



Committed to Excellence

2020-2021 District Goals

End of Year Update – May 21, 2021

SAFETY

S1 *Increase the safety of students, staff, and community members physically, emotionally and electronically by layering additional best practices into our current system*

S1.1 **Evaluate the work completed around emotional intelligence and social emotional learning and identify key priorities and next steps**

Status: Completed

Improving the social-emotional development of all Trumbull Public School stakeholders to contribute to the academic and career success of students by increasing the emotional intelligence of our students. Multiple studies have identified a strong correlation between utilizing positive psychology strategies and improving work academic performance.

At the heart of positive psychology, is often how efficacious psychological interventions occur. Concepts such as virtues, mindfulness, and strengths are all benefits of positive psychology. Fully developing a network immersed in positive psychology has the potential to improve connectedness, life purpose, well-being, and vocational calling.

The district has developed and trained on numerous SEL initiatives previously (e.g. Zones of Regulation, Responsive Classroom, RULER, etc.). Within each of these initiatives is an aspect of positive psychology. Thus, as a district initiative to further SEL, structuring the tenets of positive psychology will allow the district to utilize previous training, but further the district's understanding and skills, such as building on a

strengths-based model and focusing on resiliency, that can be utilized throughout an individual's lifetime.

The district is developing a shared districtwide vision statement to articulate the importance of social, emotional and intellectual habits and emphasizing the importance of all three of these sets of habits (social, emotional, and intellectual) in achieving the districts overall vision, mission and theory of action. This will align with the Vision of the Graduate as it is developed.

Key leaders have been identified and are taking responsibility for the development of their knowledge in social, emotional and intellectual habits theory, research and practice, and provide guidance and support for the development of habits in schools. We are using components of Orange Frog by Shawn Achor, which is a research based positive psychology approach utilized in districts across the country.

Curricular resources (e.g. curriculum guides, units of study) will be reviewed for their alignment to support social, emotional and intellectual habits in the academic learning environment.

Professional learning experiences are being investigated and designed to create an adult community throughout the district that can effectively model social, emotional, and intellectual competencies. This is inclusive of working with the district's PTA.

Notably, the SEL will be interwoven with other committees and initiatives such as Social Climate, Social Justice, Vision of the Graduate, RULER, Responsive Classroom, Works of Gratitude, PBIS, etc.

The full district administration team continues to meet as a book study and will complete the Happiness Advantage on June 11th. Throughout the process, the administration team is further developing a sense of mindfulness of practices, both personally and professionally, in a manner that focuses on the strengths and positives with staff, along with resiliency. Through this knowledge and guidance, district administrators are facilitating positive "ripple effects" throughout the district and in their school communities, resulting in a positive school climate where students and staff can achieve their full potential. Steps have further been taken to identify building level staff that will be trained with "Orange Frog," which was founded by Shawn Achor for implementing positive psychology in businesses and schools. Trained staff will then work in conjunction with their building administrators to implement positive psychology throughout each school community.

S1.2 Analyze and evaluate the security envelope (the entire campus) at all school buildings using the expertise of our School Resource Officers and District Safety Coordinator

Status: Completed

Security team led by Scott Sikora and the three school resource officers evaluated the buildings at each school. They identified opportunities to layer on additional safety measures and improve routines. These ideas are being discussed during and in between the three district safety meetings that occur throughout the year. These ideas include additional cameras at each school, improved signage, and installing the driver's license kiosks at each school.

Scott Sikora, Trumbull Public Schools Head of Security, worked with the administration and SRO's at each school to identify and prioritize safety items that should be addressed over the coming school years. Using the existing security, safety grants, and through money budgeted for safety initiatives we plan to address the priorities from highest to lowest. Given the sensitive nature of this list we will not be sharing our priorities here.

Suicide and Threat Assessment protocols and practices were reviewed and revised via work study groups. The protocols will be shared and reviewed with the mental health teams and district administration for cohesiveness and consistency throughout the district. In addition, the Suicide Policy will be worked on to be inclusive of the Threat Assessment.

S1.3 Identify key budget priorities

Status: Completed

A priority was to increase intra-building communication through the use of upgraded and additional portable radios. These are in the process of being purchased through the use of CoronaVirus Relief funds. School Guardian Kiosks were purchased during the 2019-2020 school year. These are decent sized machines that currently sit at the main entrance of most buildings. They each need power and access to the Internet before they can become functional. Mr. Sikora, Head of Security, has worked with building principals and security personnel to identify security and safety items that would benefit each school. These items will be prioritized and completed using grants and the operational budget.

Go Guardian Kiosks have been installed and connected to power and Internet. Training will be completed for school teams for use at the beginning of the coming school year.

The Madison vestibule will be completed by the beginning of the next school year. The wall is constructed and now proper door hardware and electronics must be installed.

Upgraded radios were purchased for all school buildings: Tashua 7; Frenchtown 3; Madison 2; Jane Ryan 1; Middlebrook 1; Daniels Farm 2; Booth Hill 4; Hillcrest 2; Trumbull High 2; Admin 4. The allocation was based on the current number and need at each school to provide an equitable amount of radios for each building.

We are currently working with Mr. Sikora to identify opportunities to be included in the newest round of safety grants that are due mid-June.

S1.4 Identify if any needed procedural changes exist

Emergency drills have continued during COVID. Fire drills and Lockdowns are occurring but in a way to reduce population density. Additional considerations are being discussed but will not be included here given the confidential nature of the information.

