
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, April 8, 2025, 7:00 p.m.
Long Hill Administration Building

<https://us06web.zoom.us/j/84097472720?pwd=kj6FLynAlEyMdb0bktpZPF5sw8BNLt.1>

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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. Teacher BOE Representative Report

III. REPORTS/ACTION ITEMS

- A. Approval/Minutes
 - BOE Regular Meeting – March 18, 2025
- B. Personnel Report
- C. Non-Renewal of Non-Tenured Staff/Long Term Replacements – Dr. Semmel
- D. Approval/2025-2026 Revised District Calendar – Dr. Iwanicki
- E. Curriculum Committee Update – Mrs. Petitti
 - Middle School Math Pilot Outcomes: *Ed Gems* Programmatic Text Update
 - Career and Technological Education Requests
 - New Course Request: *Digital Media 2*
 - New Text Request: *Foundations of Marketing*
 - Science: Curriculum Revision Update: *Grade 9 Integrated Physical Science*
 - World Language: New Course Request: *Classic Mythology/ECE Latin*
 - History
 - New Text Request: *Issues in Economics Today*
 - New Text Request: *Freedom on My Mind*
- F. Policy Committee – Mr. Gallo
 - Policy First Reading
 - Policy 5131.911 Safe School Climate Policy
 - Policy 5144.12 Challenging Behavior Prevention: Restorative Practices
- G. Financial Committee – Mrs. Norcel
 - Financial Reports as of February 28, 2025 – Mr. Hendrickson

IV. RECEIVE AND FILE

- A. Pending Litigation
- B. Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – April 8, 2025

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

BOE Regular Meeting of March 18, 2025

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Regular Meeting – March 18, 2025
Minutes

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

Members present:

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

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. Recognitions –

1. THS Gymnastics FCIAC Championship

THS Girls Gymnastics team finished another season undefeated, 10-0. The girls went on to repeat last year's success, winning an FCIAC title, a State Championship title for Class L and a State Open title then moved on to New England Championships, where they finished 2nd among all teams in New England.

The Board of Education commended the THS Girls Gymnastics team and presented them with a certificate.

2. THS Girls Wrestling Championship

Trumbull High School Girls Wrestling team won the Girls Wrestling State Championship this season, the first season that the girls state title was given out then went on to compete at the New England Championships, where the team finished 2nd overall in New England.

The Board of Education commended the THS Girls Wrestling team and presented them with a certificate.

- C. Correspondence – Mrs. Nuland reported Bree Ann Prezioso wrote asking for more services for students with social disabilities and Feras Hantash and Mergima Al Arnaout wrote with a concern about a THS policy.
- D. Public Comment
There were no public signups for this meeting.
- E. Superintendent Report- Dr. Semmel
- Dr. Semmel thanked each member of the BOE for their dedication and hard work in making TPS a success as we celebrate BOE appreciation month.
 - Budget news - In order to keep our current staff and programs, TPS requires a 4.82% increase to our current budget. This 4.82% does not include new staff and programs that were discussed at the budget presentation. The First Selectman has approved a 3.25% increase which represents a gap of approximately \$2 million. To mitigate this gap, we are in the process of reviewing cuts to technology, professional development, increase of pay to play, reducing software, and analyzing our 2-tiered busing system. More importantly, we would need to eliminate 10 current staff positions and/or not replace retiring staff. Clearly this gap would necessitate the BOE making cuts. It is my fervent hope that we can keep TPS at least at the status quo for the next school year. The Board of Finance is the only group that can add to the BOE budget line item. We encourage Trumbull residents to use their voices, and our hope is that the BOF will find additional dollars for the BOE. The BOF is holding a public hearing on the overall budget this Saturday, March 22, 2025 at 10:00 a.m. at Town Hall Chambers or you can join online.
- F. Board Chairman Report – Mrs. Timpanelli
Congratulations to the theater students at THS for their outstanding performance of *Joseph and the Amazing Technicolor Dreamcoat*. We encourage you to attend one of the performances this weekend. Mrs. Timpanelli attended an executive session of the Hillcrest Building Committee.
- G. Student Board Representatives Report
Jiya Malhotra and Vanessa Maignan reported TECEC-students are learning about weather, transportation and gardening; Daniels Farm-One School One Book, annual variety show Frenchtown- grade 3 educational week, March Madness; Jane Ryan-grade 5 transition to middle school; Middlebrook-hosting authors, student spotlight Booth Hill-assembly for BHS Reads Tashua-grade 4 participated in Sensitivity Awareness Day, St. Patrick's Day Shamrock Stroll Hillcrest-production of "Alice in Wonderland Jr." PTA hosting a sports night at Insports, Spring Hawk Hoopla Day Madison-Say Something Week, production of "Charlotte's Web", THS-DECA conference students placed in the top 3 of their competitive events, production of "Joseph and the Amazing Technicolor Dreamcoat," 30 students honored for the February office of the Deans' list, teacher professional development day held on March 17.

Agenda Item III—Reports/Action Items

- A. Approval/Field Trips
1. THS We the People to Washington, DC, National Conference Center - Ms. Katie Boland
The THS We the People trip to the Washington, DC – National Conference Center is scheduled for April 8, 2025 to April 12, 2025. Funding for this trip is provided through the parents, THS Competition Budget, and fundraising efforts.

