

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.

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

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 • U.S. History* 1.0 • Civics* 0.5	3.0
Wellness (Physical Education and Health Education) • 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.~~

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:

DRAFT

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

6146/Trumbull High School Graduation Requirements

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 as 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.