TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, February 4, 2025, 7:00 p.m.
Long Hill Administration Building

https://us06web.zoom.us/j/81316052459?pwd=Fq8KU71Pj60WYZtscKhjGMcG1zIaIP.1
Webinar ID: 813 1605 2459
Password: 216975

Join by telephone: (305) 224-1968 or (833) 548-0282 (Toll Free) / Webinar ID: 813 1605 2459

***Amended**

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

A. Pledge of Allegiance
B. Correspondence – Mrs. Lisa Nuland - Correspondence may be sent to BoardofEd@trumbullps.org
C. Public Comment – The Trumbull Public Schools Board of Education will be allowing Public Comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, please use this form to signup. We will limit participants to the first **15** individuals that submit the form. Public Comment will be limited to 2 minutes.
D. Superintendent Report
E. Board Chairman Report
F. Student BOE Representatives Report

III. REPORTS/ACTION ITEMS

A. Approval/Field Trips
   1. Madison Middle School SAVE Club to the National SAVE Promise Club Youth Summit in Philadelphia, PA – Ms. Michaela Durand
   2. Hillcrest Middle School SAVE Club to National SAVE Promise Club Youth Summit in Philadelphia, PA – Ms. Michaela Durand
   3. Trumbull High School Model Congress to University of PA, Philadelphia, PA. – Ms. Katie Boland
   4. Trumbull High School Winter Colorguard to WGI Finals, Dayton, OH – Mr. Josh Murphy
   5. Trumbull High School Winter Percussion to WGI Finals – University of Dayton Arena – Mr. Josh Murphy
B. Approval/Minutes
   - BOE Budget Meetings – 1/7/2025 and 1/9/2025
C. Personnel Report
D. Approval/2025-2026 Budget – Dr. Semmel
E. Curriculum Committee Update – Mrs. Petitti
   - Curriculum Guide Revision: Honors Geometry
   - New Course Request: Honors Southern Connecticut State University (SCSU) Principles of Marketing
   - New Pilot Curriculum Guide: Honors Southern Connecticut State University (SCSU) Principles of Marketing
   - Curriculum Guide Revision: Drafting & Design
   - Curriculum Guide Revision: Wood Technology 2
     *Amended
   - New Course- AP African American Studies
   - New Course- Piano 2
   - New Course- Wind Ensemble
   - New Course- UConn ECE Popular Music & Diversity in American Society
   - New Course- Self Defense/Personal Safety
   - New Course- Mindfulness & Dance
   - New Course- Spanish for Heritage Speakers – Level 1 and 2
   - New Course- Grade 12 ACP/Honors Multicultural Literature
F. Financial Committee – Mrs. Norcel
   - Financial Reports as of December 31, 2024 – Mr. Hendrickson

IV. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–February 4, 2025

Ms. Michaela Durand

Agenda Item – III-A1

Approval of Madison Middle School Save Club to the National SAVE Promise Club Youth Summit in Philadelphia, PA.

The SAVE Club trip to the National SAVE Promise Club Youth Summit in Philadelphia, PA is scheduled for April 25, 2025 to April 26, 2025. Club members will actively participate in workshops, presentations, and group activities, fostering a hands-on learning experience. Students will collaborate with peers from across the country, promoting teamwork, communication, and diverse perspectives. The event provides opportunities for students to reflect on their own experiences and receive feedback from peers and experts on a variety of important issues such as mental health, advocacy, social inclusivity, and violence prevention.

Funding for this trip will be through the Sandy Hook Promise Grant, fundraising, and families. Accordingly, please review the attached field trip request submitted by Madison teacher Michaela Durand along with the corresponding trip itinerary.

Recommendation:

Approve the overnight Madison Middle School Save Club to the National SAVE Promise Club Youth Summit in Philadelphia, PA.

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Trumbull Public Schools
2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: mdurand@trumbullps.net **Date Submitted:** 12/10/2024 13:59:44

School: Madison **Group:** SAVE Club

Departure Date/Time: 4/25/2025 9:00:00 AM **Arrival Time at Destination:** 1:00:00 PM

Return Date/Time: 4/26/2025 5:00:00 PM **Arrival Time back at school:** 8:00:00 PM

Destination: National SAVE Promise Club Youth Summit in Philadelphia, PA

Destination Address: Delta Hotel Philadelphia Airport 500 Stevens Drive**City:** Philadelphia
State: Philadelphia **Zip:** 19113

How will this activity enhance student learning and integrate curricular goals: Club members will actively participate in workshops, presentations, and group activities, fostering a hands-on learning experience. Students will collaborate with peers from across the country, promoting teamwork, communication, and diverse perspectives.The event provides opportunities for students to reflect on their own experiences and receive feedback from peers and experts on a variety of important issues such as mental health, advocacy, social inclusivity, and violence prevention.

Type of Field Trip: Overnight Trip

Transportation Request: Train

Number of students: 4 **Grade Level:** 8

STUDENTS/CHAPERONE RATIOS

In-state day trip: PK to Gr. 5 - 5:1 Gr 6-8 -10:1 Gr 9-12 - 15:1
Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 3

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Michaela Durand	2032091364	No	4/26/2025	
Morgan Mancini	2033942804	Yes	4/26/2025	
Peter Sullivan	203-913-8227	No		

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$Approximately $500	$Sandy Hook Promise Grant/Fundraising/Families	
Registration Fees	$175	$Sandy Hook Promise Grant/Fundraising/Families	
Other	Hotel Rooms - Approximately $1,133.60		
Student Contributions			
Transportation	$0	Family	N/A
Entrance Fees/Room &	$0	Family	N/A

Board/Food			
Total Cost for Each Student	$0	Family	N/A

Additional Notes:

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources: We have applied for a scholarship through Sandy Hook Promise and will be notified in January if our club has been accepted.

Amount Offset by Fundraising/Other funding sources per Student:

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: TRUE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: pgold@trumbullps.org

National SAVE Promise Club Youth Summit

Pave the Way

Philadelphia, PA - April 26, 2025

Plan to join us as we celebrate students taking action! This annual gathering of SAVE Promise Club youth leaders showcases best practices in preventing violence and helping young people feel connected, and make schools and communities safer with:

- Youth-led workshops
- Peer-to-peer presentations
- Group activities
- And special guest speakers

… each designed to encourage, educate, engage, and empower youth to look out for one another and prevent violence.

Take a look at what last year's summit looked like!

Watch this year's promotional video.

Top 5 Reasons to Come to the Summit

1. Meet young leaders across the country that are just as passionate about preventing violence as you are!
2. Get fresh activities that your SAVE Promise Clubs can do to make your school and community safer!
3. Learn best practices from some of the country's most successful and longest-running SAVE Promise Clubs!
4. Connect with other clubs and experience the energy of hundreds of others with the same mission of violence prevention!
5. It's so much unforgettable fun that you'll want to come back year after year!

What Youth Say

I really enjoyed how everyone was very welcoming, and it made me feel more comfortable being at my first in person SAVE Summit. I will do my best to bring that same type of positivity back to my community.

This was my first ever SAVE summit and I'm so glad I attended. I met so many people and it's nice to see everyone who wants to make a difference come together.

nit. Although I will take back information, the best thing about the Summit for me was seeing young people empowered and leading adults.



The National SAVE Promise Club Youth Summit is organized by youth and for youth! The annual event brings together hundreds of students from across the country to connect on important issues like mental health, advocacy, social inclusivity, and violence prevention.

Registration Information

Register now and plan to join us in Philadelphia.

Registration Fee: $35
Take advantage of early bird pricing ($25) until February 15, 2025.

Financial Support

Raise Funds for Your Club to Attend

Clubs from across the nation travel to attend the Summit each year. Clubs are responsible for raising their own funds to attend the SAVE Promise Club Youth Summit. Check out these ideas: SAVE Promise Club Fundraising Ideas.

Apply for a Travel Assistance Scholarship

Sandy Hook Promise is able to assist up to 20 SAVE Promise Clubs with $1,000 for travel support to the Summit. The Summit Scholarship Application is included as an option when clubs register for the SAVE Summit. All scholarship applications are due by December 6, 2024, and recipients will be notified by January 10, 2025.

To qualify for the funds:

- Minimum of two SAVE Promise Club youth and one advisor travelling.
- Applications Due: December 6, 2024. Priority will be given to clubs willing to present a breakout session at the Summit.

Apply Now.

E Promise Club National Youth Summit Workshop Application

Share your SAVE Promise Club activities and ideas!

We strongly encourage workshop sessions to be youth-led, interactive, and highlight how your Club embraces this year's theme of "Pave the Way." Workshops will last 40 minutes. This application should be completed by a registered SAVE Promise Club advisor.

All applications must be received by January 15, 2025.

Apply Now

Who Should Attend the Youth Summit?

- SAVE Promise Club Members and Advisors
- Youth Educators and Administrators
- School Resource Officers
- Social Workers
- Counselors
- Youth Leaders
- Parents
- Coaches
- School Safety Leaders
- Promise Leaders

Agenda at a Glance

Friday, April 25, 2025

7:00 p.m. to 9:00 p.m. – Pre-Registration & Welcome Reception

Saturday, April 26, 2025

9:00 a.m. – Registration & Activities

10:00 a.m. – Opening Sessions

11:00 a.m. – Workshop Sessions

12:00 p.m. – Lunch

1:00 p.m. – Workshop Sessions

2:00 p.m. – Closing Sessions

3:00 p.m. – Safe Travels Home

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

*Amended

Report to the Board of Education
Regular Meeting–February 4, 2025

Ms. Michaela Durand

Agenda Item – III-A2

Approval of Hillcrest Middle School Save Club to the National SAVE Promise Club Youth Summit in Philadelphia, PA.

The SAVE Club trip to the National SAVE Promise Club Youth Summit in Philadelphia, PA is scheduled for April 25, 2025 to April 26, 2025. Club members will actively participate in workshops, presentations, and group activities, fostering a hands-on learning experience. Students will collaborate with peers from across the country, promoting teamwork, communication, and diverse perspectives. The event provides opportunities for students to reflect on their own experiences and receive feedback from peers and experts on a variety of important issues such as mental health, advocacy, social inclusivity, and violence prevention.

Funding for this trip will be through the Sandy Hook Promise Grant, fundraising, and families. Accordingly, please review the attached field trip request submitted by Hillcrest teacher Michaela Durand along with the corresponding trip itinerary.

Recommendation:

Approve the overnight Hillcrest Middle School Save Club to the National SAVE Promise Club Youth Summit in Philadelphia, PA.

Trumbull Public Schools
2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: mdurand@trumbullps.net **Date Submitted:** 12/12/2024 16:20:26

School: Hillcrest **Group:** SAVE Club

Departure Date/Time: 4/26/2025 9:00:00 AM **Arrival Time at Destination:** 1:00:00 PM

Return Date/Time: 4/27/2025 5:00:00 PM **Arrival Time back at school:** 8:00:00 PM

Destination: National SAVE Promise Club Youth Summit in Philadelphia, PA

Destination Address: Delta Hotel Philadelphia Airport 500 Stevens Drive **City:** Philadelphia **State:** Philadelphia **Zip:** 19113

How will this activity enhance student learning and integrate curricular goals: Club members will actively participate in workshops, presentations, and group activities, fostering a hands-on learning experience. Students will collaborate with peers from across the country, promoting teamwork, communication, and diverse perspectives.The event provides opportunities for students to reflect on their own experiences and receive feedback from peers and experts on a variety of important issues such as mental health, advocacy, social inclusivity, and violence prevention.

Type of Field Trip: Overnight Trip

Transportation Request: Train

Number of students: 5 **Grade Level:** 6,7,8

STUDENTS/CHAPERONE RATIOS

In-state day trip: PK to Gr. 5 - 5:1 Gr 6-8 -10:1 Gr 9-12 - 15:1
Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 2

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Mariah Noyes	2039064246	No	4/26/2025	
Bryan Rickert	2034707138	No	4/26/2025	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$$500	$Sandy Hook Promise Grant/Fundraising/Families	
Registration Fees	$$175	$Sandy Hook Promise Grant/Fundraising/Families	
Other	Hotel Rooms - Approximately $1,133.60		
Student Contributions			
Transportation	$$0	Family	N/A
Entrance Fees/Room &	$$0	Family	N/A

Board/Food			
Total Cost for Each Student	$$0	Family	N/A

Additional Notes:

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources: We have applied for a scholarship through Sandy Hook Promise and will be notified in January if our club has been accepted.

Amount Offset by Fundraising/Other funding sources per Student:

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: TRUE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: TMcCullo@trumbullps.org

National SAVE Promise Club Youth Summit

Pave the Way

Philadelphia, PA - April 26, 2025

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To qualify for the funds:

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- Applications Due: December 6, 2024. Priority will be given to clubs willing to present a breakout session at the Summit.

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All applications must be received by January 15, 2025.

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- Youth Educators and Administrators
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- Social Workers
- Counselors
- Youth Leaders
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- Coaches
- School Safety Leaders
- Promise Leaders

Agenda at a Glance

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9:00 a.m. – Registration & Activities

10:00 a.m. – Opening Sessions

11:00 a.m. – Workshop Sessions

12:00 p.m. – Lunch

1:00 p.m. – Workshop Sessions

2:00 p.m. – Closing Sessions

3:00 p.m. – Safe Travels Home

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–February 4, 2025

Ms. Katie Boland

Agenda Item – III-A3

Approval of Trumbull High School Model Congress to University of PA, Philadelphia, PA.

The THS Model Congress trip to the University of PA, Philadelphia, PA is scheduled for March 27, 2025 to March 30, 2025. Students will learn first-hand the legislative process as well as critical thinking and public speaking skills. With approximately 750 participants from all across the political spectrum and from all over the country, the students will have the opportunity to practice civil discourse as they craft their own legislation and hope to get it passed through small committee, full House or Senate, and signed by the president into law.

Funding for this trip is provided through the Trumbull ACE Foundation $1,500 grant (received), Stop & Shop and other fundraising activities, and families. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Katie Boland along with the corresponding trip itinerary.

Recommendation:

Approve the overnight Trumbull High School Model Congress to University of PA, Philadelphia, PA.

Trumbull Public Schools
2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: kboland@trumbullps.net **Date Submitted:** 12/11/2024 11:23:31

School: Trumbull High School **Group:** Model Congress

Departure Date/Time: 3/27/2025 8:00:00 AM **Arrival Time at Destination:** 12:00:00 PM

Return Date/Time: 3/30/2025 2:00:00 PM **Arrival Time back at school:** 6:00:00 PM

Destination: University of Pennsylvania, Philadelphia PA

Destination Address: 3549 Chestnut St **City:** Philadelphia
State: Philadelphia **Zip:** 19104

How will this activity enhance student learning and integrate curricular goals: Students will learn first-hand the legislative process as well as critical thinking and public speaking skills. With approximately 750 participants from all across the political spectrum and from all over the country, the students will have the opportunity to practice civil discourse as they craft their own legislation and hope to get it passed through small committee, full House or Senate, and signed by the President into law.

Type of Field Trip: Overnight Trip

Transportation Request: Amtrak - parents drop off and pick up from Bridgeport Train Station

Number of students: 30 **Grade Level:** 9-12

STUDENTS/CHAPERONE RATIOS

In-state day trip: PK to Gr. 5 - 5:1 Gr 6-8 -10:1 Gr 9-12 - 15:1
Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 3

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Katie Boland **Note, subs needed 3/27 AND 3/28	203-820-4894	Yes	3/27/2025	Nicholas Marinos
Sean Cafferty	203-206-7701	Yes	3/27/2025	
Sarah Giordano	203-536-8828	Yes	3/27/2025	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$$2,550.00	$Parents	N/A
Registration Fees	$$3,000.00	$ACE Grant ($1500) and Parents	PO# 02502330
Other	$9,240.00 (Hotels)	Parents	PO # 02502340
Student Contributions			
Transportation	$$85.00	Family	N/A
Entrance Fees/Room & Board/Food	$$430.00	Family	N/A
Total Cost for Each Student	$$515.00 (before grant/fundraising)	Family	N/A

Additional Notes: Trustees of University of Pennsylvania is the sole provider for this event.

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources: Trumbull ACE Foundation $1500 grant (received), Stop & Shop and other fundraising activities to be planned once approved.

Amount Offset by Fundraising/Other funding sources per Student: $50-$75/student

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: SSulliva@trumbullps.org

Penn
Model Congress

Dates:	Thursday, March 27th to Sunday, March 30th, 2025
Students:	Open to 30 students; priority given to experienced members of the club (those who have done a day competition)
Chaperones:	Ms. Katie Boland, Mr. Sean Cafferty, and Ms. Sarah Giordano
Hotel:	Sheraton Philadelphia University City Hotel 3549 Chestnut St, Philadelphia, PA 19104 Rate is $280 per room per night for three nights. Estimated costs for 11 rooms is $9240.00
Transportation:	Amtrak from Bridgeport to Philadelphia, PA Thursday, 3/27 - Northeast Regional 125 leaves at 9:57am Sunday, 3/30 - Northeast Regional 140 leaves Philly at 2:18pm Costs right now are $85.00 per person.
Expenses:	Hotel $9240.00 Train $2550.00 Team Dinners $600 Registration $3000 ($100 per student) **TOTAL: $15,390.00 = $513.00 per person**
Grants:	Trumbull ACE Foundation -- $1500
Fundraising:	Stop and Shop, J Bagels, Romanacci's Night Reduce Student costs by $50-$75

TOTAL COST PER STUDENT: $430 + Amtrak Ticket

Penn
Model Congress

Established in 1997, Penn Model Congress is a student-led organization at the University of Pennsylvania that is open to all undergraduate students. Every spring, PennMC hosts a highly regarded four-day conference for high school students from across the nation, where they can engage in debates and discussions on bills written by their peers, exploring a wide range of contemporary political topics. The organization also organizes various events such as panels, guest speaker sessions, and other activities to deepen participants' understanding of the U.S. government, with a focus on the Congress and legislative process.

At the conference, delegates assume the responsibilities of our elected officials and attempt to address our nation's most pressing issues. Penn Model Congress is planned, led, and executed by current Penn undergraduates who either serve in administrative positions on its Board or who lead a committee during the conference.

For many of us, this is our way of giving current high school students an experience that was incredibly formative to us during our own time in high school. We are confident that this experience will help shape the future of our nation's leaders, and we are honored to play a small role in that journey.

TENTATIVE SCHEDULE
MODEL CONGRESS @ PENN 2025

Thursday, March 27th

Conference Check In Opens — **3:00 pm - 5:30 pm**

Hotel Check-In — **4:00 pm**
Sheraton – Lower Lobby

Opening Ceremony — **6:00 pm - 7:45 pm**

Committee Sessions — **8:00 pm – 11:00 pm**

XX - Blue Senate: Health, Education, Labor, and Pensions (HELP)
XX - Blue Senate: Foreign Relations
XX - Blue Senate: Environment & Public Works
XX - Blue Senate: Judiciary
XX - Blue Senate: Small Business & Entrepreneurship
XX - Red Senate: Health, Education, Labor, and Pensions (HELP)
XX - Red Senate: Homeland Security & Governmental Affairs
XX - Red Senate: Commerce, Science, and Transportation
XX - Red Senate: Banking, Housing, and Urban Affairs
XX - Red Senate: Armed Services
XX - Blue House: Education and the Workforce
XX - Blue House: Foreign Affairs
XX - Blue House: Energy and Commerce
XX - Blue House: Judiciary
XX - Blue House: Science, Space & Technology
XX - Red House: Education and the Workforce
XX - Red House: Ethics
XX - Red House: Transportation and Infrastructure
XX - Red House: Oversight and Reform
XX - Red House: Natural Resources
XX - Supreme Court
XX - Executive Branch
XX - Faculty Lounge + Rules Review at 9pm

Curfew — **11:30 pm**

Friday, March 28th

Blue House/Senate Committee Sessions **9:00 am – 12:00 pm**

XX - BS Health, Education, Labor and Pensions (HELP)
XX - BS Foreign Relations
XX - BS Environment and Public Works
XX - BS Small Business & Entrepreneurship
XX - BH Education and the Workforce
XX - BH Foreign Affairs
XX - BH Energy and Commerce
XX - BH Judiciary
XX - BH Space, Science and Technology
XX - Executive Branch
XX - Supreme Court (inside Urban studies suite)

Red House/Senate Full Session **9:00am-12:00pm**

Lunch **12:00 pm – 2:00 pm**

Blue House/Senate Full Sessions **2:00 pm – 5:00 pm**

Blue Senate - XX
Blue House - XX

RED House/Senate Committee Sessions **2:00 pm – 5:00 pm**

XX - Exec Branch
XX - Supreme Court
XX - RS Health, Education, Labor and Pensions (HELP)
XX - RS Homeland Security and Governmental Affairs
XX - RS Commerce, Science, and Transportation XXX
XX - RS Banking, Housing and Urban Affairs
XX - RS Armed Services
XX - RH Education and the Workforce XXX
XX - RH Ethics XXX
XX - RH Transportation and Infrastructure
XX - RH Oversight and Reform
XX - RH Natural Resources

Dinner **5:00 pm – 7:00 pm**

Committee Sessions **7:00 pm – 9:00 pm**

XX - Blue Senate: Health, Education, Labor, and Pensions (HELP)
XX - Blue Senate: Foreign Relations
XX - Blue Senate: Environment & Public Works
XX - Blue Senate: Judiciary
XX - Blue Senate: Small Business & Entrepreneurship
XX - Red Senate: Health, Education, Labor, and Pensions (HELP)
XX - Red Senate: Homeland Security & Governmental Affairs
XX - Red Senate: Commerce, Science, and Transportation
XX - Red Senate: Banking, Housing, and Urban Affairs
XX - Red Senate: Armed Services
XX - Blue House: Education and the Workforce
XX - Blue House: Foreign Affairs
XX - Blue House: Energy and Commerce
XX - Blue House: Judiciary
XX - Blue House: Science, Space & Technology
XX - Red House: Education and the Workforce
XX - Red House: Ethics
XX - Red House: Transportation and Infrastructure
XX - Red House: Oversight and Reform
XX - Red House: Natural Resources
XX - Supreme Court
XX - Executive Branch
XX - Faculty Lounge/Penn Staff

Friday Night Fun Activities (Trivia, game night, optional) **9:30pm-11pm**
XX

Curfew **11:30 pm**

Saturday, March 29th

Committee Sessions **9:00 am – 11:00 am**

XX - Blue Senate: Health, Education, Labor, and Pensions (HELP)
XX - Blue Senate: Foreign Relations
XX - Blue Senate: Environment & Public Works

XX - Blue Senate: Judiciary
XX - Blue Senate: Small Business & Entrepreneurship
XX - Red Senate: Health, Education, Labor, and Pensions (HELP)
XX - Red Senate: Homeland Security & Governmental Affairs
XX - Red Senate: Commerce, Science, and Transportation
XX - Red Senate: Banking, Housing, and Urban Affairs
XX - Red Senate: Armed Services
XX - Blue House: Education and the Workforce
XX - Blue House: Foreign Affairs
XX - Blue House: Energy and Commerce
XX - Blue House: Judiciary
XX - Blue House: Science, Space & Technology
XX - Red House: Education and the Workforce
XX - Red House: Ethics
XX - Red House: Transportation and Infrastructure
XX - Red House: Oversight and Reform
XX - Red House: Natural Resources
XX - Supreme Court
XX - Executive Branch
XX - Faculty Lounge/Penn Staff

Full Sessions **11:30 am – 1:30 pm**

XX - Blue Senate
XX - Red Senate
XX - Blue House
XX - Red House

XX - Exec Branch
XX - Supreme Court
XX - Faculty Lounge/Penn Staff

Free Time/Fun Activities (optional activities) **1:30 pm – 7:00 pm**

XX

3:30pm - Debate between Penn and West Point Debate teams

We recommend using the free time to explore the city of Philadelphia with your delegation. Happy to provide recommendations.

Committee Sessions **7:00pm – 9 pm**

XX - Blue Senate: Health, Education, Labor, and Pensions (HELP)
XX - Blue Senate: Foreign Relations
XX - Blue Senate: Environment & Public Works
XX - Blue Senate: Judiciary
XX - Blue Senate: Small Business & Entrepreneurship
XX - Red Senate: Health, Education, Labor, and Pensions (HELP) + Red House Transport and Infrastructure
XX - Red Senate: Homeland Security & Governmental Affairs
XX - Red Senate: Commerce, Science, and Transportation
XX - Red Senate: Banking, Housing, and Urban Affairs
XX - Red Senate: Armed Services
XX - Blue House: Education and the Workforce
XX - Blue House: Foreign Affairs
XX - Blue House: Energy and Commerce
XX - Blue House: Judiciary
XX - Blue House: Science, Space & Technology
XX - Red House: Education and the Workforce
XX - Red House: Ethics
XX - Red House: Oversight and Reform
XX - Red House: Natural Resources
XX - Executive Branch + Supreme Court

Delegate Dance **9:30pm-11pm**
XX

Curfew **11:30pm**

Sunday, March 30th

Full session **9:00 am – 11:15 am**

XX - Blue Senate
XX - Blue House
XX - Red Senate
XX - Red House
XX - Exec Branch
XX - Supreme Court
XX - Faculty Lounge/Penn Staff

Closing Ceremonies **11:30am – 1:00pm**

XX

Note: You must check out in the morning Sunday and the hotel will have rooms to store luggage.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–February 4, 2025

Mr. Josh Murphy

Agenda Item – III-A4

Approval of Trumbull High School Winter Colorguard to WGI Finals – Dayton, Ohio

The THS Winter Colorguard trip to WGI Finals in Dayton, OH is scheduled for April 2, 2025 to April 6, 2025. Students will be provided the opportunity to compete against groups from all over the country and world, showcasing their hard work from throughout the season.

Funding for this trip will be provided by the Winter Colorguard families. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Joshua Murphy along with the corresponding trip itinerary.

Recommendation:

Approve the overnight THS Winter Colorguard trip to the WGI Finals – Dayton, OH.

Trumbull Public Schools
2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: jmurphy@trumbullps.net **Date Submitted:** 1/2/2025 9:23:24

School: Trumbull High School **Group:** Winter Colorguard

Departure Date/Time: 4/2/2025 6:30:00 AM **Arrival Time at Destination:** 3:14:00 PM

Return Date/Time: 4/6/2025 8:59:00 AM **Arrival Time back at school:** 12:00:00 PM

Destination: WGI Finals - Dayton, Ohio

Destination Address: 1801 S Edwin C Moses Blvd **City:** Dayton
State: Dayton **Zip:** 45417

How will this activity enhance student learning and integrate curricular goals: Students will be provided the opportunity to compete against groups from all over the country and world, showcasing their hard work from throughout the season.

Type of Field Trip: Overnight Trip

Transportation Request: Will arrange transport independently

Number of students: 11 **Grade Level:** 8-12

STUDENTS/CHAPERONE RATIOS

In-state day trip: PK to Gr. 5 - 5:1 Gr 6-8 -10:1 Gr 9-12 - 15:1
Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 3

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Joshua Murphy	8603316365	Yes	4/2/2025	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$	$	
Registration Fees	$	$	
Other			
Student Contributions			
Transportation	$	Family	N/A
Entrance Fees/Room & Board/Food	$	Family	N/A
Total Cost for Each Student	$$128	Family	N/A

Additional Notes:

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources:

Amount Offset by Fundraising/Other funding sources per Student:

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: ssulliva@trumbullps.org

THS Winter Color Guard WGI Finals Itinerary
April 2-6, 2025

Hotel: Comfort Suites Troy I-75 1800 Towne Park Drive Troy, OH 45373
Transportation: Flights, Rental Van

Wednesday – April 2, 2025

6:30am – Students meet at LaGuardia International Airport
8:59am – Depart on Delta Flight 992 for Dayton, OH
3:14pm – Arrive in Dayton, OH, Pickup Rental Car
4:30pm – Depart for rehearsal site – (Site TBD)
4:30-7:30pm – Rehearsal
7:45pm – Depart for Hotel
8:00pm – Dinner at Hotel
11:00pm – Lights out

Thursday – April 3, 2025 (Prelims Day)

7-9am – Breakfast provided by hotel
9:00am – Depart for Performance Venue – (Cintas Center 1624 Musketeer Dr Cincinnati, OH 45207)
10:30am – Arrive, Unload, Warmups
12:15pm – Performance Time
12:45pm – Lunch at Venue
1:30pm – Depart for Hotel
3:00pm – Arrive back at hotel
6:30pm – Depart for Rehearsal – (Site TBD)
7-10pm – Rehearsal
10:15pm – Depart For Hotel
12:30am – Lights out

Friday – April 4, 2025 (Semi-Finals/Finals Day)

7-8am – Breakfast provided by hotel
8am – Depart for Performance Venue – (Site TBD)
Performance time will be between 9:00am and 10:50am, Schedule will adjust once we know our performance time
12:00pm – Lunch at Venue
1:00pm – Return to Hotel
3:00pm – Depart for Finals Performance Venue
4:00pm – Arrive at Finals Venue (University of Dayton Arena, 1801 S Edwin C Moses Blvd Dayton, OH 45417)
5:00pm – Enter Warmup rotation and Perform in Finals

7:00pm - Dinner on own at arena following performance
9:00pm – Finals Awards Ceremony
10:00pm – Return to Hotel
12:00am – Lights Out

Saturday – April 5, 2025 (World Class Finals Day)

7 – 10 am – Wake up, Breakfast
11:00am – Depart for National Museum of the US Air Force (1100 Spaatz St Dayton, OH 45433)
12:30pm – Lunch on own at Museum
1:30pm – Depart for Scene 75 Entertainment Center (6196 Poe Ave Dayton, OH 45414)
3:30pm – Depart for Dinner
4:00pm – Dinner at Restaurant
5:30pm – Depart for Dayton Arena to watch World Class Finals (University of Dayton Arena, 1801 S Edwin C Moses Blvd Dayton, OH 45417)
6-10:00pm – World Class Finals Performances
10:30pm – Depart for Hotel
11:15pm – Lights out

Sunday – April 6, 2025

5:00am – Depart for Dayton International Airport
8:05am – Delta flight 5102 Departs for LGA
9:57am – Arrive at LGA, Pick up luggage, head to Trumbull

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–February 4, 2025

Mr. Josh Murphy

Agenda Item – III-A5

Approval of Trumbull High School Winter Percussion to WGI Finals – University of Dayton Arena

The THS Winter Percussion trip to the WGI Finals – University of Dayton Arena is scheduled for April 9, 2025 to April 13, 2025 for students to compete against groups from all over the country and world showcasing their hard work and dedication to their craft from throughout the season.

Funding for this trip will be provided by THS Winter Percussion families. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Joshua Murphy along with the corresponding trip itinerary.

Recommendation:

Approve the overnight THS Winter Percussion trip to WGI Finals – University of Dayton Arena as presented.

Trumbull Public Schools
2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: jmurphy@trumbullps.net **Date Submitted:** 1/9/2025 8:51:43

School: Trumbull High School **Group:** THS Winter Percussion

Departure Date/Time: 4/9/2025 3:00:00 AM **Arrival Time at Destination:** 4:00:00 PM

Return Date/Time: 4/13/2025 12:00:00 AM **Arrival Time back at school:** 11:00:00 AM

Destination: WGI Finals - University of Dayton Arena

Destination Address: 1801 S Edwin C Moses Blvd **City:** Dayton
State: Dayton **Zip:** 45417

How will this activity enhance student learning and integrate curricular goals: Students will compete against groups from all over the country and world showcasing their hard work and dedication to their craft from throughout the season.

Type of Field Trip: Overnight Trip

Transportation Request: No Transportation Needed

Number of students: 27 **Grade Level:** 8-12

STUDENTS/CHAPERONE RATIOS

In-state day trip: PK to Gr. 5 - 5:1 Gr 6-8 -10:1 Gr 9-12 - 15:1
Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 6

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Joshua Murphy	8603316365	Yes	4/9/2025	
Paula Martins		Yes	4/9/2025	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$$16,175	$Families	
Registration Fees	$$0	$	
Other	$18,874 (Housing, Meals, Trucking)	Families	
Student Contributions			
Transportation	$	Family	N/A
Entrance Fees/Room & Board/Food	$	Family	N/A
Total Cost for Each Student	$$1,180	Family	N/A

Additional Notes:

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources: Band Redeemables Drive, Coffee Fundraiser, Stop and Shop drives, Tent Rentals, Upcoming fundraiser

Amount Offset by Fundraising/Other funding sources per Student:

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: ssulliva@trumbullps.org

THS Winter Percussion WGI Finals Itinerary
April 9-13, 2025

Hotel: Fairfield Inn and Suites 83 Troy Town Drive Troy, OH 45373
Buses: Elite Limousine – 203-853-9666

Wednesday – April 9, 2025

3:00am – Students arrive at THS, Load buses and Depart
8:00am – Stop for breakfast along the way
3:00pm – Arrive at Hotel
3:30pm – Lunch
4:00pm – Depart for rehearsal site – The Field 215 American Way Monroe, OH 45050
4:30-7:30pm – Rehearsal
7:30pm – Load Truck
8:15pm – Return to Hotel
8:30pm – Dinner at Hotel
11:00pm – Lights out

Thursday – April 10, 2025 (Prelims Day)

7-10am – Breakfast provided by hotel
10:30am – Depart for Performance Venue – (Wright State University Nutter Center 3640 Colonel Glenn Highway Dayton, OH 45435), Eat Lunch en route.
11:00am – Arrive, Unload, Warmups
2:15pm – Performance Time
2:30pm – Load Truck
3:15pm – Depart for Hotel
4:45pm – Dinner at Hotel
6:30pm – Depart for Rehearsal – (Hobart Arena 255 Adams St Troy, OH)
7-10pm – Rehearsal
10:15pm – Load Truck
11:30pm – Depart for Hotel
12:30am – Lights out

Friday – April 11, 2025 (Semi-Finals Day)

7-8am – Breakfast provided by hotel
8am – Depart for Performance Venue – (Truist Arena Northern Kentucky University 196 Louie B Nunn Drive Highland Heights, KY 41099)
Performance time will be between 9:00am and 10:50am, Schedule will adjust once we know our performance time

11:15am – Load Truck
12:30pm – Depart for Lunch
2:00pm – Return to Hotel
4:00pm – Depart for Rehearsal
5-7pm – Rehearsal (Forest Hills Sportsplex – Tennis, 800 Second Ave Middletown, OH)
7:15pm – Load Truck
8:30pm – Arrive back at Hotel
9:00pm – Dinner
11:00pm – Lights Out

Saturday – April 12, 2025 (Finals Day)

6:00am – Wake up, Checkout, Breakfast
7:00am – Depart for Performance Venue – (Dayton Arena University of Dayton 1801 South Edwin C. Moses Blvd Dayton, OH 45417)
Performance time will be between 9:00am and 11:45am
12:00pm – Load Truck
12:15pm – Lunch at Arena and Watch Shows
3:00pm – Open Class Retreat and Awards
3:45pm – Depart for Dinner
7:30pm – Return to Dayton Arena to watch World Class Finals
11:00pm – Depart for THS

Sunday – April 13, 2024

10:00am – Arrive at THS

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 4, 2025 Dr. Semmel

Agenda Item – III-B Approval/Minutes

BOE Budget Meetings:
- January 7, 2025
- January 9, 2025

Recommendation: Approve the minutes of the above noted meetings.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Budget Meeting – January 7, 2025

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

Members present:
L. Timpanelli – Chairman
J. Norcel – Vice Chair
L. Nuland - Secretary
C. Bandecchi
J. McNamee
M. Petitti
A. Squiccimarro

Absent:
T. Gallo

Agenda Item I—Call to Order
The meeting was called to order at 7:00 p.m.

Mrs. Timpanelli asked for a moment of silence to honor the memory of Lucas DeLaurentis from Middlebrook School.

Agenda Item II—Preliminary Business

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

B. Correspondence – There was no correspondence this evening.

C. Public Comment - Nial Macintyre, Dawn Kubie, Gary Williams, Judy Ann Riccio and Michael Citarella all spoke in favor of adding girls' and boys' rugby to the 2025-26 budget as a varsity sport. Currently there are over 100 players who participate in rugby as a club sport. Players noted that rugby fosters camaraderie and helps to develop essential life skills.

D. Superintendent Report
Dr. Semmel extends his best wishes to the Town of Trumbull for a happy and healthy new year. Kindergarten registration is underway in Trumbull, please visit our website for information. At this evening's meeting, Dr. Semmel will present the 2025-2026 budget to the BOE and the Trumbull community.

E. Board Chairman Report –Mrs. Timpanelli
Mrs. Timpanelli and the Board continue to advocate for the best possible education for all students in budget development for 2025-2026 school year. She noted to carefully consider the rising costs associated with salaries, benefits, insurance, and transportation. The budget will focus on securing the necessary funding to enhance the district and maintain the high standards of excellence that define Trumbull Public Schools.

F. Student Board Representatives Report- Jiya Malhotra and Vanessa Maignan reported on **TECEC:** Elfcapades, Martin Luther King Jr. Day- students are reading The Peace Book **Daniels Farm:**-Mr. McGrath led the DFS band and string orchestras in their annual winter concert, 5th grade chorus concert **Frenchtown:** Frenchtown raised $907 dollars for the Trumbull Food Pantry, fundraiser "Mittens for Many", first grade student designed a Frenchtown flag **Middlebrook:**-after school enrichment programs **Booth Hill:** Booth Hill concert **Tashua:** annual winter concert, "Holiday Helpers" project, diversity committee **Hillcrest:** boys basketball game, Crosstown Showdow, ski trip **Madison:**

"Blizzard Bash," annual Crosstown Showdown **Trumbull High:** winter concert, cocoa and cram study for midterms, winter athletics, captains councils, Sebastian Perez broke the 13-year-old 300m record, virtual junior/parent post high school planning meeting on January 8

Agenda Item III—Reports/Action Items

A. Approval/Minutes
- BOE Regular Meeting of 12/10/2024

It was moved (Norcel) and seconded (McNamee) to approve the BOE Regular Meeting of 12/10/2024 meeting as presented. In favor: Timpanelli, Norcel, Nuland, Petitti, Bandecchi, McNamee. Abstain-Squiccimarro. Vote: Unanimous in favor.

B. 2025-2026 Budget Presentation & Discussion

Part I – Introduction- Dr. Semmel

- Overview- Dr. Semmel presented the Board of Education goals for the 2025-2026 budget - to provide high quality teaching to inform continuous improvement that will ensure the physical, social and emotional well-being of every student. Dr. Semmel outlined the Connecticut's Next Generation Accounting results that ranks Trumbull #6 in Connecticut; cost per pupil expenditures, TPS Vision of the Graduate, projected enrollment and staffing needs for the next school year.

Part II- Financial Summary- Dr. Semmel

- Financial Summary- The proposed budget totals $131,079,390, that is a year-to-date increase of $6,548,988 or 5.26%. The major drivers are salaries (62.5%), benefits (18.6%) and transportation (6.6%). In preparing this year's budget, we must be mindful of the current economic challenges as well as legislative mandates. The overall impact on the number of certified teachers has a net change of 3.0 FTE as follows:
  Teachers
  Reduce 1.0 Elementary FTEs – due to enrollment
  Redefine 1.0 Department THS Department Chair for School Counseling (see below*)
  Increase 1.0 Special Education Teacher
  Increase 2.0 Reading Interventionists for Middle Schools
  Increase 2.0 World Language Teachers for grade 5 Spanish program

  Administrators net change is 1.6 FTE
  Reduce 0.4 Director of Agriculture Science
  Increase 1.0 Director of School Counseling grades 6-12*
  Increase 1.0 Elementary Assistant Principal to support Daniels Farm and Booth Hill

- Health Insurance- Mr. Hendrickson presented the proposed budget for Health Insurance that reflects a $1,947,929 increase (10.00%) over the 2024-2025 budget. Year to year rate increase assumed at 10.00% based on the state partnership plan. We expect final rates in late March.

Part III – Trumbull High School, Agriscience & Athletics – Mr. Todd Manuel, Mr. Mike King

Principal Todd Manuel presented the proposed budget for THS that reflects a $69,814 increase (9.27%) over the 2024-2025 budget. The increase includes furniture, textbooks, tech education supplies and activities.

Athletic Director Mike King presented the proposed budget for Athletics that reflects a $89,020 increase (6.79%) over the 2024-2025 budget. The increase includes coaches, transportation, purchased services, supplies and equipment.

Part IV – Assistant Superintendent – Dr. Susan Iwanicki
Dr. Iwanicki presented the proposed budget for the Office of Teaching and Learning that reflects a $244,649 increase (15.81%) over the 2024-2025 budget. The increase includes textbooks/workbooks and online subscriptions.

Part V – Human Capital and Talent Development – Mr. Joseph Chella
Mr. Chella presented the proposed budget for Human Resources that reflects a $33,220 decrease (-2.30%) over the 2024-2025 budget. The decrease includes purchased services.

Part VI - Technology & Digital Learning – Mr. Jeffrey Van Steenburgh, Ms. Christina Hefele
Mr. Van Steenburgh presented the proposed budget for Technology that reflects a $155,546 increase (10.25%) over the 2024-2025 budget. The increase includes computer equipment, software, WAN communications, WAN equipment and maintenance contracts.

Ms. Hefele presented the proposed budget for Digital Learning that reflects a $11,541 increase (5.05%) over the 2024-2025 budget. The increase includes Infinite Campus renewal, Tableau and IC eBackpack renewal.

Closing Thoughts - Dr. Semmel
Thanks to the efforts of our dedicated educators, Trumbull students continue to achieve at high levels. To maintain this success and ensure our students are prepared for the future, ongoing innovations in technology and learning are essential in preparing for the 2024-2025 school year.

Adjournment
Board Members gave unanimous consent to adjourn the Public Session at 9:12 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Budget Meeting – January 9, 2025

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

Members present:
L. Timpanelli – Chairman
J. Norcel – Vice Chair
L. Nuland - Secretary
C. Bandecchi
J. McNamee
M. Petitti
A. Squiccimarro

Members absent:
T. Gallo

Agenda Item I—Call to Order
The meeting was called to order at 7:00 p.m.

Agenda Item II—Preliminary Business

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

B. Correspondence – There was no correspondence this evening.

C. Public Comment - There were no Public Comment sign ups this evening.

D. Superintendent Report – There was no report this evening.

E. Board Chairman Report – There was no report this evening.

F. Teacher Board Representative Report- John Congdon reported the entire TEA wishes everyone a Happy New Year; teachers are looking forward to a favorable budget for the upcoming school year. Staff are currently participating in Mid-Year Goal Meetings as part of the new Teacher Evaluation Plan. Our membership continues to do an amazing job with their student teachers and as mentors to non-tenured teachers.

Agenda Item III—Reports/Action Items

A. Personnel
Dr. Semmel presented the following certified resignations/retirements:

- Eide, Christopher; technology integration specialist at Trumbull High School since March 2022, resigning effective January 17, 2025.
- Fryz, Olya; music teacher at Jane Ryan Elementary School since August 1999, retiring June 30, 2025.

- Mann, Madeline; special education teacher at Booth Hill Elementary School since August 2023, resigning effective January 17, 2025.
- Richard, Todd; physical education teacher at Tashua Elementary School since August 2007, resigning effective December 11, 2024.

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

B. 2025-2026 Budget Presentation & Discussion (Continuation)

Part VII - Elementary Schools – Mrs. Jennifer Neumeyer
Mrs. Neumeyer presented the proposed budget that reflects a $11,188 decrease (-2.45%) over the 2024-2025 budget. The decrease includes texts and workbooks, classroom supplies and library books and supplies.

Part VIII – Middle Schools – Mr. Bryan Rickert, Mr. Peter Sullivan
Mr. Rickert and Mr. Sullivan presented the proposed budget that reflects a $575 increase (0.23%) over the 2024-2025 budget. The increase includes classroom supplies, library books and activities-advisors.

Part IX – Facilities Department – Mr. Kevin Dion
Mr. Dion presented the proposed budget that reflects a $13,862 decrease (-0.40%) over the 2024-2025 budget. The decrease includes custodial and maintenance overtime, custodial supplies and gas/diesel.

Part X – Transportation – Mrs. Deena Robushi
Mrs. Robushi and Director of Operations Mr. Kevin Dion presented the proposed budget that reflects a $723,294 increase (9.4%) over the 2024-2025 budget. The increase includes regular routes, summer bus runs, fuel, SpEd-in district, SpEd- out of district and monitors.

Part XI – PPS Department and TECEC – Mr. Dean Catalano, Dr. Matthew Wheeler
Mr. Catalano discussed the rationale behind this year's budget request for PPS. For the 2025-2026 school year, TPS will have approximately 1,070 students with disabilities enrolled. To focus on program improvement and statutory compliance, Mr. Catalano presented the staffing requests for 2025-2026 as follows:
Administrative Position
1.0 FTE Director of School Counseling – in lieu of 1.0 FTE School Counselor Department Chair. This position will be responsible for all current Department Chair responsibilities at THS and oversee the 6 school counselors at the middle schools.
Certified Staff Position
1.0 additional position (1.0 FTE)

Mr. Catalano presented the proposed budget for PPS that reflects a $313,166 increase (6.63%) over the 2024-2025 budget. The increase includes outplaced tuition, health/nursing services, consultants, testing materials and excess cost reimbursement (ECR).

Dr. Wheeler presented the proposed budget for TECEC that reflects a $600 decrease (-1.54%) over the 2024-2025 budget. The decrease includes professional development and other purchased services.

Closing Thoughts- Dr. Semmel

To conclude this evening's meeting, Dr. Semmel stated the essentials of the budget proposal and our goal to continue the tradition of excellence. He also provided the negative impact if the budget is not fully funded.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 9:00 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, February 4, 2025 Dr. Semmel

Agenda Item III - C Personnel

Resignations – Certified

Ludwig, Amparo; English Language Learner/Spanish teacher at Madison Middle School since August 2002, retiring June 30, 2025.

Sroka, Kristin; math teacher/department chairperson at Trumbull High School since August 2022, resigning effective January 13, 2025.

Recommendation: Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 4, 2025

Dr. Semmel

Agenda Item – III-D

Approval of the 2025-2026 Budget

The 2025-2026 budget was presented and discussed at the January 7 and January 9, 2025 Board of Education Budget Meetings. The Board will review and vote on the final budget request this evening.

Recommendation:

Approve the 2025-2026 Superintendent's proposed budget.



