

TRENTON BOARD OF EDUCATION

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Superintendent of Schools
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SCHOOL COMMUNITY UPDATES May 29, 2018

District Mission: All students will graduate with a vision for their future, motivated to learn continually and prepared to succeed in their choice of college or career.

DISTRICT PRIORITIES

Based on the feedback from a wide range of community stakeholders, school site visits, and data review, the District's priorities for 2017-18:

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| <ol style="list-style-type: none">1. INSTRUCTIONAL LEADERSHIP<ol style="list-style-type: none">a. School Improvement Frameworkb. Effective Data Culture2. EDUCATOR EFFECTIVENESS<ol style="list-style-type: none">a. Observations & Feedbackb. Leadership Development | <ol style="list-style-type: none">3. CULTURE<ol style="list-style-type: none">a. Highly Reliable Schools That Support Learning4. CENTRAL OFFICE TRANSFORMATION<ol style="list-style-type: none">a. Total Quality Management/ Customer Serviceb. Tiered School Supportsc. Parent Empowerment |
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POINTS OF PRIDE

PBSIS Leadership Forum: Dunn Middle School was selected to be showcased at the upcoming PBSIS Leadership Forum (Positive Behavior Support in Schools). The Dunn PBSIS team is comprised of over 20 staff members who have dedicated their time to ensure students feel supported and are encouraged to make better decisions. They have been working diligently to maintain the program because staff and students enjoy the incentives and rewards. PBSIS has worked wonders for their culture and climate, class period transitions, chronic absenteeism, and suspension rates. The Forum will be held at the Mercer County College Conference Center on May 31st. Congratulations to Principal Roman and the entire Dunn Team for **putting children first**.

TCHS Athletics Update: Congratulations to the TCHS Boys Track Team for winning the Long Branch Invitational Track Classic. TCHS Girls also had a strong showing in key events.

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| <ul style="list-style-type: none">• Jazar Watts (Winner, Boys 100m Dash)• William Hackett (4th, Boys 100m Dash)• Jazar Watts (3rd, Boys 200m Dash)• NyAare McCrae (2nd, Boys 400m Dash)• James Hubbard (4th, Boys 400m Dash)• Malual Mu (Winner, Boys 800m Run)• Coshawn Reid (4th, Boys 800m Run) | <ul style="list-style-type: none">• Malual Mu (Winner, Boys 1600m Run)• TCHS (Winner, Boys 4x400m Relay)• Christian O'Neal (Winner, Boys High Jump)• J'son Hines (2nd, Boys High Jump)• Kiana Downie (4th, Girls 400m Dash)• TCHS (2nd, Girls 4x400m Relay) |
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TCHS Boys and Girls Track Team also competed at the Carl Lewis Annual Track meet in Willingboro on May 21st, The Boys Team **qualified for the Nationals** in the Sprint Medley Relay and the Girls Team were **first place** in the Distance Medley Relay, Sprint Medley Relay, and Shot Put.

School-Based Assessments Update: Schools are working hard to improve across multiple academic areas. Please see some of the progress taking place in our schools: (Please see below)

- Washington Elementary: 81% proficiency on the 5th Grade Unit 4 Science Test; 71% proficiency on the 5th Grade Unit 3 Science Test
- Parker Elementary: 61% proficiency on the 4th Grade Unit 3 Science Test
- Dunn Middle: Has increased scoring on Open Constructed Response Questions by 40% over last year and students are now earning over 50% of the available points on these items. 82.9% of students demonstrated proficiency on End of Unit 3 Assessment in Algebra I. 63.7% of students demonstrated proficiency in grade 8 science. Grade 6 science averaged 70.6% on the cumulative assessment.
- Hedgepeth-Williams Middle: Over 80% of students demonstrated proficiency on science End of Unit Assessment 3 for grades 6 and 8. Students averaged 80.3% correct on grade 8 Science Cumulative.
- Rivera Middle: 82% of grade 6 science students and 77.1% of grade 8 science students demonstrated proficiency on End of Unit Assessment 3.

Celebrating the Arts: United We Dance is an original musical production featuring 200 Trenton Education Dance Institute (TEDI) students from the Trenton Public Schools, dancing to the music of the Dunn Middle School Orchestra. The event took place at the War Memorial on May 24th. Special thanks to Children’s Home Society and TEDI for supporting Trenton students.