It was moved (Bandecchi) and seconded (Gallo) to approve the THS We the People trip to Washington, DC as presented. Vote: Unanimous in favor.

2. THS DECA Club to DECA ICDC in Orlando, Florida – Todd Manuel

The DECA trip to DECA ICDC is scheduled for April 25, 2025 to April 30, 2025. Funding for this trip is provided through the Perkins grant, students, and club funds.

It was moved (Gallo) and seconded (McNamee) to approve the THS DECA Club trip to Orlando, Florida as presented. Vote: Unanimous in favor.

B. The minutes of the BOE Regular Meeting of February 18, 2025 were presented for Board approval.

It was moved (Norcel) and seconded (Petitti) to approve the minutes of the BOE Regular Meeting of February 18, 2025 as presented. Vote: Unanimous in favor.

C. Personnel

Dr. Semmel presented the following certified appointments.

DeLuca, Joseph; physical education teacher at Tashua Elementary School effective March 10, 2025.

Vittorio, Alisha; Family Consumer Science teacher at Trumbull High School effective January 21, 2025.

These appointments were received and filed by the Board.

D. Approval/Trumbull Day 2025 Special Request

Town Chief of Staff Mrs. Kathleen McGannon presented the request for Trumbull Day 2025. The Trumbull Day Commission would like to use Hillcrest Middle School and Trumbull High School on Friday, June 27, Saturday, June 28, and (rain date) Sunday, June 29, 2025. The Trumbull Day Commission is requesting that the Board of Education waive its Policy 1330, Use of Public School Buildings and Sites for three (3) days to allow for an alcohol concession on the grounds of Hillcrest and Trumbull High Schools:

"As with recent Trumbull Day events, we plan to serve beer and wine to patrons. The procurement of a temporary liquor permit from the State of CT and coordination with the Trumbull Police Department, who will be providing security for the event, is currently underway. Alcohol service will be handled by trained staff to assure that patrons are of legal drinking age and that no one is over-served at the event. All alcohol must be purchased through the vendor. Bags and coolers will be checked at entry points and patrons will not be permitted to bring alcohol onto the property."

If approval is granted, all other provisions of the Board Policy must be adhered to and alcohol distribution and consumption must be properly monitored and controlled by the Trumbull Police Department, First Selectman's office, and Trumbull Day Commission members, to ensure that this concession is regulated in a responsible and appropriate manner.

It was moved (McNamee) and seconded (Bandecchi) to approve a waiver for the Town of Trumbull to allow an alcohol concession booth on the grounds of Hillcrest and Trumbull High School in conjunction with Trumbull Day on Friday, June 27, Saturday, June 28, and Sunday, June 29, 2025. Vote: Unanimous in favor.

E. Facility Update

Director of Operations Mr. Kevin Dion presented an update of all projects, both ongoing and completed, from the Facilities Department. The highlights reported were BH roof replacement completion, HVAC improvements/replacement at several schools that are on schedule and a THS drainage project and parking proposal.

F. Approval of Booth Hill School Roof Project

Mr. Kevin Dion reported that the Booth Hill Roof Replacement Building Committee approved final acceptance of the completed Booth Hill Roof Replacement project at their January 28, 2025 meeting. All invoices to the contractor have been paid and their Performance and Payment bonds have been released. He presented the Certificate of Substantial Completion which was signed by the architect, vendor, and owner.

A motion was made (Nuland) and seconded (Norcel) to approve the Booth Hill Roof Replacement Project as being complete and to accept the building for public school purpose. Vote: Unanimous in favor.

G. Financial Committee Update

Mrs. Norcel reported that the Finance Committee of the Board of Education met on March 6, 2025. Mr. Hendrickson presented the financial reports through January 31, 2025 for full Board approval.

It was moved (McNamee) and seconded (Norcel) to approve the financial report as of January 31, 2025 as presented. Vote: Unanimous in favor.

Also, approved at the March 6th BOE Finance Committee was an increase in Building Use Fees (Policy 1330).

It was moved (McNamee) and seconded (Bandecchi) to approve the increase to the Building Use Fees (Policy 1330) as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:16 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, April 8, 2025

Dr. Semmel

Agenda Item III - B

Personnel

Resignations – Certified

Bonetti, Andrew; business education teacher at Trumbull High School since August 2024, resigning effective June 30, 2025.

Venditti, Jean; art teacher at Hillcrest Middle School since August 2023, resigning effective June 30, 2025.

Weinstein, Stacy; grade 4 teacher at Daniels Farm Elementary School since August 2003, retiring June 30, 2025.

Recommendation:

Accept.

Request for Leave of Absence

Artese, Anthony; kindergarten teacher at Jane Ryan Elementary School since August 2014 is requesting a personal leave of absence without pay for the 2025-26 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Recommendation:

Approve the above request for a personal leave of absence for Mr. Artese.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, April 8, 2025

Dr. Semmel

Agenda Item III-C

Non-Renewal of Non-Tenured Staff

Prior to May 1 of any given year, the Board of Education is asked to non-renew the contracts of non-tenured staff whose employment may not continue. This year, the non-renewal process includes three long-term replacement (substitute) teachers. The long-term replacement teachers were hired for the 2024-25 school year in a position of fixed duration.

