
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, August 16, 2022, 7:00 p.m.
Long Hill Administration Building

AGENDA

<https://us06web.zoom.us/j/88639086709?pwd=VEtPU2x3NEgwblldNNGhJOFhMbnVjUT09>

Webinar ID: 886 3908 6709

Password: 208703

Join by telephone: (309) 205-3325 or (888) 475-4499 (Toll Free) / Webinar ID: 886 3908 6709

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Correspondence – Ms. Julia McNamee
Correspondence may be sent to BoardofEd@trumbullps.org
- C. 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.
- D. Superintendent Report
- E. Board Chairman Report

III. REPORTS/ACTION ITEMS

- A. Approval/Minutes
 - BOE Regular Meeting with Executive Session, July 12, 2022
- B. Personnel – Dr. Semmel
- C. Approval/2021-2022 Annual Report to the First Selectman – Dr. Semmel
- D. Enrollment – Dr. Semmel
- E. Policy Committee Report – Mr. Gallo
 - Policies, First Reading – Dr. Iwanicki
 - 4141.52 – Challenging Curriculum
 - 5131.2 – High School Parking
 - 5131.911 – Bullying, Prevention and Intervention
 - 5131.912 – Bullying, Safe School Climate Plan
 - Policies, Second Readings – Dr. Iwanicki
 - 6146 – Trumbull High School Graduation Requirements
 - 6141.5 – Advanced Courses or Programs-Eligibility Criteria for Enrollment
 - 5145.5/4118.112/4218.112 – Prohibition Against Sexual Harassment of Students and Personnel
- F. Financials/Proposed Transfers – Mr. Hendrickson

IV. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 16, 2022

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Regular Meeting with
Executive Session,
July 12, 2022

Recommendation:

Approve the minutes of the above noted
meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – July 12, 2022

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

Members present:

L. Timpanelli – Chairman
J. Norcel – Vice Chair
J. McNamee - Secretary
C. Bandecchi
T. Gallo
L. Nuland
M. Petitti
A. Squicciarro

Agenda Item I—Call to Order

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

EXECUTIVE SESSION

The meeting was called to order at 6:03 p.m. At this time, it was moved (Timpanelli) and seconded (Norcel) to discuss the Superintendent, Assistant Superintendent, Business Administrator contracts and all other non-affiliated positions. The Superintendent, Attorney Dugas and Human Resources Director were invited to join in. Vote: Unanimous in favor. By unanimous consent of Board members present, it was moved to come out of Executive Session at 6:51 p.m.

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: Marc and Kristin Mascola, Siobhan Lidington, Rhiannon Gupta, Tara Figueroa, Gloria Manna, and Danielle DeLibro all wrote emails regarding an event involving a Pride flag that occurred at Madison Middle School before schools closed for the summer. Audrey Felsen asked if Trumbull has a Safe School Climate Plan. Jen and Dan Record wrote that they were grateful for the teachers and administrators at Hillcrest Middle School. Mrs. Figueroa and Amanda Pinto Regan asked that the district's goals next year make more prominent issues of diversity, equity and inclusion. Mrs. Manna listed specific strategies for improving student outcomes. Ashley Gaudiano thanked Frenchtown school staff for their hard work.
- C. Public Comment
The following people spoke: Michael Ganino thanked the BOE and the Superintendent for a job well done and cited a recent article that touted Trumbull Public Schools; Shannon Diaz asked for resource officers to be restored at the middle schools and spoke about the need for learning opportunities for the LGBTQ community; Hosam Afifi, Loay Aljammal, Christine El Eris and Eman Seyal all spoke about the need for TPS to acknowledge the Muslim holidays on the

school calendar; Gloria Manna talked about bullying and the negative culture at TPS; Daniel Durden spoke about BOE policy and EdAdvance; Amanda Dombrowski spoke about parental involvement regarding students' concerns.

D. Superintendent Report

Dr. Semmel is excited to see Trumbull students graduate and move on to their new grade levels and sends thanks to all Trumbull Public School staff for making a challenging 2021-2022 school year successful. We have more good news to report- that we were able to finish the current school year in the black, which puts us in a strong financial position for the upcoming 2022-2023 school year. During the summer, we are hard at work carefully planning for a safe and productive 2022-2023 school year.

E. Board Chairman Report – Mrs. Timpanelli

Congratulations to all the students who participated in the Stepping Forth ceremonies in our district. A special thanks to Noah Lafond and his father for taking part in the THS graduation ceremony. Our Best Wishes to the THS class of 2022 in all future endeavors. Wellness Center meetings have begun. Multiple fundraising opportunities are being explored. This project will support all our students including athletes and will help our teams remain competitive.

A Master Plan Meeting to assess the condition of our buildings took place on July 6th. The Committee selected the architectural firm, *Tecton*, who will provide a comprehensive overview of our schools and help us plan for the future our buildings.

Agenda Item III—Reports/Action Items

A. Approval/Superintendent, Assistant Superintendent, Business Administrator and Non-Affiliates' Increases- Attorney Dugas

It was moved (Gallo) and seconded (Norcel) to approve the proposed 2% increases for Cafeteria Aides, Payroll and Insurance Manager, Secretary to the Superintendent and Executive Assistant to the Superintendent as presented. Vote: Unanimous in favor.

It was moved (Gallo) and seconded (Norcel) to approve the proposed 1.69% increases for OT/PT Therapists, Behavior Analyst and TPS Webmaster as presented. Vote: Unanimous in favor.

It was moved (Gallo) and seconded (Norcel) to approve the proposed increases as presented for the Superintendent, Business Administrator, Assistant Superintendent and Director of Operations. Vote: Unanimous in favor.

B. Approval/Minutes:

Minutes of the BOE Regular Meeting – June 7, 2022

Minutes of the BOE Special Meeting/Executive Session – June 9, 2022

It was moved (Norcel) and seconded (Bandecci) to approve the minutes of the above noted meetings as presented. Vote: Unanimous in favor.

C. Personnel Report

Dr. Semmel reported the following appointments:

Doyle, Keif; Associate to the Dean at Trumbull High School 6/21 (\$116,413), effective August 25, 2022.

Laird, Kathleen; Assistant Principal, Category V, Step 1 (\$150,773) at Hillcrest Middle School, effective July 1, 2022.

Molloy, Michele; Assistant Elementary Principal, Category VII, Step 1 (\$138,877) at Frenchtown and Middlebrook Elementary School, effective July 1, 2022.

Wolyniec, Jennifer; Supervisor of High School Special Education, Category VI, Step 1 (\$148,888), effective July 7, 2022.

Dr. Semmel reported certified resignations/retirements:

Balter, Emma; language arts teacher/instructional specialist since August 2007, resigning effective June 30, 2022.

D'Angelo, Debra; school psychologist (0.6) school psychologist at Frenchtown Elementary School since January 24, 2022, resigning effective June 21, 2022.

McEnaney, Jamie; school counselor at Trumbull High School since August 2007, resigning effective June 30, 2022.

Seperack, Mary Ann, special education teacher at Trumbull High School since August 2011, retiring effective June 30, 2022.

Scott, Natalie; grade 5 teacher at Frenchtown Elementary since August 2016, resigning effective June 30, 2022.

Weitzman, David; social worker at Frenchtown Elementary School since August 2005, retiring effective June 30, 2022.

Williams, Regina; Director of Human Resources at the Long Hill Administration Building since September 2021, resigning effective August 4, 2022.

It was moved (Norcel) and seconded (Squiccimarro) to accept the above resignations/retirements. Vote: Unanimous in favor.

D. Tashua PTA Donation of Funds for Outdoor Learning Wall- Ms. Neumeyer

The Tashua Elementary School PTA wishes to donate \$25,000 to Tashua Elementary to fund an outdoor learning wall at the school.

It was moved (Norcel) and seconded (Gallo) to accept the donation of \$25,000 from the Tashua PTA to fund the outdoor learning wall. Vote: Unanimous in favor.

It was moved (Norcel) and seconded (Gallo) to transfer any remaining funds leftover from the \$25,000 to be transferred to the Tashua Student Activities account. Vote: Unanimous in favor

E. Equity Position Statement

Dr. Semmel presented a final draft of the Trumbull Public Schools Equity Position Statement. The TPS Equity Position Statement was developed by the District Equity Leadership Team (DELT) as part of the District goals for 2021-2022.

It was moved (Gallo) and seconded (Norcel) to adopt the TPS Equity Position Statement as developed by the District Equity Leadership Team (DELT) as presented. Vote: Unanimous in favor.

F. Enrollment- Dr. Semmel

In preparation for the start of the 2022-2023 school year, Dr. Semmel presented the current enrollment numbers as of July 8, 2022. He will continue to monitor actual and projected enrollment at all of our schools and keep the Board informed during the summer months.

G. 2022-2023 District Goals

Dr. Semmel and Dr. Iwanicki presented the 2022-2023 District Goals of Trumbull Public Schools with the Board of Education.

It was moved (Gallo) and seconded (Norcel) to approve the Trumbull Public School 2022-2023 District Goals as presented. Vote: Unanimous in favor.

H. Policy Committee Report

Dr. Iwanicki presented two policies for a First Reading:

- 6146/Trumbull High School Graduation Requirements
- 6141.5/Advanced Courses or Programs- Eligibility Criteria for Enrollment

I. Financial Committee Report

Mr. Hendrickson reported that the Finance Committee of the Board of Education met on June 23, 2022 and reviewed the financials as of May 31, 2022 as well as two transfers and the proposed 1:1 Device Insurance Fee for 2022-2023.

It was moved (Bandecchi) and seconded (Gallo) to approve the financial reports as of May 31, 2022 as presented. Vote: Unanimous in favor.

It was moved (Bandecchi)) and seconded (McNamee) to approve the proposed 1:1 Device Insurance fee for 2022-2023 school year as presented. Vote: Unanimous in favor.

It was moved (Bandecchi)) and seconded (Gallo) to approve the transfer of up to \$150,000 from the 2021-2022 General Fund available balance to the Special Revenue Fund-Elementary Strings/Band as presented. Vote: Unanimous in favor.

It was moved (Bandecchi)) and seconded (Norcel) to approve the transfer of up to \$200,000 from the 2021-2022 General Fund available balance to the Special Revenue Fund-Summer Explorations as presented. Vote: Unanimous in favor.

In conclusion to this evening's meeting, Mrs. Timpanelli thanked all Board Members for their participation and support on all committees for our school community.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:57 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, August 16, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Appointments – Certified

The following staff were appointed for the 2022-23 school year:

Anderson, Lindsey; MA/9 (\$69,028) special education* teacher at Jane Ryan Elementary School.

Angus, Megan***; 6/21 (\$116,413) special education* teacher at Frenchtown Elementary School.

Bennett, Laura; 6+15/15 (\$90,927) special education* elementary teacher/departement chairperson.

Browne, Elizabeth; MA/5 (\$60,572) special education* teacher at Middlebrook Elementary School.

Champagne, Amy; MA/15 (\$83,051) special education* teacher at Trumbull High School.

Cintron Henry; Jessica; MA/10 (\$71,189) school counselor at Trumbull High School.

Derby, Jennifer; 6/5 (\$65,244) social worker at Frenchtown Elementary School.

Dotoratos, Edward; BA/5 (\$55,369) math* teacher at Hillcrest and Madison Middle School.

Farrow, Melissa***; 6/20 (\$104,290) special education* teacher at Frenchtown and Middlebrook Elementary School.

Garcia, Amixady; MA/6 (\$31,234) (.5) bilingual* teacher at Frenchtown Elementary School.

Gerrity, Julie; 6/9 (\$73,919) speech/language pathologist* at Middlebrook Elementary School.

Hart, Ryan; MA/5 (\$60,572) social studies teacher at Hillcrest Middle School.

Hills, RayQuiner; MA/4 (\$58,734) special education* teacher at Madison Middle School.

Iassogna, Lianne*; BA/4 (\$53,657) physical education/health teacher at Madison Middle School.

Jeffries, Laura; 6/21 (\$116,413) school psychologist* at Hillcrest Middle School.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, August 16, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Appointments – Certified

Lombardi, Annalisa***; MA/4 (\$58,734) world language* teacher at Trumbull High School.

Marx, Matthew; MA/4 (\$58,734) physical education/health teacher at Hillcrest Middle School.

McNamara, Sheridan; MA/8 (\$66,440) English teacher at Trumbull High School.

Montimurro, Nicholas*; MA/5 (\$60,572) science* teacher at Trumbull High School

Moriello, Gina; MA/5 (\$60,572) science* teacher at Trumbull High School.

Murzak, Michele; MA/21 (\$107,279) special education* teacher at Trumbull High School.

Na, Elissa; MA/4 (\$58,734) art teacher at Madison Middle School.

Nappi, Jordyn; 6/5 (\$65,244) school counselor at Madison Middle School.

Nissim, Rebecca; BA/4 (\$53,657) family consumer science teacher at Madison Middle School.

Pannese, Jenna; BA/4 (\$53,657) math* teacher at Hillcrest Middle School.

Parente, Zachary*; MA/4 (\$35,240) (.6) reading teacher at Hillcrest Middle School.

Sroka, Kristin; 6+15/9 (\$76,444) math* teacher/departement chair at Trumbull High School.

Valendra, Melissa; 6/16 (\$90,783) Spanish* teacher at Hillcrest Middle School.

Recommendation:

Receive and file.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, August 16, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Resignations – Certified

Benoit, Katherine; school counselor at Madison Middle School since August 2012, resigning effective August 2, 2022.

Johnson III, John; grade 5 teacher at Daniels Farm Elementary School since August 2003, resigning effective July 15, 2022.

Kehlenbach, Laura; district wide special education teacher since August 2017, resigning effective July 28, 2022.

Kennan, Philip; Spanish teacher at Hillcrest Middle School since August 2008, resigning effective July 21, 2022.

Manner, Melissa; science teacher at Trumbull High School since August 2016, resigning effective July 29, 2022.

Svogun, Annmarie; social studies teacher at Hillcrest Middle School since August 2017, resigning effective August 15, 2022.

Recommendation:

Accept.

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

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 16, 2022

Dr. Semmel

Agenda Item – III-C

2021-2022 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 2021-2022 Annual Report for submission to the First Selectman.

**TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT
ANNUAL REPORT
2021-2022**

**I
INTRODUCTION**

The 2021-2022 school year was a highly successful school year as the Trumbull Public Schools transitioned back to full in-person learning and reduced learning loss caused by the pandemic. Although the first half of the school year continued to be interrupted by factors related to the pandemic, the schools focused on safety and learning to ensure that all students grew academically, socially, and emotionally. The Trumbull Public Schools took full advantage of Federal grants to provide additional instructional resources to all students with an emphasis on our youngest learners. Throughout the year, the district implemented additional safety measures at all schools, fully adopted a Vision of the Graduate to guide future decisions around curriculum and instruction, and unanimously supported the Trumbull Public Schools Equity Position Statement. This report to the First Selectman highlights the many accomplishments of our students, staff, and families as we partnered with the community to emerge from the pandemic stronger. The success of the Trumbull Public Schools is a community effort and we want to thank our entire staff, students, and families for all of their efforts to make this year a success. Additionally, we want to thank all of the elected officials for their efforts and support to ensure that the future of Trumbull remains bright!