WHY THE SENSE OF URGENCY?

“In a healthy school culture, data is information, not condemnation.” – Anthony Muhammad, Ph.D.

**2 OUT OF 10 STUDENTS IN TRENTON ARE PROFICIENT IN LITERACY
1 OUT OF 10 STUDENTS IN TRENTON ARE PROFICIENT IN MATH**

PARCC Performance: The Partnership for the Assessment of Readiness for College and Career (PARCC) is a collaboration of states that share a commitment to developing new-era assessments that measure students’ readiness for college and career. Research on college and career readiness has clearly confirmed that post-secondary success depends on much more than just academic content knowledge and critical thinking skills, and that a host of meta-cognitive and non-cognitive competencies are significantly predictive of whether students will persist toward graduation in college or succeed in entry-level jobs. PARCC is not a measure of grade level, it is a measure of meeting expectations of grade level standards.

TRENTON PUBLIC SCHOOLS PARCC PERFORMANCE	
Literacy Proficiency	Math Proficiency
<ul style="list-style-type: none"> • 16.7% of students are Meeting Expectations • 83.3% of students are Not Meeting Expectations 	<ul style="list-style-type: none"> • 8.1% of students are Meeting Expectations • 91.9% of students are Not Meeting Expectations

**7 OUT OF 10 STUDENTS IN TRENTON GRADUATE HIGH SCHOOL ON TIME
3 OUT OF 10 GRADUATES IN TRENTON ATTEND COLLEGE**

Graduation Outcomes: There were 835 students in the graduation cohort of 2016. 34% of whom did not graduate within four years of their freshmen year of high school. Of the 66% who graduated, 38% did not go on to a postsecondary institution while 28% did enroll in a postsecondary institution. 11% of the 2016 cohort went on to a 4-year institution and 17% went on to a 2-year institution.

GRADUATION OUTCOMES: TRENTON PUBLIC SCHOOLS						
	Total Students	Did Not Graduate	Did Not Go to College	Attended College	4-Yr College	2-Yr College
Class of 2016	835	283 (34%)	317 (38%)	233 (28%)	91 (11%)	141 (17%)

BY 2020, 65% OF ALL JOBS WILL REQUIRE TRAINING AND/OR EDUCATION BEYOND HIGH SCHOOL

- Postsecondary training and/or education includes: 2-yr/4-yr college, vocational school, technical school, apprenticeship, or military service (Georgetown University Center on Education and the Workforce)
- With the accelerating pace of social and technological change, the World Economic Forum estimates that 65% of 6th graders today will end up in careers that do not exist yet.

College Readiness SAT Performance: The Scholastic Aptitude Test (SAT) is based on what research and evidence have shown to be essential for college readiness and success. Students meeting both benchmarks indicate that they are on track to be college ready. Our goal is to ensure that 100% of students graduate on time and 80% are college ready without the need for remediation.

SAT PERFORMANCE: TRENTON PUBLIC SCHOOLS				
	Met Both Benchmarks	% Met Both Benchmarks	Met Literacy Benchmark	Met Math Benchmark
Grades 11-12	22	5%	84	27

District Climate Update: Climate data indicates that student attendance is still a key issue. **It is extremely important that students come to school everyday to ensure they have the opportunity to be successful.** The District’s goal for attendance is 95%. High schools have the lowest attendance at 88%, and the highest level of chronic absenteeism at 37%. School improvement plans for 2018-19 will have greater emphasis on supporting strategies to significantly improve student attendance. The District will also be working to reduce suspensions by revising the District Code of Conduct and providing professional development to staff members on Restorative Justice Practices and Positive Behavior Supports in Schools (PBSIS).

CLIMATE & CULTURE DATA: TRENTON PUBLIC SCHOOLS										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Attendance	92%	92%	91%	91%	91%	91%	91%	91%	-	-
Chronically Absent	24%	24%	24%	27%	27%	31%	26%	27%	-	-
Suspensions	78	278	232	201	195	257	240	271	-	-

District Transformation: In order for school districts to transform, Central Offices must significantly strengthen the extent to which the office operates as a primary support system for helping principals improve teaching and learning at scale. According to research by the Wallace Foundation and conducted by the University of Washington, this requires Central Offices to:

1. Create learning-focused partnerships between Central Office and Schools
2. Redesign the Central Office so that it functions as a high performing customer service organization providing high-quality, relevant, and differentiated instructional, human resources, business, and other services that support learning-focused partnerships
3. Lead by teaching and learning – engage Central Office staff in continuously finding, designing, and implementing more effective services for district-wide teaching and learning improvement

Transforming Central Office is a major undertaking, requiring more than just making changes to the organizational chart, adding or eliminating positions, or improving long-standing operations. It requires the organization to take a deep look at the current work of all positions and determine to what extent can we show that this work is aligned to improving teaching and learning districtwide. And if not, what do we do about it to improve outcomes for students?

