worked slowly into the curriculum in a systemic fashion.
3. Begin planning for a system of reporting, reflection, and feedback to inform students, families and the community regarding how well the district is doing in fulfilling its mission of preparation.



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TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Dr. Iwanicki & Mr. Guarino

Agenda Item – III-E

Late School Start Committee Presentation

Dr. Iwanicki and Mr. Guarino present the work and findings of the Late School Start Committee. Members of the committee will be in attendance to answer any questions.

Recommendation:

Review and Discuss

TRUMBULL PUBLIC SCHOOLS

Late School Start *Committee Update*

May 24, 2022

Susan Iwanicki, Ed.D

Assistant Superintendent



Timeline & Processes of Late School Start Exploration

- Sept 2019 Initial committee formed
- Feb 2019 Overview on Late School Start by Jonathan Costa of Ed Advance
- March 2020 Research on benefits of Late School Start & Sleep (Dr. Sarah Raskin from Trinity College)
- July 2020 Board approves the continuation of Late School Start exploration

Timeline & Processes of Late School Start Exploration

This School Year 2021-2022

- Sept 2021 Late School Start meets again to discuss priorities
- Oct 2021 Drafted stakeholder surveys
- Nov 2021 Revised stakeholder surveys and gathered information
- Dec 2021 Website updated and notification sent to all families to review information with their families.
- Jan 2022 Reminders sent along with survey
- Feb 2022 Committee meets to review results of the survey
Central Office Cabinet schedules results to be shared in May with the Board
- May 2022 Committee reconvenes again

The Science Behind Late School Start *The American Psychological Association*

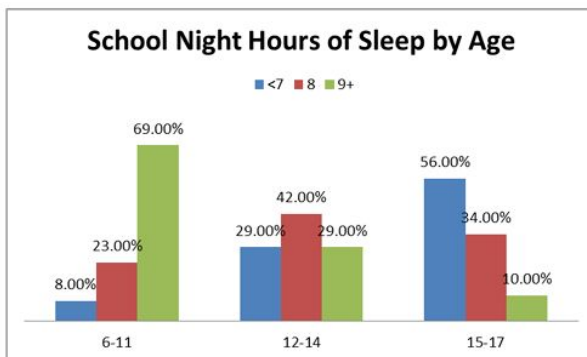


Figure 1: School Night Hours of Sleep by Age Group. While 69% of kids age 6-11 get approximately enough sleep, just 1 in 10 15-17 year olds are. Source: National Sleep Foundation, 2014..

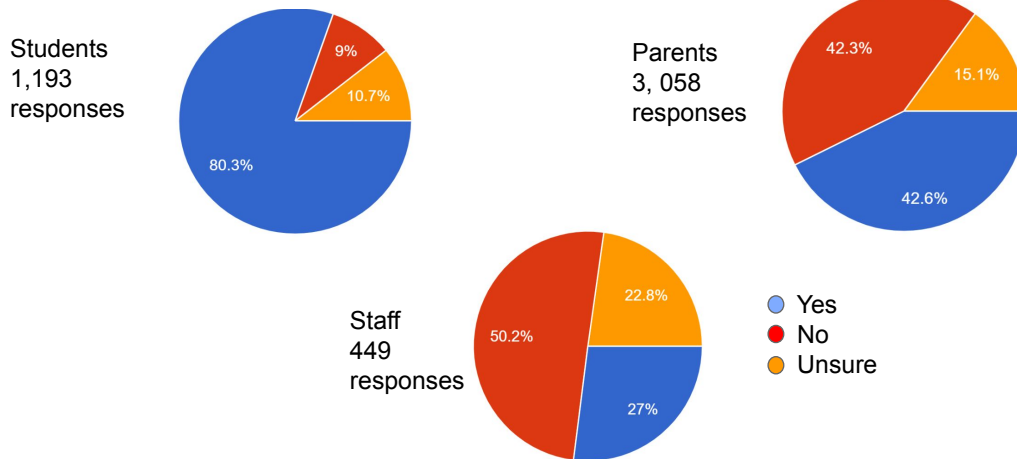
- Most high schools begin between 7:00 and 8:00AM.
- Early bell times are responsible for the discrepancy between how much sleep teens need and how much sleep they get.
- **When school systems have moved to later start times, they have found that their students get more sleep.**

The Science Behind Late School Start

- Individual differences, but results are almost always positive. Benefits observed from later high school start times include:
 - Increased attendance rates
 - Decrease in disciplinary action
 - Decrease in student-involved car accidents
 - Increase in student GPA
 - Increase in state assessment scores
 - Increase in college admissions test scores
 - Increase in student attention
 - Decrease in student sleeping during instruction
 - Increase in quality of student-family interaction

What does our community feel about this issue?