Trumbull Public Schools

Superintendent's Proposed Budget 2025-2026

February 4, 2025

Committed to Excellence

TPS Vision of a Graduate

Critical Thinking & Problem Solving

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

Innovation

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

Communication

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

Growth Mindset

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



Collaboration

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

Emotional Intelligence

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

Self-Efficacy

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

Integrity

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

Approved May 2022

win

WIN

A Reason to Live in Trumbull

- Our schools produce results
- Offer opportunities for students
- Are competitive, compassionate, and most of all “Committed to Excellence”

Yet We're Aspiring to this Under …

- Bullying Laws- Requiring Restorative Practice Training
- Title IX Legislation
- State Mandated Legal Training
- State of CT Paid Sick Leave Laws
- Rising 401A Costs
- Electricity Costs (including Public Benefits) Rising
- Special Education Outplacements, Rising 10% in some cases
- Excess Cost Reimbursement (ECR) Declining
- Education Cost Sharing (ECS) Grant Declining?
- Title Grant Reductions/Continuation
- Indoor Air Quality Standards
- Aging Buildings



Superintendent's 25-26 Budget Request

$131,079,390; a YTY increase of $6,548,988 or 5.26%

Budget request includes:

- **Primarily maintain, minimally rebuild**- school personnel infrastructure by selective hiring - 81.1% of Budget Request is for salary and benefits for current staff
- Approximately 66% of our budget increase for this year is for contractual salaries and benefits.
- Eliminate Band/Strings Fee for parents
- Add Selective Positions
- Additional Bus
- Add Rugby as THS CIAC Sport

Original Superintendent's 25-26 Budget Request

$131,079,390; a YTY increase of $6,548,988 or 5.26%

New Information:

- Expect a 13% increase in State Partnership Plan - Originally budgeted 10%
    - Impact on Budget Request - $584,379 or .47%
- Gov. Lamont to Recommend $54 Million Increase of ECR for 26-27; No new money for 2025-2026 - Originally budgeted for 67% ECR; now 60%
    - Impact on Budget Request - $196,000 or .16%

Revised Superintendent's 25-26 Budget Request

2024-2025 Budget	$124,530,402
2025-2026 Budget	$131,079,390 - Originally Presented to BOE
$YTY	$6,548,988
%YTY	5.26%
2025-2026 Budget	**$131,859,769 ***
$YTY	$7,329,367
%YTY	5.89%

*Adjusted for Decrease in ECR Reimbursement and Increase in Insurance Costs

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
AMENDED*

Report to the Board of Education
Regular Meeting – February 4, 2025

Agenda Item –III-E

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 1-8-2025

Recommendation:

Review and Approve

Dr. Iwanicki

Curriculum Guides Revisions

Based on the Curriculum Committee's meeting on January 8, 2025, the Board of Education will be asked to review and adopt the following curriculum guide revisions and new course requests:

- Curriculum Guide Revision- *Honor Geometry*
- New Course and Revised Curriculum- *Honors Southern Connecticut State University (SCSU) Principles of Marketing*
- Curriculum Guide Revision- *Drafting & Design*
- Curriculum Guide Revision- *Wood Technology 2*

*Based on the Curriculum Committee's Special Meeting on December 10, 2024, the Board of Education will be asked to review and adopt the following new course requests:

- New Course- *AP African American Studies*
- New Course- *Piano 2*
- New Course- *Wind Ensemble*
- New Course- *UConn ECE Popular Music & Diversity in American Society*
- New Course- *Self Defense/Personal Safety*
- New Course- *Mindfulness & Dance*
- New Course- *Spanish for Heritage Speakers – Level 1 and 2*
- New Course- *Grade 12 ACP/Honors Multicultural Literature*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, January 8, 2025, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

I. Call to Order/Introduction-

The meeting was called to order 8:37 a.m.

Members Present
M. Petitti, BOE Curriculum Committee Chair
L.Nuland, BOE Member
S.Iwanicki, Ed.D, administrative designee

Members Absent
J.McNamee, BOE Member

II. Public Comment- No public comment was received.

III. Approval/Minutes – Special Meeting 12-10-2024 Mrs. Nuland motioned to approved the minutes of 12-10-2024. Mrs. Petitti seconded.

IV. New Business

a. Curriculum Guide Revision: *Honors Geometry*-- Mrs. Ascone and Mr. Zultowski presented the new changes to the guide. They both noted that the previous guide was high-quality, but dated. The guide was aligned with the Common Core Geometry standards and added coordinate Geometry. Triangular inequalities were also dropped. It is not part of the Common Core for the high school grade level. Technology pieces were also added. Mrs. Nuland motioned to approve the *Honors Geometry* curriculum guide reviews for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

b. New Course & Pilot Curriculum Guide Request-- *Honors Southern Connecticut State University (SCSU) Principles of Marketing*—Department Chair, Christina Rustate, explained that Trumbull High School (THS) currently offers the Housatonic Principles of Marketing and the department has decided to transfer the course to the Southern Connecticut State University (SCSU) Principles of Marketing, also for university credit. We will no longer be teaching the Housatonic course. Southern aligns with the Connecticut University credit system as well. Mrs. Petitti noted that we have other courses within THS that are also offered for Southern credit. Enrollment is $65 and with that price, students can

take other courses as well. Ms. Rusate shared that the course curriculum guide is essentially the same content that was taught in the previous course offered by Housatonic. She will be bringing a text forward for review by the committee later this year. Mrs. Nuland motioned to approve the new course and pilot curriculum guide for *Honors Southern Connecticut State University (SCSU) Principles of Marketing* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

c. Curriculum Guide Revision: *Drafting & Design*—Along with Department Chair Christina Rusate, educator Mr. Amaturo presented the course revision and explained that it was last updated in 1993. At that time, students sketched a lot in paper in pencil. Mr. Bracksieck, who taught the course this year, joined the conversation. The educators noted that while the course still involves 2-dimensional paper and pencil, various technologies, engineering, and 3-D concepts are now interwoven as they build up skills to an *actual product*. Students work towards a balsa wood tower project that they design in CAD and then make. They then test their project and write up a reflection report—for example, what worked, what did not work, the materials used, and the cost. Ms. Rusate noted that the students walk away with problem solving and critical thinking skills. Mr. Bracksieck added that the engineering mindset of trying something and finding out if it works, is incredibly important for the students. Mr. Amaturo furthered that observing the different ways that a project can be completed or a problem solved are also important. Mrs. Nuland motioned to approve the updated curriculum guide for *Drafting & Design* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

d. Curriculum Guide Revision: *Wood Technology 2* Ms. Rusate shared that this is a new guide for a course that we have been teaching for a while. Mr. Amaturo explained that this version of Wood Technology is similar to Wood Technology 2, but the skills progress from the step stool in Wood Technology 1 to a chair in Wood Technology 2. As students have mastered basic skills, they can now engage in a personal project at a quicker space. Students have more time to explore and pick different projects. Mrs. Nuland motioned to approve the updated curriculum guide for *Wood Technology 2* for review by the full Board. Mrs. Petitti seconded. They motion passed unanimously.

V. Review of Curriculum Committee Meeting Dates for 2025

a. The following dates were agreed upon for the rest of the 2024-2025 school year—Wednesday, Feb 5th, Thursday, March 27th, and Thursday, May 15th.

The meeting was adjourned at 9:35.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Tuesday, December 10, 2024, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

I. Call to Order/Introduction. Called to order at 8:36am.

Members Present
M. Petitti, BOE Curriculum Committee Chair
L. Timpanelli, BOE Chair
L.Nuland, BOE Member
J.McNamee, BOE Member
S.Iwanicki, Ed.D, administrative designee

II. Public Comment- No public comment was received.

III. Approval/Minutes – Regular Meeting 11-13-2024 Ms. McNamee motioned to approve the minutes of 10/24/24. Mrs. Nuland seconded. Mrs. Petitti abstained. The motion passed.

IV. New Business

a. New Course – History Dept -*AP African American Studies*- Department Chair Kathy Rubano and lead teacher of the course, Sean McCafferty presented the course. He shared that the *African American* studies class at the multi-level has been going very well and Mr. McCafferty suggested to keep the course open to all students. However, over time, student have requested Advance Placement credit for the class and now it is available. Due to the richness of the curriculum, it will need to be a full year course. Ms. McNamee noted that she researched the text and there is no controversy connected to it. Mrs. Petitti reminded the committee that there was a legislative requirement that we offer the class, although it is not required to take it to graduate. She also added that with this additional AP level, the other levels should be kept as well. Mrs. Nuland also did a thorough review of the text selection. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.

b. *Piano 2*- Department Chair Vincent DiScala and educator, Josh Murphy presented. Mr. Murphy explained that this would be an extension of Piano I. Piano I has been popular with eight (8) classes running. This format of Piano I and Piano II continuation mirrors the Guitar I and Guitar II classes in the department. Mrs. Nuland mentioned that these types of classes will encourage some students to be song writers. Ms. McNamee mentioned the accessibility for students to take-home keyboards to practice at home as well as the development of other courses such as Piano III and IV. Mr. Murphy will explore these needs for the future. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.

c. *Wind Ensemble*- Mr. Murphy shared that this is an upper-level, advanced course for a focus on higher-level performance. This course meets the upper level classmen with more skill level and

keen interest in music to have their needs met. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.

d. *UConn ECE Popular Music & Diversity in American Society*- Mr. Murphy noted that he was a student at UConn and took the very first version of this class when it was offered. Mrs. Nuland added that the evolution of popular music will be fascinating for students. The culture and music mirror each other. Ms. McNamee added that a course on musicals would be nice to have as well. Mrs. Petitti clarified that this is a UConn credit course and Mr. Murphy confirmed. She is pleased to see how these types of courses help Trumbull families. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
e. *Self Defense/ Personal Safety*- Mr. DiScala shared that next year, 2025-2026 would be the first year that students need to take a quarter of PE and a quarter credit of Health all four years. Students need 1 credit of PE and one credit of Health to graduate. Mrs. Nuland complimented the variety of courses being offered. No additional certifications are needed to teach this course. Mr. Petroccio has taught the course before and is excited about this opportunity. Ms. McNamee asked about self-awareness and consent. Mr. DiScala shared that all seniors cover these topics in in Senior Seminar. Mrs. Petitti asked about costs. The department is looking into costs of fitness pads for training, but overall, costs will be minimal. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.
f. *Mindfulness & Dance* – Mr. DiScala presented on behalf of teacher, Michelle Dankulich. He mentioned that new national standards have been released and this course will allow for Yoga, Tai-Chi and other art forms to be studies to be taken by students for credit in lieu of more traditional Physical Education classes. The goal will be in helping every student find a path to a healthy lifestyle. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
g. New Courses- World Language Department *Spanish for Heritage Speakers – Level 1 and 2*- Educator Maria Manzo-Garcia and Department Chair, Susanna Lavorgna-Lye presented the courses. They noted the shift in the number of Spanish speaking students and that THS is become more diverse. Ms. Manzo-Garcia explained that this class will be interesting to identify which students are able to enroll in the class. The course is giving students a voice to move faster for those students in traditional classes; it also honors the roots and identities of their heritage. Mrs. Lavorgna-Lye added that it will build the foundational grammar skills so that they can enroll in Honors or AP as desired. Mrs. Nuland asked about new textbooks, and it was shared they are considering a text called *Galleria*. Ms. McNamee mentioned that it would be interesting to track the number of students that move from this course to Honors or AP Spanish. Mrs. Petitti asked if Brazilian, Portuguese students are also taking these courses. Ms. Manzo-Garcia shared that they may be able to as well. Mrs. Nuland motioned to move both the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
h. New Course- English Department- *Grade 12 ACP/Honors Multicultural Literature*- English Department Chair, Anne Rizza shared that the department recently had a team present at the National Council of Teacher of English (NCTE) about the inspiration to teach and teacher "archetypes." The newly proposed *Multicultural Literature* course is a year-long elective, but one of the few that can be taken all year that is both ACP and Honors credit. This course offers a new option for students that we do not currently have—we have African American and Women's Literature, but we do not have a course that crossed different types of cultures outside of the infused pieces in our other grades nine through eleven core courses. This course will demonstrate through a study of literature, that at the core, we are all human and go through experiences, despite our differences and similarities. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.

V. The meeting was adjourned at 10:16 am.

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: October 7, 2024

Title of Course: A.P. African American Studies

Grade Level: 10-12

Department: Social Studies

Length and Credit: Full year/-1 Credit

Prerequisites:
There are no prerequisites courses for AP African American Studies. Students should be able to read a college-level textbook and express themselves clearly in writing.

General Description:
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of African American communities throughout the United States within the broader context of Africa and the African diaspora.

Rationale:
Throughout the AP African American Studies course, students will learn to apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped black experiences and debates within the field of African American Studies. In addition, the class will foster an understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery while also developing a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.
Resources Needed:

- Curriculum writing Summer 2025
- Required text: Freedom on my Mind (3rd Ed. 2021) by Deborah Gay White, Mia Bay, and Waldo Martin, Jr.

Submitted by:

Sean Cafferty (Teacher) and Kathy Rubano (Department Chair for Social Studies)

Reviewed by:

12/10/24

Principal/Designee Date

12/10/2024

Assistant Superintendent Date

12/10/2024

Board of Education Curriculum Committee Member Date

12/10/24

Board of Education Curriculum Committee Member Date

12/10/24

Board of Education Curriculum Committee Member Date

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Piano 2
Grade Level: 9-12

Department: Music/Fine Arts

Length and Credit: Half Year – 1/2 Credit Course

Prerequisites: Completion of Piano 1, or experience playing piano

General Description:
Piano 2 is a continuation of Piano 1. Students will continue to refine their piano playing skills with elements such as music notation reading, major and minor scales, as well as following chord progressions and basic improvisation. Students will also discuss different styles of piano playing across multiple genres.

Rationale:
Creation of this course is based on the success of the Intro to Piano class that was started in Fall 2023. It is also to fall in line with the system that is in place for the guitar program, allowing for an introductory course for beginners, followed by a more advanced course for students to continue their learning and develop their skills. Concepts that will be explored include advanced music notation reading, basic improvisation, chord reading, as well as stylistic playing in different genres. This will also provide an avenue for students entering high school with piano playing experience that do not have other musical avenues to pursue. Upon completion of both Intro to Piano and Piano 2, students will have received the one credit in Fine Arts necessary for graduation. This allows for an entirely new pathway for students to earn their required credit.

Resources Needed:

- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School (CSS)
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School (VJD)

Reviewed by: _____ Principal/Designee — 10/28/24 Date

_____ Assistant Superintendent — 12/10/24 Date

_____ Board of Education Curriculum Committee Member — 12/10/24 Date

_____ Board of Education Curriculum Committee Member — 12-10-24 Date

_____ Board of Education Curriculum Committee Member — 12/10/24 Date

Revised 10/2020

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Wind Ensemble
Grade Level: 10-12
Department: Music/Fine Arts
Length and Credit: Full Year - 1 Credit Course - Honors

Prerequisites: Audition and Teacher Approval

General Description:
Wind Ensemble is a continuation of the Concert and Marching/Symphonic band classes designed to give advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied.

Rationale:
Creation of this course is designed to allow upperclassmen and advanced students an opportunity to rehearse and perform alongside peers of similar skill level. Currently, there is only one level of band class that all students perform in from grades 9-12. The addition of this course would ensure the skill progression that students have steadily been on from grades 4-8 can continue through their high school years. In this course it will be expected that students put in practice time outside the school day as well as participate in the CMEA Western Region Festival. The addition of this course would also allow for another honors class in the music department, as there is currently only one, Chamber Singers. We are hopeful that the addition of this course will allow further opportunities for personal growth and encourage upperclassmen to continue in instrumental music for the entirety of their high school careers.

Resources Needed:
- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School (CS)
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School (VDS)

Reviewed by:

Principal/Designee	Date 10/28/24
Assistant Superintendent	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24

Revised 10/2020

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: October 8, 2024

Title of Course: UConn ECE Popular Music and Diversity in American Society
Grade Level: 9-12

Department: Music/Fine Arts

Length and Credit: Half Year – ½ Credit Course

Prerequisites: None

General Description:
An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.

Rationale:
Creation of this course would add the first ECE course to the music department. This course is similar to one that is currently taught, Fundamentals of Pop/Rock, and would allow us to expand on the content being taught in that course with a deeper look at the evolution of 20th and 21st century pop music. This course would also allow students to bring in a level for personalization to the course and learn more about artists they find interesting in today's music. There are also many opportunities for interdisciplinary work to discuss historical events that shaped the music in these time periods as well as analyzing lyrics to popular songs through time. Discussion of themes that are present through the century would also play an important role in this course.

Resources Needed:
- Curriculum writing Summer 2024
- UConn ECE Instructor Approval for J. Murphy

Submitted by: Christopher Siano, A-House Principal, Trumbull High School (CS)
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School (VJD)

Reviewed by:

Principal/Designee	Date 10/23/24
Assistant Superintendent	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: October 18, 20024

Title of Course: Self Defense/Personal Safety
Grade Level: 11-12
Department: Wellness
Length and Credit: Quarter/ .25 Credit Course
Prerequisites: None

General Description:
The "Self-Defense and Personal Safety" class is a practical wellness "selective" designed for high school students to learn essential skills for personal safety and self-protection. This course covers a variety of self-defense techniques, focusing on awareness, prevention, and response strategies to real-life situations. Students will explore topics such as recognizing potential dangers, understanding personal boundaries, and developing situational awareness. Through hands-on practice, they will learn basic self-defense moves and how to effectively escape from various holds and threats. The course emphasizes empowerment, building confidence, and fostering a sense of security. Additionally, students will engage in discussions about personal safety strategies, conflict resolution, and the importance of trusting their instincts. By the end of the course, students will have gained valuable tools to help them navigate challenging situations, promoting their overall well-being and personal safety in everyday life.

Rationale:
The course is designed to empower students with critical skills for personal safety and self-protection. In a world where young people face various risks and challenges, this course provides them with the knowledge and confidence to navigate potentially dangerous situations effectively. As awareness of personal safety issues continues to grow, it is crucial for students to learn how to protect themselves both physically and mentally. This course equips students with practical self-defense techniques and emphasizes the importance of awareness and prevention. By understanding their surroundings and recognizing potential threats, students can make informed decisions that contribute to their overall safety. Additionally, the course fosters a sense of empowerment and self-confidence. Learning self-defense not only teaches physical skills but also helps students build resilience and assertiveness. These qualities are vital as they transition into adulthood and encounter various social situations. By offering this course, the school demonstrates its commitment to the well-being of its students, equipping them with the tools they need to feel secure and confident in their daily lives. Overall, the "Self-Defense and Personal Safety" course is a valuable addition to the wellness program, providing students with lifelong skills that promote their safety and well-being. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle

Resources Needed:

- Curriculum writing Summer 2024
- Various Equipment

Submitted by: Christopher Siano, A-House Principal, Trumbull High School (CJ)
Michelle Dankulich, Wellness Teacher, Trumbull High School
Marcellino Petroccio, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School (VJD)

Reviewed by:

Principal/Designee	10/28/24 Date
Assistant Superintendent	12/10/24 Date
Board of Education Curriculum Committee Member	12/10/24 Date
Board of Education Curriculum Committee Member	12/10/24 Date
Board of Education Curriculum Committee Member	12/10/24 Date

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: October 17, 20024

Title of Course: Mindful Fitness & Dance
Grade Level: 11-12

Department: Wellness

Length and Credit: Quarter/ .25 Credit Course

Prerequisites: None

General Description:
Mindful Fitness & Dance is a wellness "selective" that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle.

Rationale:
The course is designed to address the growing need for holistic approaches to health and wellness, and as an alternative to team sports in high school education. As students face increasing stress from academic pressures and social dynamics, it is crucial to provide them with tools that promote both physical fitness and mental well-being. This course merges physical movement with mindfulness practices, allowing students to experience the benefits of both disciplines. Mindfulness can reduce stress, improve focus, and enhance emotional regulation, all of which are essential skills for students navigating the challenges of adolescence. Students will not only improve their physical health but also gain valuable tools for self-expression and stress management. This course promotes inclusivity and creativity, encouraging students of all backgrounds and fitness levels to participate. Through mindful movement, students will learn to appreciate their bodies, develop a positive self-image, and cultivate a sense of community. This course aligns with the school's commitment to fostering well-rounded individuals who prioritize their mental and physical health. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle.

Resources Needed:

- Curriculum writing Summer 2024

Submitted by: Christopher Siano, A-House Principal, Trumbull High School (CJS)
Michelle Dankulich, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School (VJD)

Reviewed by:

Principal/Designee	Date 10/28/24
Assistant Superintendent	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24

Revised 10/2020

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 1

Grade Level: 9-10

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation and Spanish Heritage Speaker Placement Test.

Rationale: The course is designed for heritage speakers of the Spanish language who already have some oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 9-10 or who are heritage speakers at level 1-2 proficiency in Spanish. Students will build upon their current language skills to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of over 100% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students would benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab

Submitted by: Susanna Lavorgna Lye

Reviewed by:

12/10/24

Principal/Designee Date

12/10/2024

Assistant Superintendent Date

12/10/2024

Board of Education Curriculum Committee Member Date

12/10/24

Board of Education Curriculum Committee Member Date

12/10/24

Board of Education Curriculum Committee Member Date

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 2

Grade Level: 11-12

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation, Spanish Heritage Speaker Placement Test, and/or successful completion of Spanish Heritage Speakers Level 1 course.

Rationale: The course is designed for advanced heritage speakers of the Spanish language who already have strong oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 11-12 or who are heritage speakers at an intermediate-advanced proficiency in Spanish. Students will build upon their current language skills to continue to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand complex oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they often cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of over 100% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students would benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level. This course would contribute to their college preparation of Spanish as well as further enrich their transcripts.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab.

Submitted by: Susanna Lavorgna Lye

Reviewed by:

Principal/Designee	Date 12/10/24
Assistant Superintendent	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: October 17, 2024

Title of Course: Multicultural Literature

Grade Level: 12 ACP/Honors

Department: English

Length and Credit: Full Year, 1 Credit

Prerequisites:

- Successful Completion of 11 ACP, AP Language & Composition, and/or AP Literature & Composition and English Teacher Recommendation

General Description:

Multicultural Literature ACP/Honors 12 (full year) will explore four units, each focusing on one racial ethnicity per quarter in the United States (African, Native-Indigenous, Asian, and Latino). Through a study of the units and authors' techniques, students will widen their understanding of how class consciousness, race, stereotypes, and gender are expressed by authors of multicultural literature. More importantly, students will come to see that experiences of cultures are transferable and relatable because humanity shares a story. Students will also have the opportunity to examine how their own culture has shaped their identity and make connections to the cultures they have learned about in the course. Students will read different genres of literature, both fiction and nonfiction, children's books, poems, articles, essays, and short stories.

Rationale:

The proposed **Multicultural Literature ACP/Honors 12** course fills a gap in our English Department's Program of Studies. While the department offers courses that include diverse authors, **Multicultural Literature ACP/Honors 12** specifically focuses on stories from diverse cultural backgrounds that are not as commonly taught in the traditional Canon. It explicitly explores multicultural writing styles. By exploring literature from multiple cultures, students will not only widen their understanding of our interconnectedness despite our differences, they will learn that outstanding and celebrated authors exist in many forms and from many cultures. As stated above, they will– most importantly– observe that experiences of all cultures are transferable and relatable because humanity shares a story. Units of study will include literature influenced by: African, Native-Indigenous, Asian, and Latino cultures within the United States and beyond.

Resources Needed:

- Time to review and strategically select multicultural texts
- Curriculum writing team and writing hours
- New texts

Reviewed by:

Principal/Designee	Date 12/10/24
Assistant Superintendent	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24
Board of Education Curriculum Committee Member	Date 12/10/24

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honor Geometry

2024

Curriculum Writing Team

Kelly Ascone	Mathematics Teacher, Trumbull High School
Tom Zultowski	Mathematics Teacher, Trumbull High School
Kristin Sroka	Mathematics Department Chair, Trumbull High School
Susan C. Iwanicki, Ed. D.	Assistant Superintendent

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning that believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities that present **problem-solving through critical thinking**. Students will **use technology as a tool applying it to decision making**. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Honors Geometry is designed for the advanced math student. It differs from Advanced College Preparatory Geometry by its approach to geometry, its content, pace, and difficulty of the problems studied.

The honors course approach to geometry is based on the concept of proof. Principles of logical reasoning are introduced at the beginning of the year, even before the study of proof. Students develop their deductive reasoning skills throughout the course by providing informal justifications and by writing formal two-column and paragraph proofs. Most theorems studied are proven and students are challenged regularly with writing proofs in class and on assessments.

In addition, more topics are covered in Honors Geometry than in Advanced College Preparatory Geometry and at greater depth. Throughout each unit, students are also asked to recall and apply algebra skills that were mastered in Algebra I, such as solving linear equations, solving systems of linear equations, solving quadratic equations by factoring, and simplifying radical expressions. Algebra concepts and skills are interwoven with the geometry, challenging students to know how and when to apply such concepts. For this reason, Honors Geometry is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

The problems studied throughout the year are more demanding than the problems assigned in ACP Geometry. The demands of the course are such because it is designed for students who have a strong mathematical background and ability and who wish to continue in the advanced mathematics sequence. These students are most likely planning to apply to competitive universities and they will need this type of learning to assist them in being admitted to these institutions of higher learning. This course will provide them with the content knowledge, critical thinking, and problem solving skills that will be expected of them. This course will also help them adjust to the workload that they will be expected to carry. Needless to say, students enrolled in this course should be highly self-motivated and have strong mathematical ability.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

G-CO Prove Geometric Theorem
Prove theorems about lines and angles, triangles, and parallelograms.

G-CO Understand Congruence in Terms of Rigid Motions
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-SRT Prove Theorems Involving Similarity
Prove theorems about triangles. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT Define Trigonometric Ratios and Solve Problems Involving Right Triangles
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-C Understand and Apply Theorems about Circles
Prove that all circles are similar. Identify and describe relationships among inscribed angles, radii, and chords. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C Find Arc Lengths and Areas of Sectors of Circles
Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

G-GPE Translate between the Geometric Description and the Equation for a Conic Section
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE Use Coordinates to Prove Simple Geometric Theorems Algebraically
Use coordinates to prove simple geometric theorems algebraically. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.

G-GMD Explain Volume Formulas and Use Them to Solve Problems
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-MGA Apply Geometric Concepts in Modeling Situations
Use geometric shapes, their measures, and their properties to describe objects.

N-Q Reason Quantitatively and Use Units to Solve Problems
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas

N-RN The Real Number System
Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

A-SSE Seeing Structure in Expressions
Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions
Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations
Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities
Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

Syllabus/Course Description

Course Name: Geometry **Course Level**: Honors **Course Number**: 2025

Prerequisites:
Honors Geometry is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

Credit
This course is a one-credit, full-year course at Trumbull High School.

General Description of Course Content:
Geometry focuses on the development of inductive and deductive reasoning. It is designed to develop the eight standards of mathematical practice in students. The course includes a study of the tools of Geometry, formal proofs, parallel and perpendicular lines and the relationships between angles, triangle congruence, and the relationships between the sides and the angles of similar polygons. Geometry continues with the study of the area of polygons, volume and surface area of three-dimensional figures with an emphasis on real world applications, the study of relationships in triangles, quadrilaterals, right triangle trigonometry and the study of circles.

This honors level course is designed for the advanced math student. It differs from ACP Geometry in its approach, content, and level of difficulty. It strongly emphasizes the development of reasoning, inductive and deductive, through the concept of proof. SAT problems are also previewed. To succeed, students need to be highly self-motivated and have strong mathematical ability.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit slips

Summative assessments can include, but are not limited to:

- Individual and group assessments
- Common mid- and end-of-unit assessments
- Common end-of-semester examination

Text and Supplementary Materials:

1. Geometry – Houghton Mifflin Company, 2004
2. TI-84+ graphing calculator, ruler
3. Chromebook or laptop
4. CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
5. CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/geometry

Unit P
Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Solve multi-step equations involving rational numbers.
- Solve systems of linear equations using algebraic methods
- Solve quadratic equations by factoring.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- 8EE 7. Solve linear equations in one variable.
  - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
  - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- A.REI-B.4 Solve quadratic equations in one variable.
  - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
- A.SSE-B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
  - a. Factor a quadratic expression to reveal the zeros of the function it defines.

Unit Essential Questions

- How do I solve a multi-step equation?
- How do I solve a quadratic equation?

Unit Essential Vocabulary

Equation	Quadratic	Factor
Zeroes	Solve	Evaluate

Time Allotment

- 8 days - can be broken up

Unit 1
Points, Lines, Planes and Angles

Unit Goals

At the completion of this unit, students will be able to:

- Define and draw representations of points, lines, planes, collinear, coplanar, segments, and rays.
- Use symbols for lines, segments, rays, angles, measures, and distances.
- State and apply the Segments Addition Postulate and the Angle Addition Postulate.
- Recognize what can be concluded from a diagram.
- Use postulates and theorems related to points, lines, and planes.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1**. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- G-GPE.B.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Unit Essential Questions

- Why are *point*, *line*, and *plane* the undefined terms of geometry?
- How do you find the lengths of segments and measures of angles?
- What does it mean to bisect a segment or an angle?

Unit Essential Vocabulary

Point	Line	Plane	Space	Collinear
Coplanar	Segment	Ray	Opposite Rays	Midpoint
Bisector	Angle Bisector	Right, Acute, Obtuse, & Straight Angles		Complementary & Supplementary
Adjacent & Vertical Angles	Linear Pair			

Time Allotment

- 8 days

UNIT 2
Deductive Reasoning

Unit Goals

At the completion of this unit, students will be able to:

- Use conditional statements to identify hypothesis and conclusion, state the converse, use a counterexample, and write a biconditional statement.
- Know and use properties from algebra and properties of congruence.
- State and apply the Midpoint Theorem, Angle Bisector Theorem, Vertical Angle Theorem, Congruent Complement Theorem, Congruent Supplement Theorem, and perpendicular line theorems.
- Apply the definitions of complementary and supplementary angles and perpendicular lines.
- Know the kinds of reasons that can be used in proofs, plan proofs, and write two-column proofs.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1**. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10**. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Unit Essential Questions - other questions?

- How and why is deductive reasoning used in geometric proofs?
- What conditions are sufficient and necessary to prove lines perpendicular?
- What conditions are sufficient and necessary to prove angles complementary, supplementary and congruent?
- How are the foundations of logical reasoning used to develop and prove conjectures?

Unit Essential Vocabulary

Conditional statement	Converse	Counterexample	Biconditional statement
Complementary angles	Supplementary angles	Vertical angles	Perpendicular lines

Time Allotment

- 14 days

UNIT 3
Parallel Lines & Planes

Unit Goals

At the completion of this unit, students will be able to:

- Distinguish between intersecting, parallel, and skew lines.
- Identify angles formed when two lines are cut by a transversal.
- State and apply postulate and theorems regarding two parallel lines cut by a transversal.
- Classify triangles according to sides and angles.
- State and apply the theorem and the corollaries about the sum of the measures of the angles of a triangle.
- Find the measures of interior angles and exterior angles of convex polygons and regular polygons.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1**. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

Unit Essential Questions

- What angles relationships are formed when two parallel lines are cut by a transversal?
- What does it mean to be perpendicular?
- How can you describe the relationships among the angles of a triangle? Of a polygon?
- What does it mean for a polygon to be *regular*?

Unit Essential Vocabulary

Parallel & Perpendicular	Skew	Transversal	Corresponding Angles
Interior & Exterior Angles	Same-Side Interior Angles	Acute, Right, Obtuse, & Equiangular Triangles	Scalene, Isosceles, & Equilateral Triangles
Alternate Interior Angles	Vertex	Regular Polygon	Auxiliary Line
Diagonal	Midsegment		

Time Allotment

- 11 days

UNIT 4
Congruent Triangles

Unit Goals

At the completion of this unit, students will be able to:

- Identify the corresponding parts of congruent figures and congruent triangles.
- Prove two triangles congruent by using the SSS, SAS, ASA Postulates and the AAS and HL Theorem.
- Deduce information after proving that two triangles are congruent.
- State and apply the theorems and corollaries about isosceles triangles.
- State and apply the theorem about a point on the perpendicular bisector of a segment and its converse.
- State and apply the theorem about a point on the bisector of an angle and its converse.
- State and apply definitions of the median and altitude of a triangle and the perpendicular bisector of a segment.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-SRT.5**: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-CO.6.** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G-CO.7.** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- **G-CO.8.** Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

Unit Essential Questions

- What does it mean for triangles to be congruent?
- How do we show that triangles are congruent?
- How do we use congruent triangles to derive other geometric relationships?

Unit Essential Vocabulary

Congruent	Included side	Included Angle	Legs
Base	Base angle	Isosceles	Median
Altitude	Perpendicular bisector	Distance (from a point to a line)	

Time Allotment

- 13 days

UNIT 5
Quadrilaterals

Unit Goals

At the completion of this unit, students will be able to:

- Apply the definition of a parallelogram and the theorems about properties of a parallelogram.
- Apply the definitions and identify the special properties of a rectangle, rhombus, and a square.
- Apply the definitions and identify the properties of a trapezoid and an isosceles trapezoid.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.11.** Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.

Unit Essential Questions

- How do you prove that a quadrilateral is a parallelogram?
- What are the similarities and differences of the special quadrilaterals?
- What is the hierarchy of quadrilaterals?

Unit Essential Vocabulary

Parallelogram	Rectangle	Rhombus	Square
Trapezoid	Isosceles Trapezoid	Base	Leg
Midsegment			

Time Allotment

- 8 days

UNIT 6
Similar Polygons

Unit Goals

At the completion of this unit, students will be able to:

- Express a ratio in simplest form.
- Solve for an unknown term in a given proportion.
- Using properties of proportions, express a given proportion in an equivalent form.
- State and apply the properties of similar polygons.
- Use the AA~ Postulate, the SAS~ Theorem, and the SSS~Theorem to prove triangles similar.
- Use similar triangles to deduce information about segments or angles.
- Apply the Triangle Proportionality Theorem and its corollary.
- State and apply the Triangle Angle-Bisector Theorem.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.4.** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- **G-SRT.2.** Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- **G-SRT.3.** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
- **G-SRT.4.** Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit Essential Questions

- How do we know when two geometric figures are similar?
- What relationships can be found between the angles and the sides of similar triangles/polygons?
- How do we use similarity to prove relationships among figures or parts of figures?

Unit Essential Vocabulary

Ratio	Proportion	Extended proportion
Means & Extremes	Divided proportionally	Similar

Time Allotment

- 7-8 days

UNIT 7
Radicals

Unit Goals

At the completion of this unit, students will be able to:

- Simplify radical expressions.
- Understand and apply the key rules of radicals to simplify and evaluate expressions involving adding, subtracting, multiplying and dividing.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- 8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
- **A-APR.1**. Add, subtract and multiply polynomials. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
- **A-SSE.2**. Use the structure of an expression to identify ways to rewrite it. For example, use the properties of exponents to simplify expressions involving radicals.
- N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Unit Essential Questions

- How do you simplify radical expressions?

Unit Essential Vocabulary

Radical	Square Root	Perfect Square
Rationalize the Denominator	Simplify	Radicand

Time Allotment

- 4-5 days

UNIT 8
Right Triangles

Unit Goals

At the completion of this unit, students will be able to:

- Determine the geometric mean between two numbers.
- State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle.
- State and apply the Pythagorean Theorem, the converse of the Pythagorean Theorem and related theorems about obtuse and acute triangles.
- Determine the lengths of two sides of a 45°-45°-90° or a 30°-60°-90° triangle when the length of the third side is known.
- Define the tangent, sine, and cosine ratios for an acute angle.
- Solve right triangle problems by correct selection and use of the tangent, sine, and cosine ratios.
- Model real-life situations involving right triangles and select appropriate strategies to find missing sides or angles.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-SRT.4.** Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-SRT.6.** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.
- **G-SRT.8.** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Unit Essential Questions

- How can the Pythagorean Theorem be used to find missing side lengths of a right triangle?
- How can special right triangle relationships be used to find missing sides of 45°-45°-90° or a 30°-60°-90° triangles?
- What are trigonometric ratios?
- How can you use trigonometry to solve real world-problems?

Unit Essential Vocabulary

Geometric mean	Pythagorean Triple	Legs	Hypotenuse
Tangent	Sine	Cosine	Angle of depression/elevation

Time Allotment

- 12 days

UNIT 9
Circles

Unit Goals

At the completion of this unit, students will be able to:

- Describe and illustrate the following terms: circle, radius, diameter, chord, secant, tangent, point of tangency, minor and major arcs, semicircle, sphere, and interior and exterior points.
- Define and apply properties of arcs and central angles.
- Apply theorems about the chords of a circle to find the measures of arcs and central angles
- Solve problems involving inscribed angles.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1:** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-C.2.** Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
- G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- G-C.1. Prove that all circles are similar.
- G-C.4. Construct a tangent line from a point outside a given circle to the circle.

Unit Essential Questions

- How are angles and intercepted arcs of circles related?
- How can the properties of tangent lines help find segment lengths and angle measures?

Unit Essential Vocabulary

Circle	Center	Radius	Diameter
Chord	Tangent	Point of Tangency	Secant
Sphere	Concentric	Inscribed in	Circumscribed about
Common Tangent	Central Angle	Minor & Major Arcs	Semicircle
Inscribed Angle	Intercepted Arc		

Time Allotment

- 10 days

UNIT 10
Areas of Plane Figures

Unit Goals

At the completion of this unit, students will be able to:

- Apply the formulas for the area of rectangles, parallelograms, triangles, rhombuses, trapezoids, regular polygons, and circles.
- Find the area of shaded regions which can be decomposed into squares, rectangles, parallelograms, triangles, rhombi, and trapezoids.
- Find the area of similar triangles.
- Find the arc length and area of the sector of a circle.
- Understand and apply the relationship between scale factors, perimeters and areas of similar figures.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-GPE.7.** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
- G-GMD.1**.** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone using dissection arguments, Cavalieri's principle, and informal limit arguments.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit Essential Questions

- How do you find the area of a plane figure?
- How do you find the length of an arc or the area of a sector of a circle?

Unit Essential Vocabulary

Apothem	Circumference	Sector of a Circle	Segment of a Circle

Time Allotment

- 10 days

UNIT 11
Areas & Volumes of Solids

Unit Goals

At the completion of this unit, students will be able to:

- Identify the parts of prisms, cylinders, pyramids, cones and spheres.
- Describe the following terms: edge, base, face, lateral face, lateral edge, and altitude of a solid, slant height, oblique solids, and right solids.
- Find the lateral areas, surface areas, and volumes of right prisms, right cylinders, pyramids and right cones.
- Find the volume and surface area of a composite of solids.
- Solve real world problems by using formulas for area and volume of solids.
- State and apply the properties of similar solids.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-GMD.3.** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
- G-GMD.1**.** Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone using dissection arguments, Cavalieri's principle, and informal limit arguments.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-GMD.2. Visualize relationships between two-dimensional and three-dimensional objects, which can help in understanding how to find the surface area and volume of composite solids.

Unit Essential Questions

- How do you find the surface area and volume of solids in the real-world?
- What are the similarities and differences of area and volume?

Unit Essential Vocabulary

Prism	Bases	Lateral Faces	Lateral Edges
Right & Oblique Prisms	Lateral Area	Total Surface Area	Cube
Pyramid	Slant Height	Cylinder	Cone
Similar Solids			

Time Allotment

- 9 days

UNIT 12
Coordinate Geometry

Unit Goals

At the completion of this unit, students will be able to:

- State and apply the distance, midpoint, and slope formulas.
- State and apply the general equation of a circle.
- Write the equations of a line given one point and the slope or two points.
- Graph lines from any form.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- **G-CO.12.** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically.
- G-GPE.6. Use coordinates to prove geometric theorems involving lines and angles, including determining the equation of a line given a point and a slope or two points.
- **A-SSE.1.** Interpret expressions that represent a quantity in terms of its context. For example, interpret the structure of expressions such as $y = mx+b$ where m represents the slope and b represents the y-intercept.
- **A-SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Unit Essential Questions

- How do you write the equation of a line? Of a circle?
- How can you find the equation of a line parallel/perpendicular to a given line?
- How do you graph a circle?
- How do you find the distance and midpoint between two points?

Unit Essential Vocabulary

Slope	Slope-Intercept Form	Point-Slope Form	Standard Form

Time Allotment

- 10 days

TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	• Student demonstrates clear understanding of the problem and the complexities of the task	• Student demonstrates sufficient understanding of the problem and most of the complexities of the task	• Student demonstrates some understanding of the problem but requires assistance to complete the task	• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	• Student gathers compelling information from multiple sources including digital, print, and interpersonal	• Student gathers sufficient information from multiple sources including digital, print, and interpersonal	• Student gathers some information from few sources including digital, print, and interpersonal	• Student gathers limited or no information
Reasoning and Strategies X_____	• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	• Student demonstrates some critical thinking skills to develop a plan integrating some strategies	• Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	• Solution shows deep understanding of the problem and its components • Solution shows extensive use of 21st-century technology skills	• Solution shows sufficient understanding of the problem and its components • Solution shows sufficient use of 21st-century technology skills	• Solution shows some understanding of the problem and its components • Solution shows some use of 21st-century technology skills	• Solution shows limited or no understanding of the problem and its components • Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work	• Student demonstrates initiative by generating appropriate questions, creating original projects/work	• Student demonstrates some initiative by generating questions, creating appropriate projects/work	• Student demonstrates limited or no initiative by generating few questions and creating projects/work
Independent Research & Development X_____	• Student is analytical, insightful, and works independently to reach a solution	• Student is analytical, and works productively to reach a solution	• Student reaches a solution with direction	• Student is unable to reach a solution without consistent assistance
Presentation of Final Product X_____	• Presentation shows compelling evidence of an independent learner and thinker • Solution shows deep understanding of the problem and its components • Solution shows extensive and appropriate application of 21st-century skills	• Presentation shows clear evidence of an independent learner and thinker • Solution shows adequate understanding of the problem and its components • Solution shows adequate application of 21st-century skills	• Presentation shows some evidence of an independent learner and thinker • Solution shows some understanding of the problem and its components • Solution shows some application of 21st-century skills	• Presentation shows limited or no evidence of an independent learner and thinker • Solution shows limited or no understanding of the problem and its components • Solution shows limited or no application of 21st-century skills

HONORS GEOMETRY
TEACHER SCOPE AND SEQUENCE PACING GUIDE*

Timeline	Unit of Study	Content Descriptors Students will be able to…	Assessments
Unit P (~8 days) (can be split)	Algebra Review	1) Simplify complex fractions. 2) Solve linear equations and identify special cases. 3) Solve proportions. 4) Solve systems of equations using elimination and substitution. 5) Solve quadratic equations by factoring.	Quiz on summer packet selected topics
Unit 1 (~8 days)	Points, Lines, Planes & Angles Chapter 1: 1-1, 1-2, 1-3, 1-4, 1-5	1) Describe and illustrate the following terms: point, line, plane space, collinear points, coplanar points. 2) Use postulates and theorems relating points, lines, and planes. 3) Describe and illustrate segments, rays, opposite rays, and distances. 4) State and use the Segment Addition Postulate. 5) Calculate the distance and midpoint between points on a number line. 6) Define and illustrate the midpoint of a segment, the bisector of a segment, and congruent segments. 7) Define, name, and illustrate an angle, an angle bisector, and congruent angles. 8) State and use the Angle Addition Postulate. 9) Identify the following angles or pairs of angles: right, acute, obtuse, complementary, supplementary, adjacent, straight, vertical, and linear pair. 10) Describe and illustrate the perpendicular bisector of a segment.	Quiz on 1-1 to 1-3 Chapter 1 Test
Unit 2 (~13 days)	Deductive Reasoning Chapter 2: 2-1, 2-2, 2-3, 2-4, 2-5, 2-6	1) Use conditional statements to identify hypothesis and conclusion, state the converse, and use a counterexample. 2) Understand the meaning of and write a biconditional. 3) Use properties from algebra and properties of congruence in proofs. 4) Use the Midpoint Theorem and the Angle Bisector Theorem.	Quiz on 2-1 to 2-3 Chapter 2 Test

		5) Know the kinds of reasons that can be used in proofs. 6) Apply the definitions of complementary and supplementary angles and perpendicular lines. 7) Given the measures of angles as algebraic expressions, find the measures of the complement and supplement of an angle. 8) State and use the theorem about vertical angles. 9) State and apply the theorems about angles supplementary to, or complementary to, congruent angles. 10) Plan proofs and write them in a two-column deductive form to prove geometric conjectures.	
Unit 3 (~12 days)	Parallel Lines & Planes Chapter 3: 3-1, 3-2, 3-3, 3-4, 3-5 *Review solving systems of linear equations and factoring	1) Distinguish between intersecting lines, parallel lines, and skew lines. 2) Identify the angles formed when two lines are cut by a transversal. 3) Describe the following terms and identify them in a diagram: parallel lines, transversal, skew lines, interior angles, exterior angles, alternate interior angles, same-side interior angles, and corresponding angles. 4) Determine if two lines are parallel given conditions using corresponding angles, alternate interior angles, or same-side interior angles. 5) Classify triangles according to sides and to angle measures. 6) State and apply the exterior angle theorem of a triangle. 7) Find the measures of interior angles and exterior angles of convex polygons and regular polygons.	Quiz on 3-1 to 3-3 Chapter 3 Test
Unit 4 (~12 days)	Congruent Triangles Chapter 4: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7	1) Identify the corresponding parts of congruent figures. 2) Prove two triangles congruent by using the SSS, SAS, and ASA Postulates and the AAS and HL Theorems.	Quiz on 4-1 to 4-3 Quiz on 4-4 to 4-6 Chapter 4 Test

		3) Deduce information about segments and angles after proving that two triangles are congruent. 4) Identify the corresponding parts of congruent triangles and use congruent triangles to prove corresponding parts congruent. 5) Describe how to measure the distance from a point to a line and calculate that distance. 6) Prove two triangles congruent by first proving two other triangles congruent. 7) Apply the definitions of the median and the altitude of a triangle and the perpendicular bisector of a segment. 8) State and apply the theorem about a point on the perpendicular bisector of a segment, and the converse. 9) State and apply the theorem about a point on the bisector of an angle, and the converse.	
Unit 5 (~11 days)	Quadrilaterals Chapter 5: 5-1, 5-2, 5-3, 5-4, 5-5	1) Apply the definition of a parallelogram and the theorems about properties of a parallelogram. 2) Apply the definitions and identify the special properties of a rectangle, rhombus, and a square. 3) Prove that certain quadrilaterals are parallelograms. 4) Apply the midsegment theorem for triangles. 5) Apply the definitions and identify the properties of a trapezoid and an isosceles trapezoid. 6) Apply the properties of the midsegment of a trapezoid to calculate length of segments and angle measurements.	Quiz on 5-1 to 5-3 Chapter 5 Test
2-3 days	Midterm Exam Review		Midterm Exam
Unit 6 (~11 days)	Similar Polygons Chapter 7: 7-1, 7-2 , 7-3, 7-4, 7-5, 7-6 *Include algebra review prior to 7-3	1) Express a ratio in simplest form. 2) Solve for an unknown term in a proportion. 3) Using properties of proportions, express a given proportion in an equivalent form. 4) State and apply the properties of similar polygons. 5) Find the dimensions of diagrams drawn to	Quiz on 7-1 to 7-3 Chapter 7 Test

		scale. 6) Find the lengths of segments of similar triangles by using proportions and algebra. 7) Determine if two figures are similar by using proportions. 8) Use the AA~ Postulate, SAS~ and SSS~ Theorems to prove triangles similar. 9) Use the ratio of altitudes, medians, angle bisectors, and perimeters to find measures of segments of triangles. 10) Prove corresponding parts of triangles are proportional by using similar triangles. 11) Describe the ratios formed when the altitude is drawn to the hypotenuse in a right triangle. 12) Use similar triangles to deduce information about segments or angles. 13) State and apply the Triangle Proportionality Theorem and its corollary; the Triangle Angle-Bisector Theorem 14) Apply the properties of similar triangles to real world problems.	
Unit 7 (4-5 days)	Simplifying Radicals *Include variables in the radicands, operations on radicals, & rationalizing the denominator	1) Simplify single radical expressions with and without variables. 2) Multiply radical expressions. 3) Add and subtract radical expressions. 4) Divide and rationalize radical expressions.	Quiz on Simplifying Radicals
Unit 8 (~12 days)	Right Triangles Chapter 8: 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7	1) Determine the geometric mean between two numbers. 2) State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle. 3) State and apply the Pythagorean Theorem. 4) State and apply the converse of the Pythagorean Theorem and related theorems about obtuse and acute triangles. 5) Solve for segment lengths of squares and rectangles by using the Pythagorean Theorem. 6) Determine the lengths of two sides of a $45°-45°-90°$ or a $30°-60°-90°$ triangle when the length of the third side is known. 7) Define the tangent, sine and cosine ratios for an acute angle.	Quiz on 8-1 to 8-4 Chapter 8 Test

		8) Solve right triangle problems by correct selection and use of the tangent, sine and cosine ratios. 9) Apply the Pythagorean Theorem and properties of special right triangles to real world problems. 10) Identify the angles of depression and elevation within real world problems. 11) Solve real world problems by using angles of elevation and depression along with the application of trigonometric ratios.	
Unit 9 (~10 days)	Circles Chapter 9: 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7	1) Describe and illustrate the following terms: circle, radius, diameter, chord, secant, tangent, point of tangency, minor and major arcs, semicircle, sphere, great circle, and interior and exterior points. 2) Define and illustrate: inscribed in and circumscribed about 3) Apply theorems that relate tangents and radii. 4) Define and apply properties of arcs and central angles. 5) Solve problems involving inscribed angles.	Quiz on 9-1 to 9-4 Chapter 9 Test
Unit 10 (~10 days)	Areas of Plane Figures Chapter 11: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7	1) Understand the concept of the area of a polygon. 2) Understand and apply the area postulates and formulas of rectangles, parallelograms, triangles, rhombuses, trapezoids, and regular polygons. 3) Find the area of shaded regions which can be decomposed into squares, rectangles, parallelograms, triangles, rhombuses, and trapezoids. 4) Find the area of similar triangles. 5) Know and use formulas for the circumferences and areas of circles that are derived from the perimeter and area formulas for regular polygons. 6) Describe how the area changes with a proportional change in dimensions of a figure. 7) Find the area and circumference of circles	Quiz on 11-1 to 11-4 Chapter 11 Test

		and shaded circular regions using an additive or subtractive process. 8) Know and use formulas for arc length and the areas of sectors of a circle. 9) Find the ratio of areas of two triangles. 10) Understand and apply the relationship between scale factors, perimeters and areas of similar figures.	
Unit 11 (~10 days)	Areas & Volumes of Solids Chapter 12: 12-1, 12-2, 12-3, 12-4, 12-5	1) Identify the parts of prisms, cylinders, pyramids and cones. 2) Describe the following terms: edge, base, face, lateral face, lateral edge, and altitude of a solid, slant height and regular solids. 3) Find the lateral areas, surface areas, and volumes of right prisms, right cylinders, pyramids and right cones. 4) Find the surface area and volume of a sphere. 5) Find the volume and surface area of a composite of solids. 6) Solve real world problems by using formulas for area and volume of solids. 7) State and apply the properties of similar solids.	Quiz on 12-1 to 12-3 Chapter 12 Test
Unit 12 (~11 days)	Coordinate Geometry Chapter 13: 13-1, 13-2, 13-3, 13-5, 13-6*, 13-7* *if time allows	1) State and apply the midpoint, distance, and slope formulas. 2) State and apply the general equation of a circle. 3) Determine whether two lines are parallel, perpendicular, or neither. 4) Identify the slope and y-intercept of the line specified by a given equation. 5) Draw the graph of the line specified by a given equation. 6) Write an equation of a line when given either one point and the slope of the line, or two points on the line. 7) Determine the intersection of two lines by graphing and algebraically.	Quiz on 13-1 to 13-5 (no 13.4) Chapter 13 Test
2-3 days	Final Exam Review		Final Exam

*This pacing guide is based on a Drop 2 Bell Schedule with approximately 59 minute class times.

TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: July 2024

Title of Course: H SCSU Principles of Marketing

Grade Level: 10-12

Department: Business

Length and Credit: Full year/1.0

Prerequisites: None

General Description:
Honors SCSU Principles of Marketing is a full year course that examines the marketing concepts underlying both consumer and business to business marketing strategy and tactics. The course's main focus is on analyzing the marketing mix (product, place, price, promotion), their interrelationships, how they are used in the marketing process, and how they relate to other business functions. The goal is for students to acquire the necessary analytical and conceptual skills for developing successful marketing programs and to develop an appreciation for the relationship between marketing and other business functions. This course curriculum is in alignment with MKT200: Principles of Marketing at Southern Connecticut State University. Upon successful completion of course requirements, students may be eligible for three college credits.

Participation in the School Based Enterprise (SBE) as well as DECA are an integral part of this course. Competition occurs at the State and National levels.

Rationale:
This is a revision to the current H CCP Principles of Marketing course. Instead of offering dual enrollment with Housatonic Community College, this course will now be aligned with MKT200 Principles of Marketing at Southern Connecticut State University, still offering students the opportunity to earn three transferable college credits, but now with a four year institution. These credits will be more desirable to our student population.

Overall, this course is designed to introduce students to general marketing concepts, as they are important to everyone, because they impact individuals, business, and society. Skills taught will prepare students for college and career success.

Resources Needed:

- *Foundations of Marketing,* 9th edition by William M. Pride and O.C. Ferrell
    - Online Learning Platform - Mindtap ISBN-13: 9780357129388

Submitted by:
Christina Rusate, THS CTE Department Chair

Reviewed by:

_____	_____
Principal/Designee	Date
_____	_____
Assistant Superintendent	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors SCSU Principles of Marketing
Grade 10-12
Pilot Curriculum Guide

2024

Curriculum Writing Team

Christina Rusate	**Business Department Chair**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Honors SCSU Principles of Marketing

Grade 10-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Marketing education introduces students to the processes and functions involved in providing products or services that meet consumers' wants and needs. As a major business function, marketing impacts both the domestic and International economies.

Marketing exists within a dynamic environment of rapidly evolving technology and constant change, emerging interdependent nations and their economies, and increasing demands for ethical and social responsibility.

There are at least two major principles related to marketing that all students should understand:

- General marketing concepts are important to everyone, because they impact individuals, business, and society.
- Even though marketing practices continue to change, the conceptual framework, which is built upon a consumer orientation, should not be noticeably altered.

Honors SCSU Principles of Marketing is a full year course that examines the marketing concepts underlying both consumer and business to business marketing strategy and tactics.. The course's main focus is on analyzing the marketing mix (product, place, price, promotion), their interrelationships, how they are used in the marketing process, and how they relate to other business functions. The goal is for students to acquire the necessary analytical and conceptual skills for developing successful marketing programs and to develop an appreciation for the relationship between marketing and other business functions. This course curriculum is in alignment with MKT200: Principles of Marketing at Southern Connecticut State University. Upon successful completion of course requirements, students may be eligible for three college credits.

Participation in the School Based Enterprise (SBE) as well as DECA are an integral part of this course. Competition occurs at the State and National levels.

The purpose is to prepare students for post-secondary education, employment, and also teach students valuable skills essential to college and career success.

COURSE GOALS

The following course goal derives from the MBA Research Business Administration Core:

Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

The following course goals derive from the MBA Research Marketing Cluster Core:

Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

Marketing-Information management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

Pricing: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

The following course goals derive from the 2010 Connecticut Core Standards:

Key Ideas and Details:
CCSS.ELA-LITERACY.RST.11-12.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

The following course goal derives from the 2010 Connecticut Standards for Mathematical Practice:
CCSS.MATH.PRACTICE.MP4
Model with mathematics.

The following course goals derive from the 2016 ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- marketing is a driving force in the global economy, influencing consumer behavior, and shaping societal trends.
- effective marketing revolves around understanding and responding to consumer needs and behaviors.
- the digital revolution has transformed marketing strategies.
- clear, consistent, and ethical communication is essential for conveying ideas, building trust, and fostering relationships. This applies to marketing, personal interactions, and professional endeavors.
- strategic thinking involves considering all elements of a situation, making informed decisions, and planning effectively.

COURSE ESSENTIAL QUESTIONS

- How do market dynamics and competition shape marketing strategies and business success? (Unit 1)
- What ethical considerations should marketers take into account, and how do these impact business practices and consumer trust? (Unit 1)
- How do marketers effectively identify and understand their target audience in a diverse and global market? (Unit 2)
- How does understanding consumer behavior lead to more effective product development and innovation? (Unit 3)
- In what ways do branding and messaging influence consumer perception and behavior? (Unit 3)
- How do companies develop and manage products that meet consumer needs and stay competitive in the market? (Unit 4)
- What factors influence pricing decisions, and how do companies balance profitability with customer value? (Unit 5)
- How do companies choose and manage distribution channels to ensure product availability and customer satisfaction? (Unit 6)
- How do companies create and implement promotional strategies to effectively communicate with and engage their target audience? (Unit 7)
- How do technological advancements and digital platforms transform traditional marketing strategies? (Unit 7)
- In what ways can integrated marketing communications create a cohesive and impactful brand experience? (Unit 7)

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
    - the concepts and strategies utilized to determine and target marketing strategies to a select audience
    - the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
    - the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization
    - the concepts and processes needed to identify, select, monitor, and evaluate sales channels
    - the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value
    - the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
    - the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
    - the concepts, tools, and strategies used to explore, obtain, and develop in a business career

- Students will be able to . . .
    - apply appropriate business concepts and appropriate ethical actions across business
    - demonstrate the capacity for critical thinking, problem-solving and management with a marketer's vision, marketing plan and analysis
    - develop clear, concise, audience-appropriate, interesting, and grammatically correct written/oral messages
    - utilize data to aid in marketing decision making and demonstrate understanding of the interaction between elements of the marketing mix and the organization

**Based on SCSU Course Syllabus for MKT 200: Principles of Marketing*

COURSE SYLLABUS

Course Name

Honors SCSU Principles of Marketing

Level

Honors, dual enrollment

Prerequisites

None

General Description of the Course

Honors SCSU Principles of Marketing is a full year course that examines the marketing concepts underlying both consumer and business to business marketing strategy and tactics. The course's main focus is on analyzing the marketing mix (product, place, price, promotion), their interrelationships, how they are used in the marketing process, and how they relate to other business functions. The goal is for students to acquire the necessary analytical and conceptual skills for developing successful marketing programs and to develop an appreciation for the relationship between marketing and other business functions. This course curriculum is in alignment with MKT200: Principles of Marketing at Southern Connecticut State University. Upon successful completion of course requirements, students may be eligible for three college credits.

Participation in the School Based Enterprise (SBE) as well as DECA are an integral part of this course. DECA competition occurs at the State and National levels.

Assured Assessments

Formative Assessments:

- Class Participation
- Class Presentations
- School Store Reflection Journal

Summative Assessments:

- Midterm Examination
- Final Examination/Project

Required Text

Foundations of Marketing, 9th Edition by William M. Pride and O.C. Ferrell

Supplemental Texts

- Teacher selected current event articles

UNIT 1
Foundations of Marketing

Unit Goals

At the completion of this unit, students will:

MBA Research, Business Administration Core:
Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

CCSS.ELA-LITERACY.WHST.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ISTE Standards:
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions
- How do market dynamics and competition shape marketing strategies and business success?
- What ethical considerations should marketers take into account, and how do these impact business practices and consumer trust?

Unit Scope and Sequence
- the definition of marketing
- understanding the marketing concept
- the importance of marketing in our global economy
- the strategic planning process - organizational mission and goals
- SWOT analysis
- social responsibility in marketing
- ethics in marketing

Key Vocabulary

- marketing
- target market
- marketing mix
- SWOT analysis
- social responsibility
- ethics

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Marketing Mix Application Activity: Students will be given a product and a target market and asked to develop a marketing mix strategy.
- School Store SWOT Analysis: Students will conduct a SWOT analysis of the school store.

Summative Assessments:

- Evolution of Marketing Case Study: Students will research a brand of their choosing and create a timeline highlighting the evolution of the brand's marketing activities throughout the years.

Resources

Core

- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapters 1, 2, 3

Supplemental

- Case studies in textbook

Time Allotment

- Approximately 24 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	School Store SWOT Analysis
Communication	
Collaboration	School Store Participation

UNIT 2
Marketing Research & Target Marketing

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

Marketing-Information Management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- How do marketers effectively identify and understand their target audience in a diverse and global market?

Unit Scope and Sequence

- marketing research process and its importance
- five basic steps in docuting market research including 2 types of data and 4 survey methods
- tools for market research such as databases, big data, marketing analytics
- ethical issues in marketing research
- market segmentation variables
- targeting strategy

Key Vocabulary

- primary data
- secondary data
- ethics
- market segmentation
- target markets
- demographic segmentation
- psychographic segmentation
- geographic segmentation
- behavioral segmentation

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Customer profile
- Development of market research survey

Summative Assessments:

- Hershey's Market Research Project: Students will conduct primary and secondary research to develop a new chocolate bar for a specified target market.

Resources

<u>Core</u>

- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapters 4, 5

<u>Supplemental</u>

- Case studies in textbook

Time Allotment

- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Hershey's Market Research Project
Communication	Hershey's Market Research Project
Collaboration	Hershey's Market Research Project School Store Participation

UNIT 3
Consumer Behavior

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

CCSS.ELA-LITERACY.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does understanding consumer behavior lead to more effective product development and innovation?
- In what ways do branding and messaging influence consumer perception and behavior?

Unit Scope and Sequence

- stages of the consumer buying decision making process
- types of consumer decision making

- influences on the buying decision process (situational, psychological, social)

Key Vocabulary
- problem recognition
- information search
- consideration set
- evaluation of alternatives
- purchase
- post purchase evaluation
- cognitive dissonance
- perception
- motivation
- learning
- attitudes
- reference groups
- opinion leaders
- culture
- subculture

Unit Assured Assessments

Formative Assessments:
- Participation in class discussions
- School Store Reflection Journal
- Consumer Decision Making Comic Strip/Skit

Summative Assessments:
- Why Do They Buy? Research Project: Students will conduct an inquiry based research study to learn more about what goes into consumer decisions when purchasing a specific product.
    - Suggested Accommodation: Provide students with a specific question to answer.

Resources

<u>Core</u>
- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapter 6

<u>Supplemental</u>
- Case studies in textbook

Time Allotment
- Approximately 10 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Why doThey Buy? Research Project
Communication	Why doThey Buy? Research Project
Collaboration	Why doThey Buy? Research Project School Store Participation

UNIT 4
Product Strategy

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do companies develop and manage products that meet consumer needs and stay competitive in the market?

Unit Scope and Sequence

- the concept of product
- concepts of product line and product mix
- product life cycle and its impact on marketing strategies
- product adoption process
- major components of branding - brand types, branding strategies, brand protection
- major packaging functions
- management of existing products through line extensions and product modifications
- new product development
- importance of product differentiation and the elements that differentiate one product from another
- how businesses position their products

Key Vocabulary

- innovators
- laggards
- brand
- brand equity
- trademark
- differentiation
- product positioning

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Branding yourself activity

Summative Assessments:

- Product Rebrand: Students will select a product from a brand's product mix that is in need of revitalization and create a rebranding proposal.
- New Product Development: Students will create an innovative new product idea, go through the new product development process, and pitch their idea.

Resources

<u>Core</u>

- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapters 10, 11

<u>Supplemental</u>

- Cobranding/Rebranding case studies (current events)
- Case studies in textbook

Time Allotment
- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Product Rebrand New Product Development
Communication	New Product Development
Collaboration	School Store Participation

UNIT 5
Pricing Strategy

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Pricing: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

CCSS.MATH.PRACTICE.MP4
Model with mathematics.

Unit Essential Questions

- What factors influence pricing decisions, and how do companies balance profitability with customer value?

Unit Scope and Sequence

- developing pricing objectives
- role of demand and price elasticity of demand
- demand, cost, and profit relationships
- breakeven analysis
- selection of a basis for pricing (cost-based, demand-based, competition-based)
- selection of a pricing strategy (new product, differential, psychological, product-line, promotional)

Key Vocabulary

- price elasticity
- fixed cost
- variable cost
- price skimming
- marginal cost

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Dirt & Worms

Summative Assessments:

- Pricing Baked Goods: Students will be required to calculate the costs of ingredients for a recipe, incorporate fixed costs, calculate the cost of goods sold for one unit, determine break even point, set a retail price applying a pricing strategy, and calculate net and gross profit. *Alternatively:* Pricing New Product: Students can use the new product they created

in the previous unit and calculate retail pricing (and previously mentioned items) for this product.
    - Suggested accommodation: Provide students with a very simple recipe with limited ingredients; also may need to provide formulas.

Resources

Core
- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapter 12

Supplemental
- Case studies in textbook

Time Allotment
- Approximately 10 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Pricing Baked Goods
Communication	
Collaboration	School Store Participation

UNIT 6

Distribution Decisions

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ISTE Standards:
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do companies choose and manage distribution channels to ensure product availability and customer satisfaction?

Unit Scope and Sequence

- foundations of supply chain management
- role and significance of marketing channels and supply chains
- intensity of market coverage
- strategic issues in marketing channels
- logistics activities
- legal issues in channel management
- purpose and function of retailers and wholesalers

Key Vocabulary

- distribution
- supply chain
- procurement
- marketing intermediaries
- retailing
- wholesaling
- franchising

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Eggman Distribution

Summative Assessments:

- How Did It Get Here? Culminating Activity: Choose a product and create a map of its travels from raw materials to final user.

Resources

Core

- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapters 13, 14

Supplemental

- Case studies in textbook
- Taylor Swift Eras Tour Ticket Distribution Case Study
- Wall Street Journal, "Why Global Supply Chains May Never Be the Same" documentary

Time Allotment

- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	How Did it Get Here?
Communication	
Collaboration	Eggman Distribution Activity School Store Participation

UNIT 7

Promotional Strategies

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:
Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

CCSS.ELA-LITERACY.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ISTE Standard:
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How do companies create and implement promotional strategies to effectively communicate with and engage their target audience?
- How do technological advancements and digital platforms transform traditional marketing strategies?
- In what ways can integrated marketing communications create a cohesive and impactful brand experience?

Unit Scope and Sequence

- define integrated marketing communications
- steps of the communication process
- definition and objectives of promotion

- promotional mix
- advertising and it's different types
- tools of public relations and how it's used
- purpose and steps of personal selling process
- sales promotion activities
- the growth and importance of digital marketing and digital media
- legal and ethical considerations in digital marketing

Key Vocabulary

- integrated marketing communications
- source
- receiver
- decoding
- noise
- push vs pull policy
- advertising
- public relations
- publicity
- personal selling
- sales promotion
- digital media
- digital marketing

Unit Assured Assessments

Formative Assessments:

- Participation in Class Discussions
- School Store Reflection Journal
- Close reading of case studies (Share a Coke, Snickers, or other current event)

Summative Assessments:

- Analysis of a Promotional Mix: Students will analyze a promotional mix for a brand that already exists. They will identify what promotional mix the brand uses and conduct a SWOT analysis. Students will then make suggestions on how to improve the brand's promotional strategy.
- Promotional Strategy: Students will develop a promotional strategy for the product they created in Unit 4.

Resources

<u>Core</u>

- *Foundations of Marketing,* 9th Edition by William M. Pride and O.C. Ferrell
    - Chapters 15, 16, 17, 9

<u>Supplemental</u>

- Case studies in textbook

- Share a Coke case study
- Snickers case study
- You Tube The AIDA Model Explained | How Gymshark uses the AIDA Model by Two Teachers.

Time Allotment
- Approximately 32 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Analysis of a Promotional Mix
Communication	
Collaboration	School Store Participation

CREDIT

One credit in Humanities
One class period for a full year

PREREQUISITES

None

CURRENT REFERENCES

- *The Future of Marketing: Future Marketing Trends for 2024*. The Future of Marketing | Future Marketing Trends For 2024. (n.d.). https://www.impactmybiz.com/blog/future-marketing-trends/
- "Marketing Principles Course Guide." *MBA Research and Curriculum Center*, 2022.
- McClary, J. "Nurturing Future Marketers: Key Trends and Issues in Marketing to Convey to Students*." National Business Education Association,* May 19 2023, https://nbea.org/blogpost/1901181/489142/Nurturing-Future-Marketers-Key-Trends-and-Issues-in-Marketing-to-Convey-to-Students?hhSearchTerms=%22marketing%22&terms=
- Pride, W. M., & Ferrell, O. C. (2022). *Foundations of Marketing*. Cengage.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics
- THS Business Department Level of Engagement Rubric
- THS Business Department School Store Rubric
- School Store Reflection Journal

OTHER RESOURCES

- Evolution of Marketing Timeline
- Market Research Project
- Why do They Buy? Consumer Behavior
- Rebranding - Product Project
- Pricing Baked Goods - Pricing Project
- How Did it Get Here? Distribution Project
- Analyzing a Promotional Mix - Promotion Project
- Final Project: Food Truck Wars

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING Beginning: 4 - 6 **Meets: 7 - 8 GOAL** Exceeds: 10 - 12 __ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

SKill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)
1. Self-Efficacy 2. Growth Mindset 3. Innovation 4. Emotional Intelligence 5. Integrity

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing ● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	**Areas of Growth**
	Feedback to Students	

	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**Behavioral Examples:** **A secondary school student may demonstrate innovation/creativity/curiosity by…** ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan. ● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	**A secondary school student may demonstrate integrity by…** ● Showing up on time to class and doing homework in a timely manner ● Noticing when another student drops her/his books in the hallway, and helps to pick them up ● Returning a wallet that is found in the parking lot with the content intact ● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) ● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. ● Respecting her peer who is wearing a sari ● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak ● Advocating for a peer after observing another student calling someone names ● Volunteering to help at practice for the Unified basketball team. ● Taking pride in their work and behaviors ● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. ● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity ● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

BUSINESS DEPARTMENT LEVEL OF ENGAGEMENT RUBRIC

Topic	5 points	4-3 points	2 points	1-0 points
Interactive participation • on task • group work/pair work,/Teacher (T) • listening • raising hands **CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**-Always** on task -**Always** actively participates with partner(s)/T -**Always** listens attentively -**Always** attempts to respond to questions/class discussion	**-Usually** on task **-Usually** actively participates with partner(s)/T -**Usually** listens attentively -**Usually** attempts to respond to questions/class discussion	**-Occasionally** on task **-Occasionally** actively participates with partner(s)/T - **Occasionally** listens attentively - **Occasionally** attempts to respond to questions/class discussion	**-Rarely** on task **-Rarely** actively participates with partner(s)/T - **Rarely** listens attentively - **Rarely** attempts to respond to questions/class discussion
Responsibility for learning • class materials • extra help • outside assignments etc.	**-Always** brings required materials to class -**Always** asks for assistance if needed -**Always** completes outside assignments	**-Usually** brings required materials to class -**Usually** asks for assistance if needed -**Usually** completes outside assignments	**-Occasionally** brings required materials to class -**Occasionally** asks for assistance if needed -**Occasionally** completes outside assignments	**-Rarely** brings required materials to class -**Rarely** asks for assistance if needed -**Rarely** completes outside assignments
Attendance/promptness	-**Always** arrives on time to class(in person and virtually -**Always** remains in class throughout the period -**All** absences are accounted for	-**Usually** arrives on time to class -**Usually** remains in class throughout the period -**All** absences are accounted for	-**Occasionally** arrives on time to class -**Occasionally** remains in class throughout the period -Absences are **generally** accounted for	-**Rarely** arrives on time to class -**Rarely** remains in class throughout the period -Absences are **rarely** accounted for
Behavior/civility • electronic devices • following directions • respectful of others • obeys classroom and school rules	-**Always** displays positive behavior in the classroom -**Always** respectful of others -**Always** follows school and classroom rules	-**Usually** displays positive behavior in the classroom - **Usually** respectful of others - **Usually** follows school and classroom rules	- **Occasionally** displays positive behavior in the classroom - **Occasionally** respectful of others - **Occasionally** follows school and classroom rules	- **Rarely** displays positive behavior in the classroom - **Rarely** respectful of others - **Rarely** follows school and classroom rules

SCHOOL STORE EMPLOYEE RUBRIC

Criteria	5 - Exemplary	4 - Proficient	3/2 - Developing	1/0 - Needs Improvement
Customer Service	Always friendly, helpful, and professional. Consistently addresses customer needs promptly and effectively.	Usually friendly, helpful, and professional. Addresses customer needs in a timely manner.	Sometimes friendly and helpful, but may miss opportunities to address customer needs promptly.	Rarely friendly or helpful. Often fails to address customer needs or is unprofessional.
Cash Handling	Accurately handles cash transactions without errors. Consistently follows procedures for cash handling and security.	Generally handles cash transactions accurately. Follows procedures for cash handling and security with minor errors.	Occasionally makes errors in cash transactions. Needs reminders to follow proper procedures for cash handling.	Frequently makes errors in cash transactions. Does not follow procedures for cash handling and security.
Inventory Management	Consistently maintains accurate inventory records. Regularly participates in inventory checks and restocking.	Maintains accurate inventory records with minor discrepancies. Participates in inventory checks and restocking.	Inconsistently maintains inventory records. Occasionally participates in inventory checks and restocking.	Rarely maintains accurate inventory records. Seldom participates in inventory checks and restocking.
Teamwork	Always works collaboratively and effectively with others. Takes initiative to assist team members.	Usually works well with others. Assists team members when asked.	Sometimes works well with others but may struggle with communication or cooperation.	Rarely works well with others. Often does not communicate or cooperate with team members.
Professionalism	Consistently demonstrates professionalism in behavior and communication.	Usually demonstrates professionalism in behavior and communication.	Sometimes demonstrates professionalism, but may need reminders.	Rarely demonstrates professionalism in behavior or communication.
Problem Solving	Proactively identifies and resolves issues effectively. Demonstrates strong critical thinking skills.	Usually identifies and resolves issues effectively. Demonstrates good critical thinking skills.	Sometimes identifies and resolves issues, but may need assistance. Critical thinking skills need development.	Rarely identifies or resolves issues effectively. Lacks critical thinking skills.
Punctuality and Attendance	Always punctual and has excellent attendance. Consistently adheres to schedule.	Usually punctual and has good attendance. Generally adheres to schedule.	Occasionally late or absent. Needs reminders to adhere to schedule.	Frequently late or absent. Often does not adhere to schedule.
Work Ethic and Initiative	Consistently demonstrates a strong work ethic. Takes initiative and goes above and beyond	Usually demonstrates a strong work ethic. Takes initiative with assigned tasks.	Sometimes demonstrates a strong work ethic. Occasionally takes initiative.	Rarely demonstrates a strong work ethic. Does not take initiative with assigned tasks.

	assigned tasks.			

Scoring

Total out of 40 points: _____

Comments:

This rubric will be used to evaluate your professionalism and work performance in the School Store three times per marking period. The first two are for FEEDBACK purposes and so that you know what you need to improve. The last evaluation will be recorded in the gradebook as part of your Level of Engagement grade.

Weekly School Store Reflection Journal

Week of	
Summary of Activities: ● Briefly describe the tasks and activities you participated in at the school store this week.	
Key Learnings: ● What new skills or knowledge did you acquire this week? ● How did you apply classroom concepts in your work at the school store?	
Challenges Faced: ● What challenges or obstacles did you encounter? ● How did you address or overcome these challenges?	
Successes and Achievements: ● What were your key successes or accomplishments this week? ● What contributed to these successes?	
Customer Interactions: ● Describe any significant interactions you had with customers. ● How did you handle these interactions, and what did you learn from them?	
Personal Reflection: ● How do you feel about your performance this week? ● What are your strengths and areas for improvement? ● How do you plan to improve or build on your strengths next week?	
Goals for Next Week: ● What specific goals do you have for next week? ● How do you plan to achieve these goals?	
Any other comments, concerns, questions, ideas, or issues you'd like to share confidentially with Ms. Rusate.	

4 EXEMPLARY	The journal entry is comprehensive, insightful, and reflective. It thoroughly addresses all prompts with clear, well-organized, and coherent writing. Demonstrates deep critical thinking and personal growth. Sets specific and actionable goals for improvement. Maintains a high level of professionalism with proper grammar and mechanics.
3 PROFICIENT	The journal entry is complete and reflective, addressing most prompts with clarity and coherence. Shows good critical thinking and personal growth. Goals for improvement are relevant and mostly specific. Maintains professionalism with few errors in grammar and mechanics.
2 DEVELOPING	The journal entry addresses some prompts but lacks detail and depth. Shows basic reflection with limited critical thinking. Goals for improvement are general or vague. Contains several errors in grammar and mechanics, affecting readability.
1 NEEDS IMPROVEMENT	The journal entry is incomplete, addressing few prompts with little to no detail. Lacks reflection and critical thinking. Goals for improvement are unclear or missing. Contains numerous errors in grammar and mechanics, making it difficult to understand.

Evolution of Marketing Case Study
Assessment

Create a **timeline** highlighting the evolution of a brand's marketing activities throughout the years.

- Select a well-known brand that has been around for at least 75 years.
- Include **at least 10 events** on the timeline with caption and visual examples.
    - (year, caption, visual)
    - Label each event with the corresponding element of the marketing mix (product, place, price or promotion)
- Focus on **more than just print advertisements** (new product launches, new markets, department expansions, packaging changes…) Think about **all four P's** of marketing.

- **Summarize**, in your own words, how this brand's marketing focus and priorities have shifted throughout the years. What did you observe that tells you this?
    - This can be a separate slide or add a box with "Summary"

- **Extend:** Where do you think or predict this brand's focus would be in 10 years (2030)? Summarize in a short statement.
    - This can be a separate slide or add a text box with "Extension"

- **BONUS (Optional):** Design a future ad for this brand with the above mentioned focus.

Some suggested brands: Kraft, Nabisco, Oscar Meyer, Cadbury, Campbell Soup Company, Aunt Jemima, Quaker Oats, Entenmanns, The Keebler Company, Kelloggs, Pepsi, Coca Cola Company, General Electric, JM Smucker, JCPenney, UPS, Nieman Marcus, Boeing, Nikon, LL Bean, Carhartt, John Deere, Colgate, Harley Davidson Motorcycles, Brooks Brothers, Ford, Chevrolet, (most American car manufacturers)

**Please no repeats! If you have another idea for a brand you would like to search, please just run it by me first.*



Evolution of the DECA logo

Suggested technology tools:
Canva (search: timeline for some great starter templates)
Visme (Use ps.net account to create an account)
Prezi
iMovie
Google Slides is always an option, but will not create as nice of a visual - last resort

Suggested sources:
NOT Wikipedia!
NOT any site with "essays" in the title for example ukessays.com
Use the brand's website. Often they have an "About Us" page.
Begin with Google search "History of ___ Marketing"

Evolution of Marketing Case Study
Assessment Rubric

	Developing	Proficient	Goal	Exemplary
Demonstrate an understanding of the evolution of marketing - including examples <u>from all 4 P's</u> of the marketing mix. CT Marketing Standard: C. Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.				
Use <u>technology</u> to produce a timeline to convey this information. **Include at least <u>10 events</u> with year, visual, and description.** CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				
Conduct research on the history of the brand. **Summarize how this brand's strategies have shifted over the years.** **Predict where this brand's focus may be in 10 years.** CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
Overall creativity, visual presentation, and work habits.				

Generic Sample

Hershey's Market Research Project



Hershey's Chocolate Bars have the lowest market share in the chocolate industry. More and more consumers choose Hershey's competitors' products over the simple Hershey's Milk Chocolate Bar. Once the leader in the chocolate industry, Hershey's has lost considerable popularity among the fastest growing population, youth ages 12-18. Youth prefer Reese's, Snickers, Twix, Kit Kat and other more innovative chocolate bars.

Still, Hershey's Milk Chocolate Bar is considered top quality and has 100% mind share. Everyone knows and recognizes the Hershey's Milk Chocolate Bar brand. The problem: no one in the youth market buys them.

Hershey's is looking to invest in a new chocolate bar company owned and operated by a team of young entrepreneurs. However, it has yet to find a team that has an innovative and exciting new product and brand that caters specifically to the market of youth ages 12-18.



Hershey's has hired your team to conduct market research to identify the tastes of young consumers of chocolate ages 12-18.

Part One: Secondary Research
Using credible internet resources, research the chocolate industry and your target market. Find out information about trends in this area. Think about the four P's when doing your research.
Some sources to get you started:
Info on Hershey's Demographics
Chocolate Industry Trends
More Chocolate Trends
https://www.marketresearch.com/Food-Beverage-c84/Food-c167/Chocolate-c1717/
https://www.grandviewresearch.com/industry-analysis/chocolate-market
https://analysis.technavio.com/chocolate-industry-analysis-research

Part Two: Primary Research - Survey
Design a simple market research survey. Possible questions include, but are not limited to the following:

- Rank the top 3 criteria for chocolate selection from ingredients, price, quality, and packaging.
- What are your top 3 favorite ingredients?
- What are your 3 favorite brands?
- How often do you purchase chocolate bars?
- What is the price you are willing to pay for a chocolate bar?
- Etc.

Implement the market research survey.
Draw conclusions based on the results of the market research surveys.

Part Three: Primary Research - Focus Group
Develop questions to ask your focus group.
Conduct focus group.
Draw conclusions based on the results of the focus group.

Part Four: Product Design
Based on the results of the market research and the conclusions you have drawn, you must now:

- Create a NEW product based on the results of the survey.
    - You must create a mock-up (actual or "virtual") of your product packaging
    - Your presentation should include details/description of your product

- Create strategy that addresses EACH part of the Marketing Mix.
    - Report data. Must cite both primary and secondary sources for each element of the marketing mix.
    - Draw conclusions/make insights based on research!

    - PEOPLE
        - Who is your target market? Demographics, Psychographics.
    - PRODUCT
        - What is your product? (flavor, size, etc)
        - Name? Logo? Slogan?
    - PLACE
        - Where will it be sold? What stores? Where within the store?
    - PRICE
        - how much will you sell it for?
    - PROMOTION - how will you get the word out? Sample advertisement?
        - Where will you promote your candy product? (what media - TV? Radio? Etc. Be specific with what channel, when, what programs, etc.)
- Explain the reasoning behind the strategy
- Works cited page



Hershey's Market Research INDIVIDUAL Project Rubric

	Points Possible	**Points Earned**
Class participation in Secondary Research	**10**	
Class participation in Focus Group Design/Execution	**10**	
Class participation in Survey Design/Execution	**10**	
Creates a mock up of new product	**10**	
Thoroughly addresses element of the Marketing Mix Cites both primary and secondary data Sound recommendations based on market research Draw conclusions/makes consumer insights based on market research	**40**	
Creativity	**10**	
Presentation skills	**10**	
TOTAL	**100**	



Hershey's Market Research Project: Part One
Secondary Research

Individually, you will focus on your "P" and research the chocolate industry and your target market.
Together, collaborate to be sure you have information on all four P's of the marketing mix.

PRODUCT	PLACE
PRICE	PROMOTION

PEOPLE



Hershey's Market Research Project: Part Three
Conduct a Focus Group

Name: _____

Assigned "P" of the marketing mix: _____

INDIVIDUALLY: Come up with 7-10 questions that you would like to ask the consumers. These questions should be focused on your assigned "P" of the marketing mix.

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SMALL GROUPS: Now, sit with the other members assigned to your "P". Share your lists and come up with the 7-10 BEST questions that represent your "P".

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PROJECT GROUPS: Finally, sit with your project group. Each person should share his/her questions. Choose the best ones to ask the consumers. Your final list of questions (approx 15) should be reflective of all four P's of the marketing mix.

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Hershey's Market Research Project: Part Three continued
Planning your Focus Group

Introduction:

Who will speak?

What will he/she say? Prepare a script:

Facilitators (2 total):

Questions to be asked (IN ORDER!)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Conclusion:

Who will speak?

What will he/she say? Prepare a short script.

Helpful Links:

Logo design:

Logo Maker Websites:

https://logomakr.com/

https://www.logomaker.com/

https://www.fiverr.com/categories/graphics-design/creative-logo-design?show_join=true&u_sou=bing&u_med=cpc&u_cam=B_US_Logo-Design_Free_BMM&u_ter=bmm_free-logo-maker&u_con=AdID^78615128845199^

Package design

https://placeit.net/packaging-mockups

https://packola.com/

https://smartmockups.com/mockups/cans

H Principles of Marketing
Units: Consumer Decision Making & Buyer Behavior
Assessment: PBA Consumer Decision Making & Buyer Behavior

WHY DO THEY BUY?

Task: Working with a partner, choose a consumer product category that you would like to learn more about the consumer decision making buying process. You and your partner are going to create a research study to learn more about what goes into consumer decisions when purchasing this product.

Step 1: Ask a Question
Think about what you want to find out. This must relate to something about consumer decision making! Create a research question. For example:

- What makes people choose one smartphone over another?
- Do they care more about the price, brand, or what the phone can do?
- Where do they get information about smartphones?
- Does loyalty to a particular brand affect their choices?
- How do online reviews and social media impact their decisions?

Our research question(s):

This must be approved and signed off on by Ms. Rusate _____

Step 2: Pick Who to Study
Decide who you want to ask these questions to. What target market are you going to focus on? This could be people in your school or community. Think about their age, gender, and where they live. Be specific.

Who are you going to study? (Target Market)

Step 3: How to Collect Information
There are different ways to get information from people. Your plan should include 2 of these.
Surveys: Prepare a set of questions and ask people to answer them.
Interviews: Talk to a few people in more detail.
Observations: Watch how people actually buy smartphones.

What questions are you going to ask and/or how are you going to get answers to your research question?

How are you going to collect information? DETAIL - need the questions and/or plan
If survey - link. If interview -link.

This must be approved and signed off on by Ms. Rusate _____

Step 4: Collect Information

Now go get your info! Make sure you are respectful and don't share personal information without permission. Keep what people tell you private.

Step 5: Analyze the Information
After you've collected the answers, you need to make sense of it. Look for patterns or things that most people say. This helps you understand what's important to them when buying a smartphone.

Step 6: Share What You Found
Prepare a presentation with your findings, maybe using graphs and charts to make it easier to understand.

- Introduce yourself
- Introduce your study
    - What: Research question
    - Who: Who did you study?
    - How: How did you collect your data?
- Findings & Analysis: What was your data? What does your data say?
- Recommendations: Based on what you learned, suggest ways companies could do better or different things to make people like their product more. *** This is key *** What did you learn about consumer behavior/buying process for this product category? What recommendations do you have for marketers in this field?
- Limitations: Remember, every study has limits. Maybe you couldn't ask as many people as you wanted, or some people didn't want to talk. Share these limitations.
- Next Steps: Think about what else you could find out based on what you've learned. What other questions could you ask in a follow-up study?

This project is a fun way to learn how people make choices, and it's like a little science experiment. You'll talk to people, analyze information, and make suggestions based on what you discover. It's a great way to understand how and why people choose the things they buy.

Criteria	Developing	Proficient	Goal	Exemplary
Research Objective and Questions	The research objectives and questions are unclear or not focused.	The research objectives and questions are somewhat clear and relevant.	The research objectives and questions are clear and well-focused.	The research objectives and questions are exceptionally clear, focused, and highly relevant.
Sampling and Participants	The target audience is not well-defined, and the sample size is inappropriate.	The target audience is somewhat defined, and the sample size is somewhat appropriate.	The target audience is well-defined, and the sample size is appropriate.	The target audience is meticulously defined, and the sample size is highly appropriate.
Data Collection Methods	The choice of data collection methods is inappropriate or poorly explained.	The choice of data collection methods is somewhat appropriate and explained.	The data collection methods are appropriate and clearly explained.	The data collection methods are exceptionally appropriate, innovative, and expertly explained.
Results and Findings	Findings are unclear and not effectively communicated.	Findings are somewhat clear, but could be more effectively communicated.	Findings are clearly presented and effectively communicated.	Findings are exceptionally clear, presented with exceptional effectiveness.
Data Analysis	Data analysis is insufficient or lacks an understanding of relevant techniques.	Data analysis is somewhat thorough and shows a basic understanding of techniques.	Data analysis is thorough and demonstrates a good understanding of techniques.	Data analysis is exceptionally thorough, showing a deep understanding of advanced techniques.
Recommendations	Recommendations are unclear or not based on research findings.	Recommendations are somewhat clear and somewhat based on research findings.	Recommendations are clear and based on research findings.	Recommendations are exceptionally clear and highly grounded in research findings.
Limitations	Limitations are not identified or explained.	Limitations are somewhat identified and explained.	Limitations are clearly identified and explained.	Limitations are meticulously identified and thoroughly explained.
Next Steps	No suggestions for future research are provided.	Suggestions for future research are somewhat mentioned.	Suggestions for future research are mentioned.	Exceptional suggestions for future research are provided.
Presentation	The presentation lacks organization and structure.	The presentation is somewhat organized and structured.	The presentation is well-organized and structured.	The presentation is exceptionally organized and structured.
Overall Quality and Creativity	The project lacks creativity, critical thinking, or an understanding of the topic.	The project demonstrates some creativity, critical thinking, and a basic understanding of the topic.	The project shows creativity, critical thinking, and a good understanding of the topic.	The project is exceptionally creative, demonstrates advanced critical thinking, and has a deep understanding of the topic.
Total Score (100 points)	**0-65 points**	**65-79 points C Range**	**80-89 points B Range**	**90-100 points A range**

H Principles of Marketing
PRODUCT STRATEGY

Congratulations! You have just been hired as a Brand Manager for your favorite brand. Your first assignment on the job is to **revitalize/rebrand** one of their brands. Begin by reviewing their product mix. Identify an opportunity in the market or a brand that could use some "updating". You may also wish to review general industry information. What are the trends? What does your target market need/want?

- **Product Selection**
  a. Choose a product you want to rebrand. **There should be room for improvement or a new angle.** Explain your initial thoughts about why you picked this product and what you think could be the improvement/new angle.

- **Research**
  a. Conduct research on the current branding of the selected product.
     i. What is the current branding?

     ii. Identify the current target audience in detail (RESEARCH! Demographics, psychographics, etc)

  b. Analyze current market trends in this product category or amongst this target market (RESEARCH! Include a LINK and bullets of insights from that source. Min 3 sources!)

  c. Identify strengths, weaknesses, opportunities, and threats (SWOT) to this product.
     STRENGTHS (internal)

     WEAKNESSES (internal)

     OPPORTUNITIES (external)

     THREATS (external)

- **Creative concept development**
    a. Brainstorm and develop a creative concept for your rebrand. When thinking about rebrand consider ALL of these elements:
        i. Name
        ii. Logo
        iii. Packaging
        iv. Product attributes (feature, quality, style, design)
        v. Messaging
        vi. Target audience

        What data/trends are you basing your changes off of?**

    b. Think about how your rebrand aligns with the target audience's preferences and addresses any identified weaknesses.

        Briefly summarize your rebrand here. List the changes and reasons for each change. (Further detail should be given in presentation)

- Mockup and visual
    a. Create a mockup of your product.
    b. Create a presentation to pitch your rebrand

Presentation Suggested Outline:

- Introduction: Briefly introduce the current product and its challenges/opportunities.
- Creative Concept: Showcase the new branding elements, explaining the rationale behind each choice.
- Target Audience: Clearly define the target audience and explain how the rebrand appeals to them.
- Conclusion: Explain why this rebrand would be successful for the brand.

You may work alone or with ONE partner of your choice for this project. If you work with a partner I'm expecting MAX creativity and effort! Your presentation should include a **visual** (please do not feel limited to Slides - Render Forest, iMovie, I'm open….) which provides speaking points and accompanying visuals on the above topics and your product strategy, as well as a **replica of your product packaging.** Your presentation should fit the look and feel of your brand - corporate presentations typically include the company logo and colors. You should NOT be reading off the slides, but instead telling a story about your product. .

PRODUCT STRATEGY-GRADING RUBRIC

Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

	Below Standard D/F	Standard B/C	Exceeds Standard A	Comments
Research		Demonstrates an ability to analyze and synthesize information from various reputable sources, providing a solid foundation for the research.		
Creativity and Innovation		The rebranding concept is creative and innovative, bringing a new perspective to the product.		
Alignment with target audience		Effectively defines the current target audience and aligns the rebranding elements with the new target audience's preferences and/or trends.		
Integration of marketing principles		Effectively incorporates marketing principles into the rebranding strategy. Demonstrates a solid understanding of their application. Explains rationale behind rebrand choices (colors, fonts, etc)		
Clarity and effectiveness of presentation		The presentation is clear and well-organized, with good engagement of the audience. Information is presented logically.		
Visual appeal of mock ups and presentation		Visual aids are well-designed and contribute to the overall presentation, providing a clear representation of the rebranded product.		

Principles of Marketing
PRICING UNIT - ASSESSMENT

allrecipes

Three Ingredient Peanut Butter Cookies

★★★★½

This recipe has just 3 ingredients. It's fast, easy, and the cookies are wonderful! It's great for kids that are just learning to bake.

By Allrecipes Member

Servings: 6

Yield: 1 dozen



Ingredients

1 cup peanut butter

1 cup white sugar

1 egg

Directions

Step 1
Preheat oven to 350 degrees F (175 degrees C). Line baking sheets with parchment paper.

Step 2
Combine the peanut butter, white sugar and egg. Mix until smooth.

Step 3
Drop spoonfuls of dough onto the prepared baking sheet. Bake at 350 degrees F (175 degrees C) for 6 to 8 minutes. Do not overbake! These cookies are best when they are still soft and just barely brown on the bottoms.

Nutrition Facts

Per Serving: 394 calories; protein 11.8g; carbohydrates 41.8g; fat 22.5g; cholesterol 31mg; sodium 209mg.

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(10 points)

VARIABLE COSTS				
Ingredients	**Cost**	**Total Quantity**	**Cost per one unit**	**Total Cost for the recipe**
1 cup peanut butter	$3.29 for 16 oz (1 cup = 8 oz)			
1 cup white sugar	$2.39 for 4 lbs (use 1 cup = .5 lbs)			

1 egg	$2.49 for 1 dozen eggs			
Total Cost of Ingredients				
FIXED COSTS				
Labor (CT Min wage $15/hr) 1 employee ($15/hr, 20 hours per week, 4 weeks) $1200/month				
Rent $1,000/month				
Utilities $100/month				

5 points each

1. What is the **Cost of Goods Sold** for ONE unit**?** (Check how many the recipe makes)

2. What will be your **retail price**? (Pick the price)

3. What **pricing strategy** will you use? Why?

4. What **percentage markup** are you using?

5. What is the **Break even point in units** for the month**?**

6. If you sold 1000 units this month, what is your **gross profit?**

7. What is your **net profit (don't forget monthly fixed costs)?**

8. Based on this information, how might you adjust your **pricing strategy** for month two? Would you run any discount/markdown/markup? Explain

Break Even Units Formula

$$\text{Break Even Units} = \frac{\text{Fixed Costs}}{\text{SP} - \text{VC}}$$

Markup Percentage Formula

$$\text{Markup Percentage} = \frac{\text{Selling Price Per Unit} - \text{Cost Price Per Unit}}{\text{Cost Price Per Unit}} \times 100$$

$$\text{Markup Percentage} = \frac{\text{Revenue Per Unit} - \text{COGS Per Unit}}{\text{COGS Per Unit}} \times 100$$

How Did It Get Here? Distribution Culminating Activity

Have you ever wondered how your favorite product got to its destination? Each product we consume travels short and long distances to arrive at its destination so that we are able to enjoy its benefits.

Choose a product and create a map of its travels. You can find this out by researching online. Questions to ask when conducting your research include:

- Who is responsible for purchasing the product?
- Where and how was the merchandise stored prior to distribution?
- By what means of transportation did it arrive at its final destination?
- How is the merchandise checked in and stored once it arrives?
- How often is merchandise reordered and rotated?
- How would you best describe this channel of distribution? How many intermediaries are used?

Your map can be created on paper (if you have the materials and if you choose) or Prezi might be a really great platform for this project. If you have another way you would like to create your map - just let me know.