**II
OVERVIEW**

Members of the Board of Education since December 2021 are Chairman Lucinda Timpanelli, Vice Chairman Jackie Norcel, Secretary Julia McNamee, Tim Gallo, Chris Bandecchi, Lisa Nuland, Marie Petitti, and Alison Squicciarro.

During the 2021-2022 school year, the Board of Education held 16 Regular Meetings, 2 Budget Session Meetings and 4 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 2021: 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 – Marie Petitti/Julia McNamee; Curriculum Committee – Chairperson Marie Petitti, Julia McNamee, and Lisa Nuland; 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 Jackie Norcel, Julia McNamee and Chris Bandecchi; Facilities Committee – Chairman Lisa Nuland, Lucinda Timpanelli and Chris Bandecchi.

Marie Petitti and Alison Squicciarro serve on the BOE Committee for TAA and TEA Negotiations. Also, Lisa Nuland serves on TPSLD (Trumbull Parents of Students with Learning Differences), Marie Petitti serves on TPAUD (Trumbull Partnership Against Under Age Drinking) and she serves on the Head Start Committee.

The Town appropriated to the Board \$112,296,658 for the 2021-2022 budget, plus \$1,230,715 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 \$989,895 in tuition revenue and the State of Connecticut granting Trumbull \$2,762,057 in Educational Cost Sharing (ECS) monies. The tuition revenue and Education Cost Sharing proceeds went directly to the Town. At fiscal year end (6/30/2022), the Board of Education had a balance of \$156,522. This was after transferring \$445,000 to rectify deficiencies in five Special Revenue accounts.

The District also expended funds in fiscal year 2022 via the Federal grant programs to mitigate the effects of COVID-19: the Coronavirus Relief (CRF) Fund = \$25,861; ESSER II funds = \$684,363; American Rescue Plan (ARP) funds (also referred to as ESSER III) = \$477,869; ARP IDEA = 61,462; and SPED Stabilization = \$19,427.

III **ENROLLMENT**

Based on the aggregate daily pupil membership of 6,915 (10/1/2021 enrollment count only), the gross expenditure per pupil in 2021-2022 (actual total Board of Education expenditures), was $\$112,296,658 - \$156,522 - \$445,000 = \$111,695,136$ divided by the aggregate daily pupil membership of 6,915) was \$16,153.

Student Enrollment by Grade Level on October 1, 2021

Grade	Enrollment
Pre-K	230
Kindergarten	471
Grade 1	453
Grade 2	491
Grade 3	498
Grade 4	489
Grade 5	523
Grade 6	515
Grade 7	474
Grade 8	548
Grade 9	554
Grade 10	542
Grade 11	497
Grade 12	<u>590</u>
Total In-Town	6,875
Pupils Outplaced	<u>40</u>
	6,915

IV

DISTRICT GOALS

The Superintendent of Schools collaborated with the members of the BOE to adopt the following goals for the 2021-2022 school year. The goals are focused on Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff; Optimizing Teaching and Learning; Budgeting to Support Continuous Improvement; and Operational Excellence & Continuous Improvement and were adopted in August 2021.

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

- Ensure welcoming, safe schools through fidelity to our District Safety Plan
- Implement School Gate Guardian at all schools
- Implement the updated risk/threat assessment process
- Provide Positivity Training through Trainer of Trainer Models
- Implement district-wide school climate survey (with age-appropriate adaptations)
- Supply mandated safety trainings via online platform where possible with 100% completion
- Plan and participate in district-wide training exercise (table top)
- Analyze percent of chronically absent students by school by school by month (include distribution of chronically absent students by race, gender, high needs students versus all students)
- Review discipline data quarterly by school (# of suspensions; distribution of suspensions by race, gender, high needs versus all students)

Optimize Teaching and Learning

- Implement a K-8 Universal Assessment Tool for Literacy and Math Establishing the Need
- Conduct Assessment Calendar Review and Revision
- Review and update our Multi-Tiered Systems of Support (MTSS) system
- Create goals to ensure equitable practices through district and school-based teams
- Develop a comprehensive PK-12 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
- Create Professional Learning Community to monitor and analyze district-wide results

Budgeting to Support Continuous Improvement

- Expand NovaTime Usage to include custodians, paras, secretaries, food service, security guards, CILU support staff
- Implement Position Control
- Review all components of the Operational Review to ensure fidelity to process and complete all final components
- Track ARP/ESSER funds
- Modify Budget Process
- Update website page for the Business Department

Operational Excellence and Continuous Improvement

- Review all practices and procedures to develop a vision and strategic plan for HR (compliance, talent acquisition and retention, legal and contractual obligations)
- Provide opportunities for two-way communication through weekly (Building Principals/monthly Superintendent) updates, town hall meetings, surveys, and focus groups
- Data system will allow parent access to identified summative assessment data
- Create District-Wide Professional Learning Community
- Develop prioritized 5-year capital plan

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
SUPERINTENDENT'S ASSESSMENT REPORT

Growth in Student Achievement

Student Academic Performance

- Connecticut State of Department of Education (CSDE) Accountability Report: The 2021-2022 Accountability Reports have not been released as of yet.
- Smarter Balanced (SB) Assessments:
Initial calculations of Trumbull Public Schools' student performance results were partially released. Students are mandated to take the assessment in grades 3, 4, 5, 6, 7, and 8. Statewide outcomes have not yet been shared with districts. Trumbull's local scores reflected that we maintained our English performance and increased our overall Mathematics performance in the number of students at or above benchmark. The total percentage of students at or above benchmark in English was 73% in comparison to 68% of students at or above benchmark in Mathematics.
- Next Generation Science Standards (NGSS) Assessment:
Students in Grades 5, 8, and 11 also took the NGSS Assessment and increased in the percentage of students at or above grade level benchmark in every grade level that took the assessment.
 - 85% of 5th graders met or exceeded grade level benchmark this year in comparison to 76% last year.
 - 67% of 8th graders met or exceeded grade level benchmark this year in comparison to 59% last year.
 - 74% of 11th graders met or exceeded grade level benchmark this year in comparison to 68% last year.
- Student Achievement Test (SAT): Trumbull continued to make SAT Preparation available to students through Continuing Education. Every year hundreds of students participate in either in person or on-line courses offered within district. Trumbull High School teachers also interweave supportive lessons that correlate with the skills and content measured by the SAT into their lesson delivery as is appropriate. Overall, Trumbull students continue to excel beyond the state average by a wide margin. 484 11th graders took the SAT on the SAT School Day.
 - 75% of TPS juniors met or exceeded the achievement standard for Evidence-Based Reading & Writing. The state average was 56%.
 - 63% of TPS juniors met or exceeded the achievement standard for Math. The state average was 35%.
- 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. 186 Trumbull High School students took one or more language tests this year and 104 earned the Connecticut State Seal of Biliteracy which will appear on their college transcripts. ¡Bravo!

Accountability: Superintendent, Assistant Superintendent, Building Administrators, Department Chairs, Director of Pupil and Personnel Service, Director of Online Learning

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 2021-2022 budget, responsibility for preparing the 2022-2023 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. 2021-2022 Budget supported by BOE: Achieved goal at closeout with a surplus of \$156,522 after deficits in five in Special Revenue funds were eliminated.
 - Continuing the previous cooperation among the BOE, Board of Finance, and Town Council, the Special Education Excess Cost provided a significant benefit for the 2021-2022 budget. This cooperation, in accordance with State statute, enabled the Town to receive \$1,230,715 from the State Department of Education of which the BOE received \$1,230,715 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 2021-2022 Budget based on projection factors including enrollment:
 - In depth analysis of enrollment projections for 2022-2023

	<u>2021-2022</u>	
	<u>Budget</u>	<u>October 1,</u>
	<u>Book</u>	<u>2021</u>
	<u>Projection</u>	<u>Enrollment</u>
PreK-5	3070	3155
Middle Schools	1514	1537
High School	2131	2183
Outplaced	36	40
Total PreK-12	6751	6915
		(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
 - Completed a comprehensive Table-Top training exercise that incorporated decision-makers from the police department, EMS, Fire, and town offices.

4. Curriculum Development

- During the 2021-2022 school year, 54 curriculum guides or programs were reviewed, revised, and endorsed by the BOE Curriculum Committee and approved by the BOE

5. Policy Development

- During 2021-2022 school year, thirteen policies were developed or revised by the BOE Policy Committee and approved by the BOE. While some were related to COVID protocols, others involved updates to student policies in line with legislative updates. Lastly, Business Operations policies were also carefully reviewed and updated. Overall, four (4) policies related to student operations were updated, five (5) related to personnel and staffing, and four (4) policies related to Business Operations. Please see page 34 of this report for more detail.

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

During the 2021–2022 school year, permanent Central Office staff was hired to fill the positions of Director of Operations and Director of Human Resources.

Human Resources spent a lot of time, especially during the fall and winter months, to ensure that the district remained in compliance with the vaccination mandate for public school employees, as required by the state. This included tracking of vaccination and testing requirements. 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 delivers professional services to all full and part time staff of 900 employees; managing all certified and non-certified staff, candidates, and union representatives, as well as responding to public inquiries. Human Resources provides expertise customized to the needs of the various employee groups, which includes administrators, teachers, paraprofessionals, security officers, technicians, secretaries, clerical, custodial/maintenance, coaches, cafeteria, seasonal workers, interns and retirees.

Additionally, to ensure the timely placement of substitute certified and non-certified staff, all substitute staffing is hired and processed through this office. Human Resources works with building Principals to effectively deploy substitutes in a manner that is most effective while dealing with the challenges of a limited pool of substitute personnel. Human Resources manages and maintains detailed records of permanent staff absences, detailed records of substitute requirements, and prepares 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 verifications 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. The Human Resources Department continues 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. Working toward this goal, Human Resources has migrated toward a more electronic recruitment and hiring experience, via our online applicant tracking and hiring system.

STAFFING

In 2021-2022, the Board of Education employed the following numbers of personnel:

	FTEs
Certified Staff (teachers)	602.10
Non-Certified Staff (includes security)	427.50
Total	1029.60

An equivalent of 31.747 of these certified positions was funded or partially funded by external sources such as grants and special revenue funds.

Our students at the secondary level were able to become actively involved in after-school programs given the waning of the pandemic and the return of late buses.

Trumbull High School had an active year with some notable items below:

- 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 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.

Hillcrest Middle School's activity is also noteworthy:

- The eSports team that officially started in January ended up with over 40 participants by the end of the year.
- 68 new students were inducted into the National Junior Honor Society on May 25th.
- In honor of the Hillcrest 6th grade student who passed away in January, the National Junior Honor Society raised over \$1,000 for the Connecticut Heart Camp.
- The Our Code Club, Science Bowl, Math Counts teams competed at the state and regional level.
- The Interact Club led a variety of community service initiatives throughout the year. Most recently in the spring, students created care packages for the Bridgeport Rescue Mission, made infant blankets and donated them to the Binky Patrol, and wrote uplifting messages in chalk on our sidewalks.
- The Hillcrest Student Council led charitable fundraising initiatives throughout the year. They collected over 1,300 pounds of food for the Bridgeport Rescue Mission, and helped raise almost \$1,000 for the Norma Pfriem Breast Cancer Center.
- Two Hillcrest students were recognized by the National PTA for their submissions in the annual arts Reflections contest. This year's theme was "I Will Change the World By..." 6th Grader Grace Malin won an Award for Merit for her literature piece "To Change the World." 6th Grader Carly Mofenson won an Award for Excellence for her musical composition "Fill the World."

VII
CURRICULUM, INSTRUCTION, & ASSESSMENTS
Teaching & Learning

The Trumbull Public Schools, Office of Teaching and Learning is responsible for curriculum, instruction, and assessment. Led by the Assistant Superintendent, the 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:

- 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.
- Principals and Assistant Principals, who lead the implementation of teaching and learning across the K-12 school buildings.
- Teacher-leaders, who share leadership in particular disciplines along with teaching responsibilities:
 - At the K-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, assists in the training, mentoring, and support of the new professionals on our staff.

Professional Learning

One of the most valuable measures of teaching is student learning. Trumbull Public Schools has a long history of producing quality students who are accepted to major colleges and universities and/or that are highly prepared for the working world upon graduation. Students frequently score at and above benchmark on national normed measures and our reputation for producing caring and competent citizens, in addition to providing high quality programming, continues to attract new families to our community specifically for our schools. At the core of our teaching excellence are a strong curriculum, highly effective educators, and reflective processes aimed at producing success for Trumbull students. One way we ensure this outcome is through strong professional learning for teachers. Below are a few of the highlights of our professional learning:

DEDICATED TIME TO CONNECT- The Office of Teaching & Learning believes in the professional learning of each and every teacher to advance teacher skill and practice, individually but more importantly in concert with others to build collective efficacy. At each grade level, structured teams of teachers meet on a regular basis to share best practices in teaching & learning related to District goals. In addition, three full District professional development days allow the

building of shared knowledge across differentiated groups of certified and non-certified employees.

LEADING & LEARNING- A DISTRICTWIDE PROFESSIONAL LEARNING COMMUNITY- This year, a district-wide Professional Learning Community (PLC) called *Leading and Learning* was established with the intention of considering our impact as leaders on student learning. The committee is composed of approximately 30 members - building principals, select department heads, middle school academic team leaders, two technology integrators, elementary program leaders, and central office core academic leadership (superintendents and directors).

The Leadership & Learning PLC met to consider best practices in education, share practices in their own schools, and consider the collective impact schools are having on student learning. Through a book study of *10 Mindframes for Leaders: The Visible Learning Approach to School*, the group explored:

- The most current, up-to-date findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe.
- Practical ideas for leaders to implement high-impact strategies in classrooms and schools
- Vignettes, questions, insights, and exercises to help educators clarify and refine their own mindframes

At least 50% of all meetings were also dedicated to data analysis and school “mini-goal” setting, analysis, and reflection for the purposes of improving student learning. Additionally, the practice of Instructional Rounds days to observe teaching and learning within our schools and provide feedback was instituted. The group observed lessons at Tashua Elementary School in November, Hillcrest Middle School in February and Jane Ryan Elementary School in May.

POSITIVE PSYCHOLOGY- Under the leadership of the Pupil Services Department, key personnel received Orange Frog Positive Psychology Training this September which was turn-keyed out to each of our schools. In addition to school-based methods such as Positive Behavioral Supports and Restorative Practices, continued to provide more tools to support our students and educators throughout this unique time

ELEMENTARY MATHEMATICS- This year, schools needed to address the academic slide from the pandemic, particularly in mathematics. Due to the increase in math specialists made possible by federal funding, Trumbull provided increased professional learning in Mathematics K-5. Through specific planning, high leverage strategies, and careful data monitoring, teachers were afforded time to collaborate and receive instructional coaching to reinforce and grow effective strategies in mathematics teaching and learning.