It is the opinion of the Superintendent that the non-renewals recommended are within the scope of the statutory teacher employment and tenure provisions, Section 10-151 of the Connecticut General Statutes; and are consistent with provisions of the TEA Agreement applicable to non-renewals of non-tenured and Long-Term Replacement teachers and non-tenured teachers.

Also, please note that it may be necessary to revisit this agenda item at a meeting once the final budget numbers are known.

Recommendation:

Non-Renew.

Move that pursuant to the Connecticut General Statutes 10-151, the Trumbull Board of Education non-renew the teaching contract of the following long-term replacement teachers at the end of their long-term contract or at the end of the 2024-25 school year, whichever occurs first, as recommended by the Superintendent:

Long Term Replacements

Sara DiVasto – Tashua Elementary School
Lauren Jones – Trumbull High School
Saraya Lewis – Trumbull High School

and further move that the Superintendent of Schools be directed to communicate this action of the Board in writing to the above-named teachers and that the Superintendent of Schools be authorized to respond on behalf of the Board of Education to any requests which may be forthcoming from these teachers or their representatives pursuant to Connecticut General Statutes 10-151.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – April 8, 2025

Dr. Iwanicki

Agenda Item – III-D

Approval / Revised District Calendar for
2025-2026

The proposed district calendar change is as follows:

2025-2026 District Calendar

Make Friday, January 2, 2026 a holiday and make the
last anticipated school day June 12, 2026.

Recommendation:

Approve revised 2025-2026 District Calendar

Proposed Changes to Convert January 2nd 2026 to a Vacation Day

Trumbull Public Schools Calendar 2025-2026

- ☐ No school
- ☐ No school for students; teacher work day
- * Early closing for students and staff
- ^ Early closing for grades PK-5
- > Early closing for grades PK-8
- < Early closing for grades 6-8
- & Early closing for grades 9-12



185 Teacher Days, 181 Student Days

JULY - 0 days

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST - 4 days

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
19, 20 New Staff Orientation				
21, 22, 25 Teacher PD Days				
26 First Day for Students (full day)				

SEPTEMBER - 20 days

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER - 20 days

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER - 17 days

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER - 17 days

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY - 19 days

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 Labor Day
23 Rosh Hashana

2 Yom Kippur
13 Columbus/Indigenous Peoples
20 Diwali
23 Afternoon Conf. PK-8
28 Afternoon Conf. PK-5

4 Election Day, Teacher PD
6 Evening Conf. PK-5
13 Aft/Eve Conf. 6-8
20 Aft/Eve Conf. 9-12
27-28 Thanksgiving Recess

24-26, 29-31 Winter Recess
25 Christmas Day

1 New Year's Day
2 Final Day of Holiday Recess
19 Dr. Martin Luther King, Jr. Day

FEBRUARY - 18 days

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH - 20 days

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

13 Long Weekend
16 Presidents' Day
Washington's Birthday
13 Reserved as a "snow" make-up day

5 Aft/Eve Conf. 9-12
10 Aft/Eve Conf. 6-8
12 Aft/Eve Conf. PK-5
19 Teacher PD
20 Eid al-Fitr

APRIL - 16 days

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

3 Good Friday
13-17 Vacation Week

MAY - 20 days

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

25 Memorial Day

JUNE - 10 days

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

12 Planned last day of school
19 Juneteenth
Last 2 days of school are early closing for students.
15-24 Reserved as "snow" make-up days

June 12 is the planned last day of school. Snow days, up to a maximum of 7, will be added to the end of the school year. If needed, an additional day will be taken from the February Long Weekend: February 13. If an 8th day is needed, or if an additional day is needed after the February Long Weekend, that day will be recovered on the March PD Day, which will be a legal day. Teachers will then attend one more day in June.

K-12 progress reporting periods, and report card dates, are maintained and updated on the TPS website: "Teaching & Learning," then "Assessment."

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – April 8, 2025

Agenda Item –III-E

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 3-27-2025

Recommendation:

Review and Approve

Dr. Iwanicki

New Texts, Curriculum Guides Revision, and New Courses

Based on the Curriculum Committee’s meeting on March 27, 2025, the Board of Education will be asked to review and adopt the texts, revisions to curriculum, and new courses as noted below:

- Middle School Math Pilot Outcomes: *Ed Gems*
Programmatic Text Update
- Career and Technological Education Requests-
 - a. New Course Request: *Digital Media 2*
 - b. New Text Request for Honors/SCSU Principles of Marketing: *Foundations of Marketing*
- Science-
 - a. Curriculum Revision Update: *Grade 9 Integrated Physical Science*
- World Language-
 - a. New Course Request: *Classic Mythology/ECE Latin*
- History-
 - a. New Text Request for Honors /UConn
Essentials of Economics: *Issues in Economics Today*
 - b. New Text Request for AP African American
Studies: *Freedom on My Mind*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, March 27, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

- I. Call to Order/Introduction. The meeting was called to order at 8:30am.