Should later school start time be a priority for Trumbull?

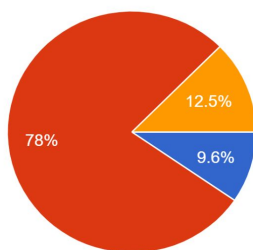


Potential Positive Impacts	Students	Parents	Staff
Allow for additional sleep	92.50%	54.20%	40.40%
Improved mental health	80.60%	40.40%	32%
Better Physical Health	66.80%	31.80%	18.50%
Improved academic performance	79.70%	33.80%	29.30%
Improved school attendance	57.80%	19.10%	31.30%
Improved alertness in class	79.20%	41.20%	36.30%
Improved athletic performance	52.50%	15.70%	10.80%
Improved sleep schedule	85.10%	37.70%	32.70%
No real benefits	6%	41.20%	45.20%

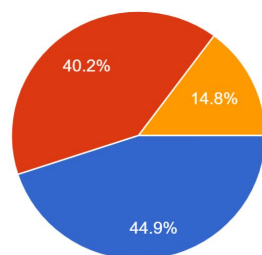
Potential Negative Impacts	Students	Parents	Staff
Reduce my ability to work after school	19.70%	11.30%	13.50%
May impact my ability to care for siblings	8.70%	6.20%	N/A
Limit my opportunities to participation in outside activities	27%	31.50%	26%
Less time for homework after school	40.80%	33%	N/A
Less time in the evening for family	26.90%	27%	N/A
Require me to miss more school	16%	N/A	N/A
I will not get more sleep, just stay up later	13%	22.80%	N/A
Reduce my younger child's amount of sleep	N/A	10.40%	N/A
Impact at least one parents work schedule	N/A	29.90%	N/A
Increase day care costs	N/A	10.20%	13.20%
Increase parent's commute time	N/A	11.90%	N/A
Disrupt my family routine	N/A	N/A	44%
No negative impact	48.90%	44%	44.40%

Which of the options do you prefer for our schools?

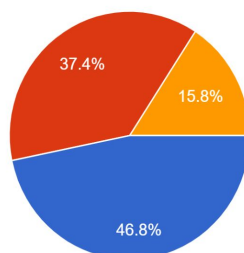
Students
1,193
responses



Parents
3,058
responses



Staff
449
responses



● No Change
● Start 30 minutes later
● Start 60 minutes later

Late School Start Time Committee Opinions

- 4/12 Students, the THS Principal and Athletic Director- 30 minute shift
- 6/12 Elementary, Middle School, Union Representation, Central Office Administration, and Transportation recommend No Change- more information needed
- 2/12 Parents - split between no change and 60 minutes shift

Even our committee had extremely varying positions.

Change in Start Time by 30 minutes - Impacts

- Scheduling Aqua, RCA
- Contractual: Potential decrease in non-certified staff hours or adjustment in hours*
- Possible impact to traffic
- New bell schedule for high school & middle school
- 30 minute shift in start time does not fully satisfy the scientific research regarding sleep needs for students
- Increase Transportation Costs - \$232,000 (2 busses, up to 80 students being affected)
 - Parent schedules
 - RCA, Agriscience, Magnet Schools (shared busses)
 - Norwalk added 9 new busses, Greenwich estimated 11 and added 13 busses

Secondary School Schedules

- THS has done a schedule study.
- Collected sample schedules from the region.
- Analyzed instructional minutes.
- Drafted options to address an 8:00 am start.
- 8:00 am start can be done, but scheduling would need to be sure to consider all factors.
- Aqua and RCA *would be* impacted.
- A middle school schedule was also drafted; the shifts in timing may indicate more staffing needed.

What does the Late School Start Committee recommend?

- Committee is divided regarding this change.
- The Science is clear about sleep for students and later start times.
- One parent noted the PTA started the process of a bussing study.
- While 47% of staff do not want a change, 53% are in favor of some sort of later school start option.
- A larger percentage of parents also do not support the change. Students want this change.
- **There is a cost involved that we cannot predict with accuracy.**
- 2023-2024 will involve a significant request in staffing.
- Several committee members worry about supporting our current initiatives which are also underfunded at the current moment.