EQUITY- Trumbull also made steps to further improve equitable practices within our schools. In addition to monthly District Equity Leadership Team (DELT) meetings, in January, the first School Based Equity Leadership Team (SELT) was instituted at Trumbull High School. We also held our first districtwide Equity training on March 21st and the BOE adopted the Trumbull Public Schools Equity Position Statement in July 2022.

VISION OF THE GRADUATE- Trumbull Public Schools provided professional learning to a group of twenty-five (25) stakeholders including teachers, administrators, and parents regarding the new state requirements for Vision of the Graduate. Over the course of several trainings and meetings, we were pleased to draft the TPS Vision of the Graduate. This work included identifying the skills, dispositions, their definitions and associated rubrics for assessment K-12.

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 2021-2022 school year, 29 curriculum guides were created or revised by teams of teachers, reviewed by building leadership and the Assistant Superintendent. Twenty were brought to the Curriculum Committee for approval, and additional nine more were drafted at the end of the school year for review by the Curriculum Committee.

E		Multilingual Learners - Drafted June 2022
E		Kindergarten Social Studies
E		Grade 1 Social Studies
E		Grade 2 Social Studies Pilot
E		Grade 3 Social Studies Pilot
E		Grade 4 Social Studies Pilot
E		Grade 5 Social Studies Pilot
	M	Grade 6 Reading- Drafted June 2022
	M	Grade 6 Language Arts- Drafted June 2022
	M	Grade 7 Reading – Drafted June 2022
	M	Grade 7 Language Arts- Drafted June 2022
	M	Grade 6 Adaptive Integrated Earth Sciences- Drafted June 2022
	M	Grade 7 & 8 Spanish/Español Level A & B- Drafted June 2022
	H	UConn Multivariable/Linear Algebra
	H	Sociology
	H	The Adolescent Experience
	H	English 11
	H	Marching and Symphonic Band
	H	AP Music Theory
	H	Latin 1 ACP
	H	Science Fiction
	H	Honors Journalism
	H	Creative Writing
	H	AP English Language and Composition
	H	ACP Physics
	H	CP Physics
	H	ECE Large Animal Science
	H	Honors Psychology – Drafted June 2022
	H	Multilingual Learners - Drafted June 2022

E = grades K-5

M = grades 6-8

H = grades 9-12

In 2021-2022, three new courses were reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education. Two more were reinstituted this year:

			H	Women's Literature
			H	African American Literature
			H	African American/Black and Puerto Rican/Latino Studies
			H	ECE Large Animal Science
			H	UConn Multivariable Calculus/Linear Algebra

E = grades K-5

M = grades 6-8

H = grades 9-12

Twenty-three (23) new textbooks were also reviewed and endorsed by the Curriculum Committee and ultimately by the Board of Education in 2021-2022:

E				Sweeney, Joan. <i>Me on the Map</i> , 2018. (Core: Kindergarten Social Studies)
E				Ritchie, Scot. <i>Follow That Map</i> , 2009. (Core: Kindergarten Social Studies)
E				Sweeney, Joan. <i>Me and My Family Tree</i> , 2018. (Core: Kindergarten Social Studies)
E				Harris, Meena (Illustrated by: Valdez, Marissa). <i>Ambitious Girl</i> , 2021. (Core: Grade 2 Social Studies)
E				Rosenstock, Barb. <i>The Camping Trip That Changed America</i> , 2012 (Core: Grade 2 Social Studies)
E				Rodrigues, Andre, Ribeiro, Larissa, Desgualdo, Paula and Pedro Markun. (Illustrated by: Suki Boynton). <i>President of the Jungle</i> , 2020. (Core: Grade 2 Social Studies)
E				Burgan, Michael. <i>Connecticut (A True Book)</i> , 2018. (Core: Grade 4 Social Studies)
			H	National Restaurant Association. <i>ServSafe Coursebook</i> , 2018. (Core: Culinary II)
			H	West, Dorothy. <i>The Wedding</i> , 1995. (Supplemental for English 11)
			H	Ward, Jesmyn. <i>Navigate Your Stars</i> , 2020. (Core: for Gr 12 Adolescent Experience)
			H	Anderson, Laurie Halse. <i>Shout</i> , 2019. (Supplemental for Gr 12 Adolescent Experience)
			H	Engel, Patricia. <i>Infinite Country</i> , 2021. (Core: Gr 12 Adolescent Experience)
			H	Momaday, N. Scott. <i>The House Made of Dawn</i> , 1968. (Supplemental for English 11)
			H	Menendez, Anna. <i>In Cuba I was a German Shepherd</i> , 2001. (Supplemental for English 11)
			H	Coates, Ta-Nehisi. <i>Black Panther: A Nation Under Our Feet</i> , 2016. (Supplemental for Grade 12 Science Fiction)
			H	Ta-Nehisi. <i>Captain America: Winter in America</i> , 2019. (Supplemental for Grade 12 Science Fiction)
			H	Wilson, G. Willow/Alphona, Adrian. <i>Ms. Marvel: No Normal</i> , 2014. (Supplemental for Grade 12 Science Fiction)
			H	Philips, J., Murphy, P., Clendinning, J. P., & Marvin, E. W. (2021). <i>Musician's Guide: Workbook and Ear-training</i> . (Supplemental for AP Music Theory)
			H	Clendinning, J. P., & Marvin, E. W. (2021). <i>The Musician's Guide to Theory and analysis</i> . W.W. Norton. (Core: AP Music Theory)

		H	Philips, J., Murphy, P., Clendinning, J. P., & Marvin, E. W. (2021). <i>Musician's Guide: Sight Singing</i> (4th AP Edition). W. W. Norton. (Core: AP Music Theory)
		H	Cozzarelli, J. M. (2020). <i>Sentieri</i> (3rd ed.). Vista Higher Learning. Core: (ACP Italian 1)
		H	Edmonds, T. P., & Olds, P. R. (2021). <i>Fundamental Financial Accounting Concepts</i> (11th ed.). McGraw-Hill. (Core: Honors Principles of Financial Accounting)
		H	Ellis, G.E., & Elser, A. (2022). <i>World History Interactive</i> . Savvas Learning (2022). (Core: ACP Global Civilizations)

E = grades K-5

M = grades 6-8

H = grades 9-12

VIII

DIGITAL LEARNING/DATA SERVICES

For the 2021-2022 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 using technology that supports and enhances our curriculum goals.

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

- Implemented a device loaner program at the high school level to ensure equitable access to technology at school and at home for all students.
- Implemented i-Ready an online adaptive assessment tool for Reading and Math across the district for all students in grades K-10. This will allow us to monitor student progress over time and provide interventions to students based on their needs.
- Launched the Assessment portal and Backpack feature in Infinite Campus Parent Portal to enhance communication with our K-8 parents and provide them with access to the district trimester assessment scores, i-Ready parent reports, and online report cards.
- Provided ongoing training and support to the district Leading & Learning team on effectively using data to drive instruction and measure the effectiveness of programming and curriculum
- Created a Dashboard for Principals and District Leaders to analyze attendance and behavior data on a monthly basis. Teams analyze data each month based on gender, race, subgroups (EL, Special Education, Economically Disadvantaged).
- Closed Office of Civil Rights Complaint by improving ADA compliance on the district website.
- Began migration of data to new Special Education system CT-SEDS that is mandated by the state and will go live on 7/1/2022.
- Implemented Clever to provide seamless integration and single-sign-on authentication with our Infinite Campus student information and some of our third-party digital resources. This will greatly reduce the number of hours required to export and import student data files to all our educational technology vendors.
- Implemented Safe Schools online training for mandated staff trainings including: suicide prevention, reporting child abuse, blood borne pathogens, sexual harassment, confidentiality of student records.
- Provided ongoing support to all district staff on Munis upgrade, forms migration, and security maintenance.
- Technology Integrators provided dozens of workshops, one-on-one coaching sessions, lunch & learns, and facilitated team meetings to support teachers in effectively integrating technology into the curriculum.
- Worked with the elementary social studies K-5 curriculum teams to embed technology rich tools that will support the classroom curriculum needs.
- Middle School piloted an eSports club for students to participate in competitive gaming with other local school districts. We are planning to expand the program to the high school in the upcoming school year.

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, quality instruction to enhance each student's academic, social/emotional and behavioral development in the least restrictive environment, while emphasizing collaboration and continuous improvement academically, socially, emotionally, and behaviorally. 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 2021-2022 school year, approximately 1000 students aged 3 to 22, received services through IEPs with, approximately, 47 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 14.10% is in the middle range in comparison to districts in our District Reference Group (DRG) [Current State average is 16.30%]. 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 and 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 619 students with a 504 Plan. While the State does not report on the district's prevalence rate for 504s, we are, approximately, 8.8% 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 2021-2022 school year, the PPS Department provided individualized programming for approximately 975 students ages 3-22, through the Planning and Placement Team (PPT) process. These students met the eligibility requirements in one of the fifteen disability categories including: Autism, Other Health Impaired, Learning Disabled/Dyslexia, Emotional Disturbance, Intellectually Disabled, Speech/Language, etc. By June, the District has 1,010 students with IEPs.

District psychologists conducted well over 600 evaluations throughout the 2021-22 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 programming 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. 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. Moreover, the PPS Department is thrilled to share that we were able to further expand transition opportunities, community engagement and life skill development by opening a bookstore with the collaboration of the Town.

Policy, Regulation and Compliance

District PPS staff conducted well over 600 initial and re-evaluations for the 2021-2022 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 1 mediation and 1 Due Process for the 2021-2022 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 is in compliance with State and Federal mandates.

The PPS Director continues to serve as the district's Safe School Climate Coordinator and McKinney-Vento Liaison. In ensuring the safety of all school community members, the District's newly developed Risk/Threat Assessment process was engaged as needed and worked smoothly, alerting administration and central office staff in a timely manner. 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).

In addition, the Safe School Climate committee was able to review and start the process of updating the Bullying Policy and accompanying paperwork. This work is inclusive of the most current laws and best practices. Moreover, in addition to the PBIS for SEL, the PPS Director rolled out training and the implementation of positive psychology through Shawn Achor's work.

Fiscal Management

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

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 30 children and families from five surrounding towns. The projections for the 2022-2023 school year indicates that we will continue our growth.

It is clear from regional and state leadership reports that all the surrounding towns have a burgeoning special education population. The request for evaluations and subsequent services was a record level this year. TECEC began the school year in September with 78 students with disabilities and ended with 137 students which equates to a 76% increase over 10 months. Our Specialized Resource Program (SRP) began with 13 students and ended the year with 24 students that equates to an 85% increase. We experienced an overall increase in enrollment from September with 224 students to June with 291 students which is a 30% increase.

For the 2021-2022 school year, TECEC conducted 129 evaluations and 427 PPT meetings to determine eligibility for special education services. The evaluations were the result of Birth to Three, Child Find and compliance requirements. There were many families that have moved to Trumbull because of our school system this year which we anticipate will occur going forward. Since we are projecting a significant increase in referrals for the 2022-2023 school year, an additional .5 teacher was added to address our student population needs.

As addressed over the past several years, TECEC's school goal to improve our Early Childhood Outcome (ECO) performance in all areas assessed for students with special needs was met. Our state data indicates that we exceeded the state expectations in all three areas being assessed. 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 waning 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 89.5%, Positive Social Emotional Skills state criteria was 85% and we were 100%, and the last area, Acquisition to Meet Needs state criteria was 93.5% and we were 100%. The second indicator is the percentage of preschool children who were functioning within age expectations by the time they exited the program was encouraging. The Acquisition and Use of Knowledge and Skills state target was 66% and our students were at 69.2 %, Positive Social Emotional Skills state criteria was 63% and our students were at 74.4% and the Acquisition to Meet Needs state criteria was 60% and we scored 74.4%.

For students without identified special needs, they did equally as well meeting our curriculum standards that are based on Connecticut's Early Learning and Developmental Standards (ELDS) and the Connecticut Documentation and Observation for Teaching System (CT-DOTS). The students made significant progress because of the partnership between the school and parents. Although the data indicates that we are meeting state standards in these areas, our team will not rest until every student exceeds these benchmarks.

Our professional development this year concentrated on refining our proficiency administering CT-DOTS. This is a tool that captures a specific age range for skills in eight domains of preschool development. The utility of using the assessment to determine specific bands of achievement is to ensure students are making progress in each area of development. The information is utilized to plan for individual and class needs. We are hopeful that the system will be accessible online for the 2022-2023 school year which will allow us to efficiently track and analyze their data.

In order to assure we have a seamless vertical alignment with kindergarten, TECEC teachers visited elementary schools to observe Bridges Math and language arts instruction. In addition to the visitations, representatives from TECEC met with the districts' program leaders to discuss recommendations for our program. With the assistance of many individuals, we determined that Bridges Math is the perfect fit for our population which will directly align with kindergarten. We were fortunate that the PPS Department received grant funding to utilize for the purchase of the math kits. In addition, the Curriculum Department provided professional development for my team in March to introduce Bridges Math. Our plan is to collaboratively work with the Curriculum Department in order to continue an effective rollout.

In addition, the team is anticipating piloting the Heggerty Phonemic Awareness Pre-Kindergarten curriculum which parallels much of what we are currently implementing. The plan is to collaborate with the Curriculum Department in order to implement a pilot program for the 2022-2023 school year. Professional development will need to take place in order to implement with fidelity.

Another initiative we began this year was screening for dyslexia. The research is clear with regards to the earlier a student is identified in need of intervention, the better outcomes. The Predictive Assessment of Reading (PAR) was chosen based on the validity of the tool, ease of use and suggested interventions based on results of the individual student and class. The PAR has four subtests based on each child's needs to predict how they will begin and grow as a reader. The results are used to target intervention.

In addition to providing a high-quality education to our students, we addressed the needs of our community by conducting parent workshops and weekly newsletters. TECEC's mental health team, teachers and related service staff collaborated with local community preschools to address individual and program needs as they arose. This was done through visitations to the programs as they became more comfortable having outsiders visit with the waning health crisis. For those who were not comfortable with outsiders visiting, contact was made via phone and email. These efforts will continue to assure we are responsive to our community's needs.

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 \$30,000 which enabled us to expand our educational initiatives beyond what the town has already generously provided. The PTO held fundraisers such as an A Big Night Out, spirit wear sales, Amazon Smile and mixed bag items. The Father's Club held activities such as pie sales and local restaurant TECEC nights. With these funds, classroom teachers and related services were able to purchase items for our classrooms that was above and beyond what the school budget provided. Much of the funding is still available which will be utilized to renovate our playground.

TECEC's tuition will be increased from \$3,300 to \$3,600 per year for school year 2022-2023. This increase should make TECEC's finances operate at break-even or better.

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.

To better understand the capital needs of our buildings, we have started the search for a consultant to perform facility condition assessments of the eleven school buildings as a part of the District Wide Master Plan. The Master Plan will also consider facility capacity and current usage as well as future needs based upon a demographic study and enrollment projection.

In a similar effort, we have retained a mechanical engineering firm to evaluate and assess the heating, ventilation and air conditioning (HVAC) at all school buildings. This assessment will comply with the requirements of the new law requiring uniform inspections and evaluations as a condition for applying for grants to upgrade systems in schools. It will aid in the development of capital planning for improvements to meet new indoor air quality standards required by the law.