Members Present

M.Petitti, BOE Curriculum Committee Chair

J.McNamee, BOE Member

L.Nuland, BOE Member

S.Iwanicki, Ed.D, administrative designee

- II. Public Comment. No public comment was received.
- III. Approval/Minutes – Regular Meeting 2-5-2025 Ms. McNamee made a motion to approve the February 5th, 2025 Minutes. Mrs. Nuland seconded. The motion passed unanimously.
- IV. New Business
- a. Middle School Math Pilot Outcomes: *Ed Gems* Programmatic Text Update.
1. Mrs. Petitti – noted the clear explanations of the text; models in the pictures that as a former math teacher she feels are appropriate.
 2. Mrs. Nuland asked about how the text prepares them in Grade 8 for the THS curriculum. Mrs. Sherrick noted that due to the robust nature of the program, it should better prepare them.
 3. Julia moved, Lisa seconded. The motion passed.
- b. Career and Technological Education Requests
1. New Course Request: *Digital Media 2*.
Mrs. Rusate shared that we will be hopefully using the television studio for the course Digital Media 2. She is excited that with a firm foundation in Digital Media 1, the studio will allow students to really apply and grow skills in Digital Media 2. Ms. McNamee noted that the class allows many students to shine and she knows of resources that may help if needed. Mrs. Nuland noted that everything is moving towards marketing and media. Knowing the content behind it will be important. Mr. Bracksieck added that after the shot framing, camera aspects, and file management, Digital Media 2 will build on this base with studio techniques with a huge graphic design aspect. They hope to eventually do some video announcements and digital journalism. Mrs. Nuland moved to approve the Digital Media 2. Ms. McNamee seconded. The motion passed unanimously.

2. New Text Request: *Foundations of Marketing*. Mrs. Rusate shared that this text is being updated for the Southern Connecticut University credit. It is more user friendly, updated and graphically pleasing. Mrs. Nuland also noted the graphic design is beautiful. Ms. McNamee moved to approve the text *Foundations of Marketing* to the full Board for approval, and Mrs. Nuland seconded. The motion passed unanimously.
- c. Science: Curriculum Revision Update: *Grade 9 Integrated Physical Science*. Department Chair Tom Edwards shared that the course is a blend of topics that are very similar to Earth Science with heavy dose of Physical Science. This curriculum was last updated in 2018 and the team noticed that it needed to be updated- topics consolidated, timing realigned to fit new schedule, and a further emphasis on earth's resources and that there is a finite amount of non-renewable resources. Ms. McNamee asked about the certifications needed to teach the course and Mr. Edwards shared that anyone with a secondary Science certification can teach the course. Mrs. Petitti noted the changes that have occurred in Earth Science over the years. Mrs. Nuland motioned to move the Curriculum Revision Update: *Grade 9 Integrated Physical Science* to the full Board for approval. Ms. McNamee seconded. The motion passed unanimously.
- d. World Language: New Course Request: *Classic Mythology/ECE Latin*. Maria Kopstein and Amy Harkenreader presented the new course request *Classic Mythology/ECE Latin*. This course will cover classic texts such as *Ovid* with a modern take. The course is taught mostly in English with passages read in Latin. Ms. McNamee noted a poetry resource that would fit nicely within the class. Mrs. Nuland asked about current enrollment. There is currently one section of this course. This course will merge into the Latin honors course. Mrs. Petitti made a motion to move the New Course Request: *Classic Mythology/ECE Latin* to the full Board for approval. Ms. Nuland seconded. The motion passed unanimously.
- e. History
 1. New Text Request: *Issues in Economics Today*

Mrs. Rubano shared that there are four sections of Honors UConn Economics this year. This text seems to fit the major topics of the course. Mr. Springsteen offered that the current text is very dated and this text offers more information about macroeconomics and the tools that the Federal reserve uses. Ms. McNamee noted that for some topics it would be important to refer to contemporary viewpoints to ensure that all views are considered. Mr. Springsteen shared that the course often uses other materials to supplement the course and provide balance. Ms. McNamee motioned to approve the New Text Request: *Issues in Economics Today* and move it to the full Board for approval. Mrs. Petitti seconded. The motion passed unanimously.
 2. New Text Request: *Freedom on My Mind*

Mrs. Rubano shared that AP History may not run due to enrollment; however, they are excited about the possibility. This text was selected as the recommended text by AP and Taft for the AP credit. Ms. McNamee shared that, after the AP Exam, it would be worth looking at some of the framing and sources regarding contemporary issues and the way they are presented in the text. Ms. McNamee motioned to approve the New Text Request: *Freedom on My Mind* and move it to the full Board for approval. Mrs. Nuland seconded. The motion passed unanimously.

- f. Other- Next Meeting May 15 The committee discussed that there are currently no presenters signed up for the May meeting and several Board members have very busy schedules. Ms. McNamee motioned to cancel the May meeting and hold a Special Meeting in June if needed. Mrs. Petitti seconded. The motion passed unanimously.