All fire drills occurred at every school throughout the year. One of our School Resource Officers created a video to remind everyone how to correctly participate in a lockdown drill. The video was well done and shared with each school. The district-wide safety team will make sure that in addition to the required fire drills, lockdowns and reunification drills will occur as well in 2021-2022. The team will also discuss extreme weather drills and a district-wide table top training exercise in the coming school year. Finally, we are updating our process and procedures around risk assessments.

S2 *Continue the process of reopening the Trumbull Public Schools in a thoughtful and methodical way to ensure the safety of our students, staff, and community*

S2.1 Ensure high quality remote and hybrid learning are in place and identify the specific expectations for staff, students, and parents

Status: Completed

Principals and teachers work closely to ensure that high quality instruction is delivered to all students on a daily basis whether the students are engaged in remote learning or learning in the classroom.

The district developed and disseminated expectations for teaching & learning in the hybrid phase to all administrators, teachers, paraprofessionals, and parents/guardians to assure coherent implementation of teaching & learning across the district.

Training for staff and parents (see T1.1 below) was provided on a range of topics.

At 1/12 BOE meeting a new calendar was approved providing additional time for teachers to develop high-quality instruction for our hybrid learning model

Our schools continually track and monitor attendance data to ensure that students are engaged in learning whether it be in-person or remotely. Each month we track our average daily attendance at each level as we recognize the importance of student attendance and engagement in the learning process. In fact, our Average Daily Attendance (ADA) on average is 2% higher than past years.

See Below:

School	Average Daily Attendance 2020-2021 thru May	Average Daily Attendance 2020-2021 Rate To Date	Average Daily Attendance Typical year
BH	98.01	98.47	95.76
DF	98.62	98.93	96.56
FT	97.64	97.5	95.97
JR	98.29	98.54	96.3
MB	97.47	95.83	95.81
TA	98.69	98.88	96.71
HC	95.33	95.18	95.54
MAD	95.37	95.43	95.39
THS	95.15	95.6	94.84
*Note: All schools have shown an increase or maintained the average daily attendance rate this school year as compared to a typical school year. This is a good indicator that students are engaged in the educational process whether they are participating in-person or at home on any given day.			

S2.2 Ensure protocols and procedures in Reopening Plan are being followed

Status: Completed

A Reopening Advisory Team was formed in October to serve in an advisory and support role in the reopening process. This team is made up of school leaders, school staff, members of the town’s nursing department, our Emergency Management Director and our Director of Public Health. In addition, the Superintendent participates weekly on the joint State Department of Public Health and State Department of Education phone calls. These weekly calls provide up-to-date information regarding COVID-19. All suggested mitigation strategies have been employed in each building. In addition, our Reopening Team worked to implement daily cleaning protocols for classrooms and bathrooms with

daily checklists. Furthermore, student desk shields were purchased for every PK-5 student and teacher shields were purchased for every elementary classroom teacher. Reserve PPE are held at central office and sent to building principals upon request. In late October, our Reopening Plan was reformatted into a [web-based plan](#) that allows for easy access to protocols and procedures. In early January, we created a [COVID dashboard](#) which was placed on our reopening webpage to provide up-to-date information on positive cases and quarantined students and staff and each building.

Our Reopening Advisory Team continued to meet throughout the school year. Our Middle Schools fully reopened on March 22; all schools went back to in-person learning on Wednesdays starting March 24; and Trumbull High School fully reopened on April 26. The Superintendent of Schools continued to participate in the weekly webinars provided by the State Department of Education and Department of Public Health to ensure that Trumbull had the most up-to-date information. When staff became eligible for vaccination, we offered a vaccine clinic for all staff on Friday, March 5, at THS. When vaccines became available for students 16+, we provided a personalized clinic at the Griffin Center in Shelton which was widely attended. Presently, we are preparing to offer a clinic to students aged 12-15 at THS on May 19 and offered a personalized clinic at the Griffin Center on May 15. Our principals and school nurses continued to ensure that all safety protocols were being followed in their buildings. As we plan for the 2021-2022 school year, we will need to update our plan as it related to the American Recovery Plan (a.k.a. ESSER III).

S2.3 Use clear process and procedures for contact tracing and quarantining in conjunction with the Trumbull Nursing Department and Trumbull Department of Public Health

Status: Completed

Our building principals manage a significant portion of the contact tracing process with support from the Superintendent of Schools and the Director of Nursing. Bus seats are now labelled to support the contact tracing process at our elementary schools. This process was developed in collaboration with the Trumbull Health Department and the Director of Nursing.

The process for contact tracing and quarantining continued as described above. However, we reduced the length of quarantining to 10 days per CDC guidelines and we are currently examining a process to reduce the quarantine time for asymptomatic close contacts to 7 days. The prevalence of vaccines significantly reduced the need for staff to quarantine.

S2.4 Consistent and clear communication with family and staff on changes and/or updates to the Reopening Plan

Status: Completed

Multiple strategies are being used to communicate with family and staff. We use our [Reopening Website](#) to communicate our current status for Reopening and a place to house previous communications. In addition, the Superintendent meets weekly with the PTA council and provides them with an update on the Reopening status. Each Board of Education meeting includes an agenda item called “Superintendent’s Update on Reopening.” Principals include information about Reopening in their weekly emails and the Superintendent communicates with families often to communicate decisions. In December and January, “Town Hall” meetings were provided to paraprofessionals and each teacher level (elementary, middle, and high school) to provide an update and to answer questions.