This year's projects that are underway include:

- Replacing toilet partitions at 6 schools;
- Re-surfacing the younger students' playscape at Frenchtown with a poured in place rubber safety surface that will allow ADA access to play elements;
- Refinishing the gymnasium floors at Madison Middle and Middlebrook Elementary schools;
- Replacing the heating boilers at Agriscience Center;
- Abating asbestos pipe insulation at Madison Middle School tunnels and storage rooms.

We continue to perform preventative maintenance on building infrastructure and equipment to ensure that, as heating season arrives, our buildings will be ready and comfortable. We also continue to use deep cleaning measures to keep possibility of spread of germs and viruses as low as we can.

XI

TECHNOLOGY DEPARTMENT

The Technology Department has been successful in its primary charge of providing and maintaining the tools necessary for students to become engaged in their learning and for the staff to be equipped with instructional and operational efficiency.

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 1,300 Computers/Laptops, 350 iPads, over 8,000 Chromebooks, 450 Smart Boards, 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 11,000 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 12 buildings.

Approximately 6,360 technology work orders were completed in 2021-2022. 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, iPads, Chromebooks, etc.) and applications.

The Department has spent a considerable amount of time updating and upgrading computers, laptops, chromebooks, and network infrastructure in the 2021-2022 school year. The following purchases or upgrades in 2021-2022 have improved the operational efficiency and network performance of District programs:

- Upgraded all outdated 4th grade Smart Boards/Projectors with LCD touch technology
- Replaced some teacher and staff desktops
- Replace outdated Chromebooks, in Elementary classrooms (touch in all 2nd grade classrooms)
- Office 2019 upgrades (desktops/laptops)
- Upgrade connectivity to the internet, from 2Gig to 3Gig via Connecticut Education Network (CEN)
- Cloud backup service with immutability using Backblaze
- Upgrade Wide Area Network (WAN) from 1Gig to 10 Gig in 9 locations
- Purchased and configured 500 5th grade Chromebooks for 1 to 1 program

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)
- Work Order System (Solar Winds)
- Internet Filtering – Palo Alto
- GoGuardian 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
- 450 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. We started the process of enabling Multi-form Authentication (MFA) using a product called Duo from Cisco. Duo protects applications by using a second source of validation, like a phone or token, to verify user identity before granting access.

The continuation of our aggressive technology initiative's goal is to continually upgrade and refresh outdated computers and infrastructure in the district. Unfortunately, budget restraints have slowed the progression. Some progress has been made to date:

- Continue with replacing outdated Chromebooks
- Replace some outdated classroom Smart Boards/Projectors with LCD touch technology
- Replace some outdated Desktops and Laptops
- Replace outdated 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, is and continues to be a complete success. We continue to be self-insured, from replacing defective screens, broken keyboards, dead batteries and more, to lost chargers. One of the most important things we learned was that the students were ready to use these educational tools. 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, by:

- Consolidating District servers using Hyper-V
- Implementing a more efficient and secure back-up solution, cloud-based with immutability
- Assigning and logging all help desk tickets
- Collecting and repairing Chromebooks from each learning commons, on a weekly basis

We are continually updating and implementing best practices relating to cybersecurity, (i.e. computer viruses, malware, ransomware, etc.). Recently, we implemented Security Awareness Training for staff using PhishLine. PhishLine is an email security awareness and phishing simulation solution designed to protect our organization against targeted phishing attacks. PhishLine trains employees to understand the latest social engineering phishing techniques, recognize subtle phishing clues, that may help prevent email fraud and data loss. PhishLine transforms our employees from a potential email security risk to a powerful line of defense against damaging phishing attacks. 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. 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 fourth 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 negotiated a possible contract extension with Durham and have decided to issue an RFP for a new transportation vendor. 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
- Stamford The Hubbard School
- Stratford Kennedy Center (ASPIRE)
IIP Learning Academy
- Trumbull Cooperative Education Services
St. Vincent's Special Needs
- Wallingford Ben Haven Academy
- Wilton The Westport Day School

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 an ongoing bus driver shortage, Durham did not provide the required number of bus drivers throughout the year. In accordance with the Trumbull Board of Education/Durham contact, our District was able to receive credits from Durham for open (uncovered) bus routes.

XIII

ADULT AND CONTINUING EDUCATION

Trumbull Continuing Education is committed to promoting learning as a lifelong process and offers a high-quality, broad course range that challenges adult learners to expand the base of their knowledge, talents, and expertise. In addition to adult learner offerings, there are a wide variety of courses and camps for children. The department website is www.trumbullconted.org and allows participants to register and pay online.

The programs for adults occur in the Fall and Spring and include health, language, technology, art, financial, and personal interest. These programs are reasonably priced and held at times that are convenient for community members. The most popular courses continue to be arts and crafts, oil painting, and technology. Recent additions to the program include cooking, gardening, golf, boating safety and certification, and security. The following **adult academic programs** are offered through Trumbull/Stratford Continuing Education: ESL, GED, NEDP, and American Citizenship. These mandated academic programs are offered at no cost to Trumbull residents as a service to the community.

We continue to work with Knepler Driving Schools for our driver education program. We have implemented an effective pricing strategy that has allowed us to increase revenue while remaining competitive within our market share. In addition, those who enroll in the driver education program through Trumbull Continuing Education are eligible to receive discounted on-road driving lessons and a tax deduction. Enrollment in our driver education program has more than doubled since last year.

We take great pride in the quality of our Summer Explorations Programs and have worked diligently to expand our offerings. The three areas of focus are accelerating academic progress, providing enrichment opportunities, and offering a wide variety of sports camps. Our instructors and coaches deliver professional and extensive areas of expertise and are instrumental in encouraging students throughout the school year to participate in the summer programs.

Trumbull Continuing Education offers a number of summer academic courses at the preschool, elementary, and high school levels including preschool enrichment, pre-kindergarten readiness, post-kindergarten transition, reading review, credit recovery, and SAT/college preparation. The summer enrichment programs consist of dance, cooking, music, percussion and Abakadoodle art and STEM classes. Our Summer 2022 sports camps include field hockey, baseball, volleyball, girls and boys basketball, track and field, cross country and wrestling. All programs/camps keep growing with much success.

We look forward to a strong 2022 Summer Explorations Program. So far, we have 990 registrations which has increased by 58% since last year and we still have space available for the coming weeks. The response and interest in all of our programs is steadily rising as we move towards the end of the pandemic. We continue to research new offerings that foster skills, interests, and hobbies to enrich the lives of students of every age.

XIV

FOOD SERVICES DEPARTMENT

Despite the challenges with supply chain issues and higher costs for all supplies, the Trumbull Food Services Department is committed to providing nutritious, appealing, and affordable meals. Students have access to healthy, balanced meals so they are prepared to learn in school and live healthy lives.

Thanks to the dedicated and team effort of all the food service staff, we were able to provide over 678,000 school lunches, 197,800 school breakfasts for a total meal served count of 875,800 meals.

As a team we continued to meet:

1. New USDA Meal Pattern Requirements for the SSO (Summer Seamless Option).
2. Many changes to the kitchen production.
3. New Food Services Covid-19 pandemic safety and sanitation requirements.
4. Staff shortage.
5. Delivery delays and food substitutions.
6. Supply Chain Disruptions

Additional procedures and achievements by the Trumbull Food Services Department:

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 continue with offering a Chef Salad lunch 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 with 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 (Trans 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 for 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 fruit and vegetables 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).
- We use The Smarter Lunchrooms Movement which has assembled a set of Best Practices which are effective at creating an environment that attracts students toward healthful choices.
- We have completed over 360 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.
- We changed the Friday Pizza menu to Thursday.

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.

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 (TASS)

The TASS Agreement covers the period from July 1, 2021 to June 30, 2025.

Custodial/Maintenance UPSEU

The Custodial/Maintenance Agreement covers the period from July 1, 2021 to June 30, 2025.

Paraprofessionals (UPSEU)

The Paraprofessionals Agreement covers the period from July 1, 2021 to June 30, 2025.

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 July 1, 2021 to June 30, 2024.

CILU Support Staff

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

XVI
TRUMBULL LOVES CHILDREN

The Trumbull Public School District (TPS) and the Trumbull Loves Children (TLC) day care administration have formed a partnership utilizing TLC's day care classrooms located in space adjacent to regular classrooms at each of our six elementary schools. During the 2020-2021 school year, due to the pandemic, this program, after many attempts to reopen with the School District's Covid guidelines placed itself on hold until it was finally fully able to reopen for the 2021-2022 school year. This type of bold lease 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's new Executive Director Chauna Gordon, has done a superb job managing this program and in working with the TPS administration.

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 2021-2022 school year, fourteen (14) policies were approved by the Board of Education after second reading:

Code	Title	First Reading	Second Reading
4111.1	<i>Non-Discrimination in Employment</i>	8/17/21	9/14/21
0521	<i>Non-Discrimination.</i>	8/17/21	9/14/21
4118.239	COVID-19 Vaccinations for certified and non-certified staff	10/12/21	10/26/21
4218.239	COVID-19 Vaccinations for certified and non-certified staff	10/12/21	10/26/21
CPS3451	Petty Cash	12/14/21	2/8/22
CPS3450	Monies in Buildings	12/14/21	2/8/22
CPS3326.3	BOE Credit Card	12/14/21	2/8/22
CPS3293.1	Authorization of Signature	2/8/22	2/22/22
5145.5/4218.112/ 4118.112	Prohibition of Sexual Discrimination of Students and Staff in the School and Workplace	3/22/22	4/12/22
5113.1	Attendance in Grades K-8	4/12/22	5/3/22
5113	High School Attendance- Loss of Credit	4/12/22	5/3/22

Current Board policies are maintained electronically on the District website; new, revised, and rescinded policies are also updated according to Board action.

XVIII

CONCLUSION

The 2021-2022 school year provided a number of challenges, especially as we returned to full in-person education at all schools. However, we are proud that we identified high-leverage strategies to accomplish at the district and school level and remained steadfast in our approach to complete the work. While the pandemic created multiple challenges, we stayed focused on our vision, mission and goals to help ensure that our students, families, and community benefitted from the exceptional education that our educators provide each year. We look forward to the 2022-2023 school year where we intend to leverage our current success to further eliminate learning loss and provide all students with the learning opportunities they deserve.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 16, 2022

Dr. Semmel

Agenda Item – III-D

2022-2023 Enrollment Update

In planning for 2022-2023, Dr. Semmel will present updated data related to student enrollment.

Recommendation:

Review and discuss

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – Aug 16, 2022

Agenda Item –III-E

Dr. Iwanicki

Dr. Iwanicki will update the Board on the following policies by the Policy Committee:

First Reading
Policies for Review

- 4141.52 Challenging Curriculum
- 5131.2 High School Parking
- 5131.911 Bullying- Prevention and Intervention
- 5131.912 Bullying- Safe School Climate Plan

Second Reading
Policies for Approval

- 6146 Trumbull High School Graduation Requirements
- 6141.5 Advanced Courses or Programs-Eligibility Criteria for Enrollment
- 5145.5/4118.112/4218.112 Prohibition Against Sexual Harassment of Students and Personnel

Recommendation:

Review all policies being presented.
Approval all policies currently being reviewed and read for a second time.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the Trumbull Board of Education Meeting

Long Hill Administration Building
Monday, June 27, 2022, 5:30 p.m.

Special Meeting

Minutes

- I. Call to Order/Introduction – The meeting was called to order by Mr. Gallo at 5:33 p.m.

Members Present

T. Gallo, Chair of Policy
M. Petitti, BOE Member
A. Harmon, Trumbull Community Rep.
R. Kode, student representative
J. Mastrianni, TEA representative
S. Iwanicki, Ed.D., administrative designee
M. Ward, community representative for Roy Fuchs

Members Absent

A. Squicciarro, BOE Member
P. Coppola, TAA representative
E. Diaz, parent representative
C. Perrone, parent representative
K. Lynn, parent representative
C. Wright, student representative

- II. Correspondence/Public Comment

Mr. Gallo noted that the Policy Committee received one email from the Tashua PTA regarding our policy on gifts to the district. There was a wonder regarding procedures around the policy which the PTA group asked for more information in order to move forward.

- III. Approval/Minutes – Policy Committee Meeting 5/17/2022

T. Gallo motioned to approve the minutes on 5/17/2022. M. Petitti seconded. The minutes of the last meeting were approved unanimously by the Board members in attendance.

- IV. New Business

- a. 6146/Trumbull High School Graduation Requirements –

Dr. Iwanicki reminded The Policy Committee that the committee was reviewing the Trumbull High School (THS) Graduation Requirements Policy 6146 for the second time. The Committee requested the THS administration team work with their representatives to reexamine the passing of classes based solely on the examination grade as well as the practices around the Independent Project, such as the project requirements and the designated teachers that would be assessing the work from a union perspective. Mr. Guarino, THS Principal, and Ms. Ellen Spark, THS B-House Principal were on hand to report their findings. Mr. Guarino shared that stakeholders recommended that performance criteria (on Page 7) in both section 1d and 2e, should read final **grade**, not final *examination*. Our Policy Committee Student Representative, Miss Kode also agreed that final grade in both sections was a better option for students. After some discussion, the draft was changed to reflect this change.

Mrs. Spark then shared with the committee more specific information about the types of projects that students could choose for the The Independent Project or Experience (on page 8 and 9). It was clarified that a team of teachers at THS developed the requirements and understood that Advisory teachers would be grading the project, mostly on completion at the onset. It was noted that this project would not be above and beyond the assigned Block which students take with the same teacher in groups of under 20-students per class over the 4-years of their high school career. It was also brought to light that there is a lot of flexibility and options in terms of the work load at this point. The THS team had a committee with faculty and union representation to design this component. While the Independent Project of Experience will initially be more of a completion than grading in detail, it will be a component of the graduation requirements as required by the state. The Advisory Block already has teachers that are assigned to supervise the period. One of the committee members asked about the Supervised Agricultural Experiences (SAE). These experiences would count as an independent project for those in our Agriscience program. It was also shared that THS will be monitoring if more staffing in class of 23-24 and beyond will be needed, but the current committee, which included Union representation did feel the independent study could be completed during the Advisory block. Right now, this grade will be a Pass/Fail.

John Mastrianni, our Policy Committee TEA Union Representative shared that the teacher names mentioned as part of the THS team by Mrs. Spark did include union members. Mrs. Petitti added the knowledge that staff, including union representation agreed with this aspect of the policy was helpful. Mr. Gallo mentioned that he hopes that Advisors will be sure that there is equity in the projects that students choose and that students are supported in completing them.

Mr. Gallo motioned to bring the policy 6146/Trumbull High School Graduation Requirements as amended during the meeting to the Board for a first reading. Marie seconded. The motion was approved unanimously by the Board members in attendance.

b. 6141.51/Advanced Courses or Programs-Eligibility Criteria for Enrollment

Dr. Iwanicki introduced the Advanced Courses or Programs-Eligibility Criteria for Enrollment policy which is being instituted as per new state law. This policy requires that enrollment in advanced courses would not be limited to test scores or one measure, and seeks to ensure equity in enrollment, particularly for those students who are “chronically underserved.”