Your map should detail each step of the product's journey. Each destination on your map should have a caption that explains the process and the journey. Refer to the example below to see how this should be done.

You will be graded on the following:

How Did It Get Here Distribution Activity Checklist

Grading Category	Points Worth	Points Awarded
All required research questions listed above are answered	15	
At least 3 key terms from this unit are used in your captions	10	
From the map drawn, it can be concluded that the student understands the processes involved in distribution	15	
Map is creative - either drawn neatly or done on the computer	10	
Total Points	**50**	

Sample Student Work

(Sorry- I do not have a sample of one done on Prezi)


FROM Bean.....> to CUP
Starbucks coffee bean farms are located in Latin America, Africa, and Asia. Out of these areas the major growing farms are Brazil, Columbia, Costa Rica, Guatemala, Mexico, Saudi Arabia, Ethiopia, Kenya, and Indonesia. From this location the beans will grow, mature, be cleaned and then picked out by special buyers to be packed into huge ocean containers.
1
Brazil
2
After making the long trip to the United States and Europe to Manufacturing & distribution plants the beans are then dried and roasted. For Starbucks the mark of perfection is sourcing beans of such high quality that they can be roast extra dark – a highly skilled process which means that only a slight inaccuracy could burn the beans, so special people with much experience keep a special eye on the roasting process. Then the beans are put into specially designed vacuum packs to ensure they arrive the freshest possible.
STARBUCKS
3
Then the beans are distributed to all different stores around the country to which then best coffee making baristas are put to work to make sure you leave happy, with exactly what you ordered and a smile on your face.

Principles of Marketing
Promotions Unit
Culminating Activity

Analyzing a Promotional Mix

Key Understanding: The combination of personal selling, advertising, direct marketing, sales promotion, and public relations makes up the promotional mix.

Directions: You are going to analyze a promotional mix that already exists. This is an individual assignment that you will turn in, typed. You must pick one of the companies listed below. If you have another company in mind, check with me for approval before starting.

Step 1: Choose company
Step 2: Identify current promotional mix
Step 3: Analyze and assess current promotional mix
Step 4: Analyze effectiveness of current promotional mix
Step 5: Make suggestions to add/change promotional mix

Step One: Choose company

Approved Companies - highlight the one you choose: Apple, Lands' End, Starbucks, AT&T, Sprint, Verizon, Coca-Cola, Pepsi, Vera Bradley, Coach, McDonalds, Burger King, Taco Bell, Macys, Nike, Adidas, Under Armour, Ford, Toyota, Best Buy, Walt Disney, Kraft Foods

Step Two: Identify current promotional mix

Directions: Research the company that you chose, find out what their promotional mix is. Complete the following categories using **complete sentences**. Define what your company currently does in each category of their promotional mix. You may link examples if you like as well.

Personal Selling:

Advertising:

Direct Marketing:

Sales Promotion:

Public Relations:

Step Three: Analyze and assess current promotional mix

Directions: In **complete sentences** I want you to analyze your company's current promotional mix. This means, tell me what you think about it. Do they have a lot of different aspects? Do they use a lot of different media? Tell me what YOU think about their current promotional mix.

The next part of step three is to analyze using a SWOT Analysis. You must identify the strengths, weaknesses, opportunities & threats of your company's promotional mix. Please include at least three things for each category.

Strengths (What is going great?)	**Weaknesses (What is not going too well?)**
1. **2.** **3.**	**1.** **2.** **3.**
Opportunities (How can they be better?)	**Threats (What could harm their promotional mix?)**
1. **2.** **3.**	**1.** **2.** **3.**

Step 4: Analyze effectiveness of current promotional mix

Directions: In this step you are analyzing the effectiveness of the current promotional mix. This is where you are telling me if it is making the company money or not. (#1 and #2 - can be found usually on the company website in their annual report. You may wish to google "___'s Annual Report" to find it as well.)

1. Companies Annual Revenue:
2. Companies Annual Advertising Budget:
3. How many elements of the promotional mix does the company use?

4. Popularity of company on a scale of 1-10 (10 being most popular)?
5. Does the company use social media?
6. What social media outlets does the company use?
7. What different media types does the company use to advertise?

Below I want you to explain if you think the company's promotional mix is effective. This means, do you think the company is gaining enough attention/following based on their promotional efforts? Does the money the company spends on the promotions turn results for their business? Please answer this part in **complete sentences**.

Step 5: Make suggestions to add/change promotional mix

Directions:

In this section you are going to make suggestions to change the company's promotional mix. Go back and look at your SWOT analysis, what were some weaknesses or opportunities that you mentioned? Identify what can be added or changed about the promotional mix to make it more effective for the company. Do they need to advertise more? Do they need to advertise less? Do they need to change what media they are using to advertise? Do they need more public relations? Do they need less personal selling? Really look at how you can improve the company's promotional mix.

In each category of the promotional mix make at least three suggestions, additions, or changes to the promotional mix.

Personal Selling	1. 2. 3.
Advertising	1. 2. 3.
Direct Marketing	1. 2. 3.

Sales Promotion	1. 2. 3.
Public relations	1. 2. 3.

Analyzing a Promotional Mix Rubric

Criteria	Points Possible	Points Student Earned
Step 1: Company is identified		
Step 2: Identify current promotional mix (5 points each category)	25	
Step 3: Analyze promotional mix paragraph	10	
Step 3: Analyze promotional mix SWOT analysis (1 point each)	15	
Step 4: Analyze effectiveness Questions 1-7 (2 pts each)	15	
Step 4: Analyze effectiveness paragraph	20	
Step 5: Make suggestions (1 point each)	15	
Total Score	**100 points possible (will be recorded out of 50 in IC)**	

Teacher Comments:

Food Truck Wars - Final Project

This final project is going to incorporate all we have learned this year on marketing strategy, with the added bonus of collaborating with a student chef. You will submit a final Marketing Plan/"portfolio" with your work and give your pitch the day of the Food Truck Wars.
2022 Food Truck Wars 2023 Food Truck Wars

Task 1: Research Food Truck Trends - What is happening in the food/beverage industry? What food concepts are trending? What do you need to know about Food Trucks specifically?
Task 2: Develop a Food Truck Concept (Product & Place) - Should be in alignment with target market and based on research, supported with evidence/data!

- ☐ Vision Board
- ☐ Color Scheme
- ☐ Food truck theme based on menu item from Culinary/Bake Shop
- ☐ Food truck name
- ☐ Logo
- ☐ Slogan
- ☐ Target Market - research!
- ☐ Location - research & rationale!
- ☐ Mission Statement

Task 3: Develop a Menu (Pricing)

- ☐ 5 items minimum
- ☐ Research competitive pricing
- ☐ Accurately calculate pricing for sample menu item based on supplies
- ☐ Menu design in Canva

Task 4: Plan your Promotions - Should be creative and represent professional quality work.

- ☐ Develop a social media page.
- ☐ Develop truck design (include logo/slogan). You will create a physical model
- ☐ Develop an additional promotional piece (groups of 3 must have TWO additional)

Task 5: Prepare for War - THE FINAL PITCH

- ☐ Plan your 60 second elevator pitch

Task 6: Food Truck Wars

- ☐ Wed May 29 period 5 - set up, period 6 - guests, period 7 - clean up

Task 7: Reflection

- ☐ After the Food Truck Wars, reflect on the entire experience.

H Principles of Marketing
FINAL PROJECT RUBRIC

	Requirements/Expectations Note: meeting these earns GOAL (B) - above and beyond earns A - not meeting these expectations earns C/D/F	**Score Earned**	**Teacher Comments**
Target Market	Target market description is complete and thorough including demographics and psychographics. Research is evident as supporting data is presented.		
Marketing Strategy	Product, place, price, and promotional strategies are in alignment with target market needs/wants. Strategies are well thought out, creative, and specific. Strategies are based on research as evidenced by supporting data.		
Professionalism	Group utilizes class time wisely and works collaboratively with each other and the student chef. Collaboration includes fair division of work, contribution from all members, discussion and sharing of ideas, etc. Project is complete and includes all required components. Project represents authentic, professional quality work.		

(4) Exemplary – Student completes task with skills that exceed expectations modeled and/or assigned by teacher and displays independent insight and ability by extending thinking and skills beyond what has been discussed in class. Project shows exemplary creativity and/or quality of work.

(3) Goal – Student completes tasks with skills that match expectations modeled and/or assigned by teacher and displays original thinking and understanding of the content.

(2) Progressing towards Goal – Student completes tasks with skills that include clear and substantial attempts to match expectations modeled and/or assigned by the teacher, which still inconsistently match those expectations. Work may display ideas already discussed in class and/or some misunderstandings of the content. The work requires more revision, development, research, and/or direction to meet expectations.

(1) Needs Support – Student attempts tasks with skills that do not consistently or do not meet expectations modeled and/or assigned by teacher and does not display ability to understand content. The work requires more revision, development, research, and/or direction to meet expectations.

(0) No Evidence – Student does not participate in tasks or display evidence of knowledge.

This calendar is meant to serve as a guide and planning tool and is subject to change. Each group may choose to divide the tasks to best suit the talents and work habits of the group. Certain deadlines are non negotiable.



Monday	Tuesday	Wednesday	Thursday	Friday
April 29 C	April 30 D	1 A Great Food Truck Race	2 B Food Truck Industry SWOT	3 C Food Truck Industry SWOT
6 D	7 A Marketing students get concepts Start Vision Board/Color Scheme *invite	8 B Marketing planning - research	9 C Menu development *highlight sample item	10 D
13 A Price planning	14 B Social Media	15 C Social Media	16 D	17 A Food Truck Design *Senior Prom*
20 B Food Truck Design	21 C Promotional Design	22 D	23 A Promotional Design Prepare Pitch	24 B *Senior Plague*
27 KEY: Culinary Marketing Both	28 C Bake Shop 2 prep Prepare Pitch	29 D Culinary 2 prep BS2/Culinary2/ Marketing i school field trip 5, 6, 7 **FOOD TRUCK WARS - per 6**	30 A *Senior Trip*	31 B

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Drafting and Design
Grade 9-12

2024

(Last revision date: 1993)

Curriculum Writing Team

Christina Rusate	**CTE Department Chair**
Joe Amaturo	**CTE Teacher, Trumbull High School**
Matt Bracksieck	**CTE Teacher, Trumbull High School**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Drafting and Design

Grade 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Drafting and Design introduces students to the way software is used in engineering and design to solve real world problems and create products. Students will start by learning the basics with pencil and paper mechanical drawing and will move on to 2-D CADD finally moving to 3-D CADD and 3-D printing.

COURSE GOALS

WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.08	Measure accurately to a sixteenth of an inch.
CADD.02	**Analyze the use of current CADD design technology.**
CADD.02.01	Apply conventional Computer Aided Drafting and Design process and procedures accurately, appropriately and safely.
CADD.02.04	Describe and demonstrate the use of graphic communication skills through sketching
CADD.02.05	Evaluate and select appropriate method of communication for a given problem.
CADD.02.07	Express a design of an object as a 3-D model
CADD.02.08	Export and import images/files in a variety of file formats
CADD.02.09	Evaluate the choice and placement of dimensions, notes and annotations to clearly communicate design intent.

CADD.02.11	Identify basic geometric elements (e.g., lines, circle, rectangle, sphere, and cube.)
CADD.03	**Utilize measurement and annotation systems as they apply to CADD technology design.**
CADD.03.01	Explain how the various measurement systems are used in CADD drawings.
CADD.03.02	Describe the measurement standards used in the manufacturing industry.
CADD.03.03	Determine the proper dimensioning styles for a variety of applications.
CADD.03.04	Apply dimensioning to various objects and features.
CADD.03.08	Demonstrate the methods of creating a title block.
CADD.04	**Identify, describe, and utilize the basic hardware and operating systems used in CADD.**
CADD.04.01	Identify and describe various types of hardware and software.
CADD.04.03	Define and apply computer terminology
CADD.04.07	Identify the hardware requirements of a given CADD software package.
CADD.05	**Utilize Proper projection techniques to develop orthographic and pictorial drawings.**
CADD.05.01	Understand the commands and concepts necessary for producing drawings through traditional or computer-aided means.
CADD.05.13	Generate a 2-D multi-view drawing.
CADD.06	**Demonstrate use and application of alternate view applications and functions.**
CADD.06.05	Create a 2-D drawing from a 3-D model.

CADD.06.06	Create a 3-D model from a 2-D drawing
CADD.07	**Create assemblies and view in 3-D format.**
CADD.07.01	Create an assembly in 3-D geometry
CADD.08	**Explain and Utilize the concepts of sketching and the sketching process used in preliminary design and development.**
CADD.08.01	Produce two- and three- dimensional sketches and designs
CADD.08.02	Use sketching techniques as they apply to a variety of objects.
CADD.08.04	Explain the purpose of sketching and how it applies to design.
ENG.01	**Identify the roles, responsibilities and requirements of engineering.**
ENG.01.01	Describe the following engineering fields: mechanical, chemical, civil, and electrical.
ENG.01.02	Identify the following job functions and responsibilities: research and development, design, production, supervision, management, testing, and analysis in mechanical, chemical, civil, and electrical engineering.
ENG.02	**Use the design process to solve problems by creating and refining prototypes.**
ENG.02.01	Identify the components of the design process: define the problem, brainstorm, research, develop solutions, prototype, test/evaluate, and communicate results.

The following course goals derive from the Common Core State Standards Initiative:

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

CCSS.Math.Practice.MP4 Model with mathematics

CCSS.Math.Practice.MP5 Use appropriate tools strategically.

CCSS.Math.Practice.MP6 Attend to precision.

CCSS.Math.Practice.MP7 Look for and make use of structure.

CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

The following course goals derive from the 2024 ISTE standards:

1.4 Innovative Designer	**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
1.4.d Open-Ended Problems	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- The engineering and design process plays an important role in the creation of everything they use.
- CADD programs allow students to design and create multiple objects that they can use.
- They have the ability to achieve success in creation of projects.

COURSE ESSENTIAL QUESTIONS

- Why is it important that everyone understands and follows the safety procedures in and around the lab?
- Why is precision important in design and engineering?
- What is Engineering?
- What tools and processes do professional design engineers utilize when constructing drawings?
- Why is Computer Aided Drafting important to the fields of engineering?
- How do individuals use 3-D drafting to create objects we use in everyday life?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - how to create a pencil & paper mechanical drawing
    - how to create a 2-D drawing of an object
    - how to create a 3-D drawing of an object
    - how to measure correctly

- Students will be able to . . .
    - Use CADD programs to create technical drawings
    - Read & interpret technical drawings
    - Identify and solve problems encountered when creating drawings
    - Work and think independently
    - Work collaboratively when called upon.

COURSE SYLLABUS

Course Name Drafting and Design

Level Elective

Prerequisites None

General Description of the Course

This half-year course is designed to introduce students to technical drawing and design. The class will learn the basics of paper and pencil drawing and apply concepts learned when using computers for their drawings. Students will progress from two-dimensional drawing using AutoCAD to three-dimensional drawing using Onshape. Students will have the opportunity to print their designs on a 3D Printer.

Assured Assessments

Formative Assessments:

- Measuring Practice
- Marshmallow Challenge
- Unit Quizzes
- Drawings

Summative Assessments:

- General lab safety Assessment
- Engineering/Alphabet of lines Quiz
- AutoCAD Drawing Assessment
- Balsa Wood Tower
- OnShape Drawing Assessment
- 3-D Printing Project

UNIT 1
Lab Safety

Unit Goals

At the completion of this unit, students will:

WM.02	**Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.**
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.

Unit Essential Questions

- Why is it important that everyone understands and follows the safety procedures in and around the lab?

Unit Scope and Sequence

- Locations of emergency equipment.
- Fire escape route.
- Proper use of personal safety practices and personal protective equipment (PPE).

Unit Assured Assessments

Summative Assessments:

- Written assessment covering key points on lab safety.

Resources

Core

- Safety Data Sheets
- Safety worksheets

Supplemental

- Note taking worksheets

Key Vocabulary

- SDS
- PPE

Time Allotment

- Approximately 2 Days

UNIT 2
Measurement

Unit Goals

At the completion of this unit, students will:

WM.04	**Explain and be able to demonstrate the methods involved in turning raw materials into useful products.**
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.08	Measure accurately to a sixteenth of an inch.
CADD.03	**Utilize measurement and annotation systems as they apply to CADD technology design.**
CADD.03.01	Explain how the various measurement systems are used in CADD drawings.
CADD.03.02	Describe the measurement standards used in the manufacturing industry.

Unit Essential Questions

- Why do we need to be able to read a ruler?

Unit Scope and Sequence

- Provide unit material at varied reading levels using multiple resources
- Teach the sixteen parts of an inch using 3-foot-long scale model of an inch as a visual
- Division of measurements
- Using a square for measuring and marking

- Measuring to the nearest 1/16”, 1/8”, ¼”, ½”
- Converting inches to feet and feet to inches
- Greatest Common Divisor: Divide numerator and denominator by the greatest common divisor
- Mechanical Scale
- Engineer Scale
- Scaling drawings
- Scale of measurement in a plan/drawing

Unit Assured Assessments

Formative Assessment:
- Measuring worksheets: 1/16”, ⅛”, ¼”, ½”

Summative Assessment:
- Written Measuring Assessment that aligns with the teacher-constructed note-taking guide

Resources

Core
- Measuring Handouts

Supplemental
- The Ruler Game

Key Vocabulary
- **Nominal Measurement**
- **Actual Size**
- **Fractional**
- **Mechanical Scale**
- **Engineer Scale**
- **Scale Drawings**

Time Allotment

Approximately 2 Days

UNIT 3
Engineering

Unit Goals

At the completion of this unit, students will:

ENG.01	**Identify the roles, responsibilities and requirements of engineering.**
ENG.01.01	Describe the following engineering fields: mechanical, chemical, civil, and electrical.
ENG.01.02	Identify the following job functions and responsibilities: research and development, design, production, supervision, management, testing, and analysis in mechanical, chemical, civil, and electrical engineering.
ENG.02	**Use the design process to solve problems by creating and refining prototypes.**
ENG.02.01	Identify the components of the design process: define the problem, brainstorm, research, develop solutions, prototype, test/evaluate, and communicate results.

Unit Essential Questions

- What is Engineering?

Unit Scope and Sequence

- What is Engineering?
- What is the design process?
- How do engineers use the design process to solve problems?
- Marshmallow challenge

Unit Assured Assessments

Formative Assessment:

- Marshmallow Challenge

Summative Assessments:

- Engineering Quiz

Resources

Core

- Power point presentation

Key Vocabulary

- **Engineering**
- **Engineering Design Process**
- **Design**
- **Ideate**
- **Implementation**
- **Test**
- **Prototype**
- **Iterate**

Time Allotment

Approximately 3 Days

UNIT 4
Mechanical Drafting

Unit Goals

At the completion of this unit, students will:

CADD.02	**Analyze the use of current CADD design technology.**
CADD.02.04	Describe and demonstrate the use of graphic communication skills through sketching
CADD.02.11	Identify basic geometric elements (e.g., lines, circle, rectangle, sphere, and cube.)
CADD.03	**Utilize measurement and annotation systems as they apply to CADD technology design.**
CADD.03.08	Demonstrate the methods of creating a title block.
CADD.08	**Explain and Utilize the concepts of sketching and the sketching process used in preliminary design and development.**
CADD.08.02	Use sketching techniques as they apply to a variety of objects.
CADD.08.04	Explain the purpose of sketching and how it applies to design.

Unit Essential Questions

- What tools and processes do professional design engineers utilize when constructing drawings?

Unit Scope and Sequence

- Sketching
- Lettering
- Alphabet of lines
- Drafting Medium
- Drafting techniques
- Title block

Unit Assured Assessments

Summative Assessments:

- Alphabet of lines quiz
- Drawings and/or products created

Resources

Core
- Power point presentation
- Demonstrations of the proper use and techniques for drafting equipment.
- Example of Mechanical Drawings
- Visual aides
- Worksheets

Supplemental
- Guided notes
- Extra drawings

Key Vocabulary
- **Alphabet of lines**
  - **construction line**
  - **visible line**
  - **hidden line**
  - **centerline**
  - **dimension and extension lines**
  - **leader line**
  - **sectional lines**
- **Sketching**

Time Allotment

Approximately 1 Week

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Final Drawings
Communication	
Collaboration	

UNIT 5
2-D CADD

Unit Goals

At the completion of this unit, students will:

CADD.02	**Analyze the use of current CADD design technology.**
CADD.02.01	Apply conventional Computer Aided Drafting and Design process and procedures accurately, appropriately and safely.
CADD.02.05	Evaluate and select appropriate method of communication for a given problem.
CADD.02.08	Export and import images/files in a variety of file formats
CADD.02.09	Evaluate the choice and placement of dimensions, notes and annotations to clearly communicate design intent.
CADD.02.11	Identify basic geometric elements (e.g., lines, circle, rectangle, sphere, and cube.)
CADD.03	**Utilize measurement and annotation systems as they apply to CADD technology design.**
CADD.03.01	Explain how the various measurement systems are used in CADD drawings.
CADD.03.02	Describe the measurement standards used in the manufacturing industry.
CADD.03.03	Determine the proper dimensioning styles for a variety of applications.
CADD.03.04	Apply dimensioning to various objects and features.
CADD.03.08	Demonstrate the methods of creating a title block.
CADD.04	**Identify, describe, and utilize the basic hardware and operating systems used in CADD.**

CADD.04.01	Identify and describe various types of hardware and software.
CADD.04.03	Define and apply computer terminology
CADD.04.07	Identify the hardware requirements of a given CADD software package.
CADD.05	**Utilize Proper projection techniques to develop orthographic and pictorial drawings.**
CADD.05.01	Understand the commands and concepts necessary for producing drawings through traditional or computer-aided means.
CADD.06	**Demonstrate use and application of alternate view applications and functions.**
CADD.06.05	Create a 2-D drawing from a 3-D model.
CADD.08	**Explain and Utilize the concepts of sketching and the sketching process used in preliminary design and development.**
CADD.08.02	Use sketching techniques as they apply to a variety of objects.
CADD.08.04	Explain the purpose of sketching and how it applies to design.

Unit Essential Questions

- Why is Computer Aided Drafting important to the fields of engineering?

Unit Scope and Sequence

- CAD Hardware and Equipment
- CAD Software
- CAD drafting techniques
- CAD Commands
- CAD Single View drawings
- CAD Geometry of Drafting
- CAD Isometric drawing
- CAD Orthographic projections
- CAD Dimensioning
- CAD Title block

Unit Assured Assessments

Formative Assessment

- Quizzes and test on unit material
- Drawings and/or products created

Summative assessment

- Balsa Wood Tower Challenge

Resources

Core

- Power point presentation
- Demonstrations of CAD commands
- CAD Drawings
- Visual aides
- Worksheets
- Balsa wood tower challenge materials
- Autodesk software
- Autocad software

Supplemental

- Guided notes
- Extra drawings

Key Vocabulary

- Offset
- Trim
- Fillet
- Chamfer
- Tangent
- Array
- Centerline
- Radius
- Diameter
- Polyline

Time Allotment
Approximately 8 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Final Drawings Balsa Wood Challenge
Communication	Balsa Wood Challenge
Collaboration	Balsa Wood Challenge

UNIT 6
3-D CADD

Unit Goals

At the completion of this unit, students will:

CADD.02	**Analyze the use of current CADD design technology.**
CADD.02.07	Express a design of an object as a 3-D model
CADD.03	**Utilize measurement and annotation systems as they apply to CADD technology design.**
CADD.03.03	Determine the proper dimensioning styles for a variety of applications.
CADD.03.04	Apply dimensioning to various objects and features.
CADD.03.08	Demonstrate the methods of creating a title block.
CADD.04	**Identify, describe, and utilize the basic hardware and operating systems used in CADD.**
CADD.04.01	Identify and describe various types of hardware and software.
CADD.04.03	Define and apply computer terminology
CADD.04.07	Identify the hardware requirements of a given CADD software package.
CADD.05	**Utilize Proper projection techniques to develop orthographic and pictorial drawings.**
CADD.05.01	Understand the commands and concepts necessary for producing drawings through traditional or computer-aided means.
CADD.05.13	Generate a 2-D multi-view drawing.

CADD.06	**Demonstrate use and application of alternate view applications and functions.**
CADD.06.05	Create a 2-D drawing from a 3-D model.
CADD.06.06	Create a 3-D model from a 2-D drawing
CADD.07	**Create assemblies and view in 3-D format.**
CADD.07.01	Create an assembly in 3-D geometry
CADD.08	**Explain and Utilize the concepts of sketching and the sketching process used in preliminary design and development.**
CADD.08.01	Produce two- and three- dimensional sketches and designs
CADD.08.02	Use sketching techniques as they apply to a variety of objects.
CADD.08.04	Explain the purpose of sketching and how it applies to design.

Unit Essential Questions

How do individuals use 3-D drafting to create objects we use in everyday life?

Unit Scope and Sequence

- Introduction to three dimensional drafting
- 3-D Software
- 3-D drafting commands
- Creating 3-D drawings
- 3-D Printer

Unit Assured Assessments

Summative assessment

- Quizzes and test on unit material
- Drawing and/or products created
- Self Evaluation

Resources

Core
- OnShape software
- Autodesk Inventor software
- 3D printer and printing supplies

Supplemental
- 3-D Printing Project

Key Vocabulary

- Extrude
- Assembly
- Part
- Scale
- Isometric
- Origin Point
- Plane
- Sketch
- Revolve

Time Allotment

Approximately 8 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Final Drawings
Communication	3-D Project
Collaboration	3-D Project

CREDIT

Half-year .5 credit

PREREQUISITES

None

CURRENT REFERENCES

- French, Thomas E., et al. *Mechanical Drawing*. 12th ed., Glencoe/McGraw-Hill, 1997.
- Online AutoCad Training Materials
- Online Onshape Training Materials

ASSURED STUDENT PERFORMANCE RUBRICS

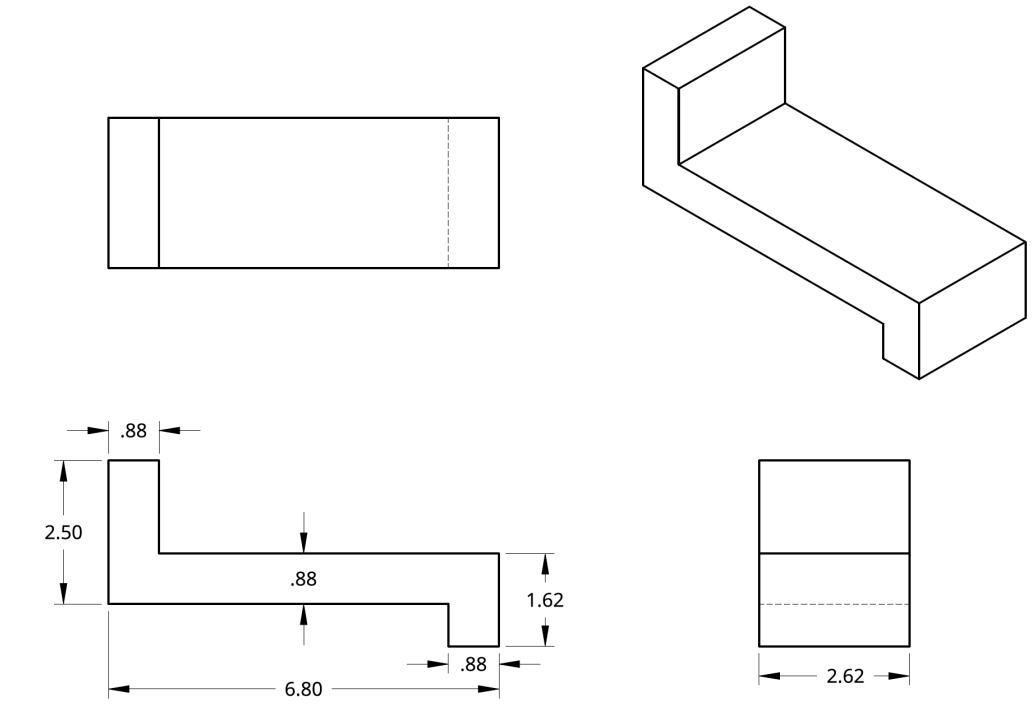
- Trumbull High School Vision of the Graduate Rubrics

OTHER RESOURCES

- Onshape
- The Ruler Game
- AutoCAD Project Packets
- AutoCAD Help Worksheets
- Onshape Drawing Worksheets

ASSURED STUDENT PERFORMANCE RUBRICS

Sample 3-D Grading Rubric



UNLESS OTHERWISE SPECIFIED, DIMENSIONS ARE IN INCHES .XX = ±.0- .XXX = ±.00- ANGULAR = ± ° .XXXX = ±.000- FRACTIONAL = ± SURFACE FINISH √		NAME	DATE
	DRAWN	JOSEPH AMATURO	05/18/2023
	CHECKED		
	APPROVED		
DO NOT SCALE DRAWING			
BREAK ALL SHARP EDGES AND REMOVE BURRS			
THIRD ANGLE PROJECTION	MATERIAL	FINISH	

TITLE	Stop		
SIZE A	DWG NO. Fig. 5-58		REV.
SCALE 1:2	WEIGHT	SHEET 1 of 1	

Grading Rubric Part

1. Sketch/Extrusions 5pts

Grading Rubric Drawing

1. Dimensions 7pt
1. Title/Drawing # 2pts
2. Scale 1 pt
3. Hidden Lines 2pts
4. Isometric View 1pt
5. Front/Top/Right view 3pts
6. PDF 1pt

Total Points: 22pts

Names: _____

Balsa Wood Tower Grading

Autocad Category:

	Yes	No
Did you submit a PDF Autocad file of your dimensioned structure? (5 pts)		
Did you submit a PDF Autocad file of your non-dimensioned structure that we used as a template? (5 pts)		
Does your Autocad drawing match your finished structure?(5 pts)		

Point Total: _____

Size Specification Category:

Actual measured height- _____

Actual measured width at base (include length & width- _____

Actual measured width at top- _____

Checklist: (5 pts ea)

	Student Self Grade		***Teacher Grade***	
	Yes	No	Yes	No
Is the height 18” +/- 1/4”?				
Is the length & width of the base less than 4”x4”?				
Is the length and width of the top between 2” and 3”?				
Is the top of the tower flat?				
Does your tower have at least 3 or 4 sides?				
Are there pieces of wood laminated in places other than the vertical corners?				
Is there excess glue in corners, or on wood joints?				
Center of the tower is at least 1” to allow the test rod to pass through?				

Point Total: _____

Load Category:

Weight of tower (in ounces)- _____

	Weight (lbs)	Weight (oz)
Weight of test plate and threaded rod		
Weight of bucket and sand		
Total weight the tower held		

Efficiency= Weight held (lbs. converted to oz.) / Weight of the tower (oz.)

Efficiency:_____

Our structure was able to hold _____x_ its own weight.

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING Beginning: 4 - 6 **Meets: 7 - 8 GOAL** Exceeds: 10 - 12 __ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

SKill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)
1. Self-Efficacy 2. Growth Mindset 3. Innovation 4. Emotional Intelligence 5. Integrity

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing ● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**Behavioral Examples:** **A secondary school student may demonstrate innovation/creativity/curiosity by…** ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan. ● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	**A secondary school student may demonstrate integrity by…** ● Showing up on time to class and doing homework in a timely manner ● Noticing when another student drops her/his books in the hallway, and helps to pick them up ● Returning a wallet that is found in the parking lot with the content intact ● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) ● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. ● Respecting her peer who is wearing a sari ● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak ● Advocating for a peer after observing another student calling someone names ● Volunteering to help at practice for the Unified basketball team. ● Taking pride in their work and behaviors ● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. ● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity ● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Wood Technology 2
Grade 10-12

2024

Curriculum Writing Team

Christina Rusate	**CTE Department Chair**
Joe Amaturo	**CTE Teacher, Trumbull High School**
Matt Bracksieck	**CTE Teacher, Trumbull High School**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Wood Technology 2

Grade 10-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Wood Technology 2 is a semester-long elective course available to 10th, 11th, and 12th graders upon successful completion of Wood Technology 1. The course is offered through the Technology Education Department and provides interested students with the knowledge and understandings necessary to operate wood working tools and materials to create and produce a final product. This course is being offered to any students who are interested in the field of Woodworking and would like to learn more about the process of creating wood products.

Through hands-on learning, students will develop an understanding of the tools and skills that work together to result in a final product that is both useful and aesthetically pleasing. Instruction will be given on hand tools, machine tools and other woodworking equipment that students will be permitted to use. This instruction will be given in the form of lectures, notes and demonstrations. "Hands-on" laboratory experiences constructing projects will allow students to develop valuable woodworking skills.

COURSE GOALS

The following course goals derive from the 2012 Connecticut Technology Education Standards.

WM.02	**Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.**
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.

WM.02.05	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility.
WM.02.06	Obtain, read and follow SDS (Safety Data Sheets) information.
WM.03	**Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.**
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding "T" bevel, and compass.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10 WM.03.12	Explain and demonstrate correct use of planers.

WM.03.14	Identify functions and demonstrate use of wood lathes. Select appropriate tools, procedures, and/or equipment.
WM.04	**Explain and be able to demonstrate the methods involved in turning raw materials into useable products.**
WM.04.04	Interpret a design to facilitate replication
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.06	Identify the difference between both nominal and actual dimensions
WM.04.08	Measure accurately to a sixteenth of an inch.
WM.04.09	Estimate materials quantities in both board feet and linear feet.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.16	Identify characteristics and applications of the following coniferous softwoods: pine, cedar, and fir.
WM.04.17	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.18	Identify characteristics and applications of the following engineered lumber: plywood and medium density fiberboard.

WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
WM.05	**Describe and demonstrate the attributes of wood design.**
WM.05.01	Utilize the design process; including defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
WM.05.03	Design and create cabinet and wood products
WM.05.04	Develop a production plan, including the layout, bill of materials, and cost analysis, for the production of cabinets or wood products.
BC.04	**Understand and be able to demonstrate the methods involved in turning materials into useable structures and products.**
BC.04.11	Identify various types of joints.
BC.04.13	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.
BC.04.15	Identify, describe purpose of and use woodworking adhesives.

The following course goals derive from the Common Core State Standards Initiative:

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

CCSS.Math.Practice.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

The following course goals derive from the 2024 ISTE standards:

1.4 Innovative Designer	**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.d Open-Ended Problems	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- It is important to follow shop safety procedures.
- It is important to follow plans when constructing projects.
- It is important to use machines properly and safely.
- Each machine and tool has a specific purpose.
- They have the ability to achieve success in creation of projects.
- Precision in measurement is crucial for creating high-quality wood products, that attention to detail and craftsmanship are key to producing durable and aesthetically pleasing work.
- Successful woodworking projects require careful planning, including the design process, material selection, and time management, to bring a concept to completion effectively.
- Problem-solving skills are essential in woodworking, as unexpected challenges often arise that require creative and innovative solutions.
- Effective collaboration and communication are important when working on group projects, sharing workshop space, and ensuring the successful completion of tasks.

COURSE ESSENTIAL QUESTIONS

- Why is it important that everyone understands and follows the safety procedures in and around the shop?
- Why do we need to be able to read a ruler?
- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?
- How do woodworking machines better facilitate construction?
- What is the process for taking raw materials and plans to create a finished product?
- What are the important decisions a woodworker needs to make when creating a finished product?
- How do plans help you create a woodworking project?
- Why is it important to follow a set of plans when creating a final product?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - How to read plans
    - how to read a scale
    - how to properly and safely use tools for their intended purpose
    - how to correctly set up and use machines for their intended purpose
    - how to prepare stock for use in a project
    - how to assemble and finish wood projects

- Students will be able to . . .
    - select projects and interpret plans appropriate for their skill level
    - determine which tool to use for a particular job
    - identify and solve problems encountered when creating projects
    - work and think independently
    - work and think collaboratively

COURSE SYLLABUS

Course Name

Wood Technology 2

Level

Elective

Prerequisites

Successful completion of Wood Technology 1

General Description of the Course

Wood Technology 2 is designed for students looking to further hone their woodworking knowledge and skills. Students will start with a reintroduction to proper use and safety of tools and explore more advanced woodworking techniques. Students will have the opportunity to construct projects of their own design.

Assured Assessments

Formative Assessments:

- Plan reading quiz
- Teacher Check-ins
- Student final project Build Worksheet

Summative Assessments:

- Safety Test
- Measuring Test
- Cell Phone Holder Project
- Step Stool Project
- Independent Project

UNIT 1
Shop Safety

Unit Goals

At the completion of this unit, students will:

WM.02	**Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.**
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.
WM.02.05	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility.
WM.02.06	Obtain, read and follow SDS (Safety Data Sheets) information.

Unit Essential Questions

- Why is it important that everyone understands and follows the safety procedures in and around the shop?

Unit Scope and Sequence

- Locations of emergency equipment.
- Fire escape route.
- SDS with specific detail about the chemical properties, health and safety hazards of each chemical product.
- Proper use of personal safety practices and personal protective equipment (PPE).

Unit Assured Assessments

Summative Assessments:

- Written assessment covering key points on shop safety.

Resources

Core

- Safety Data Sheets
- Safety worksheets
- Power Tool Institute: Power Tool Accidents: They can be prevented video

Supplemental

- Note taking worksheets
- Power Tool Institute: Power Tool Safety — It's In Your Hands
- Power Tool Institute: La Seguridad de la Herramienta Eléctrica - Está En Sus Manos

Key Vocabulary

- SDS
- PPE

Time Allotment

- Approximately 1 Week

UNIT 2
Measurement

Unit Goals

At the completion of this unit, students will:

WM.04	**Explain and be able to demonstrate the methods involved in turning raw materials into useful products.**
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding "T" bevel, and compass.
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.08	Measure accurately to a sixteenth of an inch.
CCSS.Math.Practice.MP6	Attend to precision.

Unit Essential Questions

- Why do we need to be able to accurately read a ruler?

Unit Scope and Sequence

- Provide unit material at varied reading levels using multiple resources
- Teach the sixteen parts of an inch using 3-foot-long scale model of an inch as a visual
- 1/16", 1/8", 1⁄4", 1⁄2"
- Division of measurements
- Using a square for measuring and marking

Unit Assured Assessments

Summative Assessments:

- Written quiz that aligns with the teacher-constructed note-taking guide

Resources

<u>Core</u>

- Measuring Handouts

Supplemental
- The Ruler Game

Key Vocabulary
- **Nominal Measurement**
- **Actual Size**

Time Allotment

Approximately 1 Week

UNIT 3
Hand Tools & Power Tools

Unit Goals

At the completion of this unit, students will:

WM.03	**Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.**
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding "T" bevel, and compass.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

Unit Essential Questions
- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?

Unit Scope and Sequence
- Cordless screw gun/drill
- Jigsaw
- Circular Saw

Unit Assured Assessments

Summative Assessments:

- Safety quizzes for hand tools and hand held power tools

Resources

Core

- Safety worksheets

Supplemental

- Power Tool Institute Circular Saw Safety
- Power Tool Institute Español - Seguridad con la Sierra Circular

Key Vocabulary

- Crosscutting
- Ripping
- Sandpaper Grit
- Mitre Cuts
- Drill chuck
- Sliding T Bevel
- Compass
- Combination Square

Time Allotment

Approximately 1 Week

UNIT 4
Woodworking Machinery

Unit Goals

At the completion of this unit, students will:

WM.03	**Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.**
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10	Explain and demonstrate correct use of planers.
WM.03.12	Identify functions and demonstrate use of wood lathes.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

Unit Essential Questions
- How do woodworking machines better facilitate construction?

Unit Scope and Sequence
- Compound Miter Saw
- Jointer
- Surface Planer
- Table Saw
- Band Saw
- Scroll Saw
- Drill Press
- Lathe
- Stationary Sander

Unit Assured Assessments

Summative Assessments:
Machine Safety Quiz
Patio Chair Project

Resources

Core
- Patio Chair Plans
- Machine Safety Handouts
- Wood Technology 2 Project Rubric
- Wood Technology 2 Project Reflection
- Patio Chair Build Worksheet
- Patio Chair Info Sheet

Supplemental
- Power Tool Institute Miter Saw Safety
- Power Tool Institute Español - Seguridad Para la Sierra de Inglete
- Power Tool Institute Table Saw Safety
- Power Tool Institute Español - La Mesa Vio La Seguridad

Key Vocabulary
- Crosscutting
- Ripping/resawing
- Anti-kickback pawls
- Fence
- Relief cuts
- Tangent Cuts
- Jointing
- Planing
- Dado
- Rabbet
- RPMs
- Mitre Cuts
- Minimum cutting radius
- Calipers
- Centres
- Drive Centre
- Live Centre
- Gouges
- Face Plates
- Tool Rests

Time Allotment

Approximately 5 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Patio Chair
Communication	
Collaboration	Patio Chair

UNIT 5
Woodworking Materials

Unit Goals

At the completion of this unit, students will:

WM.04	**Explain and be able to demonstrate the methods involved in turning raw materials into useable products.**
WM.04.06	Identify the difference between both nominal and actual dimensions.
WM.04.09	Estimate materials quantities in both board feet and linear feet.
WM.04.16	Identify characteristics and applications of the following coniferous softwoods: pine, cedar, and fir.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.17	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.18	Identify characteristics and applications of the following engineered lumber: plywood and medium density fiberboard.

Unit Essential Questions

- How do different materials affect project construction?

Unit Scope and Sequence
- Hardwoods vs. Softwoods
- Engineered lumber
- Board feet

Unit Assured Assessments

Summative Assessments:
Woodworking Materials Quiz

Resources

Core
- Woodworking materials powerpoint

Supplemental
- Common Lumber Defects

Key Vocabulary
- Nominal Dimensions
- Actual Dimensions
- Hardwood
- Softwood
- Board Feet
- Linear Feet
- Lumber Grades
- Plywood
- Medium Density Fiberboard
- Kiln Dried Lumber
- Air Dried Lumber
- Green Lumber
- Flat Grain
- Plane Sawed
- Edge Grain
- Quarter Sawed
- Checks
- Knot
- Shake

Time Allotment

Approximately 1 Week

UNIT 6
Construction Technique

Unit Goals

At the completion of this unit, students will:

BC.04	**Understand and be able to demonstrate the methods involved in turning materials into useable structures and products.**
BC.04.11	Identify various types of joints.
BC.04.13	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.
BC.04.15	Identify, describe purpose of and use woodworking adhesives.
WM.04.04	Interpret a design to facilitate replication
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
1.4 Innovative Designer	**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**
1.4.a Design Process	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.d Open-Ended Problems	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

Unit Essential Questions
- What are the necessary woodworking techniques for project construction?

Unit Scope and Sequence
- Woodworking joints
- Gluing and clamping
- Finishing techniques

Unit Assured Assessments

Summative Assessments:
- Wood joint quiz
- Wood finish quiz

Resources

Core
- Guided Notes

Key Vocabulary

- Adhesion
- Bar clamp
- F clamp
- C clamp
- Butt Joint
- Lap Joint
- Dado Joint
- Rabbet Joint
- Wood Stain
- Polyurethane
- Varnish
- Mineral Oil
- Lacquer
- Shellac

Time Allotment

Approximately 1 Week

UNIT 7
Student Project

Unit Goals

At the completion of this unit, students will:

WM.05	**Describe and demonstrate the attributes of wood design.**
WM.05.01	Utilize the design process; including defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
WM.05.03	Design and create cabinet and wood products
WM.05.04	Develop a production plan, including the layout, bill of materials, and cost analysis, for the production of cabinets or wood products.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.

Unit Essential Questions

- How do you break down a plan into usable information for planning, budgeting, constructing and finishing a project?

Unit Focus Questions

- How do you create a budget from a plan?
- What information is important in a cut list?
- How do you estimate the amount of material needed in a project?
- Why is a layout important?
- How do you calculate board feet?

Unit Scope and Sequence

- Project selection
- Plan interpretation
- Cut list
- Stock preparation
- Construction techniques

- Finishing techniques

Unit Assured Assessments

Summative Assessments:
- Final Student Project

Formative Assessments:
- Teacher Check-ins
- Student Project Build Worksheet

Resources

Core
- Student Project Plan
- Student Project Build Worksheet
- Student Project Cut List Sheet
- Wood Technology 2 Project Rubric
- Wood Technology 2 Project Reflection

Key Vocabulary
- Cut list
- Board foot

Time Allotment

Approximately 10 Weeks

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Student Final Project
Communication	
Collaboration	Student Final Project

CREDIT

One-half credit in CTE

PREREQUISITES

Successful completion of Wood Technology 1

CURRENT REFERENCES

- Umstattd, William D., and Charles W. Davis. *Modern Cabinetmaking*. Tinley Park, IL, Goodheart-Willcox, 2000.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics
- Wood Technology 2 Project Build Sheet
- Patio Chair Info Sheet

OTHER RESOURCES

- Patio Chair Project

- Safety Videos
  - Power Tool Safety — It's In Your Hands
  - La Seguridad de la Herramienta Eléctrica - Está En Sus Manos
  - Power Tool Institute Circular Saw Safety
  - Power Tool Institute Español - Seguridad con la Sierra Circular
  - Power Tool Institute Miter Saw Safety
  - Power Tool Institute Español - Seguridad Para la Sierra de Inglete
  - Power Tool Institute Table Saw Safety
  - Power Tool Institute Español - La Mesa Vio La Seguridad
- The Ruler Game

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING Beginning: 4 - 6 **Meets: 7 - 8 GOAL** Exceeds: 10 - 12 __ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING Beginning: 4 - 6 **Meets: 7 - 8 GOAL** Exceeds: 10 - 12 __ / 12

SKill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Draft Rubrics/Frameworks (9-12)
1. Self-Efficacy 2. Growth Mindset 3. Innovation 4. Emotional Intelligence 5. Integrity

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing ● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**Behavioral Examples:** **A secondary school student may demonstrate innovation/creativity/curiosity by…** ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan. ● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	**A secondary school student may demonstrate integrity by…** ● Showing up on time to class and doing homework in a timely manner ● Noticing when another student drops her/his books in the hallway, and helps to pick them up ● Returning a wallet that is found in the parking lot with the content intact ● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) ● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. ● Respecting her peer who is wearing a sari ● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak ● Advocating for a peer after observing another student calling someone names ● Volunteering to help at practice for the Unified basketball team. ● Taking pride in their work and behaviors ● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. ● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity ● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

February 4, 2025
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Curriculum Guide Update Requests

- ***Honors Geometry.*** Educators Mrs. Ascone and Mr. Zultowski
  - Guide updated for stronger alignment with the Common Core State Standards- ensuring focused high-quality lessons
  - Technology added and unnecessary standards dropped.
- ***Honors Southern Connecticut State University (SCSU) Principles of Marketing.*** GUIDE AND COURSE Dept. Chair Christina Rusate
  - Formerly the Housatonic version, transferring the course and guide- updating the content to meet Southern standards
  - Aligns with Connecticut University Credit System ($65)
- ***Drafting & Design*** (last updated in 1993) and ***Woods Technology 2*** Educator Mr. Amaturo and Mr. Bracksieck
  - Both course guides updated for technology, material use, personal projects, and complexity of skills

New Course Requests

- *AP African American Studies*
- *Piano 2*
- *Wind Ensemble*
- *UConn ECE Popular Music & Diversity in American Society*
- *Mindfulness & Dance*
- *Spanish for Heritage Speakers – Level 1 and 2*
- *Grade 12 ACP/Honors Multicultural Literature*

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 4, 2025

Mr. Hendrickson

Agenda Item – III-F

Approval of Financial Report of December 31, 2024

- The Finance Committee of the Board of Education met on January 23, 2025 which included the review of the December 31, 2024 financial report.
- The Finance Committee also approved the semi-annual Inter-Fund transfers at its January 23, 2025 meeting.