The Town Hall meetings were well attended and well received so they continued each month at each school level (elementary, middle, and high). In addition, a Reopening Update was provided at each BOE meeting by the Superintendent. Principals continued to share reopening information in their weekly emails to parents and staff.

TEACHING AND LEARNING

T1 Engage in an implementation of curriculum, instruction, and assessment during 2020-2021 that demonstrates best practices for synchronous as well as asynchronous teaching and learning

T1.1 Participate in professional learning related to grade-appropriate digital tools, and implement those digital tools in proficiently teaching students both synchronously and asynchronously based on curricular goals and objectives

Status: Completed

Three additional professional days were added to the district calendar prior to the start of the school year. Over the five total professional development days, all teachers participated in level-specific professional development focused on teaching & learning in the hybrid phase, including digital tools for teaching & learning across all classrooms. During three professional days, all paraprofessionals participated in level-specific professional development focused on the technology needed by them to support teaching & learning in the hybrid phase.

The district developed and disseminated expectations for teaching & learning in the hybrid phase to all administrators, teachers, paraprofessionals, and parents/guardians to assure coherent implementation of teaching & learning across the district.

During the monthly Tuesday afternoon meetings focused on teaching & learning, all teachers participated in level-specific professional development focused on digital tools for teaching & learning in the hybrid phase.

Six early release days for students were added to the district calendar in late September through mid November. On these days, all teachers participated in level-specific professional development focused on digital tools for teaching & learning, and then worked with their colleagues to plan upcoming lessons and units integrating what was learned.

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

Funds were reallocated to support the additional purchase of digital tools to enhance teaching & learning in the hybrid phase (e.g., Seesaw, Pear Deck).

In concert with the PDEC, the district adopted adjustments to the teacher and the administrator professional development and evaluation plans for 2020-21, focusing, in part, on teaching & learning in the hybrid phase. The adjustments were adopted by the Board of Education on October 13, 2020, and models for implementation were developed and disseminated by the PDEC.

Eight early release days were added to the district calendar to provide teachers with the needed time to develop high quality synchronous and asynchronous learning for their students in the classroom and at home. These early release Wednesdays run from January 20, 2021 through March 10, 2021. A summary of the day's activities will be provided during these days.

The purpose of all professional learning opportunities this year has been to work with teachers on developing best practices for teaching in a blended learning environment focused on instructional strategies that best support student learning and engagement. For example, using video tools (FlipGrid, Screencastify) to support turn-and-talk, think-pair-share, and conferring all instructional strategies used as part of the Readers and Writers Workshop model. In addition, a variety of the professional learning sessions

have been focused on using tools to support both student collaboration both in large and small groups. Teachers worked this year on developing collaborative white boards using Google's Jam Board where students could demonstrate their learning to their peers as well as to their teacher in a virtual space. These learner-centered instructional practices have been used for several years in Trumbull as part of our curriculum. This year our goal was to improve upon these sound instructional practices by developing ways to implement them in a digital environment.

The Technology Integration Specialist group has offered over 30 virtual workshop sessions to support teachers, parents, students and staff during the first half of the 2020-2021 school year. The professional development is organized not to just teach how to use the tool, but how to use it in the context of Trumbull's curriculum. In addition to virtual workshops, our Digital Learning department works daily with teachers embedding technology into the classroom and supporting the implementation in each and every school. Below is a list of sessions that have been offered to date.

Teachers

- Best Practices for Live Learning
- Best Practice for the Blended Learning Classroom
- Developing Meaningful Asynchronous Activities to Support Blended Learning
- Google Classroom Basics
- Introduction to See Saw for PK-2 Teachers
- Google Classroom Beyond the Basics Tips & Tricks
- Digital Resources to Support Small Group Instruction
- Using Digital Literacy Tools in the K-2 Classroom
- Supporting Differentiated Instruction & Assessment in the Blended Learning Classroom
- See Saw Beyond the Basics for PK-2 Teachers
- Using PearDeck to Support Student Engagement and Learning
- Using Recorded Video to Support Instruction
- Digital Tools to Support Secondary Math Instruction

Parents

- Google Classroom for Parents
- Introduction to See Saw for PK-2 Parents
- Using Infinite Campus Parent Portal
- How to Support Your Child During Remote Learning
- Using Naviance in the College Application Process
- Digital Tools to Support Students with Special Needs

Staff

- Website Compliance: Best Practices for Website Design and Content Creation
- Google Classroom for Paraprofessionals

- **Converting Your PDF Forms into Fillable Forms**

Trumbull Public Schools continued to use Wednesday afternoons and professional development days to collaborate and align best practices in both the synchronous and asynchronous environments. During the second half of this year, some notable highlights were:

- Our March 22 Professional Learning Day which featured teacher choice around leverage topics with over 100 sessions led by teachers for teachers. A few examples of training provided:
 - Professional learning by subject area in departments at the high school
 - Digital notebooks at the middle school.
 - Teaching fractions (both in person and on-line) at the elementary school.
 - In the words of one of the Trumbull educators “[The presentations] were concise, informative and gave teachers great resources, sample ideas, schedules, and organization tips that were useful.”
- Our continued focus on social emotional learning and well-being was amplified this second half of the year to be sure to include adults.
 - Following state guidelines, TPS educators interwove social emotional learning into their goal setting this year. Their year-end summative reviews, which they are in the process of completing now, will reflect the extent to which teachers were able to meet goals around this area.
 - Building based initiatives addressing student needs and adult wellness were also incorporated such as: the 21 Day Social Emotional Learning Challenge, Caught By a Colleague, and It Starts with Hello. These initiatives raised morale and reinforced important SEL skills being taught in classrooms.
 - Our professional learning day in March also incorporated self-care sessions, some of which had more than 100 educators in attendance.
- April’s continued re-opening also gave way to the re-establishing partnerships within our community. The Nature Center, Trumbull Public Library, and the Eli Whitney Museum were all able to work with our students in various academic learning aligned with our curriculum.
- Tech integrators continued to offer sessions for parents and students on Wednesday afternoons and evenings around topics such as parent portal, Google classroom, and utilizing digital tools to support blended learning.
- Using high leverage techniques and outstanding family-caregiver communication, educators were able to raise our percentage of in-person learners from approximately 75% this fall to 85% percent this spring.

Level	Current % Temporary Remote 5/25/21	Current % Temporary Remote (1/2021)	Fall % Temporary Remote
PreK	9.09%	9.91%	15.58%
Elementary	4.34%	5.18%	13.83%
Middle School	11.89%	12.67%	19.83%
High School	28.58%	32.92%	44.34%
Overall	14.15%	15.17%	23.39%

T1.2 Using grade-appropriate digital tools, develop and proficiently implement formative and summative assessments of students learning both synchronously and asynchronously

Status: Completed

The district distributed a modified K-5 Assured Assessment Calendar for Trimester 1 of 2020-21 based on the key summative assessments of learning in literacy, mathematics, and science; all assessments took advantage of the current digital tools for teaching and learning. Curriculum leaders and building principals monitored teacher implementation of the assessments, and reports of individual students' assessment progress in all three areas were distributed to parents/guardians with Trimester 1 report cards.

At the K-5 level, teachers approved to work from home participated, in part, in assessing students learning remotely, allowing those students to be assessed reliably and thoroughly.

At the secondary level, building principals and department chairs worked with teachers to develop and implement revised assessments of and for learning consistent with the digital tools being implemented in the hybrid phase. Building principals and department chairs monitored teacher implementation of the assessments.

A preliminary look at our Trimester 1 benchmark assessment data in comparison to last year demonstrates that students are performing at a similar level to last year's cohorts in both literacy and math in grades K-5. This is aggregate data and therefore can mask mastery deficits of individual students. Benchmark data is being used to help identify students who are not making the needed progress to reach mastery by the end of the school year.

Trumbull Public School gathered data across stakeholder groups regarding practices occurring in our schools in conjunction with student performance on formative and summative assessments. It was then analyzed to evaluate the presence of any learning gaps as a result of COVID. This data was used in order to submit our requests for federal funding to address learning loss this year as well as to plan forward next year .

Please note that this data, summarized in the Appendix,

- Reflects our most recent analysis as of the end of Quarter 3 as school is still in session.
- Compares last year's students to this year's students; not a matched cohort of the same students.
- Compares benchmarks of students across grade levels using the assessment used at that grade level, not necessarily the same measure.
- Is only a snapshot of student performance and was assessed in multiple environments (some remotely, some in person).

Successes

- Attendance data reflects that students are attending school at the same rate or higher than pre-COVID in most schools.
- According to district summative assessments, approximately 75% of K-8 students are near the benchmark or above in ELA and 84% in mathematics.
- 88% of all Trumbull public schools' students earned passing grades in their classes, despite the pandemic.
- Wednesday collaboration sessions, in addition to other opportunities to meet and discuss intervention, have resulted in planning and delivery of lessons that met the majority of needs, despite the pandemic.

Challenges

- While some assessments used are nationally normed, school and district -based measurement tools vary by grade level and grade-band level making the accuracy in analysis of growth across time more difficult to determine. For example, the STAR assessment is used in grades 1 and 2, but not in other grades. iReady is used in select grades in the middle and high schools, but not in the elementary grades. As a part of the ESSER grant, we will seek to implement a K-8 measure across grade levels.
- While the performance on ELA and Math measures is still markedly above the last reported state average according to state benchmarks, most grades are performing 5-10% points lower than they did pre-Covid in ELA and slightly lower in Mathematics with some exceptions. We hope to use ESSER grant funding to rebuild staffing structures and address loss through increased intervention and coaching in 2021-2022.
- High school credit loss due to failure has doubled during Covid, rising from an average of 6% to an average 10% with failing courses. The ESSER grant hopes to address this by adding tutors in May and June, returning to a late bus schedule to allow students to stay after school, and implementing online credit recovery classes supervised by THS for those students who need to take courses over the summer

BUDGET

B1 Analyze budget and budget process to ensure accuracy, timeliness and transparency

The 2021-22 budget process was adequate based on the changes in administrative staff in September. With the use of "Position Control" and a lengthened calendar for the 2022-23 budget, a closer examination of all line items will be possible. Also, the Business Office will have an opportunity to implement many, if not all, of the Operational Review's budget development recommendations. Again this coming year, the budget development will be shared with all Department Heads and Principals via Google. This will allow them to see the entire budget, giving them a more global view of the process.