TRUMBULL PUBLIC SCHOOLS

NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: Feb 2025

Title of Text: EdGems Math Course 1, 2, and 3

Authors: Shannon McCaw

Publisher: EdGems Math LLC

Year Published: 2024

ISBN Number: 978-1-958582-53-4

Coreⁱ or Supplemental: Core

Course: Mathematics 6 (Course 1), Mathematics 7 (Course 2), and Mathematics 8 (Course 3)

Grade Level: 6 - 8

(If applicable) Replaces text: Big Ideas Math 6, 7, and 8

Rationale for adopting new text:

- **Enhanced Alignment with CT Core Standards:** This new program provides a stronger, more precise alignment with the Connecticut Core Standards, meeting state expectations and preparing students for success in mathematics.
- **Higher Rigor and Real-World Applications:** The textbook offers more challenging content and integrates real-world scenarios, helping students apply mathematical concepts to practical situations and develop critical thinking skills.
- **Differentiation Resources:** A variety of tools and strategies are included to support differentiated instruction, allowing teachers to tailor lessons to students' diverse learning needs.
- **Supports Thinking Classroom Instruction:** The textbook includes instructional activities that encourage active learning, collaboration, and problem-solving, aligning with the principles of Thinking Classrooms to foster deeper understanding.
- **Better Alignment with SBA Question Types and Language:** The new materials closely mirror the types of questions and the language used on the Smarter Balanced Assessments, helping students become more familiar with test formats, structures, and expectations.

Text Description:

EdGems Math is an interactive and engaging mathematics program designed to ignite enthusiasm in every middle school student. By utilizing research-based teaching strategies, EdGems Math fosters a growth mindset, empowering students to reach their full potential in math. This standards-aligned program strengthens students' critical thinking and reasoning skills through high-quality instruction, including both collaborative and personalized activities, dynamic digital experiences, and relevant connections to their everyday lives.

Strengths:

- **Student-Friendly Resources:** The program offers accessible materials that are easy for students to use and engage with.
- **Comprehensive Content:** It minimizes the need for supplemental resources by providing all necessary materials within the program.
- **Rigorous Problem-Solving Tasks:** Activities are aligned with standards, requiring a deeper understanding of content.
- **Pre Teaching of Concepts:** Key topics are introduced in earlier units to give students both continued spiral review and exposure to upcoming topics.
- **Engaging Teacher and Student Tools:** Features Teacher and Student Gems to keep students motivated and actively engaged.
- **Increased Use of BTCs:** More widespread use of Building Thinking Classroom strategies enhances learning experiences.
- **Editable Online Materials:** Online resources can be easily customized to meet the needs of individual classrooms.
- **Helpful Lesson Videos:** Videos provide valuable support and reinforcement for students.
- **Spiral Resources for Retention:** Resources revisit key concepts throughout the course to support long-term retention.
- **Alignment with SBA:** The language and problem formats in both printed and online materials match the expectations on standardized assessments (SBA, i-Ready, etc).
- **Differentiated Online Practice:** Online materials group students by ability and offer targeted support for both remedial and enrichment needs.
- **Built-In Differentiation Time:** Pacing guides include specific days for differentiation, supporting diverse learning needs and enhancing overall student engagement.

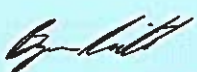
Weaknesses:

- **Learning Curve:** The abundance of resources can be overwhelming and challenging to navigate for planning purposes for the role of the teacher. There is a learning curve for students to become accustomed to rigor and expectations.
- **Assessment Tools:** Online assessments are not editable, and mid-unit quizzes are replaced with exit card assessments.
- **Digital Platform:** online practice is not as robust as Big Ideas (students cannot check answers, and there are no hints available)

Submitted by: Dawn Formanek, Hillcrest Middle School Mathematics Department Leader
Nicole Sherrick, Madison Middle School Mathematics Department Leader

"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

Reviewed by: 
Bryan, Rickert (Hillcrest)


Peter Sullivan (Madison)

March 27, 2025

Principal/Designee

Date



March 27, 2025

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 NEW COURSE PROPOSAL

Date Submitted: March 2025

Title of Course: Digital Media 2

Grade Level: 10-12

Department: Technology Education

Length and Credit: ½ year 0.5 Credit

Prerequisites: Successful completion of Digital Media 1

General Description:

Digital Media 2 is a half year course that utilizes professional grade studio equipment to create and film projects that cover a wide range of topics. The course's main focus is for students to begin creating morning announcements and reporting on school issues, giving students more of a voice in reporting on things going on within the school year. In addition, students will gain experience working with professional grade equipment such as cameras, tripods, lighting and green screens, switchboards, microphones, as well as understanding and use of several different types of cables and wiring. The projects covered in class will cover basic journalism and reporting on school issues/topics, learning about and utilizing professional studio equipment, and editing media using the Adobe Suite of applications. The goal is for students to gain experiences and skills needed for career paths in the media field and to develop an appreciation for the relationship between all different jobs within the media umbrella.