Recommendation:

- Approve the Financial Report as of December 31, 2024.
- Approve the semi-annual Inter-Fund transfers as listed.

January 29, 2025

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: December 2024 Financial Report

Attached for your review is the December 2024 Financial Report that was presented to the Board of Education Finance Committee on January 23, 2025. This report covers the December 2024 financial statements as well as the semi-annual Inter-Fund transfers. I have included my notes with the report to address potential questions which may arise as well as graphs on total spend to date, salaries, benefits, and utilities. Also, included in the package are draft minutes from the January 23, 2025 and the approved minutes from the January 9, 2025 Finance Committee meetings.

If there are additional questions, please send them to phendric@trumbullps.org or call me at 203-452-4332.

January 23, 2025 – Board of Education Finance Committee Report

Operating Budget (001):

1) The summary sheet shows that the general fund has an available balance of $405,532, a month-to-month decrease of $1,107,422. The Business Office currently is working on a projection for yearend balances.
    a. In mid-December the Business Office sent an e-mail to all Department Heads and Principals asking them to enter purchase orders, so that their funds are encumbered. This will give help give a truer available balance.
    b. Items that may challenge the budget are:
        i. Electricity (due to Public Benefits charge)
        ii. Special Education out-of-district transportation
        iii. PPS – L/W – Tuition Outplaced
        iv. Excess Cost Reimbursement (ECR) – potential reduction
        v. These challenges are reflected in the current available balance: the electricity purchase order was increased, the excess cost reimbursement was reduced by $227,197, and outplaced tuition was adjusted.
2) The package includes both the "By Object" and "By Location" financial statements as well as a two-page summary.
3) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budgets.
    a. Cumulative Board of Education Budget % by Month: 44.2%
        i. In the past three years this has ranged from 41.0% => 42.9%.
        ii. This approximately 1.7% outside the historical range can be attributed to the Public Benefits charge associated with electricity and requesting department heads and principals to encumber their funds earlier in the fiscal year.
    b. Salaries (which are approximately 65.5% of the budget): 38.8%
        i. In the past three years this has ranged from 38.3 => 38.7% each year.
        ii. This is slightly (0.1%) out of range percentage this month.
    c. Benefits (which are 17.8% of the budget) spent: 47.8%
        i. In the past three years this has ranged from 48.4% => 49.1%.
        ii. The benefits are 0.6% lower YTD than the three-year range.
        iii. Salaries and benefits make up 83.3% of the budget.
            1. So, five dollars out of every six is spent on personnel related items (salaries + benefits).
    d. Utilities (Electricity + Water) spent YTD = 56.1% of budget.
        i. Last three years: 40.6% => 42.8%
        ii. The increased YTD percentage is largely attributable to the Public Benefits charge.
4) There a few items I would like to point out under the categories below (please refer both to the two-page summary in the package). Reviewing the standard nine object codes for November and their available balance:
    a. **Salaries (51XX): $874,048 (a $177,267 decrease from $1,051,315 last month)**

i. Most of the deficit in the Admin/Supervisors line is due to a miscoding of one person in the PPS-Admin-Director/Coordinator line. This person had been budgeted in the THS SpEd Teacher account.
ii. Please note that overtime is not encumbered; also, there are several paraprofessional and custodial positions open.

b. **Employee Benefits (52XX): $389,137 (a $33,673 increase from $355,464 last month)**
   i. The available balance in health benefits is due to a lower than projected number of people taking benefits.
   ii. The District has not received any unemployment invoices.
   iii. Under Other Benefits, the amount for 401(A) has been increasing over the years and bears watching. To date, the account is slightly under budget and should have available balance at yearend.

c. **Purchased Professional Services (53XX): $86,895 (a $7,888 decrease from $94,783 last month)**
   i. The primary contributor to this available balance is Other Professional Services - $95,186. Three items make up most of the available balance:
      1. Curriculum Director – Other Professional Services: $10,000
      2. THS Music – Other Professional Services: $17,689
      3. Sports – Sports General – Other Purchased Services: $47,158
   ii. Legal, Service Contracts, and Consultants are all approximately at breakeven; however, there may be available balance at yearend in Special Education Legal of approximately $20,000.

d. **Purchased Property Services (54XX): -$326,612 (a $402,590 decrease from $75,978 last month)**
   i. Utilities has an available balance = -$326,813, a decrease of $398,000 from $71,187 last month. This is due to an increase in the purchase order for electricity to account for the public benefits charge.
   ii. Repairs & Service Fees available balance = -$22,287; a $4,268 decrease MTM.
   iii. Copiers available balance = -$12,248; no change MTM.
   iv. Other Purchased Property Services available balance = $34,736; a $322 decrease MTM.

e. **Purchased Other Services (55XX): -$1,292,660 (a $645,599 decrease from -$647,061 last month)**; major items are:
   i. Transportation = -$417,386; a $204,922 decrease from -$212,464 last month.
      1. This deficit increased because some routes included on the non-public transportation invoice should have been classified as public transportation. This reclassification totaled $199,747.
      2. The District has made prepayments (August => January) for Home-to-School, Special Education In-District, and Monitors. The second batch of pre-payment invoices (February => June) should be received shortly.
      3. This payment allows the District to take advantage of the 1% prepayment discount.

ii. Interns = $80,550; no change MTM. Fewer interns have been hired at the secondary level. It is anticipated that this available balance will hold through yearend.
iii. Tuition = -$1,141,420; a $331,314 decrease from -$710,106 last month.
    1. PPS – Outplaced Tuition = -$1,059,471; a $204,227 decrease from last month's figure of -$855,354.
    2. The State's estimate of the District's ECR decreased $227,197.
iv. Other Purchased Services = $125,270; this is a slight decrease of $9,363 from $134,633 last month; this is predominantly for professional development across three departments (half of the budget has been spent) and HR – Other Purchased Services which is designated for Frontline, NovaTime, and the Lexington Group (EAP).

f. **Supplies (56XX): $528,303 (a $106,941 decrease from $635,244 last month)**
    i. Supplies Teaching = $164,821; a $50,969 MTM reduction.
    ii. Supplies Maintenance = $17,466; a $34,416 MTM reduction.
    iii. Texts & Workbooks = $133,117; a $235 increase MTM.
    iv. Testing Materials = $84,857; $1,936 reduction MTM.
    v. Energy = $100,000 (Natural gas); no change MTM. This item could potentially have a greater available balance due to lower usage YTD.
g. **Property (57XX): $127,920 (a $90,743 decrease from 218,663 last month)**
    i. Classroom equipment = $122,432; $90,644 reduction MTM.
    ii. There were no significant changes in other Property categories.
h. **Debt Service & Miscellaneous (58XX): $18,501 (a $1,237 decrease from 19,738 last month)**
i. Other Objects (59XX): $0; No change MTM
    i. The $331,615 credit consists of the following items:
    ii. Credits from the following accounts: Total = $551,615
        1. $300,000 from the Athletic Fund
        2. $100,000 from E-Rate (Technology)
        3. $66,300 from Magnet School Transportation
        4. $85,315 from the Food Service Allocation
    iii. Expenses for the following accounts: Total = $220,000
        1. $150,000 for Strings / Band
        2. $70,000 for ELITE
    iv. There was no activity in this object during this reporting period.

<u>Town Accounts (009)</u>

1) Year-to-Date (YTD spend) = $459,465 (35.4%), a $170,007 reduction from $629,472 at 11/30/2024; budget = $1,297,129.
    a. This is due to a $199,747 reclassification of some lines on a transportation invoice from non-public transportation to regular transportation.
2) Please note that NP Bus expense covered August => January.
    a. This item is 81.7% of the entire budget.

Student Activities Accounts (100)

1) The balance of accounts increased $29,113 from $405,574 (11/30) to $434,687.
   The accounts with the largest changes were:
   a. THS VoAg Farm increased $3,292.
   b. THS Model U.N. Club increased $5,800.
   c. THS Dance Team increased $7,314.

Grants (200)

1) Several grants have a negative available budget. The Title grants funding request were recently completed.

Special Revenue Funds (205)

1) There are four accounts in deficit in Special Revenue Funds:
   a. Continuing Education: -$80,926 due to a lag in revenues and having the salaries encumbered for the entire year; a MTM $5,968 reduction in the deficit.
   b. Strings / Band: -$139,597; a $7,062 MTM reduction in the deficit from -$146,659 at 11/30/2024. This is due to primarily to increased revenue.
   c. ELITE: -$126,543 which is a month-to-month change of $401. The majority of the deficit is due to encumbering the estimated full year's expenses while revenues are only recognized when received.
      i. Note that $150,000 has been set aside for Strings / Band and $48,000 for ELITE in the Other Objects (59XX) budget category (refer to Other Objects (59XX) above).
   d. The Voluntary Insurance account is a self-liquidating account.
      i. This means that each month employees who signed-up for additional life insurance make a payment. These payments reduce the deficit.
      ii. Through December 31st the account was $166,431 in deficit, a $27,120 decrease from $193,551 in deficit at November 30th.
      iii. Monthly payments are between $25,000 and $30,000.
      iv. The account is on track to zero out by yearend.

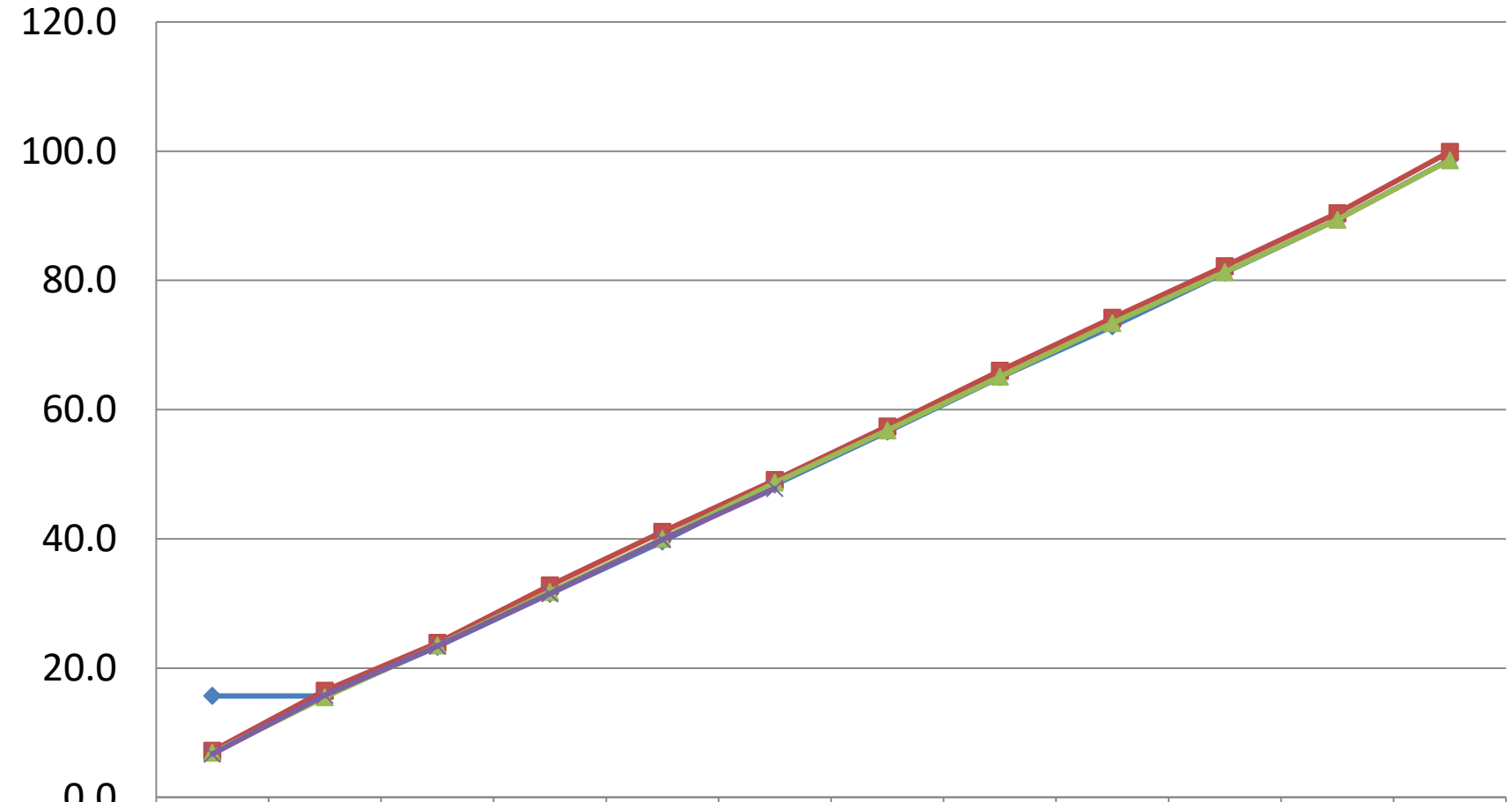
Food Service (210)

1) In the month of December, the District posted a $11,062 profit.
   a. During the month $1,955 was spent on capital.
2) At December 31st, the District's cash account = $2,368,066 while the "Due to Town Account" = $792,716 resulting in a $1,575,30 net cash position, a $31,338 decrease MTM. This month the Board of Education will pay off the "Due to Town Account".

Scholarships (300)

1) The balance of the Scholarship Fund at 12/31/2024 was $171,939.90 which is a $484.54 increase from $171,455.36 at 11/30/2024.

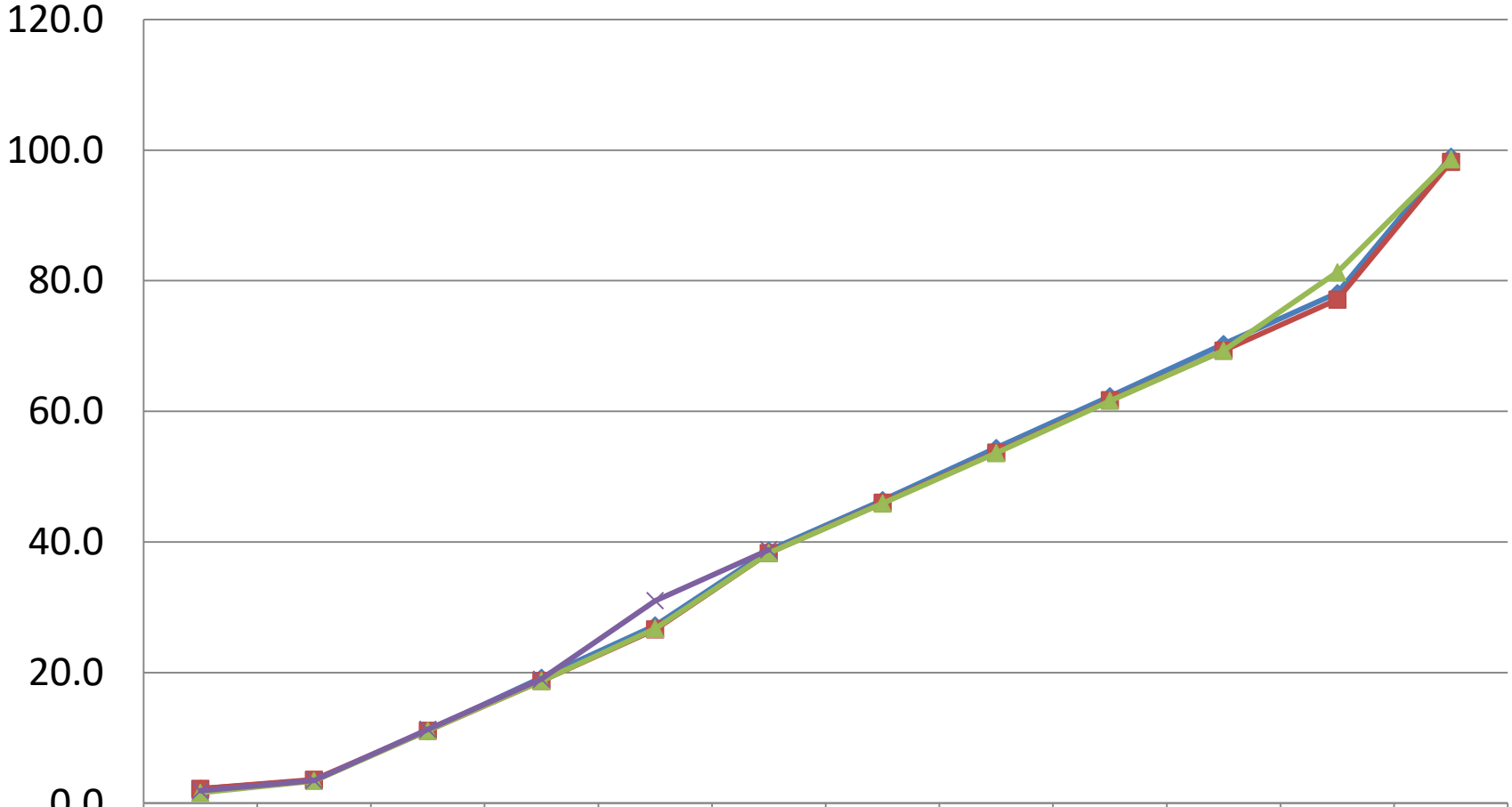
Cumulative Board of Education Benefits Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2021-22	15.7	15.7	23.3	31.5	39.6	48.4	56.6	65.0	72.9	81.2	89.4	98.7
2022-23	7.2	16.5	23.9	32.8	41.1	49.1	57.4	66.0	74.2	82.2	90.4	99.9
2023-24	6.9	15.5	23.5	31.8	40.0	48.7	56.8	65.1	73.4	81.3	89.4	98.6
2024-25	6.7	15.8	23.4	31.5	39.9	47.8						

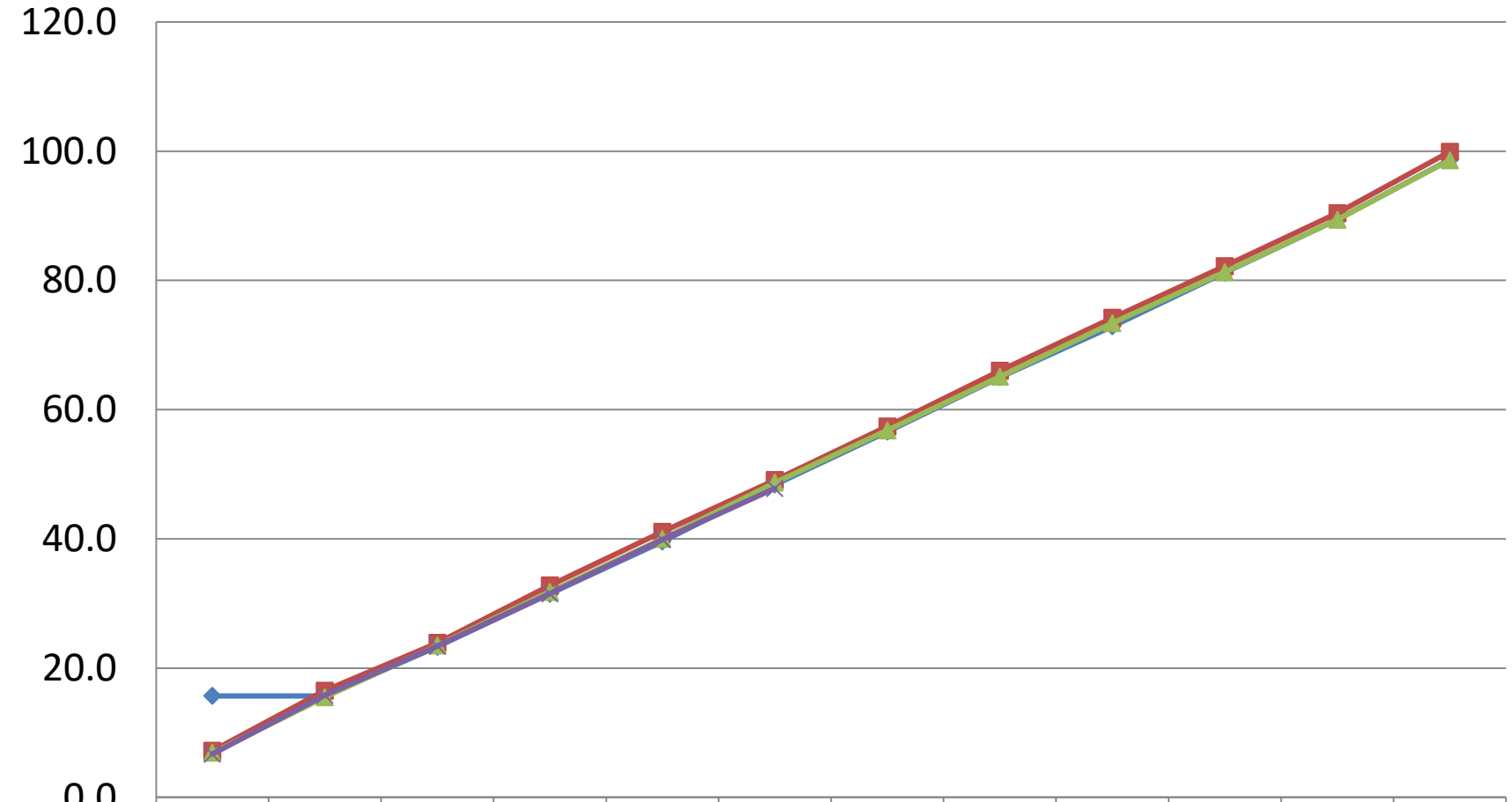
2021-22 2022-23 2023-24 2024-25

Cumulative Board of Education Salaries Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2021-22	2.2	3.5	11.1	19.2	27.2	38.7	46.4	54.4	62.3	70.3	78.1	99.0
2022-23	2.2	3.6	11.1	18.7	26.6	38.3	46.0	53.7	61.7	69.3	77.1	98.2
2023-24	1.6	3.4	11.1	18.7	26.7	38.3	45.9	53.6	61.6	69.3	81.3	98.6
2024-25	1.9	3.5	11.3	19.0	31.0	38.8						

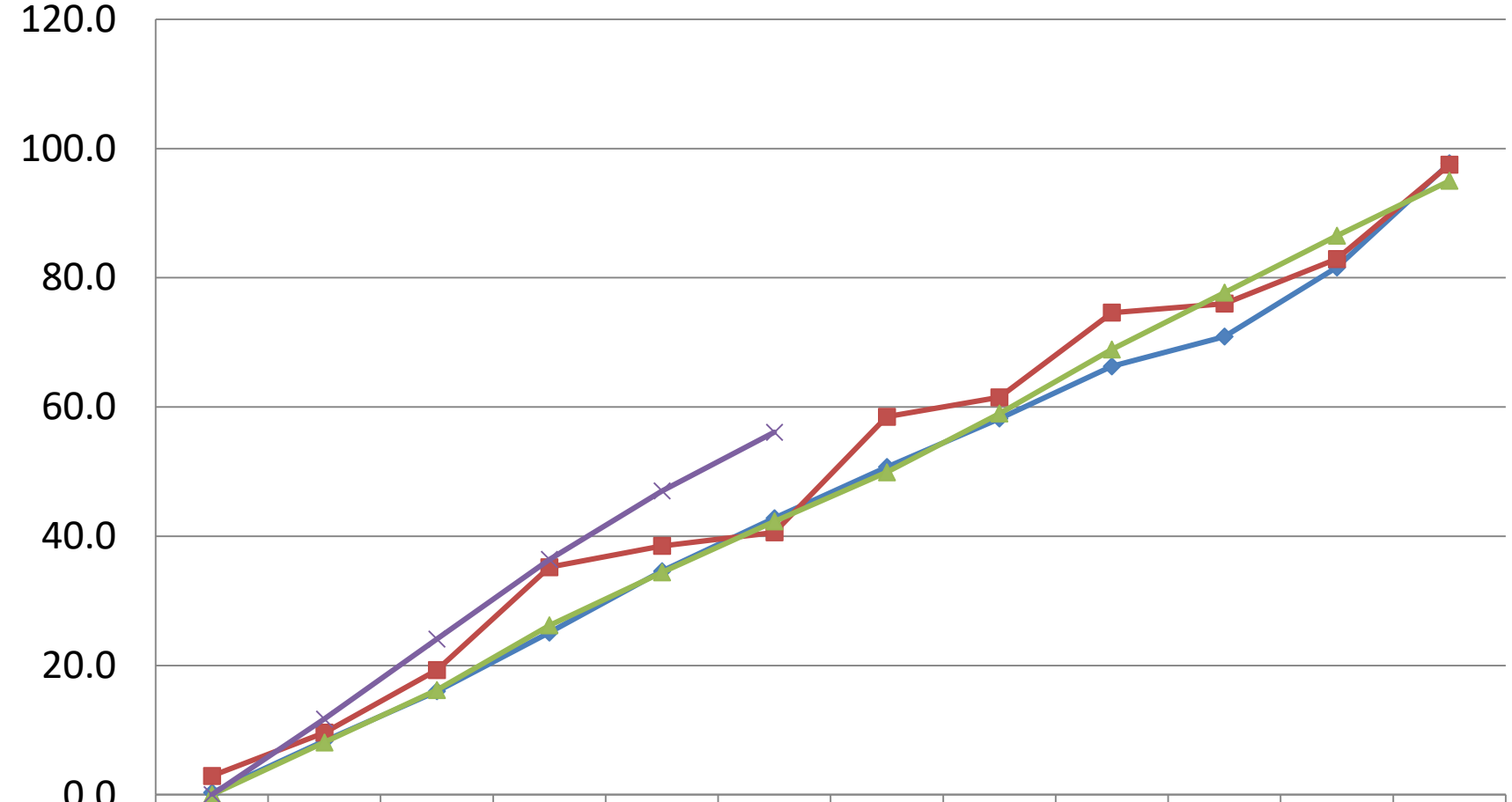
Cumulative Board of Education Benefits Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2021-22	15.7	15.7	23.3	31.5	39.6	48.4	56.6	65.0	72.9	81.2	89.4	98.7
2022-23	7.2	16.5	23.9	32.8	41.1	49.1	57.4	66.0	74.2	82.2	90.4	99.9
2023-24	6.9	15.5	23.5	31.8	40.0	48.7	56.8	65.1	73.4	81.3	89.4	98.6
2024-25	6.7	15.8	23.4	31.5	39.9	47.8						

2021-22 2022-23 2023-24 2024-25

Cumulative Board of Education Utilities Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2021-22	0.3	8.3	16.0	25.1	34.6	42.8	50.7	58.2	66.3	70.9	81.6	97.7
2022-23	2.9	9.6	19.3	35.2	38.5	40.6	58.5	61.5	74.6	76.0	82.9	97.5
2023-24	0.0	8.1	16.2	26.2	34.4	42.3	49.9	59.0	68.9	77.7	86.5	95.0
2024-25	0.0	11.7	24.1	36.4	47.0	56.1						

FOR 2025 06

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
001 BOE GENERAL FUND		124,530,402	0	124,530,402	55,100,120.91	69,024,749.43	405,531.66	99.7%
	TOTAL EXPENSES	124,530,402	0	124,530,402	55,100,120.91	69,024,749.43	405,531.66	
009 TOWN ACCOUNTS FUND		0	314,101	314,101	406,763.51	601,342.93	-694,005.44	320.9%
	TOTAL REVENUES	0	-983,028	-983,028	-52,701.61	.00	-930,326.39	
	TOTAL EXPENSES	0	1,297,129	1,297,129	459,465.12	601,342.93	236,320.95	
200 GRANTS FUND		0	2,845,191	2,845,191	-125,990.36	1,660,014.57	1,311,166.66	53.9%
	TOTAL REVENUES	0	-827,250	-827,250	-1,450,298.56	.00	623,048.13	
	TOTAL EXPENSES	0	3,672,441	3,672,441	1,324,308.20	1,660,014.57	688,118.53	
205 SPECIAL REVENUE FUND		0	1,156,607	1,156,607	-235,133.01	818,543.11	573,197.22	50.4%
	TOTAL REVENUES	0	0	0	-991,901.32	.00	991,901.32	
	TOTAL EXPENSES	0	1,156,607	1,156,607	756,768.31	818,543.11	-418,704.10	
210 SCHOOL LUNCH FUND		0	-60,429	-60,429	259,646.05	2,042,840.89	-2,362,915.94	-3810.2%
	TOTAL REVENUES	0	-3,188,856	-3,188,856	-1,365,612.67	.00	-1,823,243.33	
	TOTAL EXPENSES	0	3,128,427	3,128,427	1,625,258.72	2,042,840.89	-539,672.61	
300 SCHOLARSHIP FUND		0	0	0	-3,545.60	.00	3,545.60	100.0%
	TOTAL REVENUES	0	0	0	-3,570.60	.00	3,570.60	
	TOTAL EXPENSES	0	0	0	25.00	.00	-25.00	
	GRAND TOTAL	124,530,402	4,255,470	128,785,872	55,401,861.50	74,147,490.93	-763,480.24	100.6%

** END OF REPORT - Generated by Peg Brindisi **

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 12/31/2024

Object Description	Code	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	Available/ (Over)	% Spent or Committed
Salaries	**100**								
Admin/Supervisors		5,621,969	-	5,621,969	2,477,149	2,927,540	2,920,771	(226,341.47)	104%
Teachers		57,678,897	-	57,678,897	16,158,942	20,668,317	36,682,208	328,371.73	99%
Custodians/Maintenance		4,182,900	-	4,182,900	1,676,371	1,979,495	1,766,543	436,861.81	90%
Tech Support		518,824	-	518,824	228,857	271,380	262,179	(14,734.74)	103%
Admin Support		2,920,909	-	2,920,909	1,150,503	1,371,042	1,495,175	54,691.44	98%
Paras & Aides		5,731,179	-	5,731,179	1,794,789	2,256,774	3,112,766	361,638.55	94%
Substitutes		55,000	-	55,000	137,314	176,143	40,412	(161,554.29)	394%
Coaches & Advisors		1,049,421	-	1,049,421	328,403	342,571	679,343	27,507.63	97%
Salaries Other		1,726,118	-	1,726,118	557,237	713,833	1,029,882	(17,596.47)	101%
Misc Salary Items		403,891	-	403,891	266,371	275,058	43,629	85,204.17	79%
Salaries	**Total**	**79,889,108**	**-**	**79,889,108**	**24,775,936**	**30,982,152**	**48,032,907**	**874,048.36**	**99%**
Employee Benefits	**200**								
Health Insurance		19,479,290	-	19,479,290	7,947,645	9,468,896	9,627,055	383,338.51	98%
FICA		2,030,533	-	2,030,533	678,989	841,373	1,189,911	(750.49)	100%
Other Insurance		348,000	-	348,000	125,312	174,342	170,810	2,848.50	99%
Unemployment		20,000	-	20,000	-	-	20,000	-	100%
Benefits Other		424,900	-	424,900	144,892	176,860	244,340	3,700.00	99%
Employee Benefits	**Total**	**22,302,723**	**-**	**22,302,723**	**8,896,838**	**10,661,471**	**11,252,116**	**389,136.52**	**98%**
Purchased Professional Services	**300**								
Legal		230,000	-	230,000	37,593	37,593	198,083	(5,675.98)	102%
Service Contracts		1,799,009	-	1,799,009	728,822	843,725	957,004	(1,719.90)	100%
Consultants		305,000	-	305,000	136,189	159,437	146,458	(895.00)	100%
Other Prof Services		535,237	-	535,237	239,097	264,965	175,087	95,185.75	82%
Purchased Professional Services	**Total**	**2,869,246**	**-**	**2,869,246**	**1,141,700**	**1,305,719**	**1,476,632**	**86,894.87**	**97%**
Purchased Property Services	**400**								
Utilities		1,342,760	-	1,342,760	631,590	753,710	915,863	(326,812.94)	124%
Repairs & Svc Fees		423,000	-	423,000	198,831	216,009	229,278	(22,287.16)	105%
Copiers		243,820	-	243,820	99,785	121,052	135,016	(12,248.28)	105%
Other Purch'd Property Svcs		171,296	-	171,296	55,283	69,548	67,011	34,736.45	80%
Purchased Property Services	**Total**	**2,180,876**	**-**	**2,180,876**	**985,489**	**1,160,319**	**1,347,168**	**(326,611.93)**	**115%**
Purchased Other Services	**500**								
Transportation		7,939,317	-	7,939,317	4,060,064	4,420,465	3,936,238	(417,386.18)	105%
Communications		353,550	-	353,550	163,048	166,704	137,573	49,272.85	86%
Postage		36,500	-	36,500	12,005	14,981	17,700	3,819.56	90%
Advertising		1,500	-	1,500	1,457	1,457	-	43.00	97%
Interns		336,000	-	336,000	129,450	129,450	126,000	80,550.00	76%
Tuition		3,963,486	-	3,963,486	2,717,089	3,544,099	1,560,807	(1,141,419.62)	129%
Printing		11,500	-	11,500	4,235	4,235	75	7,190.05	37%
Other Purch'd Svcs		306,945	-	306,945	135,972	142,770	38,905	125,270.04	59%
Purchased Other Services	**Total**	**12,948,798**	**-**	**12,948,798**	**7,223,320**	**8,424,161**	**5,817,298**	**(1,292,660.30)**	**110%**
Supplies	**600**								
Supplies-Teaching		729,510	-	729,510	339,784	415,814	148,875	164,820.67	77%
Supplies-Office		106,216	-	106,216	42,173	49,122	24,241	32,853.28	69%
Supplies-Custodial		225,000	-	225,000	148,702	174,775	84,186	(33,960.34)	115%
Supplies-Maintenance		261,500	-	261,500	102,947	137,911	106,123	17,466.36	93%
Text & Workbooks		450,024	-	450,024	308,825	313,737	3,170	133,117.33	70%
Subscriptions		365,684	-	365,684	350,431	355,020	4,455	6,208.30	98%
Testing Materials		235,658	-	235,658	132,745	149,227	1,574	84,856.60	64%
Books & A/V		43,063	-	43,063	29,697	33,782	7,997	1,283.55	97%
Software		235,000	-	235,000	215,995	215,995	4,838	14,167.33	94%
Energy		600,000	-	600,000	83,797	130,072	369,928	100,000.00	83%
Other Supplies		34,716	-	34,716	3,745	4,870	22,356	7,490.16	78%
Supplies	**Total**	**3,286,371**	**-**	**3,286,371**	**1,758,841**	**1,980,324**	**777,743**	**528,303.24**	**84%**
Property	**700**								
Office Equipment		26	-	26	-	-	-	26.00	0%
Office Furniture		12,000	-	12,000	14,166	14,166	-	(2,166.10)	118%
Classroom Equipment		756,595	-	756,595	531,791	554,935	79,228	122,431.70	84%

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 12/31/2024

Object Description	Code	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	Available/ (Over)	% Spent or Committed
Classroom Furniture		14,013	-	14,013	16,486	16,486	180	(2,652.96)	119%
Bldg Equipment		42,000	-	42,000	26,349	26,770	4,712	10,518.32	75%
Bldg Improvements		12,000	-	12,000	7,118	7,928	5,295	(1,222.50)	110%
Other Equipment		4,000	-	4,000	90	3,015	-	985.32	75%
Property	**Total**	**840,634**	**-**	**840,634**	**596,000**	**623,299**	**89,415**	**127,919.78**	**85%**
Debt Service & Miscellaneous	**800**								
Dues, Fees and Memberships		543,261	-	543,261	291,469	294,290	231,470	17,501.12	97%
Other Objects		1,000	-	1,000	-	-	-	1,000.00	0%
Miscellaneous	**Total**	**544,261**	**-**	**544,261**	**291,469**	**294,290**	**231,470**	**18,501.12**	**97%**
Other Objects	**900**								
Other - Intergovernmental		(331,615)	-	(331,615)	(331,615)	(331,615)	-	-	100%
Other Objects	**Total**	**(331,615)**	**-**	**(331,615)**	**(331,615)**	**(331,615)**	**-**	**-**	**100%**
Munis Report Total		**124,530,402**	**-**	**124,530,402**	**45,337,979**	**55,100,121**	**69,024,749**	**405,531.66**	**100%**

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 12/31/2024

Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
Salaries								
Admin/Supervisors								
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	62,670	74,064	74,064	0
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	326,707	386,108	386,108	(175,062)
01402320-51114	Human Resource Director	171,600	-	171,600	76,593	90,519	90,519	(9,438)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	89,034	105,221	105,221	(5,490)
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	61,309	72,457	72,457	(3,878)
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01522400-51113	FTES-Admin-Principal/Asst Principal	347,403	-	347,403	146,978	173,701	173,701	0
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	146,132	172,701	172,701	0
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01582400-51113	TSES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01612400-51113	HMS-Admin-Principal/Asst Principal	357,561	-	357,561	151,276	178,780	178,780	0
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	155,250	183,477	183,477	0
01711006-51114	THS-Ag Science-Director	38,632	-	38,632	16,344	19,316	18,316	1,000
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	74,558	88,113	88,113	0
01712400-51113	THS-Admin-Principals	909,117	-	909,117	384,626	454,558	454,558	0
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	115,717	136,757	130,987	(8,970)
01822230-51141	Facilities-Admin-Manager OT	-	-	-	-	-	-	-
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	33,155	39,183	39,183	(2,097)
01902320-51115	Super-Admin-Superintendent	285,012	-	285,012	127,486	150,665	150,665	(16,318)
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	77,622	91,736	91,736	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	39,392	46,555	46,555	(2,492)
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	69,531	82,174	82,174	(0)
	Admin/Supervisors Total	**5,621,969**	**-**	**5,621,969**	**2,477,149**	**2,927,540**	**2,920,771**	**(226,341)**
Teachers								
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	144,855	186,242	351,790	149,823
01011200-51118	PPS-L/W-Curriculum Writing	5,000	-	5,000	-	-	-	5,000
01011200-51119	PPS-L/W-Teacher Xtra Time	41,000	-	41,000	17,681	23,347	37,615	(19,962)
01021201-51119	PPS-After School-Teacher Salaries	-	-	-	-	-	-	-
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	473,329	606,454	1,108,984	(2,873)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	98,895	127,151	240,173	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	336,822	433,057	788,332	20,091
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	414,292	532,129	923,919	30,488
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	52,644	67,685	98,372	1,323
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	669,586	860,897	1,556,689	(49,769)
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	417,160	530,172	940,325	73,826
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	595,921	765,007	1,391,216	89,854
01371200-51118	PPS-ESY-Teacher salaries	175,000	-	175,000	162,974	162,974	-	12,026
01402210-51110	Curr Dir-D/W-ELL Teachers	762,661	-	762,661	225,974	289,223	508,776	(35,338)
01402320-51116	Asst Super-Admin-Teacher Stipends	-	-	-	-	-	-	-
01402320-51118	Asst Super-L/W-Prof Devt Prep	-	-	-	-	-	-	-
01402320-51200	Asst Super-Admin-Teacher Mentors	7,000	-	7,000	-	-	-	7,000
01411250-51110	Curr Dir-D/W-TAG Teachers	-	-	-	-	-	-	-
01412210-51110	Curr Dir-D/W-Teacher Classroom	-	-	-	-	300	-	(300)
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	115,366	144,381	218,504	(0)
01412210-51117	Curr Dir-D/W-Teacher Training	10,000	-	10,000	10,818	10,818	-	(818)
01412210-51118	Curr Dir-D/W-Prof Devt Prep	30,000	-	30,000	15,824	16,524	-	13,476
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	36,209	38,672	-	51,867
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	635,236	816,732	1,523,110	(1)
01511002-51110	BHES-Classroom-Specialists	627,636	-	627,636	171,459	220,517	403,450	3,669
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	29,864	38,396	72,527	(0)
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	636,492	822,438	1,496,287	95,809
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	237,000	304,714	540,389	(11,161)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	30,050	38,635	72,978	(0)
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	608,047	786,127	1,502,101	63,528
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	195,658	251,602	386,528	1,395
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	24,259	31,191	58,916	(0)
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	642,176	825,655	1,507,350	(3,351)
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	251,250	323,036	540,092	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	546,209	702,395	1,281,446	128,670
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	194,092	249,632	423,422	4,325
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	26,441	33,995	64,213	0

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	470,109	606,476	1,135,022	133,233
01581002-51110	TES-Classroom-Specialists	613,618	-	613,618	173,652	223,267	390,351	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	27,235	35,017	66,142	(2,951)
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	1,079,496	1,391,077	2,619,099	22,354
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	32,608	41,925	79,191	(0)
01611016-51110	HMS-Music-Teacher Salaries	346,628	-	346,628	100,478	129,185	217,442	0
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	101,949	131,077	232,717	(0)
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	98,941	121,948	195,560	(4,604)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01612400-51110	HMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	1,180,016	1,517,187	2,743,931	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	32,608	41,925	79,191	(0)
01621016-51110	MMS-Music-Teacher Salaries	318,593	-	318,593	92,930	119,481	199,112	0
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	112,024	144,031	243,220	(14,223)
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	88,533	109,882	181,465	(2,428)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	3,367,184	4,328,283	7,813,991	42,627
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	27,010	34,727	65,596	(652)
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711006-51110	THS-Ag Science-Teachers Salaries	650,714	-	650,714	188,589	228,002	335,010	87,702
01711011-51110	THS-World Language-Teacher Salaries	-	-	-	-	-	-	-
01711016-51110	THS-Music-Teacher Salaries	289,774	-	289,774	83,459	107,304	179,317	3,153
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	240,569	308,211	546,977	12,292
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	75,772	97,844	178,901	25,848
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	443,881	550,315	840,636	47,816
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	26,459	34,019	64,258	0
01712400-51110	THS-Detention-Teacher Salaries	3,500	-	3,500	1,034	1,263	-	2,237
01912520-51196	D/W-Admin-Retirement/LOA Savings	(750,000)	-	(750,000)	-	-	-	(750,000)
01912520-51197	D/W-Admin-Degree Changes	100,000	-	100,000	-	-	-	100,000
	Teachers Total	**57,678,897**	**-**	**57,678,897**	**16,158,942**	**20,668,317**	**36,682,208**	**328,372**
Custodians/Maintenance								
01842610-51140	Facilities-Custodial-Salaries	3,011,283	-	3,011,283	1,199,837	1,408,328	1,389,676	213,279
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	78,348	99,189	-	25,811
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	54,093	72,012	-	57,988
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	-	-	-	-
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	3,436	4,119	-	5,452
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	2,878	3,739	-	3,261
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	303,367	357,375	376,867	108,804
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	8,966	9,287	-	15,713
01852620-51142	Facilities-Maintenance-Security Checks	-	-	-	-	-	-	-
01852620-51145	Facilities-Maintenance-Summer Help	32,000	-	32,000	25,445	25,445	-	6,555
	Custodians/Maintenance Total	**4,182,900**	**-**	**4,182,900**	**1,676,371**	**1,979,495**	**1,766,543**	**436,862**
Tech Support								
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	224,636	267,159	262,179	(19,014)
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	4,221	4,221	-	4,279
	Tech Support Total	**518,824**	**-**	**518,824**	**228,857**	**271,380**	**262,179**	**(14,735)**
Administative Support								
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	10,877	12,854	12,854	220
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	12,258	15,344	24,687	13,114
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	738	756	-	744
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	67,233	79,211	79,716	1,105
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	127	185	-	565
01402320-51130	Asst Super-Admin-Secy 12 Mth	78,165	-	78,165	33,416	39,382	38,782	0
01402320-51135	Asst Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	29,146	34,445	34,445	0
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	-	-	-	137	137	-	(137)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	26,664	31,512	31,512	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	28,327	33,768	33,478	(0)
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	13,487	16,809	26,574	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	60	60	-	(60)
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	28,798	33,949	33,478	129

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01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	16,340	20,302	23,772	8
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	1,149	1,389	-	(639)
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	28,895	34,021	33,478	56
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	13,287	16,609	26,574	0
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	423	423	-	77
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	28,327	33,478	33,478	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	12,372	15,465	24,745	(0)
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	361	412	-	(412)
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	28,577	33,728	33,478	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	13,487	16,809	26,574	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	490	590	-	(90)
01582400-51130	TES-Admin-Secy 12 Mth	67,265	-	67,265	28,637	33,788	33,478	(0)
01582400-51131	TES-Admin-Secy 10 Mth	43,183	-	43,183	13,287	16,609	26,574	0
01582400-51135	TES-Admin-Clerical Xtra Time	500	-	500	222	230	-	270
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	16,345	20,417	32,705	23
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	267	267	-	(267)
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	23,778	28,101	28,101	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	14,382	17,977	28,764	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	578	661	-	(661)
01622120-51131	MMS-Guidance-Secy 10 Mth	54,143	-	54,143	15,079	18,172	24,671	11,300
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	28,617	33,768	33,478	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	16,997	21,246	25,495	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	429	476	-	(476)
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	12,780	15,875	24,760	(0)
01711006-51135	THS-Ag Science-Secy Xtra Time	459	-	459	541	541	-	(82)
01711022-51131	THS-Alternate School-Secy 10 Mths	-	-	-	-	-	-	-
01712120-51130	THS-Guidance-Secy 12 Mths	193,706	-	193,706	82,466	97,298	96,408	(0)
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	81	81	-	(81)
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	494	742	-	(742)
01712220-51131	THS-Library-Secy 10 Mths	-	-	-	-	-	-	-
01712220-51135	THS-Library-Clerical Xtra Time	-	-	-	-	-	-	-
01712400-51130	THS-Admin-Secy 12 Mth	128,250	-	128,250	51,139	60,438	60,445	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	47,080	58,851	94,173	7
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	308	342	-	8
01713201-51131	Sports-Sports General-Secy 10 Mths	46,741	-	46,741	14,306	17,902	28,764	76
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	1,717	1,727	-	2,773
01802320-51115	Super-Personnel-Support Staff	177,297	-	177,297	77,975	91,901	90,521	(5,126)
01802320-51131	Super-Personnel-Support Staff-10 Mth	38,119	-	38,119	3,055	3,055	-	35,064
01802320-51135	Super-Personnel-Clerical Xtra Time	-	-	-	2,892	3,161	-	(3,161)
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	40,203	47,515	47,528	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	109	109	-	(109)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	44,678	52,802	52,808	6
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	2,311	2,499	-	(2,499)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	1,225	1,400	-	2,600
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	71,135	83,914	82,940	(4,454)
01902320-51135	Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	132,753	156,590	154,940	(2,339)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	716	716	-	7,784
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	8,853	10,142	11,000	(19,142)
	Administrative Support Total	**2,920,909**	**-**	**2,920,909**	**1,150,503**	**1,371,042**	**1,495,175**	**54,691**
Paras & Aides								
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	78,167	101,146	147,584	(2,762)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	89,043	114,506	166,654	(23,154)
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	762,131	980,545	1,434,514	347,481
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	25,220	31,678	71,322	-
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	482,123	613,067	963,203	(19,177)
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	26,501	34,091	49,335	7,301
01371200-51122	PPS-ESY-ABA Paras	88,000	-	88,000	101,445	101,445	-	(13,445)
01371200-51128	PPS-ESY-Health Aides	-	-	-	6,489	6,489	-	(6,489)
01371200-51129	PPS-ESY-Para	51,500	-	51,500	55,271	55,271	-	(3,771)
01412210-51120	PPS-D/W-Para Training	10,000	-	10,000	-	-	-	10,000
01511001-51120	BHES-Classroom-Instructional Aides	59,698	-	59,698	15,081	19,576	22,917	17,205
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	6,866	8,735	10,708	2,206
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	19,478	25,369	30,214	5,181
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	13,676	17,792	22,133	1,721