B1.1 When received, review the findings of the external Town Council budget audit (operational review) and implement the recommendations

Status: Completed

The Business Office met with the auditor prior to the report being issued. The "Operational Review" was received by the Superintendent and School Business Administrator on 1/4/21. At the 1/12/21 Board of Education meeting, the Business Administrator provided a four page analysis of the Operational Review. The findings are being placed in a table format to prioritize and schedule these items for resolution.

The Business Office developed a detailed worksheet of the recommendations which are color coded "Done" or "In Progress", or not yet begun to indicate progress. There is a narrative accompanying each recommendation which is updated as progress is made. Board of Education members and the Superintendent have real time access to the worksheet while monthly the worksheet is posted to the Board of Education website: <https://www.trumbullps.org/boe/budget.html> . Under this link there is a further link to each monthly update. At the first Board of Education meeting each month, the Business Administrator updates the Board regarding progress on the recommendations.

B1.2 Analyze Special Revenue funds (205 accounts) and:

Status: Completed

- provide updates and make potential recommendations to the BOE

The 205 accounts have been presented to the Finance Committee and the entire Board. To date, the Business Administrator has focused on the InterDistrict and Elementary Strings / Band accounts which are the accounts with the greatest deficit. At several meetings, the Business Administrator has made recommendations to increase charges for both programs to return them to breakeven status. The BOF will receive updates.

The Board of Education has voted to increase TECEC tuition from \$3,300 to \$3,600 for the 2021-2022 school year. These actions should close the deficits in the accounts somewhat; however, \$230,000 has been budgeted in the 2021-22 general fund to cover potential shortfalls. Also, at Board of Education Finance Committee meetings, the Business Administrator has taken the Committee through the detailed profit and loss statements for the following accounts:

- InterDistrict
- Elementary Strings / Band
- Summer Explorations
- Continuing Education

These presentations give the Committee added insights into the dynamics of each program and illustrates the need for tuition/fee increases, program modifications, or general fund budget support.

- Take actions to correct, if necessary

Any corrective action requires a Board vote.

- Link to operating budget and other District related accounts to provide an overall financial picture of District operations

This is done by the Business Administrator when he presents the monthly financial review. These monthly financial statements can be found on the Board of Education website: <https://www.trumbullps.org/boe/monthly-financials.html> .

B1.3 Provide transparent updates to BOE monthly on m/o/m and y/o/y projections.

Status: Completed

The Business Administrator has provided these reports and has added graphs which illustrate the cumulative percentage of budget spent year-to-date as well as comparative data from the two prior years.

At the second Board of Education meeting each month, the Business Administrator reported month-to-month and year-over-year financial analysis. He discussed the major items in the budget and pointed out how the Board of Education was running. For those items which appeared to be over budget, he discussed timing of rebates/credits and/or the necessity for transfers.

B1.4 Provide monthly prediction of year-end balances and discuss mitigation strategies if deficits are predicted.

Status: Completed

Projections will begin with the December month actuals. Several months of activity are required to determine “run rates” for specific budget items.

Estimates of the year end balances began in March. The 2020-21 budget was difficult to predict with COVID-19 and several different grants. Fortunately, no deficit was predicted for the General Fund and with the surplus generated there will be sufficient funds to cover any deficits in the Special Revenue Funds (205) or the Lunch Account (210).

B1.5 Review control processes for purchasing and payroll and implement changes as necessary.

Status: Completed

These processes are being reviewed for changes consistent with the recent operational audit.

Shortly after the Operational Review was published, Kevin Bova, Town Purchasing Agent, presented the Trumbull purchasing policies to the Superintendent and the entire Business Office. The meeting lasted well over an hour and included an extensive question and answer period to ensure complete understanding of the policies. Also, the Business Administrator participated in the Town’s Purchasing Policy Sub-Committee which reviewed the existing policies and recommended modifications. On an ongoing basis, the Business Office is reviewing requisitions and purchase orders to make sure purchasing policies are being followed.

Many of the payroll recommendations will be implemented with the start of the 2021-22 fiscal year. However, in the meantime, the Business Office is in the process of transitioning to electronic timesheets and in negotiations with bargaining units on a weekly pay schedule to transition to a bi-weekly payroll. These two actions will reduce the time necessary to process payroll and also reduce the chances of payroll errors. It is anticipated that unemployment claims will move from Payroll to Human Resource on July 1st.

B1.6 Analyze grants

Status: Completed

- **Ensure grants are spent in a timely manner**
- **Retain back-up documentation if required by specific grant**
- **Work with District grant manager(s) to reallocate funds when necessary**

The Business Office recently met with the Director of Pupil Personnel Services to reallocate funds in the IDEA grant.

The Business Office has monitored grant expenditures and advised the two primary grant managers - the Director of Pupil Personnel Services and the Assistant Superintendent of their grant balances and deadlines. Additionally, the Assistant Business Administrator has managed the ESSR I and ESSR II grants, contacting the

State for spending guidelines and maintaining meticulous records in the event of an audit. As necessary, she has worked with both the State authority and the local grant manager to reallocate grant funds.

B1.7 Review utilities expenses with Facilities Manager to understand improvements made / to be made

Status: Completed

The Business Administrator has developed a series of graphs comparing year-to-year expenditures (by month) to assist in projecting these expenses.