Rationale:

This is a new course that will be offered to students who are interested in several types of media careers. The course will grow to encompass: student-led morning announcements, broadcasts and streaming of Varsity Sporting Events, and media career experiences for students. Currently, the only opportunity offered to Trumbull High School students interested in this path is Digital Media 1, or participate in after-school activities such as the play or the newly revived Audio Visual Club. This is extremely far behind several schools across the FCIAC with full broadcasting programs and career opportunities for students interested in either journalism and reporting, or camera usage and editing. This class would greatly benefit students who are interested in these areas and build their media portfolio before applying to colleges or career opportunities. It would also take advantage of the professional facilities and equipment we have available right in our building.

Resources Needed:

- Trumbull Closed Television Studio and Equipment
- Some new equipment as needed can be funded through Perkins
- Curriculum writing Summer 2024

Submitted by:

Nick Daddona, THS Technology Education Teacher

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 NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: March 2025

Title of Text: Foundations of Marketing

Authors: Pride, Ferrell

Publisher: Cengage

Year Published: 2022

ISBN Number: 978-0-357-12946-3

Core¹ or Supplemental: Core

Course: H SCSU Principles of Marketing

Grade Level: 10-12

(If applicable) Replaces text: Principles of Marketing, Kotler & Armstrong, 2016

Rationale for adopting new text:

This new text aligns with the transition to Southern CT State University and is recommended by the professor for this course. It is more current and includes up to date information on digital marketing, social media, and modern ethical issues.

Text Description:

"Foundations of Marketing" by William M. Pride and O.C. Ferrell provides a comprehensive introduction to the principles and practices of marketing. This textbook covers essential marketing concepts and strategies, emphasizing the importance of customer satisfaction and value creation. Key topics include market research, consumer behavior, product development, pricing strategies, distribution channels, and promotional tactics.

Pride and Ferrell present real-world examples and case studies, helping students understand how marketing theories are applied in practice. The text also explores contemporary issues such as digital marketing, social media, and ethical considerations in marketing. With its clear and engaging writing style, "Foundations of Marketing" is designed to be accessible to students with varying levels of prior knowledge, making it an ideal resource for introductory marketing courses.

Strengths:

Comprehensive Coverage: The textbook provides a thorough introduction to fundamental marketing concepts, including market research, consumer behavior, product development, pricing, distribution, and promotion.

Real-World Examples: The inclusion of real-world examples and case studies helps students see how marketing principles are applied in various industries, making the material more engaging and relevant.

Clear and Accessible Writing: The authors use clear, straightforward language, making the content accessible to students with different levels of prior knowledge in marketing.

Contemporary Issues: The text addresses current trends and issues in marketing, such as digital marketing, social media, and ethical considerations, ensuring that students are learning about the latest developments in the field.

Educational Features: The book includes numerous educational tools such as learning objectives, summaries, key terms, review questions, and exercises that enhance comprehension and retention of the material.

Weaknesses:

Theoretical Focus: Some students might find the theoretical focus less engaging and may benefit more from practical, hands-on learning experiences or case studies with more depth. This is where classroom experiences, project based learning, and authentic assessments will supplement the material.

Softcover Format: The softcover format does raise some concerns for longevity of the text.

Submitted by:
Christina Rusate

"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

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

GRADE 9 INTEGRATED PHYSICAL SCIENCE

Science Department

2025

(Last revision date: 2018)

Curriculum Writing Team

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Integrated Physical Science

Grade 9

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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

Grade 9 Integrated Physical Science is consistent in the continued development of scientifically literate students. Authentic scientific and engineering experiences build on one another and increase in complexity throughout students' K-12 education. In 2015, the Connecticut State Board of Education adopted the Next-Generation Science Standards (NGSS), which embody the National Research Council's Framework for K-12 Science Education (2012). Both the Framework and the NGSS stress the importance of teaching classroom scientific inquiry as practiced by scientists and engineers. The Framework provides a vision for American science education in the 21st century, while the NGSS provide grade-level student performance expectations, disciplinary core ideas, and crosscutting concepts. The Framework and NGSS indicated a paradigm shift in science education, one in which teachers are to incorporate authentic learning experiences for students that reflect the nature of doing science and engineering.

The Framework and NGSS provide clarity to classroom scientific inquiry by stressing the importance of the eight practices of science and engineering. The practices were designed to help students understand how scientific knowledge develops, and to stimulate students' interest in and continued study of science. Three-dimensional learning facilitates student engagement with Science and Engineering Practices and Crosscutting Concepts to deepen their understanding of Disciplinary Core Ideas in order to explain phenomena and solve problems. Three-dimensional learning promotes development of student skills in the following areas:

- Knowing, using, and interpreting scientific explanations of the natural world (Disciplinary Core Ideas, and Crosscutting Concepts)
- Generating and evaluating scientific evidence and explanations (Science and Engineering Practices)
- Participating productively in scientific practices and discourse (Science and Engineering Practices)
- Understanding the nature and development of scientific knowledge (Science and Engineering Practices, and Crosscutting Concepts)

The shift of science education reflects the interconnected nature of science as it is practiced in the real world and builds coherently across grades K-12. The NGSS focus on deeper Grade 9 Integrated Physical Science Property of Trumbull Public Schools 3 understanding of content as well as application of content with an alignment to the Connecticut Core Standards. A deeper understanding and application of science and engineering practices prepare students for postsecondary success and citizenship in a world fueled by innovations in science and technology.