PROGRAM ANNOUNCEMENTS

Budget Approved: The Governor’s FY 2019 budget proposal included an **\$11,471,975** increase for the students of Trenton. Significant increases were allocated in Transportation, Security, and Special Education Aid. The accounting office finalized all schedules and supporting documentation for approval by the Board and submission to the County Office on March 20th.

The 2018/2019 Budget in the amount of **\$331,138,448** was approved by the County Business Office on March 21, 2018. The County Executive Superintendent approved the budget on March 29, 2018. As per N.J.S.A. 18A:22-11, the budget was advertised in the Times of Trenton on April 7, 2018, four days prior to the public hearing. The budget was uploaded to the district website on April 9, 2018. Our guiding principles for the 2018-19 school year are as follows:

- Ensure every possible dollar is invested in meeting student needs
- Empower staff members to grow through targeted professional development
- Thoughtful realignment and reallocation of resources
- Identify operational efficiencies and reduce administrative costs
- Ensure spending is aligned to District academic priorities
- Demonstrate our commitment to facility improvements

Budget Highlights include investments in the following areas:

INSTRUCTIONAL PROGRAMMING

- Increase achievement for all students in literacy and mathematics
- Improve the effectiveness of academic interventions for student groups
- New Math adoption K-12
- New World Language adoption K-5
- New Language Arts adoption 9-12
- Fund the position of Supervisor of College & Career Readiness
- Expand career connected opportunities for all students

GIFTED & TALENTED

- Increase advanced opportunities for students in grades K-8
- Expand Advanced Placement offerings in grades 9-12
- Provide opportunities for qualified students to take college courses

SPECIAL EDUCATION

- Bring more special education students back to District schools, making students part of an inclusive learning environment that is least restrictive
- Implement a Therapeutic Transitional Program to provide a temporary therapeutic environment for students who have not been successful in a traditional educational setting
- Fund the position of Paraprofessional in Special Education self-contained classrooms

BILINGUAL /ESL

- Expansion and continued funding for Bilingual Centers and ESL Programs
- Restructuring of the Newcomers Program which will serve students who have interruptions in formal education
- Fund an additional position of Supervisor of Bilingual/ESL to assist in the coordination of programming

PROFESSIONAL DEVELOPMENT

- Focus on best practices to increase student learning and growth in literacy and mathematics
- Offer extensive training in Cultural Competency, Sheltered English Instruction, and Restorative Practices
- Fortify Career and Technical Pathways through Project Based Learning

INSTRUCTIONAL TECHNOLOGY

- Continue to fund technology support for every school
- Increase student access to computers, hand-held devices, and software for every school
- Funding for significant advances in the technology infrastructure
- Provide support and training on the use of technology tools in the instructional process

COUNSELING SERVICES

- Adopt the National Model for Counseling /American School Counselor Association (ASCA)
- Continue services to provide assistance to students/families in the areas of counseling and family support
- Identify community partnerships to increase student/family access to additional services
- Expansion of School-Based Youth Services (High School)

SUMMER SCHOOL

- Extend summer opportunities and provide academic enrichment

PARENTAL INVOLVEMENT

- Continue to fund Parent Liaisons District-wide
- Fund the position of Coordinator of Parents to help provide connections between home and school
- Identify opportunities to increase access to resources and information for families

BEFORE/AFTER SCHOOL PROGRAMS

- Offer extended learning opportunities to provide intervention services as well as acceleration opportunities for our students
- Maintain all existing athletic programs and identify opportunities to expand offerings

TRANSPORTATION

- Continue to transport all students who are remote beyond 2.1 miles for elementary and 2.5 miles for middle and high school
- Purchase (10) additional busses to better serve our students and school programs