After reading over the policy, Miss Kode asked if this policy will keep in mind students who do not want to take the course when others do, such as students who may feel pressure to take the course from their parents. Community representative, Mrs. Harmon, mentioned that if additional supports are put in place to encourage enrollment in advanced classes, such as summer academic bootcamps or afterschool tutoring, the school system would need to consider other factors such as after school transportation or summer transportation for families. It was noted that some of these practices would be considered by the schools after needs are determined related to the policy.

The language of the policy was also examined. Mrs. Spark shared that phrases that read guidance counselor should be changed to *school counselor*. Mrs. Harmon highlighted that the word “minority” within the document should also be rephrased. Dr. Iwanicki will examine the state recommendations to see what language is used and include that language.

A discussion of the policy was held. Mr. Gallo mentioned that in Wilton, it has been helpful to have heterogeneous grouping in Grade 6 Mathematics and then have more differentiation in the class. Mrs. Petitti noted there is strength in this model. Mr. Guarino also noted that THS has been offering a multitude of diverse options of Early College Credit Experiences (ECE) and AP courses to meet students needs. Mrs. Petitti furthered that in her experiences as a teacher, 9 out of 10 times, when you ask a student to step up, they will. She is a big believer in supporting students with this change for the opportunity. Mr. Ward asked if we had the appropriate amount of school counselors and Ms. Spark shared that we are comparable with our DIRG.

Mr. Gallo motioned to bring the Policy 6141.5/ Advanced Courses or Programs-Eligibility Criteria for Enrollment, as amended to the Board for a first reading. Marie seconded. The motion passed unanimously. Mr. Gallo motioned to adjourn the meeting at 6:53pm. Mrs. Petitti seconded and the motion was unanimously agreed to.

FIRST READINGS

Policy

August 16, 2022

**TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL**

SECTION: **6000**
CATEGORY: **Instruction**
POLICY CODE: **6141.52/Challenging
Curriculum**

Challenging Curriculum

Policy Statement

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Trumbull Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An “**advanced course or program**” as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this “challenging curriculum policy” aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, “Gifted and Talented Students.”

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “B” or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Academic Plan (continued)

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 – Independent Study)

(cf. 6141.5 – Advanced College Placement)

(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)

(cf. 6141.7 – Honors Programs)

(cf. 6172.1 – Gifted and Talented Students)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

TRUMBULL HIGH SCHOOL STUDENT PARKING POLICY

Policy Statement

Parking at Trumbull High School

While participating in and/or attending school activities at Trumbull High School, students, employees and visitors of the Board of Education may park vehicles in areas designated by the School Administration.

The Board of Education reserves the right to restrict parking on school property at any time, to withdraw the right of any person to use school property for parking, and to issue regulations governing the movement of parked vehicles whether or not school is in session. Parking at restricted times or in restricted places is subject to action by the Board of Education and/or administration.

Students parking on campus while school is in session must purchase a parking permit. Parking permits are issued only to students who have a valid Connecticut driver's license and regular use of a motor vehicle.

The Board of Education assumes no responsibility for damage to or theft of a vehicle or any item stored in or on a vehicle parked on school property.

No item, the possession of which is illegal or in violation of school regulations or which endangers the health, safety or welfare of persons shall be stored in or on a vehicle parked on school property.

If the School Administration believes that a vehicle while on school property is being used in a manner or for a purpose which may be injurious or illegal, it shall refer the matter to the police.

Adopted: August 2022

References

- Connecticut General Statutes § 10-221 Boards of education to prescribe rules.

Student Driving and Parking

The student use of automobiles on school grounds whether to drive or to park is a privilege and governed by Board of Education policy.

A parking permit will be issued to eligible student drivers and is valid for the academic year in order for the student's vehicle to be driven and/or parked on school grounds.

Students must meet and maintain the following eligibility requirements for parking at Trumbull High School:

- A. Must be a Trumbull High School student in good standing.
- B. A valid driver's license, vehicle registration, and insurance as required under CT law.
- C. Maintaining a strong attendance record in accordance with Board of Education Policy 5113/High School Attendance/Loss of Credit.
- D. Maintaining slow and safe control of the vehicle on the grounds of the school and surrounding school area.

Trumbull High School Administration may revoke parking privileges to students who no longer meet the eligibility requirements.

Student parking spaces are limited on campus. Student parking permits for Trumbull High School are available for seniors first, then juniors, as spaces are available. However, nothing prevents administration from assigning parking if extra student parking spaces become available.

The cost of a school year permit is set by the Board of Education. The fee will be prorated for every month the student does not have parking.

In order for eligible students to purchase a permit, students must present their driver's license, registration for each vehicle they plan to park in their assigned space, and payment to the Dean of Students. The Dean of Students will then issue a parking tag to the student driver that must be displayed in the vehicle on the rearview mirror at all times while on school grounds. If a student uses the parking tag for a second vehicle, that second vehicle must also be registered with the Dean's office. Only one parking tag will be issued to each eligible student.

All student drivers will be held responsible for the following campus parking regulations:

1. Students park on campus at their own risk. Trumbull High School and the Board of Education assume no responsibility for damage to or theft of a vehicle or any item stored in or on a vehicle parked on school property.
2. Students must be on school grounds during the entire school day and cannot leave the campus without permission. All student drivers must follow the regular attendance procedures for signing in and out of school for appointments during the school day.
3. Students shall park only in their designated/numbered parking space. Should a student arrive on campus and find an unauthorized vehicle parked in their parking space, the permitted student shall temporarily park his/her vehicle in a visitor's space in the front of Trumbull High School and immediately inform security and/or the Dean of Students.
4. Under no circumstances shall a student transfer or convey use of his/her parking permit or designated parking space to another student or individual for use during school hours.

5. Under no circumstances may students park in a faculty parking space, visitor parking space, in another student parking space, fire lane, grass area or sidewalk. Violators will be subject to a monetary fine and/or towing at their own expense. Students with repeated parking offenses will also be subjected to additional disciplinary consequences.
6. Trailers, campers, or other towed items are not permitted by students on the Trumbull High School campus.
7. Any vehicle not displaying a valid campus parking permit is subject to disciplinary actions and/or fines, which may include towing, at the owner's expense.

Code of Conduct Discipline Chart for Student Parking Violations

Examples of Conduct Requiring Discipline	Discipline Options	
Student parks in a: A) staff parking space B) space assigned to another student C) handicapped space D) visitor space E) maintenance space F) other unauthorized areas	Student may receive a parking violation fine After school detention Saturday detention Suspension of parking privileges	Student may receive a parking violation fine Car may be towed at the student's expense 1-5 day in-school suspension 1-10 days out-of-school suspension
Student transfers/sells/loans parking pass to another student		Revoking of parking privileges
Parking on campus without a parking permit		Referral to Trumbull Police Department

Bullying- Prevention and Intervention

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from any type of bullying behavior, teen dating violence, harassment, or intimidation.

The Board believes that a school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually, and physically safe; an environment that is free of harassment, intimidation, bullying and teen dating violence.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school sponsored or school related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Board; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and outside of the school setting, if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

The Board also expressly prohibits teen dating violence as defined in this policy and recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion in accordance with the Board's policies on student discipline, suspension, and expulsion, and consistent with state and federal law.

Definitions

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or,
- C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Other Definitions

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including, but not

limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Safe School Climate Plan

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s) along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan to address bullying and teen dating violence in its schools in furtherance of this policy. As required by state law, the Safe School Climate Plan shall include, but not be limited to, provisions which:

1. Require the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permit anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after

- receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
 6. Include a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence;
 7. Provide for the inclusion of language in student codes of conduct concerning bullying;
 8. Require each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents/guardians may refer to the plan language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the Board's website;
 9. Require each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the student against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;
 10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
 11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
 12. Direct the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
 13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

14. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
15. Require the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
16. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Require, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. Require all school employees to annually complete the training required by C.G.S. 10-220a, as amended or 10-222j related to the identification prevention and response to bullying;
19. Require that the notification to be provided in accordance with numbers (8) and (9) above, includes a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
20. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014. Not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy to address bullying and teen dating violence which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education, and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Beginning July 1, 2021, and each school year thereafter, such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive

bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of P.A. 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S.10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

The Superintendent shall develop an administrative regulation containing the District's comprehensive safe school climate plan for the prevention and intervention of bullying and teen dating violence in the District's schools to be approved by the Board and may develop any additional procedures for the carrying out of this policy and state law. The Superintendent may develop such regulation in consultation with the District's safe school climate coordinator, safe school climate specialists, safe school climate committees and as well as members of the greater school community

This policy and its regulation shall be included in all student and faculty handbooks and included on the District's website.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under C.G.S. 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.

10-222g Prevention and intervention strategy re bullying and teen dating violence.

10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments.

10-222j Training re prevention, identification and response to school bullying, teen dating violence and youth suicide.

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)

10-222l Immunity of school employees, students, parents or guardians, individuals and boards of education from liability for certain actions relating to reporting, investigating and responding to school bullying and teen dating violence.

10-222q Social and Emotional Learning and School Climate Advisory Collaborative.

10-222r Publication of plain language explanation of rights and remedies.

10-148a Professional development for certified employees.

P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.

P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

P.A. 19-166 An Act Concerning School Climates

P.A. 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes

Policy adopted: 02/04/2003

Policy revised: 04/28/2004, 02/13/2007, 06/02/2009, 01/2012, 10/6/2015, 09/2022

TRUMBULL PUBLIC SCHOOLS

Report of Suspected Bullying

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Complaint Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times, and places. Be as specific as possible.

5131.911
Form 1
(continued)

Indicate if there are witnesses who can provide more information regarding your complaint. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number

Have there been previous incidents (check one)? ☐ Yes ☐ No

If "yes", please describe the behavior of concern, the approximate dates, and the locations:

Were these incidents reported to school employees (check one)? ☐ Yes ☐ No

If "Yes", to whom was it reported and when? _____

Was the report verbal or written? _____

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant

Date Submitted

Received By

Date Received

For Staff Use Only:

Has reporter requested anonymity? ☐ Yes ☐ No

Does the school have parent/guardian consent to disclose the student's name in connection with an investigation? ☐ Yes ☐ No

TRUMBULL PUBLIC SCHOOLS

Notice of Report of Bullying and Consent to Release Student Information

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying, violence, teen dating violence, cyber-bullying, harassment, and/or discrimination. In order to facilitate a prompt and thorough investigation of the complaint, the Trumbull Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

TRUMBULL PUBLIC SCHOOLS
Student Acknowledgement of Anti-Bullying Policy

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

I understand the Trumbull Board of Education policy against bullying as explained to me by _____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying or teen dating violence including cyberbullying, whether it happens in school, before or after school, on school grounds, on the bus, or at school sponsored events whether on or off school grounds, or outside of school if the bullying creates a hostile environment at school for the bullied individual, interferes with the bullied individual's rights and opportunities at school, or creates a substantial disruption to the orderly operation of school, I can be subjected to school discipline for bullying or teen dating violence. This could include after school detention, Saturday detention, pass restriction, loss of field trip opportunities or other privileges, social probation, suspension in or out of school, and/or possible expulsion or other discipline and/or restorative remedy.

I promise that I will not engage in any actions or behaviors that could be considered bullying or teen dating violence. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, pupil personnel, SRO, other)

Name: _____ Position _____

TRUMBULL PUBLIC SCHOOLS
Investigation Summary Report of Bullying

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

School: _____ Date: _____

Location(s): _____

Reporter Information:

☐ Anonymous student report

☐ Staff Member report Name: _____

☐ Parent/Guardian report Name: _____

☐ Student report Name: _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Bullying Verified? ☐ Yes ☐ No

Teen Dating Violence Verified? ☐ Yes ☐ No

Remedial Action(s) Taken: _____

If Bullying or Teen Dating Violence Verified, has notification been made to Parents of Students involved ?

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

5131.911
Form 4
(continued)

If Bullying or Teen Dating Violence Verified, have invitations been sent to Parents of Students involved for separate meetings to discuss investigation results, the actions to occur to prevent further acts and as to the bullied student, development of a safety plan?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

Date of Meetings held or alternatively, if parents decline to meet, note this in space below:

If Bullying or Teen Dating Violence Verified, have parents been advised verbally and electronically, if email addresses are known, that they may refer to the Trumbull Board of Education's website for a plain language explanation of the rights and remedies under Connecticut General Statutes, Sections 10-4a and 10-4b? *(such statement will be posted after the development and distribution of the statement to Board of Education by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative)*

Parents' Names: _____	Date Sent/provided: _____
Parents' Names: _____	Date Sent/provided: _____
Parents' Names: _____	Date Sent/provided: _____
Parents' Names: _____	Date Sent/provided: _____

If Bullying is Verified, Has School Developed Student Safety Support/Intervention Plan?

☐Yes ☐No

(Attach bullying complaint, witness statements, and notifications to parents of students involved, if bullying or teen dating violence is verified, invitations to parent meetings, records of parent meetings and other communications, safety plan, etc.)

TRUMBULL PUBLIC SCHOOLS
Verified Acts of Bullying

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Name of School: _____

The Principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law. For district purposes, please list the primary type of verified bullying in the space below. If it is not listed, please write a phrase to describe.

BULLYING CODE TYPE		
(1) Bullying/Intimidation	(4) Physical Violence	(6) Teen Dating Violence
(2) Cyberbullying	(5) Harassment	(7) Other <i>(describe in space below)</i>
(3) Discrimination		

Date	Number of Verified Acts of Bullying	Type(s) of Bullying	Administrator

Bullying: Safe School Climate Plan

The Trumbull Public Schools is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment, and discrimination. To foster an atmosphere conducive to learning, the Board has developed this regulation containing the District's Safe School Climate Plan (Plan), consistent with state law and Board Policy.

This Plan represents a comprehensive approach to addressing bullying, cyberbullying, and teen dating violence and sets forth the Board's expectations for how schools will create a positive school climate and thus prevent, intervene, and respond to incidents of bullying and teen dating violence in its schools.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying and teen dating violence will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Trumbull Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.

- D. In addition to prohibiting student acts that constitute bullying and teen dating, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive which:
 - 1. causes physical or emotional harm to an individual,
 - 2. places an individual in reasonable fear of harm, or
 - 3. infringes on the rights and opportunities of an individual at school.
- B. **"Bullying"** shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- C. **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
- D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

- E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- F. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.
- G. **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- F. **"Prevention and intervention strategy"** may include, but is not limited to:
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating identified by the Department of Education.
 - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and retaliation establishing appropriate consequences for those who engage in such acts.
 - (3) adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur,
 - (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
 - (5) individual interventions with the bully, or student who commits teen dating violence, parents and school employees, and interventions with the student against whom the acts of bullying and teen dating violence are directed, parents and school employees.
 - (6) school-wide training related to safe school climate.
 - (7) student peer training, education, and support,
 - (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions, and

- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- G. **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator").