The focus this fiscal year has not been exclusively on utilities expenses, but also on capital expenditures such as repair of the rooftop units (RTUs) at the high school, installation of ADA compliant ramps, repair of stairs at the bus depot, repair / replacement of Middlebrook Elementary School roof, etc. These projects were health and safety oriented and in some cases required request-for-proposals (RFPs) and/or use of federal grants.

In 2020-21 the utilities budget (electricity + water) was developed to account for the budget overrun in the two prior years by 27% and 32% respectively. To date it appears the utilities will be under budget for the year in both line items. This could be due to possible reduced usage during the COVID-19 pandemic.

B1.8 Analyze Special Education costs to understand major drivers and opportunities

Status: Completed

- **Work with Special Education to jointly compile the submissions to the State for Excess Cost Reimbursement (ECR)**

The Business Administrator meets weekly with the Director of Pupil Personnel Services to discuss items of mutual concern. We will both address the recommendations in the operational review.

Together with the Director of Pupil Personnel Services, the Business Administrator has identified a few instances where the District has been inaccurately invoiced. He sent letters identifying these errors and having them corrected. Both of them have discussed necessary staffing changes to address students' needs and the impact on the budget. In addition, followed the State law and billed Bridgeport Public Schools for Open Choice students, which was not previously done.

B2 *Develop 2021-2022 budget in conjunction with District leaders that is fiscally responsible, equitable, and includes all high priority needs*

B2.1 Identify the impacts of the budget cuts made to the 2020-2021 budget on major outcomes of TPS (e.g. teaching and learning, maintenance, safety, etc.)

Status: Completed

The district will need to continue to review the impact that the recent budget cuts have had on all areas. The COVID-19 pandemic continues to force schools into an irregular schedule that will have its own impact on students. The 2021-2022 budget proposal identifies the most significant needs to move forward as a school district.

In the area of teaching and learning, a total of 2 literacy and 3 math specialists were cut from the budget. These positions provide direct support to learners and to develop the capacity of teachers. These cuts and the impact of COVID-19 will likely impact overall student achievement this year. As the year progresses, our “assured assessments” will provide us with additional information on our student progress. Additional support provided through stipended positions were also reduced, requiring building principals to add work to their already full plates. The highest priority identified for this category is to restore some of the lost specialists’ positions in the upcoming budget.

The budget cuts also eliminated the Director of Human Resources position. With a staff of over 1,000 individuals, this is a needed position. The recent Operational Review (received January 4, 2021) identified an HR Director as an important part of improving the Trumbull Public Schools operations.

The maintenance of our buildings has not seen significant impacts. Given that the density in our buildings has been far less given COVID-19, there is less overall wear and tear. Our maintenance and custodial department have worked tirelessly to ensure that the buildings are safe and clean.

The safety of our buildings has not been impacted by the budget cuts at this time.

There are three major areas discussed above that remain the most impactful from the budget cuts for the 2020-2021 school year. The most pronounced issue is the lack of literacy and math support at each of the schools, particularly the elementary schools. Without the support (intervention and coaching) of these high-quality staff members the district was unable to provide the support needed by all students at the level prior to the cuts. Beyond the pandemic, this has led to missed opportunities to develop the strengths of our students. Thankfully, the grants provided by the Federal

budget will allow us to add positions back to our school system for the 2021-2022 school year. These additions will be important to help all students reduce and eliminate the learning loss from the pandemic and accelerate students who have already met grade level expectations.

B2.2 Develop transparent budget development process

Status: Completed

The budget was developed using Google Sheets for initial input. This sheet included separate tabs for each department's and school's data input. All departments and principals had visibility to each other's budget. Also, in addition to meeting with department heads and principals individually to discuss their budgets, the entire group met several times to review the budget. The Superintendent's Recommended Budget was given to the BOE in late November and placed on the district's webpage in early December. Two public workshops were held in December to review the budget.

Comments from the Board of Education and the Board of Finance indicated that the 2021-22 budget process was among the most transparent ever. The Superintendent and the Business Administrator received many questions about the proposed budget, and they provided detailed answers in a timely manner. This exchange permitted a more robust discussion about the budget which focused not just on the numbers, but on the rationale behind the numbers.

With the installation of Position Control and an extended 2022-23 budget calendar, the administration will be able to provide more detailed information faster. The budget process will continue to use Google to provide every Department Head and Principal access to the entire budget, giving them a more global view of the process. The 2021-22 budget development was based on a modified zero-based model. The Business Administrator for the 2022-23 budget will continue to move towards a complete zero-based process. Additionally, the recommendations of the Operational Review regarding creating a budget will be followed.

B2.3 Develop fiscally responsible budget that identifies highest priority needs for 2021-2022

Status: Completed

The budget took the inputs received above and also input for additional personnel, material, and equipment. The entire group discussed these items and decided a priority for each. The budget as presented in the Google Sheet was a rollover and adjustment to the prior year's budget. Then those "add back" priority items (line-by-line) were listed below the "rollover" budget. Also, operating budget support to eliminate annual deficits in the lunch account (210) and Special Revenue Funds (205), specifically InterDistrict and Elementary Strings / Band.