SECURITY & SAFETY MEASURES

- Implement a new hybrid school security model District-wide
- Fund the position of Security Resource Officers in our middle and high schools
- Funding for Restorative Justice Practices and Bullying Prevention in our middle and high schools

FACILITY MAINTENANCE

- Repair, renovate, and provide general maintenance at every school
- Funding for evening cleaning services to support the learning environment for our students and staff
- Continue funding for the usage of green custodial and maintenance products
- Funding for implementing the Facilities Reconfiguration Plan
- Purchase four trailers to support enrollment at Robbins and Hill Elementary Schools

On April 11, 2018, the Board of School Estimate (BOSE) held the public hearing on the budget. The BOSE approved the following items:

- Adopt the 2018/2019 Tax Levy of **\$22,408,109** in support of the Budget
- Adopt the 2018/2019 Capital Projects Budget in the amount of **\$4,140,000**
- Increase the 2019/2020 Tax Levy to **\$22,856,272**

Preschool Update: The District currently provides over 2100 seats for Pre-K. Despite having one of the best preschool programs in NJ, we believe that **improvement is a never-ending goal**. Our mission is to ensure that all Trenton families have access to FREE high quality pre-school. The District held a Pre-K Fair in March and hundreds of families signed up, but we still have seats available. Please call our Pre-K hotline for more details 609-656-4900 ext. 5667.

Special Education Preschool (PSD): Our goal is to ensure that all Trenton families have access to high quality preschool. Special Education preschool classes will continue to be honored, as will all services and supports – including related services – based upon a child’s IEP. **The District is not eliminating preschool special education programming.** However, we are recommending a change in location of our programs to District community provider sites. The purpose of Special Education is to provide students services in the least restrictive environment.

This change in location will allow special education preschool students the ability to interact with higher functioning peers and benefit from higher-order learning, language, social, behavioral, and play models within their buildings. This also allows special education preschool students to not be excluded from opportunities to interact with higher functioning peers. **The goal of the program is to increase student access to higher-order instruction, peer interaction, and social growth opportunities.** We will continue to provide ALL instructional components (from certified teachers) as well as all related services as mandated by each child’s IEP. The following District Community Providers have confirmed their availability to receive students:

PRESCHOOL SPECIAL EDUCATION (SELF-CONTAINED)			
SITE	ADDRESS	PSD SEATS	FEEDER
Mercer CYO	920 South Broad Street	24	Grant
Laura Spellman	540 North Olden Avenue	24	PJ Hill, Wilson
Kids R First Greenwood	415 Greenwood Avenue	24	East/South
Young Scholars	471 Parkway Avenue	12	West
Riverside Pediatric	325 Jersey Street	3 Classes	Medically Fragile

Preschool Disabled related services such as: Speech, Occupational Therapy, and Physical Therapy will be provided by our current vendor Monmouth Ocean Educational Service Commission (MOESC).

Preschool Inclusion seats are also available for Trenton students at the following locations: (Slots are being held for placement based on student address verification) Final program approval will be forthcoming after the District Community Provider facility site visits are conducted by Mercer County Special Education staff. The District has also established a contingency plan pending final approval.

PRESCHOOL INCLUSION			
SITE	ADDRESS	SEATS	WARD/AREA
Carolyn Stokes	1 Princess Diana Lane	3	North
Mercer CYO	920 South Broad Street	3	South
Kids R First Greenwood	415 Greenwood Avenue	4	East/South
Kids R First Greenwood	506-508 East State Street	4	East
Mill Hill	101-A Oakland Avenue	4	North/West
Stepping Stones	719 Roebling Avenue	6	East
CHS – Head Start Smith/ Santiago	1198 Southard Street	12	North
CHS – Head Start East	794 East State Street	12	East
Young Scholars	471 Parkway Avenue	3	West

Reading Intervention Program: The Lexia Core 5 Reading Program data below is based on the 5754 elementary students in the district. 38% (2,186 students) are now working on grade level material and 27% (1,553 students) are now working on above grade level material. **This is real and unprecedented progress.**