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	12,527	16,133	20,302	18,005
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	6,633	8,612	12,428	287
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	15,270	20,128	27,069	7,242
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	4,177	5,203	6,614	1,632
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	18,013	23,495	29,154	5,983
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	7,688	9,899	11,637	1,983
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	15,141	19,624	23,447	4,084
01582400-51120	TES-Admin-Paras	24,002	-	24,002	6,495	8,056	11,416	4,530
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	4,920	6,453	6,765	537
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	2,919	4,345	9,149	(45)
01712400-51120	THS-L/W-Paras	56,422	-	56,422	19,517	25,116	36,201	(4,894)
	Paras & Aides Total	**5,731,179**	**-**	**5,731,179**	**1,794,789**	**2,256,774**	**3,112,766**	**361,639**
Substitutes								
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51117	Substitute Teachers	-	-	-	118,011	152,743	-	(152,743)
01802320-51119	Super-Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51129	Substitute Paraprofessionals	-	-	-	461	628	-	(628)
01802320-51139	Substitute Secretaries	-	-	-	4,678	6,092	-	(6,092)
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	12,071	14,588	40,412	-
	Substitutes Total	**55,000**	**-**	**55,000**	**137,314**	**176,143**	**40,412**	**(161,554)**
Coaches & Advisors								
01613202-51116	HMS-Activities-Advisors	39,524	-	39,524	-	-	39,524	-
01623202-51116	MMS-Activities-Advisors	41,613	-	41,613	-	-	41,613	-
01711016-51116	THS-Music-Directors	-	-	-	-	-	-	-
01713201-51111	Sports-Sports General-Athletic Trainers	135,005	-	135,005	51,638	63,113	74,588	(2,695)
01713201-51116	Sports-Sports General-Coaches	636,980	-	636,980	244,577	244,577	392,403	-
01713201-51129	Sports-Sports General-Other Non Certified	-	-	-	4,194	4,194	-	(4,194)
01713201-51170	Sports-Athletic Game Staff	57,000	-	57,000	20,048	22,603	-	34,397
01713202-51116	THS-Activities-Advisors	139,299	-	139,299	7,946	8,084	131,215	-
	Coaches & Advisors Total	**1,049,421**	**-**	**1,049,421**	**328,403**	**342,571**	**679,343**	**27,508**
Salaries Other								
01011200-51117	PPS-L/W-Teacher Subs	-	-	-	-	-	-	-
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	17,928	22,763	33,846	(22,722)
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	24,762	32,813	42,187	-
01011204-51117	PPS-L/W-Tutors Expulsions	10,000	-	10,000	-	-	10,000	-
01032130-51123	PPS-L/W-OT/PT Therapists	585,529	-	585,529	151,648	196,819	383,957	4,753
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	2,407	4,033	-	5,417
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	7,339	10,509	-	(9,009)
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	1,872	2,768	-	732
01401204-51117	Asst Super-L/W-Tutors Expulsions	5,000	-	5,000	-	-	-	5,000
01412210-51129	Curr Dir-D/W-Other Non-Certified	77,334	-	77,334	28,860	33,549	29,796	13,989
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	2,867	3,014	-	2,986
01802320-51127	Substitute-Security Guards	45,000	-	45,000	8,798	11,329	-	33,671
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	266,048	344,567	490,367	(63,351)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	11,092	11,941	-	13,059
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	33,616	39,728	39,728	(2,122)
	Salaries Other	**1,726,118**	**-**	**1,726,118**	**557,237**	**713,833**	**1,029,882**	**(17,596)**
Misc Salary Items								
01912520-51198	D/W-Admin-Retiree Payments	310,000	-	310,000	266,371	275,058	43,629	(8,687)
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
	Misc Salary Items Total	**403,891**	**-**	**403,891**	**266,371**	**275,058**	**43,629**	**85,204**
	Salaries Total	**79,889,108**	**-**	**79,889,108**	**24,775,936**	**30,982,152**	**48,032,907**	**874,048**
Employee Benefits								
Health Insurance								
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	10,249,391	12,307,970	12,557,076	(5,385,756)
01912520-52011	Benefits-Health Premium Share - Medical	-	-	-	(2,186,991)	(2,697,465)	(2,826,237)	5,523,701
01912520-52012	Benefits-Health Premium Share - Dental	-	-	-	(114,754)	(141,609)	(103,784)	245,393
	Health Insurance Total	**19,479,290**	**-**	**19,479,290**	**7,947,645**	**9,468,896**	**9,627,055**	**383,339**

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
FICA								
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	678,989	841,373	1,189,911	(750)
	FICA	**2,030,533**	**-**	**2,030,533**	**678,989**	**841,373**	**1,189,911**	**(750)**
Other Insurance								
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	69,375	107,017	97,983	-
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	9,819	11,796	13,204	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	46,118	55,529	59,623	4,849
	Other Insurance Total	**348,000**	**-**	**348,000**	**125,312**	**174,342**	**170,810**	**2,848**
Unemployment								
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	-	-	20,000	-
	Unemployment Total	**20,000**	**-**	**20,000**	**-**	**-**	**20,000**	**-**
Benefits Other								
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	6,558	7,394	4,906	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	138,334	169,466	239,434	-
	Benefits Other Total	**424,900**	**-**	**424,900**	**144,892**	**176,860**	**244,340**	**3,700**
	Employee Benefits Total	**22,302,723**	**-**	**22,302,723**	**8,896,838**	**10,661,471**	**11,252,116**	**389,137**
Purchased Professional Services								
Legal								
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	14,825	14,825	115,175	-
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	22,767	22,767	82,909	(5,676)
	Legal Total	**230,000**	**-**	**230,000**	**37,593**	**37,593**	**198,083**	**(5,676)**
Service Contracts								
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	12,795	16,180	32,070	16,750
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	29,471	37,421	50,579	(3,000)
01422520-53305	Tech-Admin-Maintenance Contracts	30,000	-	30,000	25,009	25,009	-	4,992
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	217,735	281,873	718,127	-
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	113,396	151,977	138,023	-
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	1,142	1,795	18,205	-
01882700-53303	Trans-Admin-Software Support	7,500	-	7,500	13,030	13,030	-	(5,530)
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	85,000	-	85,000	94,398	94,595	-	(9,595)
01922530-53302	Asst Super-Info Svcs-Dbase Students	216,509	-	216,509	221,846	221,846	-	(5,337)
	Service Contracts Total	**1,799,009**	**-**	**1,799,009**	**728,822**	**843,725**	**957,004**	**(1,720)**
Consultants								
01011201-53210	PPS Homebound Instructional Services	-	-	-	1,893	3,729	2,171	(5,900)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	134,296	155,708	144,287	5
	Consultants Total	**305,000**	**-**	**305,000**	**136,189**	**159,437**	**146,458**	**(895)**
Other Professional Services								
01412210-53300	Curr Dir-D/W-Other Professional Svcs	10,000	-	10,000	-	-	-	10,000
01422214-53300	Tech-L/W-Other Professional Svcs	4,500	-	4,500	1,401	1,570	1,310	1,620
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	3,500	-	3,500	225	225	-	3,275
01422520-53300	Tech-Admin-Other Professional Svcs	6,000	-	6,000	2,515	2,515	-	3,485
01613202-53301	HMS-Activities-Police	307	-	307	320	320	-	(13)
01623202-53301	MMS-Activities-Police	1,228	-	1,228	320	320	640	268
01711016-53300	THS-Music-Other Professional Svcs	47,575	-	47,575	27,450	28,336	1,550	17,689
01712120-53220	THS-Guidance-Career Guidance	950	-	950	311	355	443	152
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	27,852	42,092	47,292	616
01713201-53300	Sports-Sports GeneraL-Purch'd Svcs	224,575	-	224,575	54,962	63,120	114,297	47,158
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	7,820	9,740	8,380	(620)
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	3,000	-	3,000	-	-	-	3,000
01882700-53300	Transportation-Professional Svcs	-	-	-	-	-	-	-
01902310-53300	Super-BOE-Professional Services	26,000	-	26,000	23,319	23,769	1,175	1,056
01912520-53300	Bus Off-Admin-Professional Svcs	-	-	-	-	-	-	-
01912520-53310	Bus Off-Admin-Athletic Insurance	92,602	-	92,602	92,602	92,602	-	-
01922530-53304	Bus Off-Admin-Training	7,500	-	7,500	-	-	-	7,500
	Other Professional Services Total	**535,237**	**-**	**535,237**	**239,097**	**264,965**	**175,087**	**95,186**

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
	Purchased Professional Services Total	**2,869,246**	**-**	**2,869,246**	**1,141,700**	**1,305,719**	**1,476,632**	**86,895**
Purchased Property Services								
Utilities								
01842611-54101	Facilities-D/W-Electricity	1,212,760	-	1,212,760	589,284	705,174	844,312	(336,725)
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	42,307	48,536	71,552	9,912
	Utilities Total	**1,342,760**	**-**	**1,342,760**	**631,590**	**753,710**	**915,863**	**(326,813)**
Repairs & Service Fees								
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	2,000	-	2,000	1,100	1,100	695	205
01422214-54300	Tech-L/W-Repairs & Svc Fees	800	-	800	-	352	-	448
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	500	-	500	-	-	-	500
01422520-54300	Tech-Admin-Repairs & Svc Fees	1,200	-	1,200	-	-	-	1,200
01711006-54300	THS-Ag Science-Repairs & Svc Fees	3,000	-	3,000	-	600	4,325	(1,925)
01842610-54300	Facilities-Custodial-Repairs	15,000	-	15,000	98	98	10,901	4,001
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	10,000	-	10,000	-	-	-	10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	3,000	-	3,000	2,153	2,173	6,045	(5,218)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	1,100	8,900
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	5,000	-	5,000	5,600	5,600	1,400	(2,000)
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	-	-	-	4,759	4,759	-	(4,759)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	45,000	-	45,000	26,646	29,375	31,387	(15,762)
01852632-54300	Facilities-Inside Maint-Repairs & Svcs Fees	5,000	-	5,000	-	880	1,000	3,120
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	11,379	11,529	33,000	(4,530)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	25,000	-	25,000	13,424	18,544	15,491	(9,035)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	-	25,534
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852637-54300	Facilities-Glass-Repairs & Svc Fees	5,000	-	5,000	2,120	2,600	6,199	(3,799)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	93,670	97,329	35,979	(8,308)
01852642-54300	Facilities-Painting-Repairs & Svc Fees	-	-	-	-	-	-	-
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	3,940	5,580	14,683	(12,763)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	2,592	3,172	2,327	(2,499)
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	2,183	2,183	27,817	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	9,967	10,935	7,065	(10,500)
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	20,000	-	20,000	-	-	999	19,001
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	18,000	-	18,000	4,735	4,735	28,865	(15,600)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	1,500	-	1,500	-	-	-	1,500
	Repairs & Service Fees Total	**423,000**	**-**	**423,000**	**198,831**	**216,009**	**229,278**	**(22,287)**
Copiers								
01422520-54409	D/W Copiers	243,820	-	243,820	99,785	121,052	135,016	(12,248)
01902320-54409	D/W-Admin-Copiers	-	-	-	-	-	-	-
	Copiers Total	**243,820**	**-**	**243,820**	**99,785**	**121,052**	**135,016**	**(12,248)**
Other Purchased Property Services								
01512400-54900	BHES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01522400-54900	FTES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01532400-54900	DFES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01542400-54900	MBES-Admin-Other Purch'd Svcs	-	-	-	-	-	-	-
01552400-54900	JRES-Admin-Other Purch'd Svcs	500	-	500	-	-	-	500
01582400-54900	TES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	1,212	-	1,212	553	553	-	659
01612400-54900	HMS-Classroom-Other Purch'd Svcs	1,637	-	1,637	780	780	-	857
01621016-54900	MMS-Music-Other Purch'd Property Svcs	949	-	949	-	734	-	215
01622400-54900	MMS-Classroom-Other Purch'd Svcs	798	-	798	65	65	-	733
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	-	-	-	-	-	-	-
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	3,000	-	3,000	542	864	-	2,136
01711014-54900	THS-Technology Education-Other Purch'd Prop	-	-	-	-	-	-	-
01711016-54201	THS-Music-Uniform Cleaning	1,500	-	1,500	-	-	950	550
01713201-54200	Sports-Sports General-Cleaning Svcs	16,000	-	16,000	11,735	11,735	3,265	1,000
01842610-54103	Facilities-Custodial-Trash/Recycling	80,000	-	80,000	27,855	33,906	44,993	1,101
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	1,472	1,843	2,657	(500)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	12,282	19,070	15,145	785
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	25,000	-	25,000	-	-	-	25,000
01882700-54900	Trans-Admin-Purch'd Property Svcs	500	-	500	-	-	-	500
	Other Purch'd Property Services Total	**171,296**	**-**	**171,296**	**55,283**	**69,548**	**67,011**	**34,736**

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
	Purchased Property Services Total	**2,180,876**	**-**	**2,180,876**	**985,489**	**1,160,319**	**1,347,168**	**(326,612)**
Purchased Other Services								
Transportation								
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	-	417	2,000	212
01711016-55809	THS-Music-Transportation	18,000	-	18,000	4,762	8,168	2,574	7,258
01711022-55809	THS-Alternate School-Field Trips	-	-	-	-	-	-	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,000	-
01882700-55101	Trans-Admin-Reg Buses	3,971,509	-	3,971,509	2,148,011	2,347,758	1,823,498	(199,747)
01882700-55102	Trans-Admin-ACE Trips	3,600	-	3,600	-	-	-	3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	227,126	-	227,126	300,299	300,299	7,700	(80,873)
01882700-55109	Trans-Admin-Fuel	322,952	-	322,952	90,564	125,376	229,308	(31,731)
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	678	4,159	841	4,000
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,017,131	1,017,723	672,098	(1,117)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	250,859	368,804	804,091	(112,847)
01882701-55108	Trans-Admin-Monitors	444,449	-	444,449	225,320	225,320	219,129	-
01713201-55809	THS-Transportation-Sports	146,300	-	146,300	22,441	22,441	130,000	(6,141)
	Sports Transportation Total	**146,300**	**-**	**146,300**	**22,441**	**22,441**	**130,000**	**(6,141)**
	Transportation Total	**7,939,317**	**-**	**7,939,317**	**4,060,064**	**4,420,465**	**3,936,238**	**(417,386)**
Communications								
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	14,119	14,119	20,943	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	31,254	34,910	30,258	42,727
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	117,676	117,676	86,372	3,607
	Communications Total	**353,550**	**-**	**353,550**	**163,048**	**166,704**	**137,573**	**49,273**
Postage								
01902320-55900	Super-Admin-Postage	36,500	-	36,500	12,005	14,981	17,700	3,820
	Postage Total	**36,500**	**-**	**36,500**	**12,005**	**14,981**	**17,700**	**3,820**
Advertising								
01802130-55903	Human Resources-Admin-Advertising	1,500	-	1,500	1,457	1,457	-	43
01912520-55903	Bus Off-Admin-Advertising	-	-	-	-	-	-	-
	Advertising Total	**1,500**	**-**	**1,500**	**1,457**	**1,457**	**-**	**43**
Interns								
01401000-55502	THS-Classroom-Interns	48,000	-	48,000	15,000	15,000	-	33,000
01401000-55503	TECEC-Classroom-Interns	-	-	-	-	-	-	-
01511001-55500	BHES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01521001-55500	FTES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01531001-55500	DFES-Classroom-Interns	32,000	-	32,000	15,150	15,150	15,150	1,700
01541001-55500	MBES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01551001-55500	JRES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01581001-55500	TES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01611001-55500	HMS-Classroom-Interns	48,000	-	48,000	15,150	15,150	11,400	21,450
01621001-55500	MMS-Classroom-Interns	48,000	-	48,000	7,650	7,650	22,950	17,400
	Interns Total	**336,000**	**-**	**336,000**	**129,450**	**129,450**	**126,000**	**80,550**
Tuition								
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	2,496,221	3,173,231	3,306,240	(1,059,471)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,772,317)	(227,197)
01402320-55600	Asst Super-Admin-Tuition	458,000	-	458,000	135,868	285,868	26,883	145,248
01741200-55600	Adult Ed - Outgoing Tuition	85,000	-	85,000	85,000	85,000	-	-
	Tuition Total	**3,963,486**	**-**	**3,963,486**	**2,717,089**	**3,544,099**	**1,560,807**	**(1,141,420)**
Printing								
01011000-55906	TECEC-Admin-Printing	200	-	200	-	-	-	200
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	75	350
01402320-55906	Asst Super-Admin-Printing	1,500	-	1,500	420	420	-	1,080
01412210-55906	Curr Dir-Admin-Printing	-	-	-	-	-	-	-
01612400-55906	HMS-Classroom-Printing	-	-	-	-	-	-	-
01622400-55906	MMS-Classroom-Printing	-	-	-	-	-	-	-
01711006-55906	THS-Ag Science-Printing	1,500	-	1,500	-	-	-	1,500
01712400-55906	THS-Admin-Printing	7,000	-	7,000	3,740	3,740	-	3,260
01713202-55906	THS-Activities-Printing	500	-	500	-	-	-	500

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300
	Printing Total	**11,500**	**-**	**11,500**	**4,235**	**4,235**	**75**	**7,190**
Other Purch'd Services								
01011000-55800	TECEC-Admin-Professional Devt	700	-	700	160	160	-	540
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	6,500	-	6,500	4,613	4,613	-	1,887
01011200-55800	PPS-Admin-Professional Devt	20,000	-	20,000	3,347	3,347	7,898	8,755
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	2,115	2,850	-	7,450
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	2,387	3,284	-	7,716
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	14,413	16,744	-	3,256
01402320-55900	Asst Super-Other Purchased Services	-	-	-	-	-	-	-
01412210-55800	Curr Dir-Admin-Professional Devt	55,000	-	55,000	26,877	28,709	4,070	22,221
01412210-55802	Admin-Prof Devt Admin	-	-	-	-	-	-	-
01412216-55800	Instr SS-Travel Conf	-	-	-	69	69	-	(69)
01422520-55800	Tech-Admin-Professional Devt	1,500	-	1,500	50	50	-	1,450
01422520-55804	Tech-Admin-Milelage	2,300	-	2,300	46	46	-	2,254
01512400-55800	BHES-Admin-Professional Devt	500	-	500	95	95	-	405
01522400-55800	FTES-Admin-Professional Devt	500	-	500	-	-	-	500
01532400-55800	DFES-Admin-Professional Devt	500	-	500	-	-	2,241	(1,741)
01542400-55800	MBES-Admin-Professional Devt	500	-	500	-	-	-	500
01552400-55800	JRES-Admin-Professional Devt	500	-	500	-	-	-	500
01582400-55800	TES-Admin-Professional Devt	500	-	500	-	-	-	500
01612400-55800	HMS-Admin-Professional Devt	1,100	-	1,100	-	-	-	1,100
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	-	-	-	1,000
01711001-55800	THS-Classroom-Professional Devt	-	-	-	-	-	-	-
01711011-55800	THS-World Language-Professional Devt	-	-	-	-	-	-	-
01711002-55800	THS-Art-Professional Devt	-	-	-	-	-	-	-
01712400-55800	THS-Admin-Professional Devt	4,000	-	4,000	-	170	39	3,791
01712400-55901	THS-Admin-Other Purch'd Svcs	2,000	-	2,000	1,207	1,207	-	793
01741200-55900	Continuing Ed-Other Purch'd Svcs	-	-	-	-	-	-	-
01802130-55800	HR-HR-Professional Devt	9,000	-	9,000	3,236	3,511	2,725	2,764
01802130-55900	HR-Personnel-Other Purch'd Svcs	118,145	-	118,145	57,749	57,749	18,273	42,123
01802320-55800	Super-Personnel-Professional Devt	-	-	-	-	-	-	-
01822230-55800	Facilities-Admin-Professional Devt	500	-	500	125	125	-	375
01822230-55910	Facilities-Admin-Other Purch'd Svcs	15,000	-	15,000	13,803	13,875	1,499	(374)
01842610-55803	Facilities-Admin-Mileage	2,000	-	2,000	739	808	-	1,192
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	-	-	-	128	128	-	(128)
01882700-55800	Trans-Admin-Professional Devt	-	-	-	-	-	-	-
01902310-55800	Super-BOE-Professional Devt	1,000	-	1,000	-	-	-	1,000
01902320-55800	Super-Admin-Professional Devt	11,000	-	11,000	554	970	-	10,030
01912520-55800	Bus Off-Admin-Professional Devt	-	-	-	-	-	-	-
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	11,900	-	11,900	4,260	4,260	2,160	5,480
	Other Purch'd Services Total	**306,945**	**-**	**306,945**	**135,972**	**142,770**	**38,905**	**125,270**
	Purchased Other Services Total	**12,948,798**	**-**	**12,948,798**	**7,223,320**	**8,424,161**	**5,817,298**	**(1,292,660)**
Supplies								
Supplies Teaching								
01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	5,673	6,709	3,751	2,590
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	17,836	19,367	3,514	119
01412214-56111	Curr Dir-D/W-Classroom Supplies	130,000	-	130,000	10,947	51,928	22,575	55,498
01511001-56111	BHES-Classroom Supplies	30,160	-	30,160	27,899	28,026	1,254	880
01512220-56901	BHES-Library-Supplies	3,120	-	3,120	2,266	2,447	117	556
01521001-56111	FTES-Classroom Supplies	28,594	-	28,594	14,265	16,269	10,550	1,775
01522220-56901	FTES-Library-Supplies	2,958	-	2,958	925	925	-	2,033
01531001-56111	DFES-Classroom Supplies	29,812	-	29,812	29,393	29,565	3,386	(3,139)
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	505	505	-	2,579
01541001-56111	MBES-Classroom Supplies	27,898	-	27,898	27,514	27,514	0	384
01542220-56901	MBES-Library-Supplies	2,886	-	2,886	192	2,505	381	1
01551001-56111	JRES-Classroom Supplies	26,854	-	26,854	25,758	26,147	155	552
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	-	1,846	-	932
01581001-56111	TES-Classroom Supplies	24,302	-	24,302	13,175	13,287	1,366	9,649
01582220-56901	TES-Library-Supplies	2,514	-	2,514	1,920	2,070	80	363
01611001-56111	HMS-Classroom-Classroom Supplies	33,110	-	33,110	15,888	17,275	2,397	13,438
01611016-56111	HMS-Music-Classroom Supplies	2,259	-	2,259	2,248	2,248	-	11
01611019-56111	HMS-PE/Health-Classroom Supplies	3,424	-	3,424	2,532	2,532	-	892
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	1,684	1,913	-	12

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01621001-56111	MMS-Classroom-Classroom Supplies	35,303	-	35,303	13,683	14,332	3,842	17,129
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	496	496	842	1,412
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	1,828	2,012	0	(0)
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	1,120	1,120	106	827
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	14,798	14,798	(0)	17,702
01711002-56112	THS-Art-Supplies	19,500	-	19,500	8,764	9,801	8,369	1,330
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	1,447	1,509	65	1,626
01711006-56112	THS-Ag Science-Supplies	37,000	-	37,000	5,776	12,583	22,441	1,976
01711010-56112	THS-English-Supplies	1,117	-	1,117	968	968	40	109
01711011-56112	THS-World Language-Supplies	1,722	-	1,722	1,201	1,201	0	521
01711013-56112	THS-Family Consumer Science-Supplies	16,200	-	16,200	5,055	6,195	2,037	7,968
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	5,302	11,708	4,500	7,792
01711015-56112	THS-Mathematics-Supplies	1,550	-	1,550	1,415	1,415	-	135
01711016-56112	THS-Music-Supplies	5,400	-	5,400	2,386	2,899	29	2,472
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	1,972	2,930	-	4
01711022-56112	THS-Alternate School-Supplies	-	-	-	-	-	-	-
01711027-56112	THS-Science-Supplies	12,731	-	12,731	4,565	4,565	(0)	8,166
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	552	552	(0)	493
01712120-56112	THS-Guidance-Supplies	450	-	450	27	208	-	242
01712220-56901	THS-Library-Supplies	2,565	-	2,565	-	-	883	1,682
01712221-56112	THS-Auditorium/Theater Tech-Supplies	-	-	-	-	-	-	-
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	274	3,302	3,522	926
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	67,535	70,139	52,676	3,185
	Sports Supplies Total	**126,000**	**-**	**126,000**	**67,535**	**70,139**	**52,676**	**3,185**
01741200-56110	Continuing Ed-Teaching Supplies	-	-	-	-	-	-	-
	Supplies Teaching Total	**729,510**	**-**	**729,510**	**339,784**	**415,814**	**148,875**	**164,821**
Supplies Office								
01011000-56110	TECEC-Admin-Office Supplies	4,000	-	4,000	999	2,203	325	1,472
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	836	1,264	54	182
01052130-56110	PPS-Health Services-Supplies	8,500	-	8,500	1,887	1,887	5,113	1,500
01402320-56110	Asst Super-Admin-Office Supplies	18,000	-	18,000	13,180	14,890	2,323	786
01412210-56110	Curr Dir-Admin-Office Supplies	-	-	-	-	-	-	-
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	3,222	3,882	0	6,618
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	340	433	-	767
01422520-56900	Tech-Admin-Parts	4,150	-	4,150	48	48	-	4,102
01512400-56110	BHES-Admin-Office Supplies	3,640	-	3,640	1,346	1,346	-	2,294
01522400-56110	FTES-Admin-Office Supplies	3,451	-	3,451	1,023	1,431	11	2,009
01532400-56110	DFES-Admin-Office Supplies	3,598	-	3,598	1,030	1,030	(0)	2,568
01542400-56110	MBES-Admin-Office Supplies	3,367	-	3,367	3,152	3,152	169	47
01552400-56110	JRES-Admin-Office Supplies	3,241	-	3,241	1,624	2,959	-	282
01582400-56110	TES-Admin-Office Supplies	2,933	-	2,933	1,858	1,858	25	1,050
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	5,494	5,652	335	141
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	53	53	342	6,013
01712221-56900	THS-Auditorium/Theater Tech-Parts & Mainter	1,500	-	1,500	-	-	-	1,500
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	955	955	164	2,631
01741200-56117	Continuing Ed-Office Supplies	-	-	-	-	-	-	-
01802130-56110	Human Resources-Admin-Office Supplies	3,750	-	3,750	741	746	2,033	971
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	951	1,451	1,366	(1,317)
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	690	833	2,671	96
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	1,033	1,299	2,446	2,755
01912520-56110	Bus Off-Admin-Office Supplies	5,000	-	5,000	1,712	1,749	6,865	(3,614)
	Supplies Office Total	**106,216**	**-**	**106,216**	**42,173**	**49,122**	**24,241**	**32,853**
Supplies Custodial								
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	146,773	172,845	83,615	(31,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,930	1,930	571	(2,500)
	Supplies Custodial Total	**225,000**	**-**	**225,000**	**148,702**	**174,775**	**84,186**	**(33,960)**
Supplies Maintenance								
01852622-56134	Facilities-Snow Removal-Supplies	10,000	-	10,000	1,901	1,901	14,098	(5,999)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	24,471	27,681	333	21,986
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	8,609	9,064	5,572	364
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	1,737	12,043	7,954	3
01852626-56134	Facilities-Fertilizer	3,000	-	3,000	-	-	-	3,000
01852627-56134	Facilities-Lawn Care-Supplies	7,500	-	7,500	2,199	2,263	4,326	911

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01852628-56134	Facilities-Paving-Supplies	-	-	-	-	-	-	-
01852631-56134	Facilities-Maintenance-Supplies	2,000	-	2,000	292	292	-	1,708
01852632-56134	Facilities-Inside Maintenance-Supplies	25,000	-	25,000	1,734	7,727	7,488	9,785
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	10,135	10,673	10,646	13,681
01852634-56134	Facilities-Fire Prot-Supplies	-	-	-	-	-	-	-
01852635-56134	Facilities-Floor Repair-Supplies	1,500	-	1,500	-	-	-	1,500
01852637-56134	Facilities-Glass-Supplies	-	-	-	-	-	-	-
01852638-56134	Facilities-Hardware-Supplies	2,000	-	2,000	125	125	6,375	(4,500)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	15,373	25,278	21,390	(16,668)
01852641-56134	Facilities-Masonry-Supplies	-	-	-	-	-	-	-
01852642-56134	Facilities-Painting-Supplies	5,000	-	5,000	4,924	5,919	2,130	(3,049)
01852643-56134	Facilities-Plant Eqiuip-Supplies	-	-	-	-	-	-	-
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	22,267	25,766	16,291	(2,056)
01852645-56134	Facilities-Roofing-Supplies	-	-	-	-	-	-	-
01852646-56134	Facilities-Pest Control-Supplies	500	-	500	-	-	-	500
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	15,000	-	15,000	8,933	8,933	8,567	(2,500)
01852649-56134	Facilities-Welding-Supplies	-	-	-	246	246	953	(1,199)
	Supplies Maintenance Total	**261,500**	**-**	**261,500**	**102,947**	**137,911**	**106,123**	**17,466**
Text & Workbooks								
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	589	906	-	394
01011200-56411	PPS-Admin-Text & Workbooks	2,500	-	2,500	1,277	1,277	0	1,223
01412210-56411	Curr Dir-D/W-Text & Workbooks	143,000	-	143,000	58,200	58,200	(0)	84,800
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	28,412	29,078	0	3,162
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	25,275	25,948	66	5,594
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	23,453	23,453	377	8,038
01541001-56411	MBES-Classroom-Text & Workbooks	30,291	-	30,291	30,206	30,206	(0)	85
01551001-56411	JRES-Classroom-Text & Workbooks	28,706	-	28,706	25,209	25,602	(0)	3,104
01581001-56411	TES-Classroom-Text & Workbooks	25,978	-	25,978	25,947	25,947	-	31
01611001-56411	HMS-Classroom-Text & Workbooks	15,000	-	15,000	13,955	13,955	30	1,015
01621001-56411	MMS-Classroom-Text & Workbooks	15,850	-	15,850	15,809	15,809	-	41
01621016-56411	MMS-Music-Text & Workbooks	-	-	-	-	-	-	-
01711003-56411	THS-Business Ed-Text & Workbooks	11,850	-	11,850	12,305	12,305	-	(455)
01711006-56411	THS-Ag Science-Text & Workbooks	4,000	-	4,000	-	-	-	4,000
01711010-56411	THS-English-Text & Workbooks	20,811	-	20,811	9,861	12,723	-	8,088
01711011-56411	THS-World Language-Text & Workbooks	22,872	-	22,872	21,461	21,461	978	433
01711013-56411	THS-Family Consumer Science-Text & Workboc	-	-	-	-	-	-	-
01711015-56411	THS-Mathematics-Text & Workbooks	8,550	-	8,550	6,080	6,080	-	2,470
01711019-56411	THS-PE/Health-Text & Workbooks	-	-	-	-	-	-	-
01711022-56411	THS-Alternate School-Text & Workbooks	-	-	-	-	-	-	-
01711027-56411	THS-Science-Text & Workbooks	12,710	-	12,710	2,409	2,409	0	10,301
01711028-56411	THS-Social Studies-Text & Workbooks	10,890	-	10,890	8,378	8,378	1,719	793
01741200-56411	Continuing Ed-Textbooks	-	-	-	-	-	-	-
	Text & Workbooks Total	**450,024**	**-**	**450,024**	**308,825**	**313,737**	**3,170**	**133,117**
Subscriptions								
01011200-56425	PPS-Admin-Periodicals	1,000	-	1,000	-	-	-	1,000
01412210-56425	Curr Dir-Admin-Periodicals	-	-	-	-	-	-	-
01412214-56426	Cur Dir-D/W-Online Subscriptions	352,424	-	352,424	345,100	349,532	3,515	(623)
01422520-56425	Tech-Admin-Periodicals	100	-	100	-	-	-	100
01512220-56425	BHES-Library-Periodicals	910	-	910	-	-	-	910
01522220-56425	FTES-Library-Periodicals	863	-	863	109	109	-	754
01532220-56425	DFES-Library-Periodicals	900	-	900	-	-	-	900
01542220-56425	MBES-Library-Periodicals	842	-	842	880	880	-	(38)
01552220-56425	JRES-Library-Periodicals	810	-	810	-	-	-	810
01582220-56425	TES-Library-Periodicals	733	-	733	413	413	242	78
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	568	568	286	686
01622220-56425	MMS-Library-Periodicals	1,642	-	1,642	912	912	-	730
01712220-56425	THS-Library-Periodicals	2,070	-	2,070	1,817	1,817	-	253
01712400-56425	THS-Admin-Periodicals	1,250	-	1,250	176	201	-	1,049
01822230-56425	Facilities-Admin-Periodicals	-	-	-	-	-	-	-
01882700-56425	Trans-Admin-Periodicals	-	-	-	-	-	-	-
01902310-56425	Super-BOE-Periodicals	-	-	-	-	-	-	-
01902320-56425	Super- Admin-Periodicals	600	-	600	456	588	412	(400)
	Subscriptions Total	**365,684**	**-**	**365,684**	**350,431**	**355,020**	**4,455**	**6,208**
Testing Materials								

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	1,228	3,106	-	894
01011200-56904	PPS-L/W-Testing Materials	60,000	-	60,000	31,207	31,647	1,313	27,039
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	100,310	114,474	0	56,534
01712120-56903	THS-Guidance-Testing Materials	650	-	650	-	-	261	389
	Testing Materials Total	**235,658**	**-**	**235,658**	**132,745**	**149,227**	**1,574**	**84,857**
Books & A/V								
01512220-56420	BHES-Library-Books & Media	5,200	-	5,200	8,117	8,117	0	(2,917)
01522220-56420	FTES-Library-Books & Media	4,930	-	4,930	2,425	3,194	182	1,554
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	4,348	4,348	2,960	(2,168)
01542220-56420	MBES-Library-Books & Media	4,810	-	4,810	4,730	4,730	-	80
01552220-56420	JRES-Library-Books & Media	4,630	-	4,630	3,480	3,480	104	1,046
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	2,573	2,573	1,003	614
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	554	554	560	1,196
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	1,076	1,899	393	171
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	2,395	4,889	2,794	1,707
	Books & A/V Total	**43,063**	**-**	**43,063**	**29,697**	**33,782**	**7,997**	**1,284**
Software								
01412210-56118	Curr Dir-D/W Software	5,000	-	5,000	2,475	2,475	-	2,525
01422214-56118	Tech-L/W-Software	230,000	-	230,000	213,520	213,520	4,838	11,642
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
	Software Total	**235,000**	**-**	**235,000**	**215,995**	**215,995**	**4,838**	**14,167**
Energy								
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	83,797	130,072	369,928	100,000
	Energy Total	**600,000**	**-**	**600,000**	**83,797**	**130,072**	**369,928**	**100,000**
Other Supplies								
01422214-56117	Tech-L/W-Computer Supplies	600	-	600	-	-	-	600
01422220-56117	Tech-Dist AV/Chan 17-Supplies	250	-	250	-	-	-	250
01422220-56900	Tech-Dist AV/Ch17-Parts	4,300	-	4,300	814	1,896	210	2,194
01613202-56119	HMS-Activities-Supplies	4,200	-	4,200	1,352	1,352	-	2,848
01623202-56119	MMS-Activities-Supplies	1,616	-	1,616	385	385	-	1,231
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	337	380	-	1,870
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	500	500	22,146	(2,646)
01713203-56906	THS-Activities-Fees, Awards & Supplies	1,500	-	1,500	357	357	-	1,143
01852625-56900	Facilities-Fences/Playground-Supplies	-	-	-	-	-	-	-
01852636-56900	Facilities-Furniture Repairs-Supplies	-	-	-	-	-	-	-
01882700-56270	Transportation-Bus Supplies	-	-	-	-	-	-	-
	Other Supplies Total	**34,716**	**-**	**34,716**	**3,745**	**4,870**	**22,356**	**7,490**
	Supplies Total	**3,286,371**	**-**	**3,286,371**	**1,758,841**	**1,980,324**	**777,743**	**528,303**
Property								
Office Equipment								
01612400-57301	HMS-Admin-Equipment	26	-	26	-	-	-	26
01622400-57301	MMS-Admin-Equipment	-	-	-	-	-	-	-
01822230-57301	Facilities-Admin-Equipment	-	-	-	-	-	-	-
01912520-57301	Bus Off-Equipment	-	-	-	-	-	-	-
	Office Equipment Total	**26**	**-**	**26**	**-**	**-**	**-**	**26**
Office Furniture								
01052130-57304	SPED-Health Services Furniture	1,000	-	1,000	-	-	-	1,000
01402320-57308	Asst. Super.-Furniture	500	-	500	-	-	-	500
01712400-57308	THS-Admin-Office Furniture	10,000	-	10,000	14,166	14,166	-	(4,166)
01822230-57308	Facilities-Admin-Furniture	500	-	500	-	-	-	500
01852651-57301	Facilities-Building Improvement-Furniture	-	-	-	-	-	-	-
	Office Furniture Total	**12,000**	**-**	**12,000**	**14,166**	**14,166**	**-**	**(2,166)**
Classroom Equipment								
01011000-57301	TECEC-Classroom-Instructional Equipment	4,000	-	4,000	943	1,738	-	2,262
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	11,635	14,850	158	491
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	2,035	2,035	30	7,935
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	469,246	474,785	71,324	39,307
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	-	2,749	-	5,251
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	1,007	5,936	2,710	3,953

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 12/31/2024

Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01511001-57301	BHES-Classroom-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01512220-57302	BHES-Library-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01521001-57301	FTES-Classroom-Equipment Instructional	1,479	-	1,479	463	432	-	1,047
01522220-57302	FTES-Library-Equipment Instructional	1,479	-	1,479	-	-	-	1,479
01531001-57301	DFES-Classroom-Equipment Instructional	1,542	-	1,542	1,292	1,292	80	170
01532220-57302	DFES-Library-Equipment Instructional	1,542	-	1,542	503	503	-	1,039
01541001-57301	MBES-Classroom-Equipment Instructional	1,443	-	1,443	1,340	1,340	0	103
01542220-57302	MBES-Library-Equipment Instructional	1,443	-	1,443	780	1,040	178	226
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,302	1,349	-	40
01552220-57302	JRES-Library-Equipment Instructional	1,389	-	1,389	338	338	-	1,051
01581001-57301	TES-Classroom-Equipment Instructional	1,257	-	1,257	-	-	-	1,257
01582220-57302	TES-Library-Equipment Instructional	1,257	-	1,257	1,210	1,210	-	47
01611001-57301	HMS-Classroom-Equipment Instructional	3,465	-	3,465	1,937	1,937	-	1,528
01611016-57301	HMS-Music-Equipment Instructional	3,220	-	3,220	2,666	2,905	-	315
01612220-57302	HMS-Library-Equipment Instructional	1,155	-	1,155	12	12	-	1,143
01621001-57301	MMS-Classroom-Equipment Instructional	3,695	-	3,695	229	229	21	3,445
01621016-57301	MMS-Music-Equipment Instructional	3,132	-	3,132	-	-	-	3,132
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	399	399	129	704
01711001-57301	THS-Classroom-Equipment	-	-	-	-	-	-	-
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	3,261	6,173	950	3,877
01711003-57301	THS-Business Ed-Equipment Instructional	-	-	-	-	-	-	-
01711006-57301	THS-Ag Science-Equipment Instructional	969	-	969	-	-	-	969
01711011-57301	THS-World Language-Equipment Instructional	8,000	-	8,000	7,769	7,769	-	231
01711013-57301	THS-Family Consumer Science-Equipment Instr	3,000	-	3,000	1,844	1,844	775	381
01711014-57301	THS-Technology Education-Equipment Instruct	2,000	-	2,000	2,537	2,537	600	(1,137)
01711016-57301	THS-Music-Equipment Instructional	3,000	-	3,000	994	994	944	1,062
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	1,214	1,214	987	3,799
01711027-57301	THS-Science-Equipment Instructional	9,096	-	9,096	2,245	2,245	-	6,851
01712220-57302	THS-Library-Equipment Instructional	775	-	775	425	425	342	8
01712221-57301	THS-Auditorium/Theater Tech-Equipment Instr	4,000	-	4,000	210	210	-	3,790
01712400-57301	THS-Admin-Equipment	-	-	-	-	-	-	-
01713201-57301	Sports-Sports General-Equipment Instructiona	40,000	-	40,000	13,955	16,447	(0)	23,553
	Classroom Equipment Total	**756,595**	**-**	**756,595**	**531,791**	**554,935**	**79,228**	**122,432**
Classroom Furniture								
01011000-57308	TECEC-Classroom-Furniture	3,100	-	3,100	2,991	2,991	-	109
01511001-57308	BHES-Classroom-Furniture	1,820	-	1,820	4,679	4,679	-	(2,859)
01521001-57308	FTES-Classroom-Furniture	1,726	-	1,726	130	130	-	1,596
01531001-57308	DFES-Classroom-Furniture	1,799	-	1,799	5,661	5,661	180	(4,041)
01541001-57308	MBES-Classroom-Furniture	1,684	-	1,684	279	279	-	1,405
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	1,196	1,196	-	425
01581001-57308	TES-Classroom-Furniture	1,467	-	1,467	1,346	1,346	-	121
01611001-57308	HMS-Classroom-Furniture	385	-	385	205	205	-	180
01621001-57308	MMS-Classroom-Furniture	411	-	411	-	-	-	411
01711001-57308	THS-Classroom-Furniture	-	-	-	-	-	-	-
	Classroom Furniture Total	**14,013**	**-**	**14,013**	**16,486**	**16,486**	**180**	**(2,653)**
Building Equipment								
01842610-57301	Facilities-Custodial-Equipment	12,000	-	12,000	20,482	20,482	-	(8,482)
01852622-57307	Facilities-Snow Removal-Equipment	5,000	-	5,000	-	-	-	5,000
01852623-57307	Facilities-Vehicles-Equipment	2,000	-	2,000	2,922	3,343	4,657	(6,000)
01852625-57307	Facilities-Grounds-Equipment	5,000	-	5,000	-	-	-	5,000
01852627-57307	Facilities-Lawn Care-Equipment	5,000	-	5,000	-	-	-	5,000
01852632-57307	Facilities-Inside Maintenance-Equipment	3,000	-	3,000	-	-	-	3,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	10,000	-	10,000	2,945	2,945	55	7,000
01852633-57307	Facilities-Electrical-Equipment	-	-	-	-	-	-	-
01852639-57307	Facilities-HVAC-Equipment	-	-	-	-	-	-	-
01852643-57307	Facilities-Plant-Equipment	-	-	-	-	-	-	-
01852644-57307	Facilities-Plumbing-Equipment	-	-	-	-	-	-	-
01852648-57307	Facilities-IAQ-Equipment	-	-	-	-	-	-	-
01852654-57340	Facilities-Maintenance-Vehicle	-	-	-	-	-	-	-
	Building Equipment Total	**42,000**	**-**	**42,000**	**26,349**	**26,770**	**4,712**	**10,518**
Building Improvements								
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	5,273	6,083	5,140	778
01852650-57202	Facilities-Site-Building Improvement	-	-	-	-	-	-	-
01852651-57100	Facilities-Building Improvement	-	-	-	1,845	1,845	155	(2,000)

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 12/31/2024

Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01852651-57102	Facilities-Building Improvement-Other	-	-	-	-	-	-	-
01852651-57202	Facilities-Building Improvement-Projects	-	-	-	-	-	-	-
	Building Improvements Total	**12,000**	**-**	**12,000**	**7,118**	**7,928**	**5,295**	**(1,223)**
Other Equipment								
01422520-57301	Tech-Admin-WAN Equipment	4,000	-	4,000	90	3,015	-	985
	Other Equipment Total	**4,000**	**-**	**4,000**	**90**	**3,015**	**-**	**985**
	Property Total	**840,634**	**-**	**840,634**	**596,000**	**623,299**	**89,415**	**127,920**
Miscellaneous								
Debt Service, Dues, Fees and Memberships								
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	285	390	-	310
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	1,473	1,776	5,560	(2,336)
01402210-58900	Instructional-Dues & Fees	-	-	-	-	-	-	-
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	2,884	3,883	2,278	839
01412210-58900	Curr Dir-Admin-Dues & Fees	-	-	-	-	-	-	-
01422520-58900	Tech-Admin-Dues & Fees	-	-	-	-	-	-	-
01512400-58900	BHES-Admin-Dues & Fees	550	-	550	534	534	-	16
01522400-58900	FTES-Admin-Dues & Fees	350	-	350	-	-	-	350
01532400-58900	DFES-Admin-Dues & Fees	500	-	500	-	-	-	500
01542400-58900	MBES-Admin-Dues & Fees	500	-	500	-	-	-	500
01552400-58900	JRES-Admin-Dues & Fees	500	-	500	-	-	-	500
01582400-58900	TES-Admin-Dues & Fees	500	-	500	258	258	97	145
01612400-58900	HMS-Admin-Dues & Fees	853	-	853	845	845	-	8
01622400-58900	MMS-Admin-Dues & Fees	772	-	772	772	772	-	-
01711006-58900	THS-Ag Science-Dues & Fees	4,899	-	4,899	6,551	6,551	995	(2,647)
01711019-58900	THS-PE/Health-Dues & Fees	-	-	-	-	-	-	-
01712120-58900	THS-Guidance-Dues & Fees	-	-	-	-	-	-	-
01712220-58900	THS-Library-Dues & Fees	230	-	230	-	190	-	40
01712400-58900	THS-Admin-Dues & Fees	10,515	-	10,515	10,675	10,675	-	(160)
01713201-58900	Sports-Sports General-Dues & Fees	42,500	-	42,500	18,589	19,443	4,285	18,772
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	300	320	-	805
01822230-58900	Facilities-Admin-Dues & Fees	1,500	-	1,500	555	555	-	945
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	-	14	-	361
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	23,006	23,341	6,485	(6,826)
01912520-58310	Redemption of Principal on Loans	350,683	-	350,683	174,361	174,361	176,322	-
01912520-58320	Interest on Loans	84,209	-	84,209	48,761	48,761	35,448	(0)
01912520-58900	Bus Off-Admin-Dues & Fees	7,000	-	7,000	1,620	1,620	-	5,380
	Dues, Fees and Memberships Total	**543,261**	**-**	**543,261**	**291,469**	**294,290**	**231,470**	**17,501**
Other Miscellaneous								
01912520-58904	D/W-Admin-Bad Debt Expense	1,000	-	1,000	-	-	-	1,000
	Other Miscellaneous Total	**1,000**	**-**	**1,000**	**-**	**-**	**-**	**1,000**
	Miscellaneous Total	**544,261**	**-**	**544,261**	**291,469**	**294,290**	**231,470**	**18,501**
Other Objects								
01412210-59000	Curr-District Wide Support	-	-	-	-	-	-	-
01912520-59001	Bus Office-Intergovernmental transfer	(331,615)	-	(331,615)	(331,615)	(331,615)	-	-
	Other Objects Total	**(331,615)**	**-**	**(331,615)**	**(331,615)**	**(331,615)**	**-**	**-**
	Munis Report Total	**124,530,402**	**-**	**124,530,402**	**45,337,979**	**55,100,121**	**69,024,749**	**405,532**