The budget was discussed extensively with the Board of Education and the Board of Finance, and the case was made for budget support in the following areas:

- Special revenue funds
- Lunch account
- Director of Operations
- Human Resources Director
- Interventionists
- Data Analyst
- SPED related personnel

These requests were balanced by reductions in elementary school teachers based on projected enrollment.

B2.4 Expand functionality of the Munis platform

Status: In Progress

This will be addressed shortly, incorporating the operational audit's recommendations.

Jointly with the Human Resources (HR) Department, the Business Office is in the process of implementing the "Position Control" portion of the HR module of MUNIS. This will permit control of all personnel hired, dismissed, or transferred. It will also allow aggregation of certain types of employees, such as "all Tashua teachers", "all District mathematics teachers", "all facilities department personnel", etc. to aid in full-time equivalent (FTE) counting and analysis.

B2.5 Take the lead on researching any lawsuits, complaints, disputes, etc. against the District

Status: Completed

The Business Administrator settled the dispute with Bridgeport for prior years' charges with no payment to Bridgeport. Also, the Business Administrator worked with the Board of Education attorney on the recently executed contracts between the Board and the Custodial / Maintenance Employees' bargaining unit and the School Lunch Program Employees' bargaining unit.

The Business Administrator is preparing for negotiations with the following five bargaining groups: Paraprofessionals, Custodial / Maintenance Employees, CALU/TASS, CILU Supervisors, and CILU Staff. As part of this effort, the Business Administrator is attempting to bring greater contract standardization, i.e., making the general format and paid holidays more uniform.

COMMUNICATION

C1 *Develop and implement a cohesive communication plan to ensure that predictable, high-quality communications are provided by the Trumbull Public Schools to parents, staff, and the community at large*

C1.1 **Weekly Communication (School Year) from each building principal to all parents to ensure that timely information is provided and two-way communication is increased**

Status: Completed

Principals have provided consistent communication with families. The weekly communications that all principals are now providing allow for a consistent communication process across the district. The principals are doing an excellent job with this work.

Building principals continued the practice of weekly updates to families throughout the entire school year.

C1.2 **Monthly Communication (School Year) from the Superintendent of Schools providing overall district information and overall progress towards goals**

Status: Completed

Updates to all staff and parents have been completed at least monthly so far. These updates have been well received by parents thanking us for our transparent communication. "Town Hall" meetings for staff were recently added to our communication process. These Town Halls allow the Superintendent to provide updates to staff in-person (virtually) and answer staff questions.

At least monthly communications to all family and staff continued through the remainder of the school year. In addition, monthly "Town Hall" meetings provided a virtual setting for all staff to receive an update from the Superintendent and ask questions. These Town Hall meetings happened monthly beginning in December. To allow for greater participation and to address the unique needs at each level, there were three Town Hall meetings each month for Elementary, Middle, and High School staff.

SOCIAL JUSTICE

SJ1 *Develop Trumbull Public Schools Coalition for Social Justice Committee with the charge of advising and advocating for social justice, equity, and intersectionality*

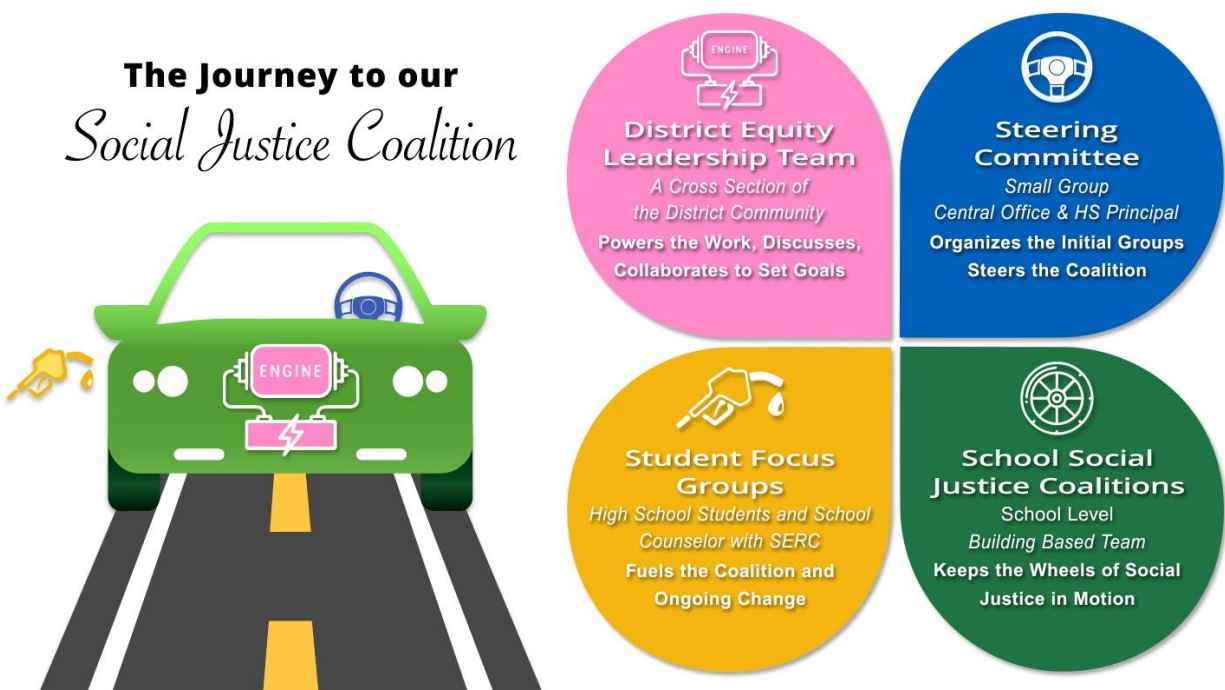
SJ1.1 Create Social Justice Steering Committee

Status: Completed

As a start, the Social Justice Steering Committee will be comprised of the Superintendent of Schools, Assistant Superintendent of Schools, the Director of Pupil Services, and the High School Principal. This committee will likely be adjusted as we begin work with our facilitator.