READING PROGRAM UPDATE: September 1, 2017 – May 23, 2018						
	Working Below Grade Level Material		Working On Grade Level Material		Working On Above Grade Level Material	
	Sept 2017	May 2018	Sept 2017	May 2018	Sept 2017	May 2018
District Overall	76%	35%	20%	38%	4%	27%
Columbus	78%	40%	19%	38%	3%	22%
Franklin	71%	27%	24%	44%	5%	29%
Grant	76%	38%	22%	34%	2%	28%
Gregory	80%	41%	17%	37%	3%	22%
Jefferson	77%	38%	19%	38%	4%	24%
Martin L. King	89%	47%	10%	36%	1%	17%
Mott	67%	25%	27%	40%	6%	35%
PJ Hill	71%	23%	23%	41%	7%	36%
Parker	73%	37%	23%	37%	4%	26%
Robbins	79%	38%	17%	41%	4%	21%
Washington	69%	20%	28%	46%	3%	34%
Wilson	74%	34%	20%	33%	6%	33%

Congratulations to the following schools for significantly **decreasing the number of students working on below grade level materials:** Washington ES, 49% decrease, Parker ES, 48% decrease, and Franklin, 44% decrease.

Congratulations to the following schools for significantly **increasing the number of students working on grade level materials:** Martin Luther King, 26% increase, Robbins ES, 24% increase, Franklin ES, 20% increase, and Gregory, 20% increase.

Congratulations to the following schools for significantly **increasing the number of students working on above grade level materials:** Robbins ES (38% increase), Washington ES (31% increase), Parker ES (29% increase), Mott ES (29% increase), Wilson ES (27% increase), and Franklin ES (25% increase).

Extended School Year Update (ESY): Extended School Year is a program mandated by the State of New Jersey’s special education code. We want to clarify that ALL students who are eligible for the ESY program will receive ESY services. The foundational requirement for ESY is to prevent the regression of skills over the break between the end of the school year and the beginning of the next school year. It provides instructional and related services, as mandated by a student’s IEP (Parents are an invited participant). The IEP Team considers all relevant data, including academics, social-emotional, IEP goal attainment, and results from breaks in programming (such as winter and spring breaks). It is possible that some students may require ESY one year and not the next, but this is based upon data reviewed by the IEP Team. **The District is committed to providing ESY services for all students who qualify for ESY services.**

Therapeutic Transitional Program Update: The District is opening an in-district Therapeutic Transitional Program option (TTP). This program will serve classified students with behavior/emotional impairment and general education students with behavioral/emotional challenges. **Our continued goal is to significantly reduce the number of students in out-of-district placement.** Child Study Teams are reviewing/revising 1:1 and Paraprofessional assignments, including long-term needs. The District has also met with Out-of-District school directors to discuss program offerings and the process by which to transition students back to District schools.

Meetings with State and County Special Education departments have also been positive as there is a strong justification for the development of this new program. District staff will be used to support the TTP program in the City of Trenton. We have maintained communications with both the County and State Offices to ensure that all staffing, programming, and related facilities and resources meet their requirements for final program approval. The program will open September 2018 at 915 Parkside Ave.

Strategic Planning Update: Strategic planning is currently moving forward. The District is actively recording all the data collected from students, staff, and parents into an easy to read format. Listening Tours have been progressing and we've received community feedback on a wide range of topics. Overall, school community members have expressed their appreciation that the District is making an effort to hear directly from key stakeholders. Community members have also expressed the need to increase the frequency of forums in the future.

Listening Tour Participant Summary (to date)

Number of School Communities: 16

Number of Community Participants: 750

Listening Tour Feedback Summary (to date)

- Parent University Needs (resources and support with learning English/Spanish, computers, helping children with their homework, parent advocacy and peer mentoring support)
- Need to increase and improve transportation
- Need for increase in Special Education support
- Enhance methods of communication (need better website/cell phone app)
- Conduct necessary improvements to facilities
- Latino families stated a need for more Spanish speaking staff working in schools
- Improvement in Customer service at Central Office

High School engagement will require a different focus as they relate to conversations associated with the new building. Multiple community organizations have expressed an interest in hosting the meetings. Additional support is needed to facilitate this work. The District also working with a local consultant firm focused on improving community engagement. The purpose of strategic planning is to participate in a community-based process to refine the goals of the District while setting the course for the future. A strategic plan which is well aligned, puts systems in place, makes improvement a process, and promotes sustainability. The outcomes are a system of supports, in which schools, parents, and students are provided with the necessary resources for academic success.