In the absence of a unified committee recommendation...

One Possible Step for Board Consideration 2022-2023

- Concentrate future efforts on planning a 30-minute change as the research supports later school start and students want this change.
- Invest in a traffic study and analyzing the outcomes.
- More closely consider all aspects of the new schedules at the school levels so that we can plan accordingly.
 - How will it impact RCA, Aqua, and Agriscience programming, if at all?
 - How will the scheduling impact staffing needs at schools, if at all? Will there be a cost to hire additional staff?
 - Identify any contractual implications for faculty and staff.

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 24, 2022

Dr. Iwanicki

Agenda Item –III F

Approval/Curriculum Guide & New
Course Text Proposal

Based on the Curriculum Committee's meeting on May 5, 2022, the Board of Education is asked to approve one new curriculum guide for ECE Large Animal Science and adopt one new primary text for use in ACP Global Civilization. This text, if approved, will be used as a primary resource to revise the course curriculum.

Recommendation:

Approve the following:

1. ECE Large Animal Science- Curriculum Guide Approval for New Course
2. ACP Global Civilization- New Text Approval: Ellis, G.E., & Elser, A. (2022). *World History Interactive*. Savvas Learning (2022).

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the Trumbull Board of Education

Regular Meeting

Thursday, May 5th, 2022, 10:00 a.m.
Trumbull High School Main Office Conference Room

Minutes

I. Call to Order/Introduction. The meeting was called to order at 10:10am.

Members present

M.Petitti, chair

L. Nuland

J. McNamee

S.Iwanicki, Ed.D., ex officio

II. Public Comment

- Mr. Durden attended. He expressed that the Board should be sure to consider all the factors when making course changes and the change process in relationship to the Interactive World History text. He mentioned the dynamic content that is included and questioned if the school will be notified of changes and updates to the text when they occur. He also shared that as the book company mentions in their marketing the inclusion of SEL and C3 information; he urged the Board to be sure they have a full understanding of these types of components before approving a text. Mrs. Petitti shared the process.
- The Board has also received several comments about the new state approved Health and Wellness Curriculum which has not been written into the Trumbull Public Schools curriculum yet. Some parents have expressed disapproval, while others have expressed approval.
- It was noted that the Board is receiving public comment about materials when the family does not have students in the class or when the parent has not actually reviewed the material in full that they are commenting about. One community member shared concern that a change was made to curriculum by a single administrator when in fact a teacher-chosen curriculum resource was being questioned. Ms. McNamee noted that it was also important to listen to the community as they are our stakeholders. Mrs. Petitti noted that Board needs to be sure, however, not listen to and/or promote rumors.

III. Approval/Minutes – Regular Meeting 04/12/2022

Mrs. Nuland motioned moved to approve the April 12, 2022 minutes. Ms. McNamee seconded.

IV. New Business

- a. High School Math Course Offerings Update
Department Chair Katie Laird shared that Trumbull High School will be offering a previously approved course Honors Algebra I/Geometry A and Honors Geometry B/Algebra II. She also shared this decision is being made as an analysis of current i-Ready scores showed that more students are ready for mathematic instruction at a faster pace earlier in their programming. These two courses entail covering the essential standards of Algebra I, Geometry, and Algebra II. The intent is that student will have completed Algebra II by the end of their sophomore year so that they can then take Precalculus as juniors. Mrs. Nuland noted that these courses allowed students, like her own daughter, to take more of the higher-level math and to move at a faster pace. There is no additional cost. Mrs. Laird mentioned that there is an approved pacing guide, but no full curriculum guide. In the future, the department will need to write a full curriculum guide.
- b. ECE Large Animal Science- Curriculum Guide Approval for New Course.
Mrs. Trojanoki, Agriscience teacher and Dr. Linda Paslov, Agriscience Program Director presented a new curriculum guide for ECE Large Animal Science. Mrs. Trojanoki noted they had a big task to combine two courses to make this curriculum which focuses on applied skills in farming as well as forward thinking technologies. Students can take it for regular credit and for university credit. Ultrasound and genetic testing are available through UC Davis to students. This course is a two-year course. Ms. McNamee motioned to approve the curriculum guide. Mrs. Nuland seconded.
- c. ACP Global Civilization- New Text Approval: Ellis, G.E., & Elser, A. (2022). *World History Interactive*. Savvas Learning. 9th Grade History teacher leader, Breanne Brienza, presented the new text and shared that the text was chosen based on how it supports skill development as opposed to just mere content. We currently have 40 hard copies that were gifted to us that will be dispersed in the classroom. This interactive text was piloted this year with several history teachers. Ms. McNamee asked about the United States history in this text and it was clarified that content related to the United State is taught through a separate course devoted entirely to that topic. She also noted a heavy focus on Judeo Christian and European perspective and wondered about the curriculum that would be derived from the text and if it would be more inclusive. She shared lesson delivery ideas that she had used when delivering similar curriculum in the past as a teacher and wondered how teachers would approach the curriculum with this text. The committee noted that the curriculum guide written from this text needs to be differentiated and address other areas of the world. The process of the review of the text was also shared. Three different texts were reviewed and this text was chosen for its modern and updated inclusion of information and skills not included in their current texts. Mrs. Petitti mentioned that she appreciated the work the teachers put into thoroughly reviewing the text and piloting it this year with students and that she hopes more teachers will attend future meetings. Mrs. Nuland commented that from a publishing perspective, she feels the book will meet the students' needs. Ms. McNamee shared that she was