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 12/31/2024

Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	144,855	186,242	351,790	149,823
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	62,670	74,064	74,064	0
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	78,167	101,146	147,584	(2,762)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	89,043	114,506	166,654	(23,154)
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	10,877	12,854	12,854	220
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	12,258	15,344	24,687	13,114
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	738	756	-	744
01011000-55800	TECEC-Admin-Professional Devt	700	-	700	160	160	-	540
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	6,500	-	6,500	4,613	4,613	-	1,887
01011000-55906	TECEC-Admin-Printing	200	-	200	-	-	-	200
01011000-56110	TECEC-Admin-Office Supplies	4,000	-	4,000	999	2,203	325	1,472
01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	5,673	6,709	3,751	2,590
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	589	906	-	394
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	1,228	3,106	-	894
01011000-57301	TECEC-Classroom-Instructional Equipment	4,000	-	4,000	943	1,738	-	2,262
01011000-57308	TECEC-Classroom-Furniture	3,100	-	3,100	2,991	2,991	-	109
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	285	390	-	310
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	52,644	67,685	98,372	1,323
01401000-55503	TECEC-Classroom-Interns	-	-	-	-	-	-	-
	Total TECEC School	**1,625,462**	**-**	**1,625,462**	**468,732**	**595,413**	**880,082**	**149,967**
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	326,707	386,108	386,108	(175,062)
01011200-51117	PPS-L/W-Teacher Subs	-	-	-	-	-	-	-
01011200-51118	PPS-L/W-Curriculum Writing	5,000	-	5,000	-	-	-	5,000
01011200-51119	PPS-L/W-Teacher Xtra Time	41,000	-	41,000	17,681	23,347	37,615	(19,962)
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	762,131	980,545	1,434,514	347,481
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	25,220	31,678	71,322	-
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	482,123	613,067	963,203	(19,177)
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	67,233	79,211	79,716	1,105
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	127	185	-	565
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	134,296	155,708	144,287	5
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	12,795	16,180	32,070	16,750
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	14,825	14,825	115,175	-
01011200-55800	PPS-Admin-Professional Devt	20,000	-	20,000	3,347	3,347	7,898	8,755
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	2,115	2,850	-	7,450
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	75	350
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	836	1,264	54	182
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	17,836	19,367	3,514	119
01011200-56411	PPS-Admin-Text & Workbooks	2,500	-	2,500	1,277	1,277	0	1,223
01011200-56425	PPS-Admin-Periodicals	1,000	-	1,000	-	-	-	1,000
01011200-56904	PPS-L/W-Testing Materials	60,000	-	60,000	31,207	31,647	1,313	27,039
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	1,473	1,776	5,560	(2,336)
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	17,928	22,763	33,846	(22,722)
01011201-53210	PPS Homebound Instructional Services	-	-	-	1,893	3,729	2,171	(5,900)
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	24,762	32,813	42,187	-
01011204-51117	PPS-L/W-Tutors Expulsions	10,000	-	10,000	-	-	10,000	-
01021201-51119	PPS-After School-Teacher Salaries	-	-	-	-	-	-	-
01032130-51123	PPS-L/W-OT/PT Therapists	585,529	-	585,529	151,648	196,819	383,957	4,753
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	26,501	34,091	49,335	7,301
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	11,635	14,850	158	491
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	29,471	37,421	50,579	(3,000)
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	2,000	-	2,000	1,100	1,100	695	205
01052130-56110	PPS-Health Services-Supplies	8,500	-	8,500	1,887	1,887	5,113	1,500
01052130-57304	SPED-Health Services Furniture	1,000	-	1,000	-	-	-	1,000
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	473,329	606,454	1,108,984	(2,873)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	98,895	127,151	240,173	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	336,822	433,057	788,332	20,091
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	414,292	532,129	923,919	30,488
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	669,586	860,897	1,556,689	(49,769)
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	417,160	530,172	940,325	73,826
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	595,921	765,007	1,391,216	89,854
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	2,407	4,033	-	5,417
01371200-51118	PPS-ESY-Teacher salaries	175,000	-	175,000	162,974	162,974	-	12,026
01371200-51122	PPS-ESY-ABA Paras	88,000	-	88,000	101,445	101,445	-	(13,445)
01371200-51128	PPS-ESY-Health Aides	-	-	-	6,489	6,489	-	(6,489)

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01371200-51129	PPS-ESY-Para	51,500	-	51,500	55,271	55,271	-	(3,771)
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	2,496,221	3,173,231	3,306,240	(1,059,471)
01396110-55601	PPS-EXCESS COST REFUND (ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,772,317)	(227,197)
01412210-51120	PPS-D/W-Para Training	10,000	-	10,000	-	-	-	10,000
	Total Special Education Department	**21,464,552**	**-**	**21,464,552**	**7,998,941**	**10,066,241**	**12,344,029**	**(945,718)**
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	7,339	10,509	-	(9,009)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	1,872	2,768	-	732
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	2,387	3,284	-	7,716
01401204-51117	Asst Super-L/W-Tutors Expulsions	5,000	-	5,000	-	-	-	5,000
01402210-51110	Curr Dir-D/W-ELL Teachers	762,661	-	762,661	225,974	289,223	508,776	(35,338)
01402210-58900	Instructional-Dues & Fees	-	-	-	-	-	-	-
01402320-51116	Asst Super-Admin-Teacher Stipends	-	-	-	-	-	-	-
01402320-51118	Asst Super-L/W-Prof Devt Prep	-	-	-	-	-	-	-
01402320-51130	Asst Super-Admin-Secy 12 Mth	78,165	-	78,165	33,416	39,382	38,782	0
01402320-51135	Asst Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01402320-51200	Asst Super-Admin-Teacher Mentors	7,000	-	7,000	-	-	-	7,000
01402320-55600	Asst Super-Admin-Tuition	458,000	-	458,000	135,868	285,868	26,883	145,248
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	14,413	16,744	-	3,256
01402320-55900	Asst Super-Other Purchased Services	-	-	-	-	-	-	-
01402320-55906	Asst Super-Admin-Printing	1,500	-	1,500	420	420	-	1,080
01402320-56110	Asst Super-Admin-Office Supplies	18,000	-	18,000	13,180	14,890	2,323	786
01402320-57308	Asst. Super.-Furniture	500	-	500	-	-	-	500
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	2,884	3,883	2,278	839
01411250-51110	Curr Dir-D/W-TAG Teachers	-	-	-	-	-	-	-
01412210-51110	Curr Dir-D/W-Teacher Classroom	-	-	-	-	300	-	(300)
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	115,366	144,381	218,504	(0)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	89,034	105,221	105,221	(5,490)
01412210-51117	Curr Dir-D/W-Teacher Training	10,000	-	10,000	10,818	10,818	-	(818)
01412210-51118	Curr Dir-D/W-Prof Devt Prep	30,000	-	30,000	15,824	16,524	-	13,476
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	36,209	38,672	-	51,867
01412210-51129	Curr Dir-D/W-Other Non-Certified	77,334	-	77,334	28,860	33,549	29,796	13,989
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	29,146	34,445	34,445	0
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	-	-	-	137	137	-	(137)
01412210-53300	Curr Dir-D/W-Other Professional Svcs	10,000	-	10,000	-	-	-	10,000
01412210-55800	Curr Dir-Admin-Professional Devt	55,000	-	55,000	26,877	28,709	4,070	22,221
01412210-55802	Admin-Prof Devt Admin	-	-	-	-	-	-	-
01412210-55906	Curr Dir-Admin-Printing	-	-	-	-	-	-	-
01412210-56110	Curr Dir-Admin-Office Supplies	-	-	-	-	-	-	-
01412210-56118	Curr Dir-D/W Software	5,000	-	5,000	2,475	2,475	-	2,525
01412210-56411	Curr Dir-D/W-Text & Workbooks	143,000	-	143,000	58,200	58,200	(0)	84,800
01412210-56425	Curr Dir-Admin-Periodicals	-	-	-	-	-	-	-
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	100,310	114,474	0	56,534
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	2,035	2,035	30	7,935
01412210-58900	Curr Dir-Admin-Dues & Fees	-	-	-	-	-	-	-
01412210-59000	Curr-District Wide Support	-	-	-	-	-	-	-
01412214-56111	Curr Dir-D/W-Classroom Supplies	130,000	-	130,000	10,947	51,928	22,575	55,498
01412214-56426	Cur Dir-D/W-Online Subscriptions	352,424	-	352,424	345,100	349,532	3,515	(623)
01412216-55800	Instr SS-Travel Conf	-	-	-	69	69	-	(69)
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	69,531	82,174	82,174	(0)
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	33,616	39,728	39,728	(2,122)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	8,853	10,142	11,000	(19,142)
01922530-53302	Asst Super-Info Svcs-Dbase Students	216,509	-	216,509	221,846	221,846	-	(5,337)
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	11,900	-	11,900	4,260	4,260	2,160	5,480
	Total Assistant Superintendent Department	**3,571,949**	**-**	**3,571,949**	**1,647,264**	**2,016,589**	**1,132,261**	**423,099**
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	469,246	474,785	71,324	39,307
01422214-53300	Tech-L/W-Other Professional Svcs	4,500	-	4,500	1,401	1,570	1,310	1,620
01422214-54300	Tech-L/W-Repairs & Svc Fees	800	-	800	-	352	-	448
01422214-56117	Tech-L/W-Computer Supplies	600	-	600	-	-	-	600
01422214-56118	Tech-L/W-Software	230,000	-	230,000	213,520	213,520	4,838	11,642
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	3,222	3,882	0	6,618
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	-	2,749	-	5,251
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	3,500	-	3,500	225	225	-	3,275
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	500	-	500	-	-	-	500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	250	-	250	-	-	-	250
01422220-56900	Tech-Dist AV/Ch17-Parts	4,300	-	4,300	814	1,896	210	2,194
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	1,007	5,936	2,710	3,953
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	61,309	72,457	72,457	(3,878)
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	224,636	267,159	262,179	(19,014)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	26,664	31,512	31,512	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	4,221	4,221	-	4,279
01422520-53300	Tech-Admin-Other Professional Svcs	6,000	-	6,000	2,515	2,515	-	3,485
01422520-53305	Tech-Admin-Maintenance Contracts	30,000	-	30,000	25,009	25,009	-	4,992
01422520-54300	Tech-Admin-Repairs & Svc Fees	1,200	-	1,200	-	-	-	1,200
01422520-54409	D/W Copiers	243,820	-	243,820	99,785	121,052	135,016	(12,248)
01422520-55800	Tech-Admin-Professional Devt	1,500	-	1,500	50	50	-	1,450
01422520-55804	Tech-Admin-Milelage	2,300	-	2,300	46	46	-	2,254
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	14,119	14,119	20,943	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	31,254	34,910	30,258	42,727
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	117,676	117,676	86,372	3,607
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	340	433	-	767
01422520-56425	Tech-Admin-Periodicals	100	-	100	-	-	-	100
01422520-56900	Tech-Admin-Parts	4,150	-	4,150	48	48	-	4,102
01422520-57301	Tech-Admin-WAN Equipment	4,000	-	4,000	90	3,015	-	985
01422520-58900	Tech-Admin-Dues & Fees	-	-	-	-	-	-	-
	Total Technology Department	**2,231,669**	**-**	**2,231,669**	**1,297,194**	**1,399,134**	**719,129**	**113,406**
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	635,236	816,732	1,523,110	(1)
01511001-51120	BHES-Classroom-Instructional Aides	59,698	-	59,698	15,081	19,576	22,917	17,205
01511001-55500	BHES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01511001-56111	BHES-Classroom Supplies	30,160	-	30,160	27,899	28,026	1,254	880
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	28,412	29,078	0	3,162
01511001-57301	BHES-Classroom-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01511001-57308	BHES-Classroom-Furniture	1,820	-	1,820	4,679	4,679	-	(2,859)
01511002-51110	BHES-Classroom-Specialists	627,636	-	627,636	171,459	220,517	403,450	3,669
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	29,864	38,396	72,527	(0)
01512220-56420	BHES-Library-Books & Media	5,200	-	5,200	8,117	8,117	0	(2,917)
01512220-56425	BHES-Library-Periodicals	910	-	910	-	-	-	910
01512220-56901	BHES-Library-Supplies	3,120	-	3,120	2,266	2,447	117	556
01512220-57302	BHES-Library-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	6,866	8,735	10,708	2,206
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	28,327	33,768	33,478	(0)
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	13,487	16,809	26,574	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	60	60	-	(60)
01512400-54900	BHES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01512400-55800	BHES-Admin-Professional Devt	500	-	500	95	95	-	405
01512400-56110	BHES-Admin-Office Supplies	3,640	-	3,640	1,346	1,346	-	2,294
01512400-58900	BHES-Admin-Dues & Fees	550	-	550	534	534	-	16
	Total Booth Hill School	**3,574,662**	**-**	**3,574,662**	**1,069,718**	**1,339,578**	**2,204,797**	**30,287**
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	636,492	822,438	1,496,287	95,809
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	19,478	25,369	30,214	5,181
01521001-55500	FTES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01521001-56111	FTES-Classroom Supplies	28,594	-	28,594	14,265	16,269	10,550	1,775
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	25,275	25,948	66	5,594
01521001-57301	FTES-Classroom-Equipment Instructional	1,479	-	1,479	463	432	-	1,047
01521001-57308	FTES-Classroom-Furniture	1,726	-	1,726	130	130	-	1,596
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	237,000	304,714	540,389	(11,161)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	30,050	38,635	72,978	(0)
01522220-56420	FTES-Library-Books & Media	4,930	-	4,930	2,425	3,194	182	1,554
01522220-56425	FTES-Library-Periodicals	863	-	863	109	109	-	754
01522220-56901	FTES-Library-Supplies	2,958	-	2,958	925	925	-	2,033
01522220-57302	FTES-Library-Equipment Instructional	1,479	-	1,479	-	-	-	1,479
01522400-51113	FTES-Admin-Principal/Asst Principal	347,403	-	347,403	146,978	173,701	173,701	0
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	13,676	17,792	22,133	1,721
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	28,798	33,949	33,478	129

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	16,340	20,302	23,772	8
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	1,149	1,389	-	(639)
01522400-54900	FTES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01522400-55800	FTES-Admin-Professional Devt	500	-	500	-	-	-	500
01522400-56110	FTES-Admin-Office Supplies	3,451	-	3,451	1,023	1,431	11	2,009
01522400-58900	FTES-Admin-Dues & Fees	350	-	350	-	-	-	350
	Total Frenchtown School	**4,032,528**	**-**	**4,032,528**	**1,189,878**	**1,502,030**	**2,419,060**	**111,438**
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	608,047	786,127	1,502,101	63,528
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	12,527	16,133	20,302	18,005
01531001-55500	DFES-Classroom-Interns	32,000	-	32,000	15,150	15,150	15,150	1,700
01531001-56111	DFES-Classroom Supplies	29,812	-	29,812	29,393	29,565	3,386	(3,139)
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	23,453	23,453	377	8,038
01531001-57301	DFES-Classroom-Equipment Instructional	1,542	-	1,542	1,292	1,292	80	170
01531001-57308	DFES-Classroom-Furniture	1,799	-	1,799	5,661	5,661	180	(4,041)
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	195,658	251,602	386,528	1,395
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	24,259	31,191	58,916	(0)
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	4,348	4,348	2,960	(2,168)
01532220-56425	DFES-Library-Periodicals	900	-	900	-	-	-	900
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	505	505	-	2,579
01532220-57302	DFES-Library-Equipment Instructional	1,542	-	1,542	503	503	-	1,039
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	6,633	8,612	12,428	287
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	28,895	34,021	33,478	56
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	13,287	16,609	26,574	0
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	423	423	-	77
01532400-54900	DFES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01532400-55800	DFES-Admin-Professional Devt	500	-	500	-	-	2,241	(1,741)
01532400-56110	DFES-Admin-Office Supplies	3,598	-	3,598	1,030	1,030	(0)	2,568
01532400-58900	DFES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Daniels Farm School	**3,571,705**	**-**	**3,571,705**	**1,051,757**	**1,321,589**	**2,160,065**	**90,051**
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	642,176	825,655	1,507,350	(3,351)
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	15,270	20,128	27,069	7,242
01541001-55500	MBES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01541001-56111	MBES-Classroom Supplies	27,898	-	27,898	27,514	27,514	0	384
01541001-56411	MBES-Classroom-Text & Workbooks	30,291	-	30,291	30,206	30,206	(0)	85
01541001-57301	MBES-Classroom-Equipment Instructional	1,443	-	1,443	1,340	1,340	0	103
01541001-57308	MBES-Classroom-Furniture	1,684	-	1,684	279	279	-	1,405
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	251,250	323,036	540,092	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01542220-56420	MBES-Library-Books & Media	4,810	-	4,810	4,730	4,730	-	80
01542220-56425	MBES-Library-Periodicals	842	-	842	880	880	-	(38)
01542220-56901	MBES-Library-Supplies	2,886	-	2,886	192	2,505	381	1
01542220-57302	MBES-Library-Equipment Instructional	1,443	-	1,443	780	1,040	178	226
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	146,132	172,701	172,701	0
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	4,177	5,203	6,614	1,632
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	28,327	33,478	33,478	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	12,372	15,465	24,745	(0)
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	361	412	-	(412)
01542400-54900	MBES-Admin-Other Purch'd Svcs	-	-	-	-	-	-	-
01542400-55800	MBES-Admin-Professional Devt	500	-	500	-	-	-	500
01542400-56110	MBES-Admin-Office Supplies	3,367	-	3,367	3,152	3,152	169	47
01542400-58900	MBES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Middlebrook School	**3,938,138**	**-**	**3,938,138**	**1,217,046**	**1,524,947**	**2,407,268**	**5,924**
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	546,209	702,395	1,281,446	128,670
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	18,013	23,495	29,154	5,983
01551001-55500	JRES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01551001-56111	JRES-Classroom Supplies	26,854	-	26,854	25,758	26,147	155	552
01551001-56411	JRES-Classroom-Text & Workbooks	28,706	-	28,706	25,209	25,602	(0)	3,104
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,302	1,349	-	40
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	1,196	1,196	-	425
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	194,092	249,632	423,422	4,325
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	26,441	33,995	64,213	0
01552220-56420	JRES-Library-Books & Media	4,630	-	4,630	3,480	3,480	104	1,046

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01552220-56425	JRES-Library-Periodicals	810	-	810	-	-	-	810
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	-	1,846	-	932
01552220-57302	JRES-Library-Equipment Instructional	1,389	-	1,389	338	338	-	1,051
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	7,688	9,899	11,637	1,983
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	28,577	33,728	33,478	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	13,487	16,809	26,574	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	490	590	-	(90)
01552400-54900	JRES-Admin-Other Purch'd Svcs	500	-	500	-	-	-	500
01552400-55800	JRES-Admin-Professional Devt	500	-	500	-	-	-	500
01552400-56110	JRES-Admin-Office Supplies	3,241	-	3,241	1,624	2,959	-	282
01552400-58900	JRES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Jane Ryan School	**3,377,332**	**-**	**3,377,332**	**989,895**	**1,244,123**	**1,980,846**	**152,363**
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	470,109	606,476	1,135,022	133,233
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	15,141	19,624	23,447	4,084
01581001-55500	TES-Classroom-Interns	32,000	-	32,000	15,300	15,300	15,300	1,400
01581001-56111	TES-Classroom Supplies	24,302	-	24,302	13,175	13,287	1,366	9,649
01581001-56411	TES-Classroom-Text & Workbooks	25,978	-	25,978	25,947	25,947	-	31
01581001-57301	TES-Classroom-Equipment Instructional	1,257	-	1,257	-	-	-	1,257
01581001-57308	TES-Classroom-Furniture	1,467	-	1,467	1,346	1,346	-	121
01581002-51110	TES-Classroom-Specialists	613,618	-	613,618	173,652	223,267	390,351	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	27,235	35,017	66,142	(2,951)
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	2,573	2,573	1,003	614
01582220-56425	TES-Library-Periodicals	733	-	733	413	413	242	78
01582220-56901	TES-Library-Supplies	2,514	-	2,514	1,920	2,070	80	363
01582220-57302	TES-Library-Equipment Instructional	1,257	-	1,257	1,210	1,210	-	47
01582400-51113	TSES-Admin-Principal	190,727	-	190,727	80,692	95,363	95,363	0
01582400-51120	TES-Admin-Paras	24,002	-	24,002	6,495	8,056	11,416	4,530
01582400-51130	TES-Admin-Secy 12 Mth	67,265	-	67,265	28,637	33,788	33,478	(0)
01582400-51131	TES-Admin-Secy 10 Mth	43,183	-	43,183	13,287	16,609	26,574	0
01582400-51135	TES-Admin-Clerical Xtra Time	500	-	500	222	230	-	270
01582400-54900	TES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01582400-55800	TES-Admin-Professional Devt	500	-	500	-	-	-	500
01582400-56110	TES-Admin-Office Supplies	2,933	-	2,933	1,858	1,858	25	1,050
01582400-58900	TES-Admin-Dues & Fees	500	-	500	258	258	97	145
	Total Tashua School	**3,057,318**	**-**	**3,057,318**	**879,470**	**1,102,692**	**1,799,905**	**154,721**
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	1,079,496	1,391,077	2,619,099	22,354
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	32,608	41,925	79,191	(0)
01611001-55500	HMS-Classroom-Interns	48,000	-	48,000	15,150	15,150	11,400	21,450
01611001-56111	HMS-Classroom-Classroom Supplies	33,110	-	33,110	15,888	17,275	2,397	13,438
01611001-56411	HMS-Classroom-Text & Workbooks	15,000	-	15,000	13,955	13,955	30	1,015
01611001-57301	HMS-Classroom-Equipment Instructional	3,465	-	3,465	1,937	1,937	-	1,528
01611001-57308	HMS-Classroom-Furniture	385	-	385	205	205	-	180
01611016-51110	HMS-Music-Teacher Salaries	346,628	-	346,628	100,478	129,185	217,442	0
01611016-54900	HMS-Music-Other Purch'd Property Svcs	1,212	-	1,212	553	553	-	659
01611016-56111	HMS-Music-Classroom Supplies	2,259	-	2,259	2,248	2,248	-	11
01611016-57301	HMS-Music-Equipment Instructional	3,220	-	3,220	2,666	2,905	-	315
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	101,949	131,077	232,717	(0)
01611019-56111	HMS-PE/Health-Classroom Supplies	3,424	-	3,424	2,532	2,532	-	892
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	98,941	121,948	195,560	(4,604)
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	16,345	20,417	32,705	23
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	267	267	-	(267)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	1,684	1,913	-	12
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	554	554	560	1,196
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	568	568	286	686
01612220-57302	HMS-Library-Equipment Instructional	1,155	-	1,155	12	12	-	1,143
01612400-51110	HMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01612400-51113	HMS-Admin-Principal/Asst Principal	357,561	-	357,561	151,276	178,780	178,780	0
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	4,920	6,453	6,765	537
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	23,778	28,101	28,101	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	14,382	17,977	28,764	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	578	661	-	(661)

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01612400-54900	HMS-Classroom-Other Purch'd Svcs	1,637	-	1,637	780	780	-	857
01612400-55800	HMS-Admin-Professional Devt	1,100	-	1,100	-	-	-	1,100
01612400-55906	HMS-Classroom-Printing	-	-	-	-	-	-	-
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	5,494	5,652	335	141
01612400-57301	HMS-Admin-Equipment	26	-	26	-	-	-	26
01612400-58900	HMS-Admin-Dues & Fees	853	-	853	845	845	-	8
01613202-51116	HMS-Activities-Advisors	39,524	-	39,524	-	-	39,524	-
01613202-53301	HMS-Activities-Police	307	-	307	320	320	-	(13)
01613202-56119	HMS-Activities-Supplies	4,200	-	4,200	1,352	1,352	-	2,848
	Total Hillcrest Middle School	**6,007,025**	**-**	**6,007,025**	**1,724,366**	**2,178,547**	**3,752,849**	**75,628**
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	1,180,016	1,517,187	2,743,931	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	32,608	41,925	79,191	(0)
01621001-55500	MMS-Classroom-Interns	48,000	-	48,000	7,650	7,650	22,950	17,400
01621001-56111	MMS-Classroom-Classroom Supplies	35,303	-	35,303	13,683	14,332	3,842	17,129
01621001-56411	MMS-Classroom-Text & Workbooks	15,850	-	15,850	15,809	15,809	-	41
01621001-57301	MMS-Classroom-Equipment Instructional	3,695	-	3,695	229	229	21	3,445
01621001-57308	MMS-Classroom-Furniture	411	-	411	-	-	-	411
01621016-51110	MMS-Music-Teacher Salaries	318,593	-	318,593	92,930	119,481	199,112	0
01621016-54900	MMS-Music-Other Purch'd Property Svcs	949	-	949	-	734	-	215
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	496	496	842	1,412
01621016-56411	MMS-Music-Text & Workbooks	-	-	-	-	-	-	-
01621016-57301	MMS-Music-Equipment Instructional	3,132	-	3,132	-	-	-	3,132
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	112,024	144,031	243,220	(14,223)
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	1,828	2,012	0	(0)
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	88,533	109,882	181,465	(2,428)
01622120-51131	MMS-Guidance-Secy 10 Mth	54,143	-	54,143	15,079	18,172	24,671	11,300
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	32,608	41,925	79,191	(0)
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	1,076	1,899	393	171
01622220-56425	MMS-Library-Periodicals	1,642	-	1,642	912	912	-	730
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	1,120	1,120	106	827
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	399	399	129	704
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	155,250	183,477	183,477	0
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	2,919	4,345	9,149	(45)
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	28,617	33,768	33,478	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	16,997	21,246	25,495	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	429	476	-	(476)
01622400-54900	MMS-Classroom-Other Purch'd Svcs	798	-	798	65	65	-	733
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	-	-	-	1,000
01622400-55906	MMS-Classroom-Printing	-	-	-	-	-	-	-
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	53	53	342	6,013
01622400-57301	MMS-Admin-Equipment	-	-	-	-	-	-	-
01622400-58900	MMS-Admin-Dues & Fees	772	-	772	772	772	-	-
01623202-51116	MMS-Activities-Advisors	41,613	-	41,613	-	-	41,613	-
01623202-53301	MMS-Activities-Police	1,228	-	1,228	320	320	640	268
01623202-56119	MMS-Activities-Supplies	1,616	-	1,616	385	385	-	1,231
	Total Madison Middle School	**6,215,369**	**-**	**6,215,369**	**1,802,898**	**2,283,192**	**3,873,259**	**58,918**
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	3,367,184	4,328,283	7,813,991	42,627
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	27,010	34,727	65,596	(652)
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	-	-	-	-	-	-	-
01711001-55800	THS-Classroom-Professional Devt	-	-	-	-	-	-	-
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	14,798	14,798	(0)	17,702
01711001-57301	THS-Classroom-Equipment	-	-	-	-	-	-	-
01711001-57308	THS-Classroom-Furniture	-	-	-	-	-	-	-
01711002-55800	THS-Art-Professional Devt	-	-	-	-	-	-	-
01711002-56112	THS-Art-Supplies	19,500	-	19,500	8,764	9,801	8,369	1,330
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	3,261	6,173	950	3,877
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	1,447	1,509	65	1,626
01711003-56411	THS-Business Ed-Text & Workbooks	11,850	-	11,850	12,305	12,305	-	(455)
01711003-57301	THS-Business Ed-Equipment Instructional	-	-	-	-	-	-	-
01711006-51110	THS-Ag Science-Teachers Salaries	650,714	-	650,714	188,589	228,002	335,010	87,702

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01711006-51114	THS-Ag Science-Director	38,632	-	38,632	16,344	19,316	18,316	1,000
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	2,867	3,014	-	2,986
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	12,780	15,875	24,760	(0)
01711006-51135	THS-Ag Science-Secy Xtra Time	459	-	459	541	541	-	(82)
01711006-54300	THS-Ag Science-Repairs & Svc Fees	3,000	-	3,000	-	600	4,325	(1,925)
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	3,000	-	3,000	542	864	-	2,136
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	-	417	2,000	212
01711006-55906	THS-Ag Science-Printing	1,500	-	1,500	-	-	-	1,500
01711006-56112	THS-Ag Science-Supplies	37,000	-	37,000	5,776	12,583	22,441	1,976
01711006-56411	THS-Ag Science-Text & Workbooks	4,000	-	4,000	-	-	-	4,000
01711006-57301	THS-Ag Science-Equipment Instructional	969	-	969	-	-	-	969
01711006-58900	THS-Ag Science-Dues & Fees	4,899	-	4,899	6,551	6,551	995	(2,647)
01711010-56112	THS-English-Supplies	1,117	-	1,117	968	968	40	109
01711010-56411	THS-English-Text & Workbooks	20,811	-	20,811	9,861	12,723	-	8,088
01711011-51110	THS-World Language-Teacher Salaries	-	-	-	-	-	-	-
01711011-55800	THS-World Language-Professional Devt	-	-	-	-	-	-	-
01711011-56112	THS-World Language-Supplies	1,722	-	1,722	1,201	1,201	0	521
01711011-56411	THS-World Language-Text & Workbooks	22,872	-	22,872	21,461	21,461	978	433
01711011-57301	THS-World Language-Equipment Instructional	8,000	-	8,000	7,769	7,769	-	231
01711013-56112	THS-Family Consumer Science-Supplies	16,200	-	16,200	5,055	6,195	2,037	7,968
01711013-56411	THS-Family Consumer Science-Text & Workbooks	-	-	-	-	-	-	-
01711013-57301	THS-Family Consumer Science-Equipment Instructional	3,000	-	3,000	1,844	1,844	775	381
01711014-54900	THS-Technology Education-Other Purch'd Prop Svcs	-	-	-	-	-	-	-
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	5,302	11,708	4,500	7,792
01711014-57301	THS-Technology Education-Equipment Instructional	2,000	-	2,000	2,537	2,537	600	(1,137)
01711015-56112	THS-Mathematics-Supplies	1,550	-	1,550	1,415	1,415	-	135
01711015-56411	THS-Mathematics-Text & Workbooks	8,550	-	8,550	6,080	6,080	-	2,470
01711016-51110	THS-Music-Teacher Salaries	289,774	-	289,774	83,459	107,304	179,317	3,153
01711016-51116	THS-Music-Directors	-	-	-	-	-	-	-
01711016-53300	THS-Music-Other Professional Svcs	47,575	-	47,575	27,450	28,336	1,550	17,689
01711016-54201	THS-Music-Uniform Cleaning	1,500	-	1,500	-	-	950	550
01711016-55809	THS-Music-Transportation	18,000	-	18,000	4,762	8,168	2,574	7,258
01711016-56112	THS-Music-Supplies	5,400	-	5,400	2,386	2,899	29	2,472
01711016-57301	THS-Music-Equipment Instructional	3,000	-	3,000	994	994	944	1,062
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	240,569	308,211	546,977	12,292
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	1,972	2,930	-	4
01711019-56411	THS-PE/Health-Text & Workbooks	-	-	-	-	-	-	-
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	1,214	1,214	987	3,799
01711019-58900	THS-PE/Health-Dues & Fees	-	-	-	-	-	-	-
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	75,772	97,844	178,901	25,848
01711022-51131	THS-Alternate School-Secy 10 Mths	-	-	-	-	-	-	-
01711022-55809	THS-Alternate School-Field Trips	-	-	-	-	-	-	-
01711022-56112	THS-Alternate School-Supplies	-	-	-	-	-	-	-
01711022-56411	THS-Alternate School-Text & Workbooks	-	-	-	-	-	-	-
01711027-56112	THS-Science-Supplies	12,731	-	12,731	4,565	4,565	(0)	8,166
01711027-56411	THS-Science-Text & Workbooks	12,710	-	12,710	2,409	2,409	0	10,301
01711027-57301	THS-Science-Equipment Instructional	9,096	-	9,096	2,245	2,245	-	6,851
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	552	552	(0)	493
01711028-56411	THS-Social Studies-Text & Workbooks	10,890	-	10,890	8,378	8,378	1,719	793
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	443,881	550,315	840,636	47,816
01712120-51130	THS-Guidance-Secy 12 Mths	193,706	-	193,706	82,466	97,298	96,408	(0)
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	81	81	-	(81)
01712120-53220	THS-Guidance-Career Guidance	950	-	950	311	355	443	152
01712120-56112	THS-Guidance-Supplies	450	-	450	27	208	-	242
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
01712120-56903	THS-Guidance-Testing Materials	650	-	650	-	-	261	389
01712120-58900	THS-Guidance-Dues & Fees	-	-	-	-	-	-	-
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	26,459	34,019	64,258	0
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	494	742	-	(742)
01712220-51131	THS-Library-Secy 10 Mths	-	-	-	-	-	-	-
01712220-51135	THS-Library-Clerical Xtra Time	-	-	-	-	-	-	-
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	2,395	4,889	2,794	1,707
01712220-56425	THS-Library-Periodicals	2,070	-	2,070	1,817	1,817	-	253
01712220-56901	THS-Library-Supplies	2,565	-	2,565	-	-	883	1,682
01712220-57302	THS-Library-Equipment Instructional	775	-	775	425	425	342	8

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Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01712220-58900	THS-Library-Dues & Fees	230	-	230	-	190	-	40
01712221-56112	THS-Auditorium/Theater Tech-Supplies	-	-	-	-	-	-	-
01712221-56900	THS-Auditorium/Theater Tech-Parts & Maintenance	1,500	-	1,500	-	-	-	1,500
01712221-57301	THS-Auditorium/Theater Tech-Equipment Instructional	4,000	-	4,000	210	210	-	3,790
01712400-51110	THS-Detention-Teacher Salaries	3,500	-	3,500	1,034	1,263	-	2,237
01712400-51113	THS-Admin-Principals	909,117	-	909,117	384,626	454,558	454,558	0
01712400-51120	THS-L/W-Paras	56,422	-	56,422	19,517	25,116	36,201	(4,894)
01712400-51130	THS-Admin-Secy 12 Mth	128,250	-	128,250	51,139	60,438	60,445	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	47,080	58,851	94,173	7
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	308	342	-	8
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	27,852	42,092	47,292	616
01712400-55800	THS-Admin-Professional Devt	4,000	-	4,000	-	170	39	3,791
01712400-55901	THS-Admin-Other Purch'd Svcs	2,000	-	2,000	1,207	1,207	-	793
01712400-55906	THS-Admin-Printing	7,000	-	7,000	3,740	3,740	-	3,260
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	955	955	164	2,631
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	274	3,302	3,522	926
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	337	380	-	1,870
01712400-56425	THS-Admin-Periodicals	1,250	-	1,250	176	201	-	1,049
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	500	500	22,146	(2,646)
01712400-57301	THS-Admin-Equipment	-	-	-	-	-	-	-
01712400-57308	THS-Admin-Office Furniture	10,000	-	10,000	14,166	14,166	-	(4,166)
01712400-58900	THS-Admin-Dues & Fees	10,515	-	10,515	10,675	10,675	-	(160)
01713202-51116	THS-Activities-Advisors	139,299	-	139,299	7,946	8,084	131,215	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,000	-
01713202-55906	THS-Activities-Printing	500	-	500	-	-	-	500
01713203-56906	THS-Activities-Fees, Awards & Supplies	1,500	-	1,500	357	357	-	1,143
01401000-55502	THS-Classroom-Interns	48,000	-	48,000	15,000	15,000	-	33,000
	Total Trumbull High School	**18,253,423**	**-**	**18,253,423**	**5,334,433**	**6,737,257**	**11,120,474**	**395,692**
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	74,558	88,113	88,113	0
01713201-51111	Sports-Sports General-Athletic Trainers	135,005	-	135,005	51,638	63,113	74,588	(2,695)
01713201-51116	Sports-Sports General-Coaches	636,980	-	636,980	244,577	244,577	392,403	-
01713201-51129	Sports-Sports General-Other Non Certified	-	-	-	4,194	4,194	-	(4,194)
01713201-51131	Sports-Sports General-Secy 10 Mths	46,741	-	46,741	14,306	17,902	28,764	76
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	1,717	1,727	-	2,773
01713201-51170	Sports-Athletic Game Staff	57,000	-	57,000	20,048	22,603	-	34,397
01713201-53300	Sports-Sports GeneraL-Purch'd Svcs	224,575	-	224,575	54,962	63,120	114,297	47,158
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	7,820	9,740	8,380	(620)
01713201-54200	Sports-Sports General-Cleaning Svcs	16,000	-	16,000	11,735	11,735	3,265	1,000
01713201-55809	THS-Transportation-Sports	146,300	-	146,300	22,441	22,441	130,000	(6,141)
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	67,535	70,139	52,676	3,185
01713201-57301	Sports-Sports General-Equipment Instructional	40,000	-	40,000	13,955	16,447	(0)	23,553
01713201-58900	Sports-Sports General-Dues & Fees	42,500	-	42,500	18,589	19,443	4,285	18,772
	Total Athletics Department	**1,669,328**	**-**	**1,669,328**	**608,074**	**655,295**	**896,771**	**117,262**
01741200-55600	Adult Ed - Outgoing Tuition	85,000	-	85,000	85,000	85,000	-	-
01741200-55900	Continuing Ed-Other Purch'd Svcs	-	-	-	-	-	-	-
	Total Continuing Education Department	**85,000**	**-**	**85,000**	**85,000**	**85,000**	**-**	**-**
01402320-51114	Human Resource Director	171,600	-	171,600	76,593	90,519	90,519	(9,438)
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	217,735	281,873	718,127	-
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	113,396	151,977	138,023	-
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	1,142	1,795	18,205	-
01802130-55800	HR-Professional Devt	9,000	-	9,000	3,236	3,511	2,725	2,764
01802130-55900	HR-Personnel-Other Purch'd Svcs	118,145	-	118,145	57,749	57,749	18,273	42,123
01802130-55903	Human Resources-Admin-Advertising	1,500	-	1,500	1,457	1,457	-	43
01802130-56110	Human Resources-Admin-Office Supplies	3,750	-	3,750	741	746	2,033	971
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	300	320	-	805
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51115	Personnel-Support Staff	177,297	-	177,297	77,975	91,901	90,521	(5,126)
01802320-51117	Personnel-Substitute Teachers	-	-	-	118,011	152,743	-	(152,743)
01802320-51119	Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51127	Substitute-Security Guards	45,000	-	45,000	8,798	11,329	-	33,671
01802320-51129	Personnel-Substitute Paraprofessionals	-	-	-	461	628	-	(628)
01802320-51131	Personnel-Support Staff-10 Mth	38,119	-	38,119	3,055	3,055	-	35,064

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01802320-51139	Substitute Secretaries	-	-	-	4,678	6,092	-	(6,092)
	Total Human Resources Department	**1,875,536**	**-**	**1,875,536**	**687,421**	**857,787**	**1,078,426**	**(60,677)**
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	12,071	14,588	40,412	-
01802320-55800	Super-Personnel-Professional Devt	-	-	-	-	-	-	-
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	115,717	136,757	130,987	(8,970)
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	266,048	344,567	490,367	(63,351)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	11,092	11,941	-	13,059
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	40,203	47,515	47,528	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	109	109	-	(109)
01822230-51141	Facilities-Admin-Manager OT	-	-	-	-	-	-	-
01822230-55800	Facilities-Admin-Professional Devt	500	-	500	125	125	-	375
01822230-55910	Facilities-Admin-Other Purch'd Svcs	15,000	-	15,000	13,803	13,875	1,499	(374)
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	951	1,451	1,366	(1,317)
01822230-56425	Facilities-Admin-Periodicals	-	-	-	-	-	-	-
01822230-57301	Facilities-Admin-Equipment	-	-	-	-	-	-	-
01822230-57308	Facilities-Admin-Furniture	500	-	500	-	-	-	500
01822230-58900	Facilities-Admin-Dues & Fees	1,500	-	1,500	555	555	-	945
01842610-51140	Facilities-Custodial-Salaries	3,011,283	-	3,011,283	1,199,837	1,408,328	1,389,676	213,279
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	78,348	99,189	-	25,811
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	54,093	72,012	-	57,988
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	-	-	-	-
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	3,436	4,119	-	5,452
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	2,878	3,739	-	3,261
01842610-54103	Facilities-Custodial-Trash/Recycling	80,000	-	80,000	27,855	33,906	44,993	1,101
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	1,472	1,843	2,657	(500)
01842610-54300	Facilities-Custodial-Repairs	15,000	-	15,000	98	98	10,901	4,001
01842610-55803	Facilities-Admin-Mileage	2,000	-	2,000	739	808	-	1,192
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	146,773	172,845	83,615	(31,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,930	1,930	571	(2,500)
01842610-57301	Facilities-Custodial-Equipment	12,000	-	12,000	20,482	20,482	-	(8,482)
01842611-54101	Facilities-D/W-Electricity	1,212,760	-	1,212,760	589,284	705,174	844,312	(336,725)
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	42,307	48,536	71,552	9,912
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	83,797	130,072	369,928	100,000
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	303,367	357,375	376,867	108,804
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	8,966	9,287	-	15,713
01852620-51142	Facilities-Maintenance-Security Checks	-	-	-	-	-	-	-
01852620-51145	Facilities-Maintenance-Summer Help	32,000	-	32,000	25,445	25,445	-	6,555
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	10,000	-	10,000	-	-	-	10,000
01852622-56134	Facilities-Snow Removal-Supplies	10,000	-	10,000	1,901	1,901	14,098	(5,999)
01852622-57307	Facilities-Snow Removal-Equipment	5,000	-	5,000	-	-	-	5,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	3,000	-	3,000	2,153	2,173	6,045	(5,218)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	24,471	27,681	333	21,986
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	8,609	9,064	5,572	364
01852623-57307	Facilities-Vehicles-Equipment	2,000	-	2,000	2,922	3,343	4,657	(6,000)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	1,100	8,900
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	1,737	12,043	7,954	3
01852625-56900	Fences/Playground-Supplies	-	-	-	-	-	-	-
01852625-57307	Facilities-Grounds-Equipment	5,000	-	5,000	-	-	-	5,000
01852626-56134	Facilities-Fertilizer	3,000	-	3,000	-	-	-	3,000
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	5,000	-	5,000	5,600	5,600	1,400	(2,000)
01852627-56134	Facilities-Lawn Care-Supplies	7,500	-	7,500	2,199	2,263	4,326	911
01852627-57307	Facilities-Lawn Care-Equipment	5,000	-	5,000	-	-	-	5,000
01852628-56134	Facilities-Paving-Supplies	-	-	-	-	-	-	-
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	-	-	-	4,759	4,759	-	(4,759)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	45,000	-	45,000	26,646	29,375	31,387	(15,762)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	12,282	19,070	15,145	785
01852631-56134	Facilities-Maintenance-Supplies	2,000	-	2,000	292	292	-	1,708
01852632-54300	Facilities-Inside Maint-Repairs & Svcs Fees	5,000	-	5,000	-	880	1,000	3,120
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	-	-	-	128	128	-	(128)
01852632-56134	Facilities-Inside Maintenance-Supplies	25,000	-	25,000	1,734	7,727	7,488	9,785
01852632-57307	Facilities-Inside Maintenance-Equipment	3,000	-	3,000	-	-	-	3,000
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	11,379	11,529	33,000	(4,530)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-

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01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	25,000	-	25,000	-	-	-	25,000
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	10,135	10,673	10,646	13,681
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	10,000	-	10,000	2,945	2,945	55	7,000
01852633-57307	Facilities-Electrical-Equipment	-	-	-	-	-	-	-
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	25,000	-	25,000	13,424	18,544	15,491	(9,035)
01852634-56134	Facilities-Fire Prot-Supplies	-	-	-	-	-	-	-
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	-	25,534
01852635-56134	Facilities-Floor Repair-Supplies	1,500	-	1,500	-	-	-	1,500
01852636-56900	Facilities-Furniture Repairs-Supplies	-	-	-	-	-	-	-
01852637-54300	Facilities-Glass-Repairs & Svc Fees	5,000	-	5,000	2,120	2,600	6,199	(3,799)
01852637-56134	Facilities-Glass-Supplies	-	-	-	-	-	-	-
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852638-56134	Facilities-Hardware-Supplies	2,000	-	2,000	125	125	6,375	(4,500)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	93,670	97,329	35,979	(8,308)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	15,373	25,278	21,390	(16,668)
01852639-57307	Facilities-HVAC-Equipment	-	-	-	-	-	-	-
01852641-56134	Facilities-Masonry-Supplies	-	-	-	-	-	-	-
01852642-54300	Facilities-Painting-Repairs & Svc Fees	-	-	-	-	-	-	-
01852642-56134	Facilities-Painting-Supplies	5,000	-	5,000	4,924	5,919	2,130	(3,049)
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	3,940	5,580	14,683	(12,763)
01852643-56134	Facilities-Plant Eqiuip-Supplies	-	-	-	-	-	-	-
01852643-57307	Facilities-Plant-Equipment	-	-	-	-	-	-	-
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	2,592	3,172	2,327	(2,499)
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	22,267	25,766	16,291	(2,056)
01852644-57307	Facilities-Plumbing-Equipment	-	-	-	-	-	-	-
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	2,183	2,183	27,817	-
01852645-56134	Facilities-Roofing-Supplies	-	-	-	-	-	-	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	9,967	10,935	7,065	(10,500)
01852646-56134	Facilities-Pest Control-Supplies	500	-	500	-	-	-	500
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	3,000	-	3,000	-	-	-	3,000
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	20,000	-	20,000	-	-	999	19,001
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	18,000	-	18,000	4,735	4,735	28,865	(15,600)
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	15,000	-	15,000	8,933	8,933	8,567	(2,500)
01852648-57307	Facilities-IAQ-Equipment	-	-	-	-	-	-	-
01852649-54300	Facilities-Welding-Repairs & Svc Fees	1,500	-	1,500	-	-	-	1,500
01852649-56134	Facilities-Welding-Supplies	-	-	-	246	246	953	(1,199)
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	5,273	6,083	5,140	778
01852650-57202	Facilities-Site-Building Improvement	-	-	-	-	-	-	-
01852651-57100	Facilities-Building Improvement	-	-	-	1,845	1,845	155	(2,000)
01852651-57102	Facilities-Building Improvement-Other	-	-	-	-	-	-	-
01852651-57202	Facilities-Building Improvement-Projects	-	-	-	-	-	-	-
01852651-57301	Facilities-Building Improvement-Furniture	-	-	-	-	-	-	-
01852654-57340	Facilities-Maintenance-Vehicle	-	-	-	-	-	-	-
	Total Facilities Department	**8,455,673**	**-**	**8,455,673**	**3,377,755**	**4,051,852**	**4,251,863**	**151,958**
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	33,155	39,183	39,183	(2,097)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	44,678	52,802	52,808	6
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	2,311	2,499	-	(2,499)
01882700-53300	Transportation-Professional Svcs	-	-	-	-	-	-	-
01882700-53303	Trans-Admin-Software Support	7,500	-	7,500	13,030	13,030	-	(5,530)
01882700-54900	Trans-Admin-Purch'd Property Svcs	500	-	500	-	-	-	500
01882700-55101	Trans-Admin-Reg Buses	3,971,509	-	3,971,509	2,148,011	2,347,758	1,823,498	(199,747)
01882700-55102	Trans-Admin-ACE Trips	3,600	-	3,600	-	-	-	3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	227,126	-	227,126	300,299	300,299	7,700	(80,873)
01882700-55109	Trans-Admin-Fuel	322,952	-	322,952	90,564	125,376	229,308	(31,731)
01882700-55800	Trans-Admin-Professional Devt	-	-	-	-	-	-	-
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	678	4,159	841	4,000
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	690	833	2,671	96
01882700-56270	Transportation-Bus Supplies	-	-	-	-	-	-	-
01882700-56425	Trans-Admin-Periodicals	-	-	-	-	-	-	-
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	-	14	-	361
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,017,131	1,017,723	672,098	(1,117)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	250,859	368,804	804,091	(112,847)
01882701-55108	Trans-Admin-Monitors	444,449	-	444,449	225,320	225,320	219,129	-
	Total Transportation Department	**7,921,247**	**-**	**7,921,247**	**4,126,725**	**4,497,800**	**3,851,326**	**(427,879)**