Through the Strategic Planning Process, the District has been attempting to answer the following Essential Questions:

1. **INSTRUCTIONAL LEADERSHIP:** How do we improve student learning and develop a coherent system of effective practices that focus on achievement?
 - a. Establishing Schools in Trenton that are Ready for the Future
 - b. Supporting Career Connected Education in Trenton
 - c. Supporting Multilingual Education in Trenton
 - d. Supporting Diverse Learners in Trenton
2. **EDUCATOR EFFECTIVENESS:** How do we recruit, develop, and retain a team of highly effective teachers and leaders?
 - a. Trenton Public Schools as a Great Place to Work
 - b. Recruiting Great Talent to Trenton Public Schools
3. **ACADEMIC CULTURE:** How do we build highly reliable schools that support learning?
 - a. Vision of a Trenton Public Schools Graduate
 - b. Vision of a Trenton Public Schools Classroom
 - c. Supporting the Whole Child Through Community Schools
 - d. Tackling Chronic Absenteeism in Trenton

4. **CENTRAL OFFICE TRANSFORMATION:** How do we build a customer-service driven system that focuses on quality and continuous improvement?
 - a. Empowering Parents as Partners in Trenton
 - b. Trenton Public Schools as a Customer Service Driven Organization
 - c. Trenton Public Schools as a Good Partner

Bilingual Program Update: The Bilingual Department is currently working collaboratively with an External Evaluator/Consultant to perform a comprehensive needs assessment based on focus groups, staff interviews, data review, and school site visits. The deliverables will be an evidence-based formal report with program and staffing recommendations for District level investment. The final evaluation has been received and is being reviewed by the Bilingual Department. The Needs Assessment was submitted to the Board on May 26th. Initial recommendations include the following:

- Professional development and training for Bilingual Program Models
- Provide system-wide access to cross curricular materials in Spanish
- Increase the number of Bilingual Faculty and Staff throughout the District
- Provide Reading Assessment Programs in multiple languages
- Provide professional development and training for Students with Interrupted Formal Education
- Clear alignment and collaboration between Special Education and Bilingual Services
- Provide professional development and training for all staff working with English Language Learners
- Increase student access to additional resources in reading or math; specifically for students who start school late
- Student placement and promotions guidelines need to be revised
- Provide professional development and training of how to translate data into curriculum implementation
- Expand services to support the diversity of the ELL population; 50% of the population is Latino/Hispanic, but there are other ELL populations also in need of support (Ex: French Creole population is growing rapidly)
- Provide professional development and training in Middle and High School ESL Content Instruction
- Provide professional development and training to support Newcomers
- Increase opportunities for collaboration between ESL, Bilingual, and Dual Language instructional staff

Career & Technical Education Support Update: The District is currently working with a Career & Technical Education Specialist. The consultant is working closely with the TCHS school leadership team to support effective CTE in Trenton. They will be performing school visits and reviewing the following programs to make recommendations for improvement:

- STEM Academy
- Restaurant & Business Academy
- Health Sciences Academy
- Communications Academy
- Visual & Performing Arts Academy

Career Academy Support Update: The District is currently working with a Career Academy implementation partner to support the development of model career academies at TCHS. They are working closely with the school team to discuss a schedule for assessing, planning, and aligning existing TCHS small learning communities to career academies that meet the National Standards of Practice to ensure students are prepared to succeed in their choice of college or career.

Staff Recruitment: The Talent Acquisition & Development Team developed a Recruitment Calendar for Spring 2018 based on needs identified through the budget development process. The Recruitment Calendar included attendance at (17) events including Historically Black Colleges & Universities (HBCUs) and Hispanic Student Serving Institutions (HSSIs). The team also revised recruitment brochures and documentation. As a result of the recruitment efforts, TAD has identified candidates available for most of our positions. Our goal is to have all known school-based positions filled by June 30, 2018.

Transportation Update: The District received \$1.7 million dollars (58.64%) increase in transportation aid for the 2018-19 school year over the prior year which is **directly attributed to the change in bell time and the tiered system of student transportation** as mandated by State law. The District purchased 9 new school buses this year and has an order for an additional 11 school buses for the upcoming 2018-2019 school year. The district currently has a posting to hire additional part-time drivers. The District is preparing to go out to bid for our 2018-2019 school year and will be advertising the bid during the month of May.