not comfortable moving the book forward until after she can see how the new curriculum will be delivered using it.

Mrs. Petitti made a motion to adjourn the meeting 11:40 a.m. and Mrs. Nuland seconded.

TRUMBULL PUBLIC SCHOOLS NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 3/31/22

Title of Text: World History Interactive

Authors: Elisabeth Gaynor Ellis, Anthony Esler

Publisher: Savvas Learning Company/Prentice Hall

Year Published: 2022

ISBN Number: 978-1-4183-3036-1

Core¹ or Supplemental: Core

Course: Global Civilizations (ACP)

Grade Level: 9

(If applicable) Replaces text:

World History Human Legacy

Authors: Ramierz, Stearns, Wineburg

Publisher: Holt Publishing

Year Published: 2008

Rationale for adopting new text: The previous textbook for ACP Global Civilizations was published in 2008. Global Civilizations focuses on world history from the Greco-Roman period through current day. The current text is too outdated and does not contain enough current world history content. Further, the current text no longer has updated teacher resources and does not have a usable online edition for students to use.

Text Description: World History Interactive is a modern, inquiry-based Social Studies textbook. It covers all world history from the ancient world to the present day. It promotes critical thinking, immersive experiences, and informed action. It leverages the C3 Framework for Social Studies Standards to make world history experiential and culturally relevant for all students. The text asks students to question, inquire, and explore history from multiple perspectives.

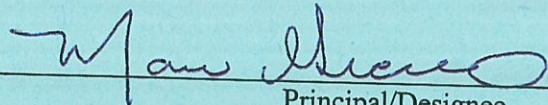
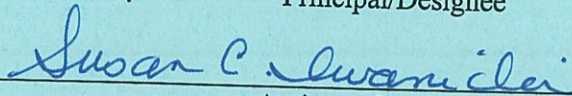
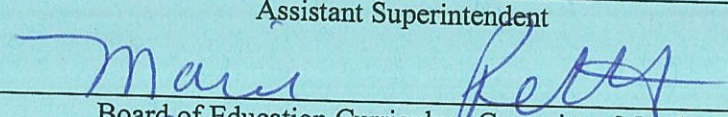
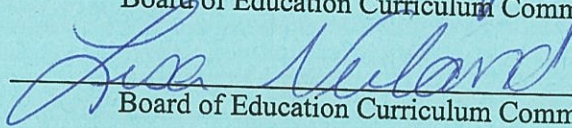
Strengths: This text promotes deeper investigation and social-emotional learning and brings history to the present day. It is built on a four-part inquiry learning model (connect, investigate, synthesize, and demonstrate). The text helps students become critical thinkers with valuable inquiry skills for college, careers, and civic responsibility. The digital textbook and platform provide teachers the opportunity to share assessments and documents with one another, collect student achievement data, and easily create differentiated lessons/assignments for individual student's needs. The digital text also provides a multimedia approach to learning that can meet any student's learning style.