The Coordinator shall:

- (1) implement the District's Safe School Climate Plan.
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in the District's schools.
- (3) provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education.
- (4) respond to bullying and teen dating violence in District schools.

- (5) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the District's Plan.
- (6) successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services (such training only required once).

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall:

- (1) investigate or supervise the investigation of reported acts of bullying.
- (2) collect and maintain records of reports and investigations of bullying and teen dating violence in the schools, and
- (3) act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- (2) two (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees.
- (3) medical and mental health personnel assigned to such school, and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying and teen dating violence investigations.
- (3) identify and address patterns of bullying and teen dating violence among students

in the school.

- (4) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence and report such information, as necessary, to the Safe School Climate Coordinator and to the school's security and safety committee.
 - (4) review and amend school policies relating to bullying and teen dating violence.
 - (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school.
 - (6) educate students, school employees and parents/guardians on issues relating to bullying and teen dating violence.
 - (7) collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence, and
 - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying or teen dating or other disturbing or threatening behavior among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in in all student and faculty handbooks and placed in other locations as deemed appropriate.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Standardized forms may be developed for such use and ease in facilitating reporting. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e., building principal), and all reports (verbal or written) shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely based on an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. To allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents of guardians may refer to the plain language explanation of the

rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b. In providing such notification, however, the Trumbull Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneously with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence consistent with Board policy and federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying and teen dating violence, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner and shall not be disclosed to third parties without prior written consent of a parent, guardian, or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying", or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely based on an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence
The building principal (or another responsible program administrator) or designee shall intervene to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service.
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence.
- c. Encouragement of student to seek help when victimized or witnessing victimization.
- d. Peer mediation or other forms of mediation, where appropriate.
- e. Student Safety Support Plan.
- f. Restitution and/or restorative interventions, and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(5) General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers, and other professional employees in each school.

Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and retaliation establishing appropriate consequences for those who engage in such acts.
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence are likely to occur.
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students.
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents, and school employees.
- e. School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate.
- f. Student peer training, education and support.
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- h. Implementation of a positive behavioral interventions and supports process or another evidence based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education.
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff.
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence-based practices concerning same.
- k. Use of peers to help ameliorate the plight of victims and include them in group activities.
- l. Avoidance of sex-role stereotyping.
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students.
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others.
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

The Trumbull Public Schools are committed to improving school climate. District curricula, including a comprehensive social skills curriculum and developmental counseling curriculum instruct students in pro-social behaviors such as respect, tolerance, and safety. These concepts and behaviors are reinforced through our academic curriculum. District Health curriculum addresses developing healthy behaviors and relationships, and respecting others in person and through social media. District staffing includes school psychologists, counselors, social workers, teachers, and administrators used to develop relationships with students at all levels and provide a variety of prevention and intervention efforts for all students. Individual schools through their school climate teams review and analyze data from a variety of sources to continuously improve climate and address student, faculty, and parent needs related to fostering a positive school climate. Schools and district level staff members collaborate with community agencies to coordinate efforts for students and families in need.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or

mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

SECOND READINGS

Policy

August 16, 2022

6146/Trumbull High School Graduation Requirements

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **6000**
CATEGORY: **Instruction**
POLICY CODE: **6146/Trumbull High
School Graduation
Requirements**

TRUMBULL HIGH SCHOOL GRADUATION REQUIREMENTS

Policy Statement

It is the policy of the Trumbull Board of Education to specify the basic skills necessary for graduation and to include a process to assess a student's level of competency in such skills. Graduation requirements will be met by demonstrating competency in the skills identified by the Trumbull Board of Education.

Adopted: 6/4/2002
Revised: 6/22/2011, 3/1/2016,
7/11/2017, 9/12/2017,
1/8/2019, 8/00/2022

References

- Connecticut Public Act 13-57, "An Act concerning Honorary Diplomas for Vietnam Veterans"
- Connecticut Public Act 15-237, "An Act Concerning High School Graduation"
- Connecticut Public Act 15-238, "An Act Concerning Students Assessments"
- Connecticut Public Act 17-29, "An Act Concerning Connecticut's Seal of Biliteracy"
- Connecticut Public Act 17-42, "An Act Concerning Revisions to the High School Graduation Requirements"
- Connecticut General Statutes §§ 10-14n, 10-221a, 10-233a

6146/Trumbull High School Graduation Requirements

Regulations

Class of 2011 through Class of 2022

1. Credit Requirements

~~A student must have earned a minimum of 22 credits and must have met the credit distribution requirement in order to graduate from Trumbull High School.~~

~~Each student must be scheduled for a minimum of five and one-half credits each year.~~

~~Credit Distribution Requirement—All of the following credits must be earned by passing each course in grades nine through twelve:~~

SUBJECT AREA	CREDITS
Mathematics	3.0
English	4.0
Social Studies <ul style="list-style-type: none">• U.S. History* 1.0• Civics* 0.5	3.0
Wellness (Physical Education and Health Education) <ul style="list-style-type: none">• Physical Education 1.5	1.75
Science	3.0
Business Ed./Family and Consumer Science/ Fine Arts/Tech	1.0
Electives (minimum)	6.25
TOTAL CREDITS REQUIRED	22.0

~~* The Connecticut State Board of Education mandates that all students pass U.S. History and one semester of Civics.~~

~~Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student shall be excused from the physical education requirement, and the credit for physical education may be fulfilled by an elective.~~

~~Other course requirements are included in the *Trumbull High School Program of Studies*, as well as in its supplements.~~

2. Performance Criteria

A. Attainment of Performance Standards

6146/Trumbull High School Graduation Requirements

~~Beginning with the Class of 2016, in addition to the credit requirements, each student must meet performance criteria in (1) evidence-based reading and writing literacy; (2) mathematics literacy; and (3) science literacy.~~

~~1. Evidence-Based Reading and Writing Literacy~~

- ~~(a) A student may meet or exceed the national average score for the SAT in evidence-based reading and writing taken prior to graduation; or~~
- ~~(b) A student may meet or exceed the national average score on an administration of the SAT Subject Test in Literature; or~~
- ~~(c) A student may meet or exceed the national average score on an administration of the ACT in English or Reading; or~~
- ~~(d) A student may attain a grade of C or higher on the final examination for grade 11 English; or~~
- ~~(e) A student may successfully complete the Trumbull High School Performance Task requirement in evidence-based reading and writing.~~

~~2. Mathematics Literacy~~

- ~~(a) A student may meet or exceed the national average score for the SAT in mathematics taken prior to graduation; or~~
- ~~(b) A student may meet or exceed the national average score on an administration of an SAT Subject Test in Mathematics; or~~
- ~~(c) A student may meet or exceed the national average score on an administration of the ACT in Mathematics; or~~
- ~~(d) A student may attain a grade of C or higher on the final examination for grade 11 mathematics; or~~
- ~~(e) A student may successfully complete the Trumbull High School Performance Task requirement in mathematics.~~

~~3. Science Literacy~~

- ~~(a) A student may earn a score of meets standard or above on the Next Generation Science Standards Assessment taken in grade eleven; or~~
- ~~(b) A student may meet or exceed the national average score on an administration of an SAT Subject Test in Biology, Chemistry, or Physics; or~~
- ~~(c) A student may meet or exceed the national average score on an administration of the ACT in Science; or~~
- ~~(d) A student may successfully complete the Trumbull High School Performance Task requirement in science.~~

~~A transfer student will be exempt from this section ("Attainment of Performance Standards") of the policy if he or she has successfully completed three (3) years of high school elsewhere.~~

~~A special education student may be exempted from this section ("Attainment of Performance Standards") of the policy on the determination of his or her Planning and Placement Team.~~

6146/Trumbull High School Graduation Requirements

~~Parents and students will be notified via certified mail if any Performance Standards have not been attained.~~

~~Teachers will be provided a list of all seniors who have not met any Performance Standards.~~

~~4. Additional Options for Meeting Graduation Performance Standards~~

~~A student who does not meet any of the graduation performance standards outlined above may meet the standard by any of the following means:~~

- ~~(a) The student may enroll in a school approved summer school or adult education program and meet the standard through the assistance of that program; or~~
- ~~(b) The student may return to the Trumbull Public Schools as a fifth year student and meet the standard in the fifth year of study; or~~
- ~~(c) The student may make individualized arrangements, approved by the relevant department chair and by the Trumbull High School Principal, for re-testing to meet the standard; or~~
- ~~(d) The student may appeal in writing to the Superintendent of Schools and the Trumbull High School Principal for a special exemption. Appeals must be received at least five days prior to the graduation ceremony, and appeal decisions are final.~~

6146/Trumbull High School Graduation Requirements

Class of 2023 and beyond

1. Credit Requirements

A student must have earned a minimum of ~~22~~25 credits and must have met the creditdistribution requirement in order to graduate from Trumbull High School.

~~Each student must be scheduled for a minimum of five and one-half credits each year.~~

Credit Distribution Requirement – All of the following credits must be earned by passing each course in grades nine through twelve:

6146/Trumbull High School Graduation Requirements

SUBJECT AREA		CREDITS
Humanities		9.0
	• Art / dance / drama / music	1.0
	• English	4.0
	• Social studies, including 1.0 credit in United States History and 0.5 credit in civics	3.0
	• Additional electives labeled “Humanities” in THS <i>Program of Studies</i>	1.0
STEM		9.0
	Mathematics	3.0
	Science	3.0
	Additional electives labeled “STEM” in THS <i>Program of Studies</i>	3.0
Wellness		2.0
	Health Education	1.0
	Physical Education	1.0
World Languages		1.0
Additional electives		3.0
Mastery-based diploma assessment		1.0
TOTAL CREDITS REQUIRED		25.0

Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student shall be excused from the physical education requirement, and the credit for physical education may be fulfilled by an elective.

2. ~~Performance Criteria~~ Mastery Based Diploma Assessment

Trumbull High School Students will fulfill the 1.0 Mastery Based Diploma Assessment as follows:

Type	Description	Credit Amount
Academic Performance Expectations	Students earn credit for meeting/ exceeding academic expectations through a variety of standardized assessments or local assessments	0.50
College, Career and Civic Life Readiness	Students earn credit for participation in and completion of activities focused on college, career, and civic life readiness	0.25
Independent Project or Experience	Students earn credit for the development and completion of independent projects and/or experiences to support college, career and civic life goal(s)/plan(s); Written expectations required for all projects.	0.25
TOTAL CREDITS REQUIRED		1.0

A. ~~Attainment of Performance Standards~~ Academic Performance Expectations

~~In addition to the credit requirements,~~ To obtain the 0.5 credit each student must meet performance criteria in (1) ~~Humanities evidence-based reading and writing literacy;~~ and (2) ~~STEM mathematics literacy;~~ and ~~(3) science literacy.~~

1. ~~Humanities Evidence-Based Reading and Writing Literacy~~

- (a) A student may meet or exceed the State of Connecticut expectations for 11th Grade proficiency ~~the national average for the~~ on an administration of the SAT in evidence-based reading and writing taken prior to graduation; or
- (b) ~~A student may meet or exceed the national average score on an administration of the SAT Subject Test in Literature; or~~
- (c) A student may meet or exceed the State of Connecticut expectations for 11th Grade proficiency ~~the national average score~~ on an administration of the ACT in English or Reading ~~taken prior to graduation;~~ or
- (d) A student may attain a grade of C- or higher on the final grade ~~examination~~ for a grade 11 ~~Humanities course English;~~ or
- (e) A student may successfully complete the Trumbull High School Performance Task requirement in evidence-based reading and writing.

2. ~~STEM Mathematics Literacy~~

- (a) A student may meet or exceed the State of Connecticut expectations for 11th Grade proficiency ~~the national average score for~~ on an administration of the SAT in mathematics taken prior to graduation; or
- (b) A student may meet or exceed the State of Connecticut expectations for 11th Grade proficiency on an administration of the NGSS assessment taken prior to graduation; or
- ~~(c) A student may meet or exceed the national average score on an administration of an SAT Subject Test in Mathematics; or~~
- (d) A student may meet or exceed the State of Connecticut expectations for 11th Grade proficiency ~~national average score~~ on an administration of the ACT in Mathematics ~~taken prior to graduation;~~ or
- (e) A student may attain a grade of C- or higher on the final grade ~~examination~~ for a grade 11 ~~STEM course mathematics;~~ or
- (f) A student may successfully complete the Trumbull High School Performance Task requirement in mathematics.

3. ~~Science Literacy~~

- ~~(a) A student may earn a score of meets standard or above on the Next Generation Science Standards Assessment taken in grade eleven; or~~
- ~~(b) A student may meet or exceed the national average score on an administration of an SAT Subject Test in Biology, Chemistry, or Physics; or~~
- ~~(c) A student may meet or exceed the national average score on an administration of the ACT in Science; or~~
- ~~(d) A student may successfully complete the Trumbull High School Performance Task requirement in science.~~

A transfer student will be exempt from this section ("Attainment of Performance

6146/Trumbull High School Graduation Requirements

Standards”) of the policy if he or she has successfully completed three (3) years of high school elsewhere.

A special education student may be exempted from this section (“Attainment of Performance Standards”) of the policy on the determination of his or her Planning and Placement Team.

Parents and students will be notified via certified mail if any Performance Standards have not been attained.

Teachers will be provided **with** a list of all seniors who have not met any Performance Standards.

4. Additional Options for Meeting Graduation Performance Standards

A student who does not meet any of the graduation performance standards outlined above may meet the standard by any of the following means:

- (a) The student may enroll in a school-approved summer school or adult education program and meet the standard through the assistance of that program; or
- (b) The student may return to the Trumbull Public Schools as a fifth-year student and meet the standard in the fifth year of study; or
- (c) The student may make individualized arrangements, approved by the relevant department chair and by the Trumbull High School Principal, for re-testing to meet the standard; or
- (d) The student may appeal in writing to the Superintendent of Schools and the Trumbull High School Principal for a special exemption. Appeals must be received at least five days prior to the graduation ceremony, and appeal decisions are final.

B. College, Career and Civic Life Readiness

Trumbull High School students will fulfill the 0.25 credit by successfully completing the Trumbull High School Advisory Program in grades 9-12 which is focused on college, career, and civic life readiness.

The Trumbull High School Advisory program provides opportunities for students to cultivate stronger relationships with their peers and a faculty mentor. These monthly sessions foster strengthening of our community while offering time for social-emotional self-reflection. Our structure and curriculum are designed to encourage students to engage in activities that assist and guide participants to develop and enhance interpersonal skills, self-awareness, effective communication, and identify community service opportunities to further build civic responsibility. Added value is offered as student groupings allow for those who have different experiences, interests and ideas to share and learn from one another. An electronic portfolio will be created with the identification of personal strengths and career interest exploration.

C. Independent Project or Experience

6146/Trumbull High School Graduation Requirements

Trumbull High School students will fulfill the 0.25 credit by successfully completing an independent study or experience.

Students earn credit for the development and completion of independent projects and/or experiences to support college, career and civic life goal(s)/plan(s); Written expectations required for all projects.