Food Service Update: Healthy minds are fueled by healthy foods. On April 28th the food service program was awarded an Amazon Grant for \$7,500 for Grant and Hedgepeth Williams. These funds will be used to purchase equipment such as: Point of Sale Systems and Food Warmers. With these upgrades we will be able to offer our students more options and service breakfast in more locations throughout the building.

Crisis Support Update: In light of the school shootings across the nation, the District is currently reviewing its School Crisis Plans. **Nothing is more important than the safety of our students and staff.** New plans are in development to meet evolving challenges associated with school safety. A Crisis Planning Committee comprised of school and district staff is being formed to identify solutions for the areas of concern to include, but not be limited to a hybrid approach to staffing for school security (Security Guards, School Resource Officers, and Class III School Law Enforcement Officers).

Graduation Requirements Updates: The Academic and School Support Offices will be working collaboratively with partners to make recommendations for updating the District Graduation Requirements and Grading Policies. Tasks to include:

- Redesign District Transcripts to accommodate the expansion of college credit bearing courses
- Revise Gradebook Policies on usage to support timely reporting for student progress
- Begin discussions about Grading Policies that contribute to high student course failures

Capital Improvement Update: We were notified by the City of Trenton Comptroller that the Bond Ordinance was adopted on Thursday, March 15, and now have access to the funding. The approval provides **\$2.9 million towards emergent facility improvements.**

TCHS 9th Grade Academy Facilities Update: The District received the official lease between Education Capital Solutions, LLC., (landlord) and Trenton Board of Education (tenant) for the Property located at 500 and 502-510 Perry Street (formerly International Academy of Trenton Charter School). The lease is being currently reviewed by Legal Counsel for accuracy and completeness and will be reviewed by the Trenton Board of Education for final approval on May 29th.

TCHS 9th Grade Academy Relocation Plan: The District-wide rising 9th grade students, the assigned 9th grade administrator(s), and teaching staff shall begin the 2018 -2019 school year in the newly renovated school facility located at 500 Perry Street, Trenton NJ 08618 (Formerly the International Academy of Trenton Charter School). The old Trenton Times Building has been completely renovated and converted into a fully functional school facility including over 45 classrooms (separate art & music spaces), full size gymnasium, cafeteria, and main office spaces. The current remodeled facility provides educational accommodations for a capacity of 1,100 students.

TCHS Construction Update: The new Trenton Central High School will be a 350,000 square-foot school designed to educate 1,850 students in grades 10 through 12. The New Trenton Central HS is being delivered through a Design-Build approach which utilizes a single contract for the procurement of both final design and construction of the project, with distinct phases for each. As of May 10, 2018: The project is in full construction. The following activities are currently underway: interior rough ins for HVAC, Electrical, Fire Suppression, and Plumbing; Completion of the Building Enclosure; Interior Painting has begun.

Key Parties:

Site Preparation/Demolition Construction Contractor	USA Environmental Management, Inc. & Luzon, Inc.
Design-Build Contractor	Terminal Construction Corp.
Design-Build Architect	Group Architecture, LLC
Construction Manager	Heery International, Inc.

Schedule*:

Site Preparation Construction Activities	On Going
Anticipated Substantial Completion	April/May 2019
Anticipated Final Completion	July 2019
Anticipated School Opening	September 2019

Costs:

Total Estimated Project Costs	\$155.4 Million
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NJSDA confirmed with the Business Administrator and Facilities Administrator that the new TCHS construction efforts will not accommodate an early move in date. Therefore, the new school opening date shall remain **September 2019.**

UPCOMING EVENTS

- May 29: Princeton University Preparatory Program Graduation Ceremony (7 pm)
May 30: Humanities Fair @ TBOE Ellis Auditorium (5 pm)
June 1: TCHS Visual and Performing Arts Performance @ VPA Academy (7:00pm)
June 6: TCHS West Bridge to Employment Ceremony @ Janssen Pharmaceutical (6:00 pm)
June 13: TCHS Awards Night @ Kilmer Middle School (6:00 pm)
June 14: Seal of Biliteracy Celebration @ TBOE Ellis Auditorium (5:30 pm)
June 25: DTHS Graduation Ceremony @ War Memorial (10:00 am)
June 25: TCHS West Graduation Ceremony @ War Memorial (1:00 pm)
June 25: TCHS Graduation Ceremony @ Cure Insurance Center (4:00 pm)