Most systems or processes depend at some level on physical and chemical subprocesses that occur within, whether the system in question is a star, Earth's atmosphere, a river, a bicycle, the human brain, or a living cell. Large-scale systems often have emergent properties that cannot be explained on the basis of atomic-scale processes; nevertheless, to understand the physical and chemical basis of a system, one must ultimately consider the structure of matter at the atomic and subatomic scales to discover how it influences the system's larger-scale structures, properties, and functions. Similarly, understanding a process at any scale requires awareness of the interactions occurring – in terms of the forces between objects, the related energy transfers, and their consequences. Earth and space sciences have much in common with the other branches of science, but they also include a unique set of scientific pursuits. Inquiries into the physical sciences (e.g., forces, energy, gravity, magnetism) have been pursued in part as a means of understanding the size, age, structure, composition, and behavior of Earth, the sun, and the moon.

Integrated Physical Science is offered at three separate course levels: Honors, Advanced College Preparatory (ACP), and College Preparatory (CP). All levels will explore each unit of study. The courses are differentiated by pacing of curriculum, rigor of exploration, depth of content knowledge, and the application of quantitative reasoning. The honors course will explore topics with the greatest depth, most rigorous exploration, deepest study of content, and furthest application of quantitative reasoning. More supports will be offered at the ACP course level, with the most support offered at the CP course level.

COURSE GOALS

The course goals derive from the 2013 Next-Generation Science Standards, the 2010 Connecticut Core Standards, and the ISTE (International Society for Technology in Education) Technology Standards. Goals are listed specific to each unit in this curriculum guide, and developed through unit lessons using the 5-E learning model (engage, explore, explain, elaborate, evaluate) in order to encourage student engagement and foster metacognitive learning strategies through a reflective process. An important role of science education is not to teach “all the facts,” but rather to prepare students with sufficient core knowledge so that they can later acquire additional information on their own.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- The planet Earth is a tiny part of a vast universe that has developed over a huge expanse of time. The history of the universe, and of the structures and objects within it, can be deciphered using observations of their present condition together with knowledge of Grade 9 Integrated Physical Science Property of Trumbull Public Schools 4 physics and chemistry. Similarly, the patterns of motion of the objects in the solar system can be described and predicted on the basis of observations and an understanding of gravity.
- Earth's surface is a complex and dynamic set of interconnected systems that interact over a wide range of temporal and spatial scales. All of Earth's processes are the result of energy flowing and matter cycling within and among the systems. For example, the motion of tectonic plates is part of the cycles of convection in Earth's mantle, driven by outflowing heat and the downward pull of gravity, which result in the formation and changes of many features of

Earth's land and undersea surface. Water is essential to the dynamics of most earth systems, and it plays a significant role in shaping Earth's landscape.

- Earth's surface processes affect and are affected by human activities. Humans depend on all of the planet's systems for a variety of resources, some of which are renewable or replaceable and some of which are not. Natural hazards and other geological events can significantly alter human populations and activities.
- Matter can be understood in terms of the types of atoms present and the interactions both between and within them. Nuclear reactions involve changes in the types of atomic nuclei present and are key to the energy release from the sun and the balance of isotopes in matter.
- Interactions between any two objects can cause changes in one or both of them. An understanding of the forces between objects is important for describing how their motions change, as well as for predicting stability or instability in systems at any scale. All forces between objects arise from a few types of interactions: gravity, electromagnetism, and the strong and weak nuclear interactions.
- Interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another. The total energy within a defined system changes only by the transfer of energy into or out of the system.
- Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter. Light and sound are wavelike phenomena.

COURSE ESSENTIAL QUESTIONS

- What methods do scientists employ to explore and model the universe?
- How does energy flow and cycle within and between natural systems?
- What evidence-based models can explain and predict the motions and interactions of objects in a system?
- How do Earth's internal and surface processes, which operate at different spatial and temporal scales, result in the formation of characteristic terrestrial features?
- How do the availability of natural resources influence human activity?
- How can natural resources be used to efficiently generate electrical energy?

COURSE KNOWLEDGE & SKILLS

Students will understand:

- Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
- Cause and effect. Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal

relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

- Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
- Systems and system models. Defining the system under study – specifying its boundaries and making explicit a model of that system – provides tools for understanding and testing ideas that are applicable throughout science and engineering.
- Energy and matter. Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Students will be able to . . .

- ask questions (for science) and define problems (for engineering).
- develop and use models.
- plan and carry out investigations.
- analyze and interpret data.
- use mathematics and computational thinking.
- construct explanations (for science) and design solutions (for engineering).
- engage in arguments from evidence.
- obtain, evaluate, and communicate information

COURSE SYLLABUS

Course Name

Grade 9 Integrated Physical Science

Level

College-Preparatory , Advanced College-Preparatory , & Honors

Prerequisites

None

General Description of the Course

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 9. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross Cutting Concepts), students will explore topics in earth and space science through physical science concepts. Students will engage in the Science and Engineering Practices throughout their studies in order to develop their ability to think critically, engage in analysis, effectively communicate and defend their understandings like a scientist or engineer. At the Honors level, algebraic reasoning and independent discovery are expected; the CP level mirrors the ACP level with additional guided inquiry.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Questioning, discussion, and in-class activities

Summative Assessments:

- End-of-unit assessment with multiple-choice questions and interpreting and analyzing data
- Research and presentations
- Midyear examination
- End-of-year examination

Core Texts

- Feather, Jr., Ralph M., Charles William McLaughlin, Marilyn Thompson, & Dinah Zike. Physical Science with Earth Science. Columbus: Glencoe, 2012. Print.