3. Community Service

Community service is a graduation requirement for all students. The rubric for successful completion of this element will be distributed to each grade nine student upon entering Trumbull High School. The THS Counseling Department will maintain the information and report participation annually to the parent/guardian via the report card. A score of “Needs Improvement” by rubric standards will fulfill the minimum graduation requirement.

4. Seal of Biliteracy

Consistent with guidelines of the Connecticut State Department of Education, the District will award the Connecticut State Seal of Biliteracy to recognize high school graduates who have demonstrated proficiency in English and one or more other languages in grades 10, 11, or 12. For any such student, the Seal will be documented on the student’s transcript and affixed to the student’s diploma.

5. Honorary Diplomas for Veterans

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean hostilities, or Vietnam Era veteran requesting such diploma who is a resident of the Town of Trumbull and who left high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

The Board of Education shall award a high school diploma to any person who: (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive; (2) did not receive a diploma as a result of such work; and (3) has been a resident of the State of Connecticut for at least fifty (50) consecutive years.

Any individual seeking such a diploma should submit a written request to the Superintendent of Schools, along with a copy of military discharge and evidence of high school attendance. The Superintendent may require additional information to assist his/her review of the request.

Any individual approved by the Superintendent to receive a high school diploma based upon the guidelines set forth in this section will be duly recognized at a Board of Education meeting.

6141.51/Advanced Courses or Programs-Eligibility Criteria for Enrollment

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **6000**
CATEGORY: **Instruction**
POLICY CODE: **6141.51/Advanced Course or
Program Eligibility Criteria
for Enrollment**

ADVANCED COURSES OR PROGRAMS, ELIGIBILITY CRITERIA FOR ENROLLMENT

Purpose

The Trumbull Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Adopted: 8/2022
Revised: new policy

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 3
10-221r Advanced placement course program. Guidelines.
District Counselor for Developing an Advanced Course Participation Policy

6141.51/Advanced Courses or Programs-Eligibility Criteria for Enrollment

Definitions

An “**advanced course or program**” is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

“**Prior academic performance**” means the course or courses that a student has taken, the grades received for each course, and a student’s grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that marginalized student subgroups (which the state of Connecticut cites Black and Hispanic, students from low-income families, students with disabilities, and English learners) are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and marginalized students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student’s access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student’s prior academic performance;
 - c. Use of a student’s prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and

6141.51/Advanced Courses or Programs-Eligibility Criteria for Enrollment

6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

Procedures/Criteria/Guiding Principles (continued)

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated school.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION(S): **4000, 5000**
CATEGORY: **Students/Personnel**
POLICY CODE(S): **5145.5/4118.112/
4218.112- Prohibition
Against Sexual Harassment
of Students and Personnel**

Policy Statement

The Trumbull Public Schools recognize that sexual harassment, including sexual assault, is unlawful sex discrimination. The Board of Education (Board) prohibits sex discrimination/sexual harassment in the District's education program or activities. Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (alleged perpetrator of sexual harassment) and the context in which the sexual harassment occurs. In addition to occurring on school grounds, sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences or through use of school technology.

Schools shall respond to sexual harassment occurring in the District's education program or activities for which they have "actual knowledge." "Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf of the school, as well as to any other employee of an elementary and secondary school.

Sexual harassment may take the form of student-on-student, employee-on-student, employee-on-employee, student-on-employee sexual harassment, or may be perpetrated against students or employees by third parties under the control of the District. Students who engage in proven sexual harassment may be subject to discipline, up to and including expulsion. Employees who engage in proven sexual harassment may be subject to disciplinary action, up to and including termination, as well as other action required under the law.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

References:

- C.G.S. 10-15c Discrimination in public schools prohibited. School attendance by five-year-olds.
- United States Constitution, Article XIV.
- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, *et seq.*
- Title IX of the Education Amendments of 1972, 34 C.F.R. 106.1, *et seq.*
- Title IX Regulation, 34 C.F.R. Part 106
- 20 U.S.C. 1092 (f)(6)(A)(v)
- 34 U.S.C. 12291 (a)(8), (a)(10), (a)(36)
- *Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992)
- *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998)
- *Davis v. Monroe County Bd. Of Educ.*, 526 U.S. 629 (1999)

Adopted: 6/15/1993
Revised: 9/7/1993,
1/13/1998, 5/23/2017,
6/12/2018, 4/5/2022,
potential approval- 7/12/2022

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Definition of Sexual Harassment for the Purposes of Title IX

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

A school employee conditioning an education benefit or service on participation in unwelcome sexual conduct (i.e. quid pro quo).

Unwelcome conduct that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school's education program or activity.

"Sexual assault" as defined in 20 U.S.C. 1092 (f)(6)(A)(v)(the Clery Act), "dating violence" as defined 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(31) (the Violence Against Women Act (VAWA)).

Examples of sexual harassment may include, but are not limited to:

- pressure for sexual activity
- repeated remarks with sexual or sexually demeaning implications
- unwelcome or inappropriate touching
- sexual assault
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades or academic standing or an employee's employment status
- telling lewd jokes or sharing stories about sexual experiences – even if not directed at you but done in your presence to cause you discomfort
- sending unwanted suggestive or lewd emails, letters or other communications or sharing images of a sexual nature around the workplace or displaying posters, items or screensavers of a sexual nature
- repeatedly asking for dates despite being rebuffed
- making sexually offensive gestures or facial expressions
- dating violence or stalking

Other Definitions

"Complainant" is defined as a person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" is defined as a person who is alleged to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" are defined as non-disciplinary, non-punitive, individualized services, offered as appropriate and without charge to a complainant or respondent before or after the filing of a formal complaint, or where no complaint has been filed.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Title IX Coordinator

The Superintendent of Schools designates and authorizes the [Insert Title] to be the District's Title IX Coordinator. This individual shall be given the title of and be referred to as the Title IX Coordinator and is responsible for ensuring compliance across the school district with Title IX, corresponding state law, and applicable board policy concerning sex discrimination/sexual harassment.

Applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions shall be notified of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The Title IX Coordinator's contact information shall be posted on the District's website and included in student and employee handbooks and published in other locations as deemed appropriate.

Reporting Sexual Harassment

Any person, including, but not limited to, students, their parents or guardians, employees, bystanders or third parties (whether or not the person is the alleged victim), may report sexual harassment, including sexual assault, occurring in the District's education program or activities. Reporting may occur in person, by mail, by telephone or by electronic mail, using the contact information provided for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time including during non-business hours.

A formal complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an individual and requesting that the school investigate the alleged sexual harassment. In an instance where the Title IX Coordinator signs the complaint, the Title IX Coordinator is not a party to the complaint nor is such action taken on behalf of the complainant.

The Title IX Coordinator will make forms available for both informal reports and formal complaints of sexual harassment. Additionally, such forms will be posted on the District's website. Informal reports are permissible and may be brought by any person. However, only a complainant and the District's Title IX Coordinator may file a formal complaint. All formal complaints will be investigated. Supportive measures shall be offered to a complainant with or without the filing of a formal complaint.

There is no time limit on a complainant's decision to file a formal complaint, but complainants are encouraged to promptly report incidents of sexual harassment, and/or to file a formal complaint.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Response including Supportive Measures

Any school employee with actual knowledge of sex discrimination/sexual harassment shall promptly inform the District's Title IX Coordinator. The failure to do so may be grounds for disciplinary action.

Upon actual knowledge of sexual harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant 1.) the availability of supportive measures with or without the filing of a formal complaint, 2.) the right to file a formal complaint and 3.) how to file a formal complaint.

A complainant as well as a respondent shall be offered free, individualized "supportive measures" (e.g. counseling, course-related adjustments, modification of work or class schedules, escort services, increased security/monitoring of certain areas, mutual restrictions on contact between the parties) designed to restore or preserve equal access to education with or without a formal complaint. These, as well as other measures, may be part of a final remedy.

Upon the filing a formal complaint, the complainant will be provided with a copy of this policy and its grievance procedures.

Written notice shall be provided to the respondent and the complainant advising that a formal complaint has been filed. The respondent shall be entitled to a presumption of innocence during investigation of the complaint. Both parties will be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

Complaints that fail to allege a violation of Title IX shall be dismissed without investigation. This does not preclude the school administration from investigating or addressing the underlying conduct under relevant codes of conduct or board policy.

Emergency Removal/Administrative Leave

An emergency removal of a respondent from the education program or activity is permissible provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary in order to protect a student or other individual from an immediate threat to physical health or safety and notice and an opportunity to challenge the decision is provided. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

An employee-respondent may be placed on administrative leave during the pendency of a grievance process.

Informal Resolution

At any point in the formal complaint process, the Districtwide Title IX Coordinator, in his/her discretion, may offer to facilitate an informal resolution option such as mediation or restorative justice.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student and the respondent is an employee.

Grievance Procedures

The District will promptly and thoroughly investigate all formal complaints of sexual harassment in accordance with established grievance procedures.

District grievance procedures shall be established in the form of a regulation accompanying this policy.

The grievance procedure shall be used for the reporting and investigation of, and response to a formal complaint of sexual harassment in the District's education program and activities against a person in the United States.

The District's grievances procedures shall be designed to comply with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Among other required provisions, the grievance procedures shall establish standards for fairness and equity, including a requirement that the decision maker not be the same individual as the Title IX Coordinator or the investigator, explain how to file a complaint, address required notice, set out timelines for various components of the investigation and adjudication process, establish and explain grounds for the dismissal of a complaint and provide and explain the appeal process available to both parties, include a presumption of innocence for the respondent, state the evidence standard to be used to determine responsibility and require objective evaluation of all available evidence.

Training

Training shall be provided to Title IX personnel in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Additional training may be provided to all school employees as deemed advisable.

Training materials used to train Title IX personnel shall be posted on the District's website.

Prohibition Against Retaliation

Retaliation against any party, witness or other participant to the grievance process is prohibited. Retaliation may form a basis for a complaint under this policy. The charging of a person with a code of conduct violation based upon a person making a materially false statement in bad faith in an investigation is not considered retaliatory.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Dissemination, Posting and Discussion of Policy

This policy along with its accompanying regulation/grievance procedure shall appear in the Student Handbook, be discussed with students at least annually and more often as needed, be posted in prominent and accessible locations in each school building and in the Board of Education offices and be published on the District's website along with the name/title and contact information for the Title IX Coordinator.

Record Keeping

The District must keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. Additionally, Districts must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, decision makers, any employee designed to facilitate an informal process.

Alternate Complaint Procedures

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education.

Statement of Protected Rights

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination and to due process of law.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Regulations

This regulation shall govern reports and complaints of sexual harassment made by or against students and employees alike.

Only reports/complaints of sexual harassment in violation of Title IX are governed by this regulation. The grievance process required for formal sexual harassment complaints contained in this regulation does not apply to complaints alleging discrimination based on pregnancy, different treatment based on sex, or other forms of sex discrimination. Reports of sex discrimination other than sexual harassment shall be made and addressed in accordance with the District policies and regulations governing non -discrimination/sex discrimination.

The District will respond to all incidents of sexual harassment: (a) of which it has actual knowledge, and (b) that occurs within the school's education program or activity and (c) occurs against a person in the United States.

"Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf of the school as well as to any employee of an elementary and secondary school. Accordingly, any District employee with actual knowledge that sexual harassment is occurring shall notify the District's Title IX Coordinator.

Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (perpetrator of sex discrimination/sexual harassment) and the context in which the sex discrimination/sexual harassment occurs. In addition to occurring on school grounds, sex discrimination/sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences or through use of school technology depending upon whether the District exercises control over both the respondent and the context in which the sexual harassment occurs.

Reporting of Sexual Harassment

Informal Reports

Any person, including parent/guardians, students, employees and third parties may report sexual harassment occurring in the District's education program or activity. Reporting may be in person, by mail, telephone, or by electronic mail, using the contact information provided for the Title IX Coordinator. Reports may be made during non-business hours. Reports may be made anonymously. When a reporter fails to identify a specific complainant (victim of sexual harassment) or to identify him/herself as the reporter, the District's response may be limited. Informal complaints will be accepted in any form; however, forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Formal Complaint

While third parties may make informal reports of sexual harassment occurring in the District's education program or activities, a formal complaint may only be made by a complainant or be signed by the Title IX Coordinator, triggering an investigation. A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that an investigation commence.

While there is no time limit for making an informal report or filing a formal complaint of sexual harassment, reporters/complainants are encouraged to promptly report incidents of sexual harassment to avoid the potential loss of evidence, a lapse in the memories of parties or witness or the unavailability of persons key to an investigation. The District understands that a victim may decide not to report sexual harassment, to file a formal complaint and/or may decide to wait to come forward with a report/formal complaint for a variety of reasons. The District respects complainants' decisions. However, the Title IX Coordinator has discretion to sign a formal complaint that initiates the grievance process where necessary to avoid deliberate indifference to sexual harassment even without a formal complaint from the complainant.

Forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

Supportive measures will be offered to a complainant with or without a formal complaint.

Consolidation of formal complaints of sexual harassment is permissible where the allegations of sexual harassment arise out of the same facts or circumstances.

Response Including Supportive Measures

Upon actual knowledge of sex discrimination/harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant (1) the availability of supportive measures (with or without a formal complaint) and consider the complainant's wishes with respect to supportive measures (2) the right to file a formal complaint, and (3) how to file a formal complaint. The complainant shall be provided with a copy of the Board's policy prohibiting discrimination and these regulations containing its grievance procedure.

With or without the filing of a formal complaint, a complainant as well as a respondent shall be offered, free of charge, non-disciplinary, non-punitive individualized supportive measures. Supportive measures are designed to restore or preserve equal access to the education program or activity, protect the safety of all parties and the educational environment, and deter sexual harassment, without unreasonably burdening the other party.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Supportive measures may include, but are not limited to:

- Counseling
- Course adjustments
- Modification of work
- Modification of class schedules
- Escorts
- Increased monitoring
- Restrictions on contact

Supportive measures may be modified at any time as appropriate based upon changed or evolving circumstances and may be offered before or after the filing of a formal complaint or where no complaint has been filed at all. Supportive measures may also be part of any ultimate remedy.

No disciplinary action or other punitive measure for sexual harassment shall be taken against a respondent without first following the grievance procedures set out herein and a determination of responsibility has been made. If the respondent has engaged in conduct other than sexual harassment in violation of a code of conduct or similar restriction, the respondent may be disciplined for such action(s) notwithstanding an ongoing investigation.

Emergency Removal/Administrative Leave

With or without the filing of a formal complaint, an emergency removal of a respondent from the education program or activity is permissible provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary in order to protect a student or other individual from an immediate threat to physical health or safety, and provides notice and an opportunity to challenge the decision. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

A non-student employee respondent may be placed on administrative leave during the pendency of an investigation.

Dismissals of Complaints

Mandatory Dismissal

A complaint of sexual harassment must be dismissed if:

- 1.) it fails to allege conduct that constitutes sexual harassment, even if proved;
- 2.) the alleged conduct did not occur in a District activity or program or
- 3.) the alleged conduct did not occur against a person in the United States.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Permissive Dismissal

A complaint of sexual harassment may be dismissed if:

- 1.) the complainant notifies the Title IX Coordinator that he/she wishes to withdraw the complaint or an allegation;
- 2.) the respondent's enrollment or employment ends;
- 3.) specific circumstances exist that prevent the District from gathering enough evidence to reach a determination i.e. significant passage of time between the formal complaint and the alleged conduct; failure of a complainant to cooperate with the grievance process.