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 12/31/2024

Account #	Account Description	Budget Original	Budget Transfers	Budget Revised	November Expended	December Expended	Committed/ Estimates	December Available/ (Over)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	1,225	1,400	-	2,600
01902310-53300	Super-BOE-Professional Services	26,000	-	26,000	23,319	23,769	1,175	1,056
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	22,767	22,767	82,909	(5,676)
01902310-55800	Super-BOE-Professional Devt	1,000	-	1,000	-	-	-	1,000
01902310-56425	Super-BOE-Periodicals	-	-	-	-	-	-	-
01902320-51115	Super-Admin-Superintendent	285,012	-	285,012	127,486	150,665	150,665	(16,318)
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	71,135	83,914	82,940	(4,454)
01902320-51135	Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01902320-54409	D/W-Admin-Copiers	-	-	-	-	-	-	-
01902320-55800	Super-Admin-Professional Devt	11,000	-	11,000	554	970	-	10,030
01902320-55900	Super-Admin-Postage	36,500	-	36,500	12,005	14,981	17,700	3,820
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	1,033	1,299	2,446	2,755
01902320-56425	Super- Admin-Periodicals	600	-	600	456	588	412	(400)
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	23,006	23,341	6,485	(6,826)
01802320-51135	Super-Personnel-Clerical Xtra Time	-	-	-	2,892	3,161	-	(3,161)
	Total Superintendent Department	**656,312**	**-**	**656,312**	**285,879**	**326,856**	**344,731**	**(15,275)**
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	77,622	91,736	91,736	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	39,392	46,555	46,555	(2,492)
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	132,753	156,590	154,940	(2,339)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	716	716	-	7,784
01912520-51196	D/W-Admin-Retirement/LOA Savings	(750,000)	-	(750,000)	-	-	-	(750,000)
01912520-51197	D/W-Admin-Degree Changes	100,000	-	100,000	-	-	-	100,000
01912520-51198	D/W-Admin-Retiree Payments	310,000	-	310,000	266,371	275,058	43,629	(8,687)
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	678,989	841,373	1,189,911	(750)
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	10,249,391	12,307,970	12,557,076	(5,385,756)
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	69,375	107,017	97,983	-
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	9,819	11,796	13,204	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	46,118	55,529	59,623	4,849
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	-	-	20,000	-
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	6,558	7,394	4,906	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	138,334	169,466	239,434	-
01912520-52011	Benefits-Health Prem Shr - Medical	-	-	-	(2,186,991)	(2,697,465)	(2,826,237)	5,523,701
01912520-52012	Benefits-Health Prem Shr - Dental	-	-	-	(114,754)	(141,609)	(103,784)	245,393
01912520-53300	Bus Off-Admin-Professional Svcs	-	-	-	-	-	-	-
01912520-53310	Bus Off-Admin-Athletic Insurance	92,602	-	92,602	92,602	92,602	-	-
01912520-55800	Bus Off-Admin-Professional Devt	-	-	-	-	-	-	-
01912520-55903	Bus Off-Admin-Advertising	-	-	-	-	-	-	-
01912520-56110	Bus Off-Admin-Office Supplies	5,000	-	5,000	1,712	1,749	6,865	(3,614)
01912520-57301	Bus Off-Equipment	-	-	-	-	-	-	-
01912520-58310	Redemption of Principal on Loans	350,683	-	350,683	174,361	174,361	176,322	-
01912520-58320	Interest on Loans	84,209	-	84,209	48,761	48,761	35,448	(0)
01912520-58900	Bus Off-Admin-Dues & Fees	7,000	-	7,000	1,620	1,620	-	5,380
01912520-58904	D/W-Admin-Bad Debt Expense	1,000	-	1,000	-	-	-	1,000
01912520-59001	Bus Office-Intergovernmental transfer	(331,615)	-	(331,615)	(331,615)	(331,615)	-	-
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	85,000	-	85,000	94,398	94,595	-	(9,595)
01922530-53304	Bus Off-Admin-Training	7,500	-	7,500	-	-	-	7,500
	Total Business Department	**22,946,175**	**-**	**22,946,175**	**9,495,531**	**11,314,198**	**11,807,610**	**(175,632)**
	Grand Total by Location	**124,530,402**	**-**	**124,530,402**	**45,337,979**	**55,100,121**	**69,024,749**	**405,532**

FOR 2025 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
09002611 Electricity Use After Hours							
09002611 54101 Electricit	0	24,000	24,000	12,000.00	.00	12,000.00	50.0%
TOTAL NO PROJECT	0	24,000	24,000	12,000.00	.00	12,000.00	50.0%
09005000 COMMUNITY SERVICES							
09005000 51141 OT/SCHOOLS	0	58,000	58,000	33,426.27	.00	24,573.73	57.6%
TOTAL NO PROJECT	0	58,000	58,000	33,426.27	.00	24,573.73	57.6%
09006001 NON PUBLIC SCHOOLS							
09006001 51111 NP Teach	0	123,755	123,755	42,838.38	80,916.94	-.32	100.0%
TOTAL NO PROJECT	0	123,755	123,755	42,838.38	80,916.94	-.32	100.0%
09007001 NON PUBLIC TRANSPORTATION							
09007001 51125 NP Admin	0	16,284	16,284	8,141.90	8,141.85	.25	100.0%
09007001 51130 SEC-CALYR	0	14,857	14,857	7,427.70	7,428.72	.58	100.0%
09007001 55102 NP Bus	0	1,060,233	1,060,233	355,630.87	504,855.42	199,746.71	81.2%
GRAND TOTAL	0	1,297,129	1,297,129	459,465.12	601,342.93	236,320.95	81.8%

** END OF REPORT - Generated by Peg Brindisi **

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	25.00	564,746.15	138,831.22	425,914.93	425,939.93
100 10301 Cash NSB Sweep	.00	421.15	421.15	.00	.00
100 10410 SA CASH ACCT - M&T BANK	441,179.38	146,898.35	579,331.04	-432,432.69	8,746.69
100 11130 ACCTS RECEIVABLE	1,352.61	15,515.21	16,682.82	-1,167.61	185.00
100 14000 Due T/F Scholarship Fund	-1,000.00	1,000.00	.00	1,000.00	.00
100 20032 THS Model Congress	-481.21	18,026.02	17,849.39	176.63	-304.58
100 20063 THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 20068 MATH HONOR SOCIETY	-1,915.64	370.00	970.00	-600.00	-2,515.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-4,904.57	1,138.94	69.00	1,069.94	-3,834.63
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20130 THS BOOK STORE	198.03	.00	.00	.00	198.03
100 20133 THS NEWSPAPER	-109.01	.00	.00	.00	-109.01
100 20139 THS TRILLIUM YEARBOOK	-14,194.99	3,044.80	80.00	2,964.80	-11,230.19
100 20140 THS Unified Basketball	-1,127.07	.00	2,138.00	-2,138.00	-3,265.07
100 20152 HILLCREST MIDDLE SCHOOL	-25,207.10	40,654.06	38,470.08	2,183.98	-23,023.12
100 20156 MADISON MIDDLE SCHOOL	-30,873.94	15,952.61	12,255.11	3,697.50	-27,176.44
100 20165 THS Class of 2018	500.00	.00	.00	.00	500.00
100 20167 THS Class of 2020	-13,251.30	250.00	250.00	.00	-13,251.30
100 20168 THS Class of 2021	-1,815.58	.00	.00	.00	-1,815.58
100 20169 THS Class of 2022	-5,000.00	.00	.00	.00	-5,000.00
100 20170 THS Class of 2023	-4,000.00	.00	.00	.00	-4,000.00
100 20171 THS Class of 2024	-14,330.20	950.00	.00	950.00	-13,380.20
100 20172 THS Class of 2025	-15,207.51	1,799.73	7,618.00	-5,818.27	-21,025.78
100 20173 THS Class of 2026	-5,311.43	61,111.12	69,095.67	-7,984.55	-13,295.98
100 20174 THS Class of 2027	-3,419.89	1,500.00	.00	1,500.00	-1,919.89
100 20180					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS VOAG FUTURE FARMERS 100 20190	-1,391.69	.00	.00	.00	-1,391.69
THS VOAG FARM 100 20251	-39,696.84	12,139.02	14,711.83	-2,572.81	-42,269.65
BOOTH HILL SCHOOL 100 20252	-3,888.39	9,649.08	8,908.43	740.65	-3,147.74
FRENCHTOWN SCHOOL 100 20253	-2,741.13	2,284.87	3,633.23	-1,348.36	-4,089.49
DANIELS FARM 100 20254	1,673.89	5,228.39	12,690.55	-7,462.16	-5,788.27
MIDDLEBROOK SCHOOL 100 20255	-4,010.39	779.50	3,598.96	-2,819.46	-6,829.85
JANE RYAN SCHOOL 100 20258	-190.35	3,466.73	4,271.39	-804.66	-995.01
TASHUA SCHOOL 100 20261	-5,079.44	4,679.99	4,808.37	-128.38	-5,207.82
Middlebrook Mentors 100 20510	.00	43.99	750.00	-706.01	-706.01
THS STUDENT COUNCIL 100 20550	-5,479.83	450.00	450.00	.00	-5,479.83
GENERAL FUND 100 20599	-9,057.71	35.04	3,783.77	-3,748.73	-12,806.44
THS HISTORY HONOR SOCIETY 100 20600	-93.91	.00	990.00	-990.00	-1,083.91
THS-Community Service 100 20603	1,227.00	.00	.00	.00	1,227.00
THS Bookstore/DECA(Marketing) 100 20604	-14,785.93	33,756.31	41,618.59	-7,862.28	-22,648.21
THS BAND 100 20605	-967.02	2,428.36	2,186.81	241.55	-725.47
THS KEY CLUB 100 20606	-477.26	79.00	.00	79.00	-398.26
THS BEST BUDDIES 100 20607	-2,484.98	.00	320.00	-320.00	-2,804.98
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-10,414.64	1,718.59	693.15	1,025.44	-9,389.20
THS Creative Minds 100 20611	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 20613	-1,843.56	.00	.00	.00	-1,843.56
THS LATIN CLUB 100 20614	-129.06	.00	.00	.00	-129.06
THS CHORAL GROUP 100 20615	-4,909.25	.00	.00	.00	-4,909.25
THS ITALIAN CLUB 100 20617	-624.65	.00	.00	.00	-624.65
THS FUTURE BUSINESS LEADERS 100 20619	-2,207.76	1,821.48	2,244.62	-423.14	-2,630.90
FRENCH HONOR SOCIETY 100 20620	-586.00	.00	.00	.00	-586.00
THS FRENCH CLUB	-764.34	.00	.00	.00	-764.34

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20621 THS MISCELLANEOUS	-3,506.92	970.51	1,488.37	-517.86	-4,024.78
100 20622 THS IN/OUT	-4,617.38	1,557.79	5,023.80	-3,466.01	-8,083.39
100 20624 THS SPANISH CLUB	-300.72	100.00	100.00	.00	-300.72
100 20625 THS SODA MACHINE	-1,102.81	22.58	88.87	-66.29	-1,169.10
100 20627 THS World Lang.HONOR SOCIETIES	-4,442.41	1,418.50	633.00	785.50	-3,656.91
100 20628 THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 20629 THS SUNSHINE FUND	-115.45	.00	.00	.00	-115.45
100 20630 THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 20631 THS SOAR Enterprises	-3,627.31	.00	.00	.00	-3,627.31
100 20633 THS WE THE PEOPLE	-1,446.04	.00	.00	.00	-1,446.04
100 20637 THS Ethics Club	-47.14	312.00	.00	312.00	264.86
100 20639 THS MODEL U.N. CLUB	-2,247.11	2,035.00	8,050.00	-6,015.00	-8,262.11
100 20640 THS INTERACT CLUB	-593.24	.00	80.00	-80.00	-673.24
100 20641 THS THESPIAN SOCIETY	-4,749.99	2,448.11	4,522.27	-2,074.16	-6,824.15
100 20642 THS Youth to Youth	-410.62	250.00	250.00	.00	-410.62
100 20643 THS GRADUATION-CAP & GOWNS	-14,681.48	6,422.78	19,689.47	-13,266.69	-27,948.17
100 20644 THS ROBOTICS CLUB	-1,294.05	.00	.00	.00	-1,294.05
100 20645 THS LINK CREW LEADERS	-7,264.68	8,401.77	8,399.70	2.07	-7,262.61
100 20646 THS CHEERLEADING	-4,840.48	15,246.89	18,077.75	-2,830.86	-7,671.34
100 20647 THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648 THS Shades Club	-1,873.52	101.65	.00	101.65	-1,771.87
100 20649 THS Dance Team	-1,862.11	1,350.01	8,201.46	-6,851.45	-8,713.56
100 20650 THS Geography Club	-617.37	.00	.00	.00	-617.37
100 20702 THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 20703 THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 20704 THS BOYS TENNIS	-300.30	.00	.00	.00	-300.30
100 20706					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS NATIONAL ENGLISH HONOR SOC 100 20707	-2,455.41	222.14	.00	222.14	-2,233.27
THS NATIONAL HONOR SOCIETY 100 20708	-1,352.74	978.03	2,880.00	-1,901.97	-3,254.71
THS POETRY 100 20709	-55.40	.00	.00	.00	-55.40
THS ALT METHODS OF PYMNT 100 20710	37.77	.00	.00	.00	37.77
THS GIRLS BASKETBALL 100 20711	.20	.00	.00	.00	.20
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GSA-GAY STRAIGHT ALLIANCE 100 20713	-83.00	.00	.00	.00	-83.00
THS GRAPHIC DESIGN 100 20714	-214.00	.00	.00	.00	-214.00
THS GYMNASTICS 100 20715	-1,737.06	.00	.00	.00	-1,737.06
THS BUS.ED.ENTREPRENEUR 100 20718	-864.69	552.00	561.75	-9.75	-874.44
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GIRLS GOLF 100 20720	-302.99	.00	.00	.00	-302.99
THS Athletic Fundraiser 100 20721	-982.24	11,300.00	11,320.00	-20.00	-1,002.24
THS BOYS GOLF 100 20726	.00	1,412.43	3,457.15	-2,044.72	-2,044.72
THS GIRLS INDOOR TRACK 100 20727	4.98	.00	.00	.00	4.98
THS BOYS INDOOR TRACK 100 20728	-2,276.96	.00	.00	.00	-2,276.96
THS MOCK TRIAL 100 20732	-161.46	.00	.00	.00	-161.46
THS GIRLS OUTDOOR TRACK 100 20733	-1,269.74	.00	.00	.00	-1,269.74
THS GIRLS TENNIS 100 20736	-3,525.54	.00	9.20	-9.20	-3,534.74
THS Allies for Angels 100 20737	-1,704.60	.00	.00	.00	-1,704.60
THS Science Honor Society 100 20738	-437.43	75.00	855.00	-780.00	-1,217.43
THS SEAL OF BILITERACY 100 20739	-23.50	.00	388.00	-388.00	-411.50
THS HOSA Future Health Prof 100 20741	-70.00	25.00	1,975.00	-1,950.00	-2,020.00
THS Save Promise Club 100 20810	-460.50	.00	.00	.00	-460.50
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 24008	-89,592.94	92,885.07	30,052.33	62,832.74	-26,760.20
Due to Fund 205/BOE Programs	-1,250.00	3,676.50	1,395.34	2,281.16	1,031.16

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 29280 ACCOUNTS PAYABLE	-13,517.39	483,766.11	470,248.72	13,517.39	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	1,587,468.36	1,587,468.36	.00	.00

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
REPORT TOTALS	.00	1,587,468.36	1,587,468.36	.00	

FOR 2025 06

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2008200	PRIVATE FUNDS/GRANTS	0	30,858	30,858	-213,460.59	.00	244,318.56	-691.8%
	TOTAL REVENUES	0	-306,177	-306,177	-306,177.43	.00	.00	
	TOTAL EXPENSES	0	337,035	337,035	92,716.84	.00	244,318.56	
2009010	IDEA-611 20977	0	1,958,998	1,958,998	131,832.12	950,855.60	876,310.36	55.3%
	TOTAL REVENUES	0	0	0	-597,762.58	.00	597,762.58	
	TOTAL EXPENSES	0	1,958,998	1,958,998	729,594.70	950,855.60	278,547.78	
2009011	IDEA-611 NP 20977	0	93,555	93,555	16,408.90	30,994.53	46,151.28	50.7%
	TOTAL EXPENSES	0	93,555	93,555	16,408.90	30,994.53	46,151.28	
2009058	ARPA-Para Educational Prof	0	0	0	.00	.00	.00	.0%
	TOTAL REVENUES	0	-17,000	-17,000	.00	.00	-17,000.00	
	TOTAL EXPENSES	0	17,000	17,000	.00	.00	17,000.00	
2009059	ARPA-Right to Read 12.31.24	0	198,650	198,650	-18,349.88	183,568.30	33,431.70	83.2%
	TOTAL REVENUES	0	0	0	-33,431.40	.00	33,431.40	
	TOTAL EXPENSES	0	198,650	198,650	15,081.52	183,568.30	.30	
2009060	ARPA-SumMnlHth 6.30.26	0	31,000	31,000	.00	.00	31,000.00	.0%
	TOTAL REVENUES	0	-31,000	-31,000	-28,708.20	.00	-2,291.80	
	TOTAL EXPENSES	0	62,000	62,000	28,708.20	.00	33,291.80	
2009063	CT SEDS Grant	0	500	500	.00	.00	500.00	.0%
	TOTAL EXPENSES	0	500	500	.00	.00	500.00	
2009080	TITLE III-A 20868	0	5,084	5,084	-20,522.56	24,150.73	1,455.42	71.4%
	TOTAL REVENUES	0	0	0	-31,473.85	.00	31,473.85	
	TOTAL EXPENSES	0	5,084	5,084	10,951.29	24,150.73	-30,018.43	
2009081	TITLE III-A NP	0	2,712	2,712	454.35	.00	2,257.70	16.8%
	TOTAL EXPENSES	0	2,712	2,712	454.35	.00	2,257.70	
2009140	TITLE I 20679	0	5,344	5,344	79,703.05	118,353.86	-192,712.93	3706.2%
	TOTAL REVENUES	0	0	0	-526.92	.00	526.92	
	TOTAL EXPENSES	0	5,344	5,344	80,229.97	118,353.86	-193,239.85	
2009141	TITLE I NP	0	1,063	1,063	.00	.00	1,063.10	.0%
	TOTAL EXPENSES	0	1,063	1,063	.00	.00	1,063.10	
2009300	TITLE IV-A 20873	0	1,187	1,187	-8,387.54	.00	9,574.83	-706.4%
	TOTAL REVENUES	0	0	0	-9,525.67	.00	9,525.67	
	TOTAL EXPENSES	0	1,187	1,187	1,138.13	.00	49.16	
2009301	TITLE IV-A NP 20873	0	2,181	2,181	.00	673.00	1,507.84	30.9%
	TOTAL EXPENSES	0	2,181	2,181	.00	673.00	1,507.84	
2009350	HEADSTART ABCD OCT-SEPT	0	0	0	28,138.14	190,519.64	-218,657.78	100.0%
	TOTAL REVENUES	0	-363,621	-363,621	-61,124.00	.00	-302,497.00	
	TOTAL EXPENSES	0	363,621	363,621	89,262.14	190,519.64	83,839.22	
2009370	HEADSTARTFOOD-CACFP 10/1-9/	0	3,993	3,993	-1,954.70	27,740.84	-21,793.36	645.8%
	TOTAL REVENUES	0	0	0	-13,937.52	.00	13,937.52	
	TOTAL EXPENSES	0	3,993	3,993	11,982.82	27,740.84	-35,730.88	
2009450	IDEA PRE-K 20983	0	6,209	6,209	515.75	23,813.03	-18,119.35	391.8%
	TOTAL REVENUES	0	-45,704	-45,704	-15,962.37	.00	-29,741.63	
	TOTAL EXPENSES	0	51,913	51,913	16,478.12	23,813.03	11,622.28	
2009460	OPEN CHOICE	0	259,311	259,311	-63,654.77	24,527.57	298,438.34	-15.1%
	TOTAL REVENUES	0	0	0	-107,363.03	.00	107,363.03	
	TOTAL EXPENSES	0	259,311	259,311	43,708.26	24,527.57	191,075.31	

FOR 2025 06

2009470 PERKINS GRANT 20742	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009470 PERKINS GRANT 20742	0	0	0	2,391.39	35,771.54	-38,162.93	100.0%
TOTAL REVENUES	0	-63,748	-63,748	-911.84	.00	-62,836.16	
TOTAL EXPENSES	0	63,748	63,748	3,303.23	35,771.54	24,673.23	
2009480 TITLE II PART A 20858	0	8,229	8,229	31,080.61	49,045.93	-71,897.17	973.7%
TOTAL REVENUES	0	0	0	-11,328.47	.00	11,328.47	
TOTAL EXPENSES	0	8,229	8,229	42,409.08	49,045.93	-83,225.64	
2009481 TITLE II-A NP 20858	0	7,903	7,903	1,065.00	.00	6,838.30	13.5%
TOTAL EXPENSES	0	7,903	7,903	1,065.00	.00	6,838.30	
2009520 MAGNET TRANSPORTATION	0	78,820	78,820	-18,200.00	.00	97,019.90	-23.1%
TOTAL REVENUES	0	0	0	-18,200.00	.00	18,200.00	
TOTAL EXPENSES	0	78,820	78,820	.00	.00	78,819.90	
GRAND TOTAL	0	2,695,598	2,695,598	-52,940.73	1,660,014.57	1,088,523.81	59.6%

** END OF REPORT - Generated by Peg Brindisi **

Trumbull Board of Education

Special Revenue BOE Programs

						7/1/24 to 12/31/24				Fund Balance(Deficit) as of		
Org#	Description	Org	Obj	Prj	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2024	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	12/31/2024
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58
2059530	Agriscience	205	31510	Agri	-	-	11,833	988	(12,821)	168,309.95	-	155,489
2051121	Athletics	205	31510	Athle	186,852	-	4,979	40,000	141,872	141,495.76	-	283,368
2052651	Building Use	205	31510	bldgu	29,254	-	12,707	226	16,321	54,020.04	-	70,341
2051650	Continuing Ed	205	31510	ContE	29,888	-	61,315	36,486	(67,913)	(13,022.85)	-	(80,936)
2051100	Driver's Education	205	31510	DrEd	16,559	-	15,997	4,800	(4,238)	39,785.01	4,800	40,347
2051711	E Sports	205	31510	Sport	2,805	-	964	1,020	821	15,229.01	-	16,050
2051717	Elementary Strings & Band	205	31510	Pay	92,643	-	90,042	150,283	(147,683)	8,086.05	-	(139,597)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	23,026	-	67,751	65,552	(110,276)	(21,454.38)	5,188	(126,543)
2056230	Guidance/Testing	205	31510	Guid	40	-	-	-	40	11,635.49	-	11,675
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	359,307	-	144,455	264,336	(49,484)	121,781.25	-	72,297
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	367.58	-	368
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	2,400.52	-	2,401
2051019	PE Day	205	31510	PE	-	-	-	-	-	246.95	-	247
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	89,252	-	39,059	49,809	384	208,566.45	-	208,950
2055904	Rebates	205	31510	Reb	29,378	-	6,744	-	22,634	52,882.56	-	75,517
2051600	Summer Explorations	205	31510	SS	37,452	-	203,273	29,168	(194,989)	275,277.48	745	81,033
2052221	Take Home Device Insurance	205	31510	Take	50,817	-	35,937	23,925	(9,045)	23,482.27	-	14,437
2057100	THS AP Testing	205	31510	TEST	-	-	-	-	-	16,029.99	-	16,030
2051380	THS Auditorium	205	31510	Audi	-	-	64	-	(64)	3,534.88	-	3,471
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	4,713	-	2,672	902	1,139	3,779.08	-	4,918
2055400	THS Musical	205	31510	music	11,007	-	32,121	2,662	(23,777)	38,520.29	-	14,743
2051709	THS Student Parking	205	31510	Park	28,909	-	6,972	-	21,937	(153.55)	-	21,783
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	643.06	-	643
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	2,145.00	-	2,145
2055213	Voluntary Insurance	205	31510	VSION	-	-	19,881	148,386	(168,267)	1,836.43	-	(166,431)
	Total Special Revenue Fund				**991,901**	**-**	**756,768**	**818,543**	**(583,410)**	**1,156,607.32**	**10,733**	**583,930**

* TECEC-Trumbull Early Childhood Education Center

* REACH-Regional Educational Academic and Counseling Help

* IIP-Interim Instructional (transition) Program

School Lunch Financials for 2024-2025 School Year - FUND 210

	7/31/2024 YTD	7/31/2024 Month	8/31/2024 YTD	8/31/2024 Month	9/30/2024 YTD	9/30/2024 Month	10/31/2024 YTD	10/31/2024 Month	11/30/2024 YTD	11/30/2024 Month	12/31/2024 YTD	12/31/2024 Month
Balance Sheet												
Assets:												
Cash	3,098,094		3,205,919		2,095,547		2,078,502		2,231,586		2,368,066	
Receivables	120,910		150,785		226,426		326,323		319,323		288,865	
Inventory	48,157		48,157		88,887		86,514		88,485		79,088	
Prepaid Expense	-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-	
Total Assets:	3,267,161		3,404,862		2,410,860		2,491,339		2,639,394		2,736,018	
Liabilities:									-		-	
Accounts Payable	-		-		273,952		180,983		183,507		101,948	
Deferred Revenue	88,819		176,712		152,977		153,055		156,648		155,950	
Due to Town	1,069,465		1,128,356		259,714		414,928		624,898		792,716	
Medical/Dental Premium WH	-		-		-		-		-		-	
Reserve for Encumbrance	213,012		213,012		-		-		-		-	
Total Liabilities:	1,371,297		1,518,080		686,643		748,967		965,053		1,050,615	
Fund Balances:	1,895,864		1,886,781		1,724,218		1,742,372		1,674,341		1,685,403	
Statement of Revenues, Expenditures and Changes in Fund Balances												
Revenue/increases:												
Food Sales/Charges for Service	180	180	33,873	33,692	287,557	253,684	544,668	257,111	770,314	225,647	962,530	192,216
Intergovernmental	-	-	16,155	16,155	107,422	91,267	206,220	98,798	295,785	89,565	384,671	88,886
Other Income/Interest	-	-	-	-	-	-	817	817	9,079	8,263	18,411	9,332
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	180	180	50,028	49,847	394,979	344,951	751,705	356,726	1,075,179	323,474	1,365,613	290,434
Expenses/decreases	-		-		-		-		-		-	
Wages	7,371	7,371	20,776	13,405	123,934	103,159	235,156	111,221	396,814	161,658	517,719	120,905
FICA	564	564	1,537	973	7,382	5,845	13,444	6,062	22,645	9,201	29,648	7,003
Medical	38,238	38,238	82,561	44,323	119,159	36,598	155,263	36,104	191,498	36,236	229,183	37,685
Other Expenses	-	-	190	190	62,742	62,552	74,465	11,723	88,697	14,232	102,919	14,222
Supplies	-	-	39	39	22,670	22,631	38,780	16,109	51,354	12,574	59,646	8,292
Cost of Food	-	-	-	-	176,374	176,374	302,171	125,797	426,518	124,347	515,829	89,310
Equipment/Capital	-	-	-	-	103,549	103,549	135,104	31,555	168,360	33,257	170,315	1,955
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	46,173	46,173	105,103	58,930	615,811	510,708	954,382	338,571	1,345,887	391,505	1,625,259	279,372
Incr/(Decr) in fund balances before operating transfers	(45,992)		(55,075)		(220,832)		(202,677)		(270,708)		(259,646)	
Operating Transfers in/(out)	-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	**(45,992)**		**(55,075)**		**(220,832)**		**(202,677)**		**(270,708)**		**(259,646)**	
Fund Balances:	-											
Beginning of year	1,941,857		1,941,857		1,941,857		1,945,049		1,945,049		1,945,049	
Reversal of Unliquidated Reserve for Encumbrance					3,193							
End of period	1,895,864		1,886,781		1,724,218		1,742,372		1,674,341		1,685,403	
Months Revenue Control	180		49,847		344,951		356,726		323,474		290,434	
Month Expenditure Control	46,173		58,930		381,067		338,571		391,505		279,372	
Reversal of Unliquidated Reserve for Encumbrance					3,193							
Profit (Loss) for the month	(45,992)		(9,083)		(32,923)		18,155		(68,031)		11,062	

School Lunch Financials As of December 31, 2024 - FUND 210

Balance Sheet as of 12/31	Budget	12/31/24 School Lunch	Encumbered	Available/ (Over)	12/31/23 School Lunch	YTY Diff.	% Change
Assets:							
Cash		2,368,066			3,075,945	(707,880)	-23.01%
Receivables		288,865			357,839	(68,974)	-19.28%
Inventory		79,088			76,493	2,595	3.39%
Prepaid Expense							
Due From Others							
Total Assets:		2,736,018			3,510,277	(774,259)	-22.06%
Liabilities:							
Accounts Payable		101,948			140,207	(38,259)	-27.29%
Deferred Revenue		155,950			139,563	16,387	11.74%
Due to Town		792,716			729,609	63,107	8.65%
Medical/Dental Premium WH							
Reserve for Encumbrance						-	
Total Liabilities:		1,050,615			1,009,379	41,236	4.09%
Fund Balances:		1,685,403			2,500,898	**(815,495)**	-32.61%
Statement of Revenues, Expenditures and Changes in Fund Balances for the 4 months ended 12/31							
Revenue/increases:							
Food Sales/Charges for Service	2,246,500	962,530	-	1,283,970	882,562	79,969	9.06%
Intergovernmental	942,356	384,671	-	557,685	421,456	(36,785)	-8.73%
Other Income/Interest	-	18,411	-	(18,411)	291,971	(273,559)	-93.69%
Intergovernmental (Town) Transfer						-	
Increases						-	
Total revenue/increases	3,188,856	1,365,613	-	1,823,243	1,595,988	(230,375)	-14.43%
Expenses/decreases						-	
Wages	1,060,173	517,719	657,964	(115,510)	469,882	47,837	10.18%
FICA	73,700	29,648	-	44,052	25,491	4,157	16.31%
Medical	544,516	229,183	273,847	41,486	225,273	3,910	1.74%
Other Expenses	106,588	102,919	41,521	(37,852)	80,488	22,430	27.87%
Supplies	85,000	59,646	47,894	(22,539)	52,457	7,189	13.70%
Cost of Food	1,145,750	515,829	1,004,516	(374,595)	537,668	(21,840)	-4.06%
Equipment/Capital	112,700	170,315	17,099	(74,715)	10,929	159,386	1458.35%
Intergovernmental (Town) Transfer						-	
Decreases						-	
Total Expenditures/Increases	3,128,427	1,625,259	2,042,841	(539,673)	1,402,189	223,070	15.91%
Incr/(Decr) in fund balances before operating transfers		(259,646)			193,799	(453,445)	-233.98%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		**(259,646)**			**193,799**	(453,445)	-233.98%
Fund Balances:							
Beginning of year		1,945,049			2,307,099	(362,050)	-15.69%
End of period		1,685,403			2,500,898	(815,495)	-32.61%
Months Revenue Control		290,434			583,076	(292,642)	
Months Exp Control		279,372			363,305	(83,933)	
Profit (Loss) for the month		**11,062**			**219,771**	(208,708)	-94.97%

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/24			7/1/24 to 12/31/24					Fund Balance as of 12/31/24		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	195.15	1,880.15	Brewster	-	-	11.78	11.78	1,685.00	206.93	1,891.93
-	6,447.02	6,447.02	Peter Burke	-	-	40.40	40.40	-	6,487.42	6,487.42
-	1,240.21	1,240.21	K. Capobianco	-	-	7.77	7.77	-	1,247.98	1,247.98
-	6,956.94	6,956.94	Donna Cassidy	-	-	43.60	43.60	-	7,000.54	7,000.54
-	39.65	39.65	Citizenship/Holdsworth	-	-	0.25	0.25	-	39.90	39.90
-	37,286.18	37,286.18	Chelsea Cunha	2,476.40	-	247.59	2,723.99	-	40,010.17	40,010.17
-	5,478.52	5,478.52	Mary Curtiss	-	-	34.33	34.33	-	5,512.85	5,512.85
10,000.00	1,136.83	11,136.83	S. Dick Electronics	-	-	69.79	69.79	10,000.00	1,206.62	11,206.62
-	1,093.70	1,093.70	Ran Grinnell	-	-	6.85	6.85	-	1,100.55	1,100.55
-	3,891.71	3,891.71	Clare Hampford	-	-	24.39	24.39	-	3,916.10	3,916.10
-	9.98	9.98	G. Hartz	-	-	0.06	0.06	-	10.04	10.04
-	10,870.00	10,870.00	Peter Horton	-	-	68.12	68.12	-	10,938.12	10,938.12
-	3,242.33	3,242.33	Klein/ Danaher	-	-	20.32	20.32	-	3,262.65	3,262.65
-	78.22	78.22	Lorimer	-	-	0.49	0.49	-	78.71	78.71
-	556.87	556.87	Dr. Gloria Maina	-	-	3.49	3.49	-	560.36	560.36
-	165.04	165.04	Frances S. Mallett	-	-	1.03	1.03	-	166.07	166.07
-	13,221.64	13,221.64	Loretta McDougall	-	-	82.86	82.86	-	13,304.50	13,304.50
-	6,320.00	6,320.00	Middlebrook Wings	-	-	39.61	39.61	-	6,359.61	6,359.61
-	9,559.86	9,559.86	Karen Mraz	-	-	59.91	59.91	-	9,619.77	9,619.77
-	537.37	537.37	National Merit	-	-	3.37	3.37	-	540.74	540.74
-	512.31	512.31	Ralph Pascale	-	-	3.21	3.21	-	515.52	515.52
8,000.00	1,037.94	9,037.94	PHNA	-	-	56.64	56.64	8,000.00	1,094.58	9,094.58
-	14,915.74	14,915.74	Jill Resnick	-	-	93.47	93.47	-	15,009.21	15,009.21
5,190.00	970.65	6,160.65	R. Rossomando	-	-	38.61	38.61	5,190.00	1,009.26	6,199.26
2,500.00	313.96	2,813.96	R. Simses	-	-	17.63	17.63	2,500.00	331.59	2,831.59
2,200.00	276.50	2,476.50	R. Stowe	-	-	15.52	15.52	2,200.00	292.02	2,492.02
-	1,113.69	1,113.69	Trumbull High	-	-	6.98	6.98	-	1,120.67	1,120.67
-	211.61	211.61	Jennie N. Villano	-	-	1.33	1.33	-	212.94	212.94
10,000.00	1,139.68	11,139.68	Zink	-	-	69.81	69.81	10,000.00	1,209.49	11,209.49
39,575.00	128,819.30	168,394.30	Total Scholarship Fund	2,476.40	-	1,069.20	3,545.60	39,575.00	132,364.90	171,939.90

FOR 2025 06

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051713 ELITE Business Program								
2051713 40205	DONATIONS	0	0	0	-10,125.00	.00	10,125.00	100.0%
2051713 40400	REVENUE	0	0	0	-12,310.77	.00	12,310.77	100.0%
2051713 40410	GCRev	0	0	0	-590.33	.00	590.33	100.0%
2051713 51120	AIDE-CLSRM	0	0	0	11,333.87	.00	-11,333.87	100.0%*
2051713 52001	FICA/MEDIC	0	0	0	327.75	.00	-327.75	100.0%*
2051713 53402	SubPara	0	0	0	.00	450.00	-450.00	100.0%*
2051713 54000	PURCH.PROP	0	0	0	4,577.73	6,739.22	-11,316.95	100.0%*
2051713 54101	ELECTRIC	0	0	0	1,561.88	608.26	-2,170.14	100.0%*
2051713 54410	RENT	0	0	0	36,202.00	42,078.00	-78,280.00	100.0%*
2051713 54900	PROP SERV	0	0	0	5,026.15	8,996.55	-14,022.70	100.0%*
2051713 55000	Other Purc	0	0	0	2,752.02	2,624.67	-5,376.69	100.0%*
2051713 56000	Supplies	0	0	0	5,474.77	1,681.30	-7,156.07	100.0%*
2051713 56202	NATUR. GAS	0	0	0	200.73	2,373.74	-2,574.47	100.0%*
2051713 58900	DUES	0	0	0	293.88	.00	-293.88	100.0%*
2051713 59999	PR YR DEF	0	-21,454	-21,454	.00	.00	-21,454.38	.0%*
	GRAND TOTAL	0	-21,454	-21,454	44,724.68	65,551.74	-131,730.80	-514.0%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 06

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051709 THS Student Parking								
2051709 40150	IC FEE REV	0	0	0	-23.77	.00	23.77	100.0%
2051709 40400	Parking	0	0	0	-28,885.00	.00	28,885.00	100.0%
2051709 51127	SEC. GRD	0	0	0	1,678.05	.00	-1,678.05	100.0%*
2051709 52001	FICA/MEDIC	0	0	0	39.52	.00	-39.52	100.0%*
2051709 57202	SITE IMPR	0	0	0	5,250.00	.00	-5,250.00	100.0%*
2051709 58900	DUES	0	0	0	4.28	.00	-4.28	100.0%*
2051709 59999	PR YR DEF	0	-154	-154	.00	.00	-153.55	.0%*
	GRAND TOTAL	0	-154	-154	-21,936.92	.00	21,783.37	*******%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051600 SUMMER EXPLORATIONS							
2051600 51130 SEC	0	0	0	.00	20,679.75	-20,679.75	100.0%*
TOTAL NO PROJECT	0	0	0	.00	20,679.75	-20,679.75	100.0%
24-25 24-25 Project Year							
2051600 40150 24-25 MISC. INC.	0	0	0	-11.25	.00	11.25	100.0%
2051600 40400 24-25 REVENUE	0	0	0	-37,440.54	.00	37,440.54	100.0%
2051600 51110 24-25 TCHR-CLSRM	0	0	0	111,002.73	.00	-111,002.73	100.0%*
2051600 51113 24-25 ADM SALARY	0	0	0	3,350.00	.00	-3,350.00	100.0%*
2051600 51116 24-25 STIPENDS	0	0	0	4,925.00	.00	-4,925.00	100.0%*
2051600 51120 24-25 AIDE-CLSRM	0	0	0	18,373.88	.00	-18,373.88	100.0%*
2051600 51127 24-25 SEC. GRD	0	0	0	2,994.94	.00	-2,994.94	100.0%*
2051600 51129 24-25 OTHER NC	0	0	0	10,816.07	.00	-10,816.07	100.0%*
2051600 51130 24-25 SEC-CALYR	0	0	0	20,679.72	.00	-20,679.72	100.0%*
2051600 52001 24-25 FICA/MEDIC	0	0	0	5,139.11	.00	-5,139.11	100.0%*
2051600 52002 24-25 INSURANCE	0	0	0	8,254.80	.00	-8,254.80	100.0%*
2051600 53300 24-25 PROF SERV	0	0	0	3,562.60	.00	-3,562.60	100.0%*
2051600 55900 24-25 OTHER	0	0	0	1,955.00	.00	-1,955.00	100.0%*
2051600 56112 24-25 Supp	0	0	0	8,420.59	233.20	-8,653.79	100.0%*
2051600 58900 24-25 DUES	0	0	0	3,798.69	.00	-3,798.69	100.0%*
2051600 59998 24-25 PR YR SUR	0	275,277	275,277	.00	.00	275,277.48	.0%
TOTAL 24-25 Project Year	0	275,277	275,277	165,821.34	233.20	109,222.94	60.3%
25-26 25-26 Project Period							
2051600 52002 25-26 INSURANCE	0	0	0	.00	8,254.80	-8,254.80	100.0%*
TOTAL 25-26 Project Period	0	0	0	.00	8,254.80	-8,254.80	100.0%
GRAND TOTAL	0	275,277	275,277	165,821.34	29,167.75	80,288.39	70.8%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 06

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051650 Continuing Ed								
2051650 40400	CONT ED	0	0	0	-29,888.41	.00	29,888.41	100.0%
2051650 51110	TeachSal	0	0	0	4,281.28	.00	-4,281.28	100.0%*
2051650 51130	Sec	0	0	0	6,893.28	6,893.25	-13,786.53	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	305.30	.00	-305.30	100.0%*
2051650 52002	INSURANCE	0	0	0	8,254.86	8,254.86	-16,509.72	100.0%*
2051650 53300	OTHER PROF	0	0	0	3,850.00	12,155.00	-16,005.00	100.0%*
2051650 55900	PRINTERS	0	0	0	.00	2,500.00	-2,500.00	100.0%*
2051650 56110	InsSupplie	0	0	0	33,757.88	6,683.00	-40,440.88	100.0%*
2051650 58900	DUES	0	0	0	3,972.36	.00	-3,972.36	100.0%*
2051650 59999	PR YR DEF	0	-13,023	-13,023	.00	.00	-13,022.85	.0%*
	GRAND TOTAL	0	-13,023	-13,023	31,426.55	36,486.11	-80,935.51	-521.5%

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Transfer of Funds to clear out Due From/To Balances

Due From Account #	Account Name	12.31.24 Balance Receivable	Due To Account #	Account Name	12.31.24 Balance Payable	Diff	Receiving M&T Bank Account #	Debit - Cash Account #	Account Name	Interfund Transfer Amount	Sending M&T Bank Account #	Credit - Cash Account #	Account Name
001-14100	Due From Student Act	26,760.20	100-24004	Due To BOE	(26,760.20)	-	BOE 7899	001-10404	BOE	26,760.20	SA NSB	100-10300	Student Act
001-14900	Due From Special Rev	453,156.70	205-24004	Due To BOE	(453,156.70)	-	BOE 7899	001-10404	BOE	453,156.70	SR NSB	205-10300	Special Rev
001-14902	Due From Food Srvc	792,716.23	210-24006	Due To BOE	(792,716.23)	-	BOE 7899	001-10404	BOE	792,716.23	SL NSB	210-10300	Food Srvc
001-24012	Due from Scholarship	-	300-14000	Due To BOE	-	-	BOE 7899	001-10404	BOE	-	Sch NSB	300-10300	Scholarship
100-24001	Due From Grants	-	200-24002	Due To Student Act	-	-	SA 6220	100-10300	Student Act	-	BOE 7899	001-10404	BOE (Grants)
100-24008	Due From Special Rev	1,031.16	205-14002	Due To Student Act	(1,031.16)	-	SA 6220	100-10300	Student Act	1,031.16	SR NSB	205-10300	Special Rev
205-14002	Due From Student Act	-	100-24008	Due To Special Rev	-	-	SR 6247	205-10300	Special Rev	-	SA NSB	100-10300	Student Act
205-24000	Due From Grants	-	200-14003	Due To Special Rev	-	-	SR 6247	205-10300	Special Rev	-	BOE 7899	001-10404	BOE (Grants)
300-24000	Due From Student Act	-	100-14000	Due To Scholarship	-	-	Sch 6204	300-10300	Scholarship	-	SA NSB	100-10300	Student Act
300-14000	Due From BOE	0.01	001-24012	Due To Scholarship	(0.01)	-	Sch 6204	300-10300	Scholarship	0.01	BOE 7899	001-10404	BOE

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
BOARD OF EDUCATION – Finance Committee
MEETING DATES 2025 – Thursdays – 4:00 pm

Tues.	January 7	7:00 p.m. Budget	Month Reviewed	BOE Finance Committee Date	Financials to PH
Thurs.	January 9	7:00 p.m. Budget	November	1/09/25	
Tues.	January 14	7:00 p.m. if needed Budget			
Tues.	February 4	7:00 p.m.	Dec., Due To/From	1/23/25	
Tues.	February 18	7:00 p.m.			
Tues.	March 18	7:00 p.m.	January	3/06/25	
Tues.	April 8	7:00 p.m.	February	3/27/25	
Tues.	May 6	7:00 p.m.	March	4/24/25	
Tues.	May 20	7:00 p.m.			
Tues.	June 3	7:00 p.m.	April	5/22/25	
Tues.	July 8	7:00 p.m.	May	6/26/25	
Tues.	August 12	7:00 p.m.			
Tues.	September 9	7:00 p.m.	June, Due To/From, Interfund	8/28	
Tues.	September 30	7:00 p.m.	Intrafund	9/18	
Tues.	October 28	7:00 p.m.			
Tues.	November 11	7:00 p.m.	J/A/S	10/23/25	
Tues.	December 9	7:00 p.m.	Oct	11/20/25	

Dates Approved at the November 12, 2024 Board of Education Meeting.

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the

Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, January 9 2025

Attendees: Committee Members: Jackie Norcel (Chair) and Julia McNamee; Staff: Paul Hendrickson, Peg Brindisi, and Director of Human Capital and Talent Management Joe Chella; Other: First Selectwoman Vicki Tesoro.

Location: Long Hill – Ellie's Room

The meeting was called to order at 4:30 pm.

The minutes of the November 21, 2024 meeting were approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Mr. Joe Chella presented a detailed overview of the District's substitute management process with special attention to the ESS contract. He answered several questions about the process and ESS charges from the Committee.

Mr. Hendrickson answered some questions from the Committee about the November 30, 2024 financials; he pointed out that electricity, Special Education out-of-district transportation, PPS out-placed tuition, and the recent reduction in excess cost reimbursement (ECR) would be budget challenges.

Mr. Hendrickson distributed a proposed 2025 Finance Committee schedule. The schedule was amended and approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded).

Ms. McNamee made a motion to forward the November 30, 2024 financial report to the Board of Education; Ms. Norcel seconded the motion. The motion passed 2-0.

Ms. McNamee made a motion to adjourn and the motion was seconded by Ms. Norcel. The motion passed 2-0, and the meeting was adjourned at 5:45 pm.

Respectfully submitted,

Paul Hendrickson

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the

Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, January 23, 2025

Attendees: Committee Members: Jackie Norcel (Chair) and Lisa Nuland; Staff: Paul Hendrickson, Peg Brindisi, Director of Operations Kevin Dion and Transportation Coordinator Deena Robushi.

Location: Long Hill – Ellie's Room

The meeting was called to order at 4:00 pm.

The minutes of the January 9, 2025 meeting were approved 2-0 (Ms. Nuland moved; Ms. Norcel seconded the motion).

Mr. Dion and Ms. Robushi presented an update on District transportation and answered several questions from Committee members.

Mr. Hendrickson answered some questions from the Committee about the December 31, 2024 financials; he pointed out that electricity, Special Education out-of-district transportation, PPS out-placed tuition, and the recent reduction in excess cost reimbursement (ECR) would be budget challenges.

Ms. Nuland made a motion to forward the December 31, 2024 financial report to the Board of Education; Ms. Norcel seconded the motion. The motion passed 2-0.

Ms. Brindisi presented the semi-annual Inter-Fund transfers to the Committee. Ms. Nuland made a motion to forward the Inter-Fund transfers to the Board of Education; Ms. Norcel seconded the motion. The motion passed 2-0.

Mr. Hendrickson distributed a revised 2025 Finance Committee schedule. The revised schedule was approved 2-0 (Ms. Nuland moved; Ms. Norcel seconded).

Ms. Nuland made a motion to adjourn and the motion was seconded by Ms. Norcel. The motion passed 2-0, and the meeting was adjourned at 4:38 pm.

Respectfully submitted,

Paul Hendrickson

DRAFT