Weaknesses: Some of the digital functions need to be updated to make them more user friendly (such as their grading functions and templates). When meeting with the Savvas reps, they stressed that the

¹ "Core" refers to a resource that must be used by all students for attainment of course goals.

digital resources and platform will be updated during the summer of 2022 and will be ready to use for the 2022-2023 school year. Additionally, to help offset this weakness of the digital textbook, the Savvas reps have said they will come back for additional training opportunities for the Social Studies Department at the start of the 2022-2023 school year. Finally, the new technology specialist at THS, Chris, has let us know that he is also well knowledgeable with the Savvas platform.

Submitted by: Kathy Rubano (Department Chair) and Breanne Brienza (Social Studies Teacher)

Reviewed by:	<u></u>	<u>4/11/22</u>
	Principal/Designee	Date
	<u></u>	_____
	Assistant Superintendent	Date
	<u></u>	<u>5/5/2022</u>
	Board of Education Curriculum Committee Member	Date
	<u></u>	<u>5/5/2022</u>
	Board of Education Curriculum Committee Member	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

May 24, 2022

Susan Iwanicki, Ed.D

Assistant Superintendent



High School Math Course Offering Update

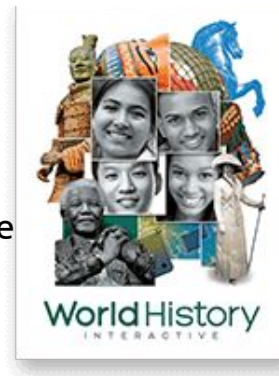
- Dept Chair Katie Laird shared that THS will again offer Honors Algebra I/Geometry A and Honors Geometry B/Algebra II
- Fast Pace allows students to take PreCalculus as juniors and Calculus or other challenging math courses as seniors.

ECE Large Animal Science Curriculum Guide

- AgriScience Teacher Mrs. Trojanoki and Dr. Linda Paslov developed this new curriculum
- Focus on applied farming as well as forward thinking technologies
- Students can earn ECE credit as well.
- This is a two year course.

World History Textbook

- 9th Grade History teacher leader, Breanne Brienza and colleagues- reviewed several texts
- An interactive textbook, supports true **skill development** as opposed to mere content
- Will enable the curriculum writers to broaden the scope of their current curriculum guide
- Won EdTech Award for being more: more experiential, inclusive, and engaging



Board Discussion and Questions

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, May 24, 2022

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

Recommendation:

Receive and file.

PENDING LITIGATION

CASE TOWN/BOARD	DESCRIPTION	CASE	REPRESENTATIVE TOWN/BOARD
1. C.T., J.T. and L.T. vs.	C.T., a Trumbull minor, his parents J.T. and L.T., alleged that he was injured on or about November 13, 2019 while playing soccer at recess and fell into a hole on the soccer field near the goal. Their claim covers that the soccer field was in an uneven, defective and/or dangerous condition. This claim seeks monetary damages against Board of Education, Town of Trumbull and Parks and Recreation Department. (Notice of claim received January 9, 2020).	Pending	Town/Board
2. M.D. vs.	M.D., former Director of Facilities, claims his termination of employment on 2/7/20 constitutes a breach of his employment contract with Trumbull Board of Education. This claim seeks monetary damages against Trumbull Board of Education. (Notice of claim received 5/20/20).	Pending	Town/Board

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, May 24, 2022

Agenda Item IV-B

Status of Negotiations

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

Recommendation:

Receive and file.

STATUS OF NEGOTIATIONS

<u>Unit</u>	<u>Member of Board's Negotiating Team</u>	<u>Status of Negotiations</u>
Teachers TEA	Attorney Floyd Dugas Marie Petitti Michael Ward	The TEA Agreement covers the period from July 1, 2020 to June 30, 2023.
Administrators TAA	Attorney Floyd Dugas Marie Petitti Michael Ward	The TAA Agreement covers the period from July 1, 2021 to June 30, 2024.
Administrative Support Services	Attorney Floyd Dugas	The (TASS) Administrative Support covers the period from July 1, 2021 to June 30, 2025.
CALU		
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2021 to June 30, 2025.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2020 to June 30, 2024.
CILU Supervisor/ Support Staff CILU LOCAL #21	Attorney Floyd Dugas	<p>The CILU Supervisors Agreement covers the period from July 1, 2021 to June 30, 2024.</p> <p>The CILU Support Agreement covers the period from July 1, 2021 to June 30, 2024.</p>