Trumbull Public Schools was pleased to continue our Steering Committee which met regularly with the State Educational ResourceCenter (SERC) to discuss strategies and procedures that would help build our committee into a larger coalition for Social Justice.

Under SERCs advisement, we created a district subcommittee, student focus groups, and plan to expand further in the coming years. See below for the mental model they shared with us regarding the structure of committees and stakeholders.



SJ1.2 Identify external social justice expert(s) to facilitate the work

Status: Completed

On November 13, 2020 the Director of Pupil Services and I met with the State Education Resource Center (SERC) to enlist their support for our work. SERC provided a draft proposal for our review. With the exit of Dr. Jonathan Budd in December, we decided to hold off on making any decisions until Dr. Budd's replacement began work. Dr. Iwanicki began her work on Tuesday, January 19, 2021.

After a planning meeting this February, Trumbull Public Schools contracted with SERC to meet twice a month (once for Steering- Central Office Staff and once for DELT- Wider District Representatives) with the goal.

To engage in a multi-phase partnership that will provide district-wide professional learning on critical principles of racial equity and social justice that align with Trumbull Public School's vision and mission for professional growth, curriculum development, and community engagement.

While we began meetings in March, we signed our official contact with SERC on April 1, 2021. Their work will involve a phased process of the next 3 years or longer, depending on our progress.



Component	Phase I Setting Strong Foundation March-June 2021	Phase II Building Capacity	Phase III Leveraging Systems Change
Steering Committee	4 – 60 min. virtual sessions	8 – 60 min. virtual sessions	TBD
District Equity Leadership Team (DELT)	4 – 90 min. virtual sessions	TBD	TBD
TPS Social Justice Coalition		TBD	TBD
School Equity Leadership Teams (SELTs)			TBD
Youth Leadership	8-10 – 60 min. virtual focus groups at the HS level	TBD	TBD

SJ1.3 Identify broad range of committee members from school community

Status: Completed

This work is forthcoming.

After our planning meetings in February, we worked with district leaders and community members to establish our first DELT for Trumbull Public Schools. We are pleased to have a cross section of members from grade levels, positions, and even a community member to help drive this work.



TPS District Equity Leadership Team			
1.	Marty Semmel	Superintendent	LH
2.	Sue Iwanicki	Assistant Superintendent	LH
3.	Tammy Hartman	Pupil Services	LH
4.	Liz Tavares	EL District Leader	LH
5.	Wanda Vargas	Security	THS
6.	Vivaldi Demas	Social Worker	THS
7.	Matt Bracksieck	High School Teacher	THS
8.	Tony Pijar	Community Connector	Trumbull
9.	Marc Guarino	High School Principal	THS
10.	Lynn Brown	Middle School Teacher	HC
11.	Bryan Rickert	Middle School Principal	HC
12.	Sue Velez	Elementary School Teacher	BH
13.	Donna Zimmer	Library Media Specialist	JR
14.	Pat Horan	Elementary School Principal	JR

SJ1.4 Identify meeting dates for 2021

Status: Completed

This work is forthcoming.

The meeting dates for the remainder of the school year were identified and followed.

Steering Committee - 60 minute sessions/ 2 consultants

- March 1, 2021
- April 5, 2021
- May 3, 2021
- May 26, 2021

DELT - 90 minute sessions/ 2 consultants

- March 17, 2021
- April 19, 2021
- May 17, 2021
- June 1, 2021

High School Student Focus Groups - (10) 60 minute sessions/ 2 consultants

- April 21, 2021
- April 23, 2021

SJ1.5 Expert facilitator to provide training to coalition members

Status: Completed

This work is forthcoming.

Training was provided and will continue as this year begins to lay the foundation of our work. See below for more details regarding the committee work and outcome so far.

SJ1.6 Identify subcommittees and possible outcomes

Status: Completed

This work is forthcoming.

Committee	Outcomes
Steering	<ul style="list-style-type: none"> • Engaged in high level planning to determine the selection of DELT members • Reviewed key concepts for roll out with DELT • Began to discuss the cross-over to School Based Equity Teams (SELTs)
DELTA	<ul style="list-style-type: none"> • Learned and engaged in use of the Courageous Conversations Protocols • Considered personal journey, unconscious biases, and how school cultures reflect, honor, and include the cultural identities of each family and their families • Developed a cadre of resources (videos, books, and ideas) for reflection that can be used individually and as school teams as experienced through DELTA meetings
Student Focus Groups	<ul style="list-style-type: none"> • Met with 10 different groups of students over 2 days and gathered information to code into major themes that will be used to inform next year's work across district • Having the focus groups gave physical credence to the idea that the district is listening and desires to provide socially just environments for our students • Two schools (THS and HC have started their own "Shades" Clubs) for the purposes of developing youth leadership