The complainant and the respondent will promptly and simultaneously be provided written notice of the dismissal of a complaint or allegation including the reasons for the mandatory or discretionary dismissal and an explanation of appeal rights.

Grievance Procedures (to be used for formal complaints only)

Grievance Procedures consistent with the regulations under Title IX as promulgated by the U.S. Department of Education and the principles of due process, the Trumbull Board of Education adopts the following Grievance Procedures responsive to formal complaints.

a. Notice

Written notice of the complaint shall be provided to the respondent prior to an initial interview with the respondent.

Written notice provided to the respondent shall include:

- notice of the Grievance Procedure, including any informal resolution process;
- notice of the allegations in sufficient detail to allow the respondent to prepare a response; a statement that the respondent is presumed not responsible and responsibility will be determined at the conclusion of the Grievance Process;
- notice of the right to have an advisor to inspect/review evidence; and
- notice of any provision in applicable codes of conduct that prohibit knowingly making false statements or providing false information in the grievance process.

Likewise, the complainant shall be provided written notice of a formal complaint.

Additional written notice shall be provided to the parties in the event of additional or revised allegations of sexual harassment.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

b. Investigation

The District will promptly investigate all formal complaints of sexual harassment in accordance with these grievance procedures. The District will designate personnel to investigate formal complaints and such personnel shall be trained in accordance with this regulation. The person(s) designated as the investigator(s) may not be the same person as the Decision-maker(s).

The investigator will attempt to collect all relevant information and evidence. While the investigator, acting on behalf of the District, will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation. The investigation may include, among other things, interviewing the complainant, the respondent, any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files (preserving confidentiality as required by law); and gathering and examining other relevant documents, social media, and evidence.

The respondent shall be entitled to a presumption of “innocence” (i.e. that the respondent is not responsible for sexual harassment) until the investigation is complete. Both parties are to be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

The burden of proof shall be by a preponderance of the evidence. Both parties shall be provided with an equal opportunity to present facts and witnesses and other inculpatory or exculpatory evidence. However, the burden of proof rests on the District not the parties.

Each party shall have the opportunity to select an advisor of the parties “choice. “The advisor may accompany the parties during any grievance proceeding at which the party’s attendance is requested. The District may, in its discretion, establish certain restriction regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.

The school shall send written notice to both the complainant and respondent of any investigative interviews, or other meetings providing sufficient time for the party to prepare to participate.

Prior to the conclusion of the investigation and the issuing of a final investigative report, the complainant and respondent and their advisors, if applicable, shall be provided evidence directly related to the allegations (electronic or hard copy) with at least ten (10) days to inspect, review and respond in writing to the evidence. The evidence provided shall include the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source. Such evidence shall not be further disseminated by the parties. The parties and advocates shall not further disseminate such evidence and may be required to execute a non-disclosure agreement.

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of Students and Personnel**

The complainant and respondent shall not be prohibited from discussing the allegations or gather evidence, i.e., no “gag” orders. All parties’ First Amendment rights shall be honored.

Confidential information such as medical or psychological reports cannot be used as part of the investigation without written voluntary consent of the party.

Evidence of the complainant’s prior sexual activity is not relevant and may not be introduced except to prove that someone other than the respondent committed the alleged misconduct or is offered to prove consent.

Supportive measures shall be offered to the complainant or respondent pending a final resolution after consultation with them.

c. **Investigative Report**

The investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall provide the District’s Decision-Maker the investigative report along with the evidence considered. The parties will be provided with a copy of the final investigative report shared with the Decision-Maker.

d. **Decision-Maker** (may not be the same person as Title IX Coordinator or the Investigator)

The Superintendent of Schools will appoint a Decision-Maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s).

The parties may submit a written response to the Decision-Maker within ten (10) days of receiving the investigative report from the investigator. The Decision-Maker may extend this deadline for good cause.

Before reaching a determination regarding responsibility, the Decision-Maker must afford each party the opportunity to submit written, relevant questions that a party or complainant wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The Decision-Maker will determine if the questions submitted are relevant to the case and will then forward the relevant questions to the respective parties or witness for a response. The Decision-Maker will explain to the party proposing the questions any decision to exclude a question as not relevant. The Decision-Maker will provide the parties with the answers to their questions and allow for limited follow-up questions by the parties.

The Decision-Maker must review all of the evidence; apply the preponderance of the evidence standard; and issue a written determination. The written determination must include:

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

- a) an identification of the allegations potentially constituting sexual harassment;
- b) a description of procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c) findings of fact supporting the determination;
- d) conclusions as to whether the conduct alleged occurred and whether the conduct violated the District's code of conduct
- e) the rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
- f) the District's procedures and permissible bases for the complainant and respondent to appeal.

The Decision-Maker's written determination shall not be issued sooner than ten days from receipt of the investigative report, allowing minimally ten days for an opportunity for the parties to submit written responses and exchange questions and responses and for consideration of these by the Decision-Maker. While taking into consideration the District's overall obligation to respond promptly to sexual harassment complaints, there is no specified timeframe for issuing a written determination. The timeframe may vary on a case-by-case basis in light of the totality of the circumstances, the unique nature of each complaint, and the extent of the evidence to be considered.

The Decision-Maker shall send the written determination simultaneously to the parties along with an explanation of how to file an appeal. Appeal procedures shall apply equally for both parties.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

Remedies will be provided to a complainant when a respondent is found responsible. Remedies shall be designed to maintain the complainant's equal access to education.

The range of remedies in the case a violation is found can range from counseling to serious discipline, up to and including expulsion/termination.

The range of remedies depends on the circumstances but may include previously provided supportive measures, grade changes; the opportunity to retake a test or resubmit an assignment;

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reassignment of class; school-based counseling; and reinstatement to a team or activity as well as other appropriate measures.

The Title IX Coordinator shall oversee the effectiveness of the remedies toward ensuring no continued discrimination occurs.

Appeal

A written appeal of the determination may be filed by either party with the Superintendent of Schools, for one of the following reasons:

- 1.) procedural irregularities
- 2.) newly discovered evidence that could affect the outcome
- 3.) the Title IX personnel (Title IX coordinator, investigator/Decision-Maker, etc.) had a conflict of interest or bias that altered the outcome

The Superintendent must **receive** the appeal within 10 school days of the issuance of the decision. The appeal must specify the reasons the party is challenging the decision. The appeal must be submitted in writing to the Superintendent with a copy sent simultaneously to the other party. The non-appealing party may submit a statement in response to the appeal within 10 school days of submission of the appeal. The statement must be submitted in writing to the Superintendent with a copy sent to the other party and must be **received** by the Superintendent within 10 school days of the submission of the appeal. All submissions shall be via email or fax and must be received by 11:59 p.m. on the date due to be considered timely.

The Superintendent or designee shall determine any additional procedures for the appeal and render a decision within 10 school days following the non-appealing party's deadline for a written submission, whether or not a submission is made.

The Superintendent or designee may extend deadlines pertaining to the appeal process for good cause. However, the deadline to file the appeal may not be extended.

The District will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will be given a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. The Superintendent shall consider the appeal and simultaneously notify the parties in writing of the decision on appeal describing the result of the appeal and the rationale for the result.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Retaliation

Retaliation against any party, witness or other participant to an investigation is prohibited. Any claim of such may be filed in accordance with this Grievance Procedure. Discipline for filing or making a false statement shall not constitute retaliation absent evidence of such motivation.

Informal Resolution

At any point in the formal complaint process, the District Title IX Coordinator, in his/her discretion, may offer an informal resolution option such as mediation or restorative justice. The staff member appointed to conduct the informal resolution shall be unbiased and receive appropriate training.

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student, and the respondent is an employee.

Informal resolution may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Confidentiality

The identities of the complainants, respondents and witnesses, except as provided herein or as required by law, including FERPA, shall not be disclosed.

Record Keeping

The District must keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. Additionally, the District must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, Decision-Makers, and any employee designated to facilitate an informal process.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Alternate Complaint Procedures

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education, any other state or federal agency designated to receive such complaints and/or to report an incident of sexual harassment to law enforcement.

Statement of Protected Rights

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination and to due process of law.

Mandated Reporters

Nothing in the Board's sexual harassment policy or this regulation shall interfere with or alter a mandated reporter's responsibility to report child abuse or neglect or sexual assault to DCF or the police as may be required by law.

Training

Training shall be provided to Title IX personnel, including, but not limited to, Title IX Coordinators, investigators, Decision-Makers, and any employee designated to facilitate an informal process in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

Training shall include, but is not limited to, explanation or instruction regarding:

- the definition of "sexual harassment"
- grievance procedures
- how to conduct an investigation
- how to prepare an investigative report
- training on any technology that might be needed to carry out responsibility for investigation or decision making e.g., recording device for live hearing
- issues of relevance including how to apply rape shield protections for complainants and application of legally recognized privilege

Training may additionally be provided to other school employees as deemed appropriate.

A record shall be kept reflecting the names of all employees who receive training along with the date and nature of the training.

Materials used to train personnel shall be posted to the District's website and maintained as required under the regulations under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Form A

TRUMBULL PUBLIC SCHOOLS
INFORMAL REPORT OF SEXUAL HARASSMENT

This form may be used by any individual who wishes to report sexual harassment occurring in the District's education program and activities. Anonymous reports are permitted but may limit the District's ability to respond. A complainant (student or employee believing he/she is a victim of sexual harassment) may choose to file an informal report using this form or to file a formal complaint triggering a full investigation by completing District Form B. With or without the filing of a formal complaint, supportive measures will be offered to both a complainant and respondent (alleged perpetrator).

*Return this form to the District Title IX Coordinator who may be contacted as follows:
Director of Human Resources, 6254 Main Street, Trumbull, CT 06611, 203-452-4353*

Reporter's Name _____
Home Address _____
Name of School (if a student/employee) _____
Home Phone _____ Work Phone _____ Cell Phone _____
Email address _____
Preferred method of contact _____
Date of Alleged Incident(s) _____
Alleged victim's name (if not the reporter) _____
Name of person(s) you believe engaged in sexual harassment _____
List any witnesses that were present/have knowledge _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; any response by the victim or others, etc. (Attach additional pages if necessary.)

I hereby certify that the information I have provided in this report is true, correct, and complete to the best of my knowledge and belief.

Reporter's Signature

Date

***All reports of sexual harassment will be responded to in accordance with Board Policy
5145.5/4118.112/ 4218.112 and its regulations.***

Received By: _____
Name

Date

Signature

**5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment
of Students and Personnel**

Form B

TRUMBULL PUBLIC SCHOOLS
FORMAL REPORT OF SEXUAL HARASSMENT

This form may be used by any student or employee of the District who believes they are a victim of sexual harassment occurring in the District's education program or activities and wishes to file a formal complaint. The filing/signing of this form will trigger a full investigation. With or without a formal complaint, supportive measures will be offered to both a complainant (alleged victim) and respondent (alleged perpetrator). To initiate this complaint, return this form to the District's Title IX Coordinator who may be contacted as follow:

Director of Human Resources, 6254 Main Street, Trumbull, CT 06611, 203-452-4353

Complainant's Name _____
Home Address _____
Name of School of attendance or employment _____
Home Phone _____ Work Phone _____ Cell Phone _____
Grade (student) _____
Current position/job (employee) _____
Email address _____
Preferred method of contact _____
Date of Alleged Incident(s) _____
Name of person(s) you believe engaged in sexual harassment _____
List any witnesses that were present/have knowledge _____

Where did the incident(s) occur? _____
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; any response by the victim or others, etc. (Attach additional pages if necessary.)

I hereby certify that the information I have provided in this report is true, correct, and complete to the best of my knowledge and belief. By signing below, I request that a full investigation occur in accordance with Board Policy 5145.5/4118.112/ 4218.112 and its regulations containing grievance procedures designed to address formal complaints of sexual harassment,

_____ Complainant's Signature	_____ Date
Received By: _____	_____ Date
_____ Name	
_____ Signature	

TRUMBULL PUBLIC SCHOOLS

Policy Committee Review

August 16, 2022

Susan Iwanicki, Ed.D

Assistant Superintendent



Committed to Excellence

4141.52 Challenging Curriculum

- Newly required by state law
- Many of the associated practices already in place at TPS.
- Formalizes our procedures.
- Follows CABE's model.

5131.2 High School Parking

- Creates a process for monitoring and ensuring appropriate parking practices.
- Recommended practice and follows CAFE model policies.

5131.911 Bullying Prevention Intervention

1st Reading

- Updated to include current legislation.
- Provides a broader title to meet the needs of all age groups.
- Forms have been revised to meet the current laws and definitions as well.
- Worked closely with legal counsel to be sure all aspects are in compliance.

6146/Trumbull High School Graduation Requirements

2nd Reading

- Policy last revised in 2012
- Changed course credit performance expectations from grade of C- or more on the final exam to C- or more on [the final grade for the course](#)
- New requirements for [Mastery Based Diploma Assessment](#)

Mastery Based Diploma Assessment

Trumbull High School Students will fulfill the 1.0 Mastery Based Diploma Assessment as follows:

Type	Description	Credit Amount
Academic Performance Expectations	Students earn credit for meeting/ exceeding academic expectations through a variety of standardized assessments or local assessments	0.50
College, Career and Civic Life Readiness	Students earn credit for participation in and completion of activities focused on college, career, and civic life readiness	0.25
Independent Project or Experience	Students earn credit for the development and completion of independent projects and/or experiences to support college, career and civic life goal(s)/plan(s); Written expectations required for all projects.	0.25
TOTAL CREDITS REQUIRED		1.0

6145.5/Advanced Courses or Programs- Eligibility Criteria for Enrollment

- Acknowledges that academic rigor and opportunity to accelerate learning should be options for *all* students.
- Recognizes that there is potential inequity in enrollment in advanced courses for specific subgroups of students.
- Seeks an *equitable enrollment policy* that limits prerequisites and entrance requirements.
- Ensures that the BOE will *annually review data* regarding student participation in advanced courses.

Policy 5145.5/4118.112/4218.112 – Prohibition Against Sexual Harassment of Students and Personnel

2nd Reading

- Recommended by our Legal Counsel
- Consolidated all versions into one policy for consistency
- Vocabulary and definitions updated to current laws
- Forms also updated for current laws

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – August 16, 2022

Mr. Hendrickson

Agenda Item – III-F

Proposed Transfers

- The Finance Committee of the Board of Education met on August 5, 2022 to consider transfers totaling \$95,000 from the Board of Education operating fund to four Special Revenue funds as follows:
 - Continuing Education: \$15,000
 - ELITE: \$10,000
 - Medicaid: \$50,000
 - Summer Explorations: \$20,000

- The transfer request was approved unanimously.

Recommendations:

- Approve the requested transfers as listed above.