UNIT 1

Cosmic Evolution

Unit Goals

At the completion of this unit, students will:

NGSS.HS-ESS1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
NGSS.HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of ~~fission~~ , fusion, ~~and radioactive decay~~ .
NGSS.HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
NGSS.HS-PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
NGSS.HS-ESS1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
NGSS.HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
CCS.ELA-Literacy.RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCS.ELA-Literacy.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCS.MP.2	Reason abstractly and quantitatively.
CCS.MP.4	Model with mathematics
CCS.HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
CCS.HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
CCS.HSA-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
CCS.HSA-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
CCS.HSA-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
CCS.HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
CCS.HSS-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how those variables are related.
ISTE Knowledge Constructor (Standard 3c)	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models: - Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (NGSS.HS-ESS1-1, NGSS.HS-PS1-8) Using Mathematics and Computational Thinking: - Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (NGSS.HS-PS4-1) Engaging in Argument from Evidence: - Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (NGSS.HS-PS4-3) Constructing Explanations and Designing Solutions: - Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review)	ESS1.A: The Universe and Its Stars: - The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (NGSS.HS-ESS1-1) - The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (NGSS.HS-ESS1-2, NGSS.HS-ESS1-3) - Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (NGSS.HS-ESS1- 2) PS1.C: Nuclear Processes: - Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (NGSS.HS-PS1-8)	Energy and Matter: - In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (NGSS.HS-PS1-8) - Energy cannot be created or destroyed – only moved between one place and another place, between objects and/or fields, or between systems. (NGSS.HS-ESS1-2) Systems and System Models: - Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions – including energy, matter, and information flows – within and between systems at different scales. (NGSS.HS-PS4-3) Connections to Nature of Science: Scientific Assumes an Order and Consistency in Natural Systems: - Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (NGSS.HS-ESS1-2)

and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (NGSS.HS-ESS1-2) Obtaining, Evaluating, and Communicating Information: - Communicate scientific ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (NGSS.HS-ESS1-3) Connections to Nature of Science: Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena: - A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence.	PS3.D: Energy in Chemical Processes and Everyday Life: - Nuclear fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary to NGSS.HS-ESS1-1) PS4.A: Wave Processes: - The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (NGSS.HS-PS4-1) PS4.B: Electromagnetic Radiation: - Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (NGSS.HS-PS4- 3) - Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic	Science assumes the universe is a vast single system in which basic laws are consistent. (NGSS.HS-ESS1-2)
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(NGSS.HSESS1-2, NGSS.HS-ESS1- 6, NGSS.HS-PS4-3)	quantities. (secondary to NGSS.HS-ESS1-2)	
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Unit Essential Questions

- Given the enormous scale of the universe, how is it possible for scientists to study and develop models that explain it?
- Where do the elements that make up the Earth, and all life on it, come from?
- How do stars produce energy?
- How does energy travel from the sun (a star) to the Earth?
- What are the properties of electromagnetic waves, and how are these properties related?
- What is the relationship between the wavelengths of light emitted from a star and its temperature?
- How does interaction with different mediums affect the behavior of waves?
- How do the properties of stars lead us to understand cosmic and stellar evolution?

Unit Essential Vocabulary

proton	neutron	electron	nucleus
atomic number	mass number	isotope	nuclear fusion
energy level	absorption	emission	waves
crest	trough	amplitude	wavelength
resting point	frequency	spectroscopy	emission spectra
luminosity	peak wavelength	absolute magnitude	apparent magnitude
parallax	HR Diagram	protostar	main sequence star
supernova	reflection	refraction	

Unit Scope and Sequence

- Atomic structure
- Nuclear Fusion
- Electromagnetic Energy
 - Production of photons
 - Properties of waves
 - Emission Spectra
 - Behavior of waves
- Stellar Evolution
 - Properties of Stars
 - H-R Diagram
 - Life cycle of stars

Unit Assured Assessments

Formative Assessment:

- Modeling nuclear fusion through conceptual, physical and mathematical models.
- Model the properties of waves applying the relationship between frequency, wavelength and energy.
- Model the behavior of a wave based on the medium it is interacting with.
- Model and interpret the different properties of stars using an H-R diagram

Summative Assessment:

- Students will participate in assessments consisting of multiple-choice questions, and interpreting and analyzing data, related to nuclear fusion, electromagnetic energy and stellar evolution.

Resources

Core

- Feather, Jr., Ralph M., Charles William McLaughlin, Marilyn Thompson, & Dinah Zike. Physical Science with Earth Science. Columbus: Glencoe, 2012. Print.
- “Modeling Nuclear Fusion”
- “Electric Pickle”
- *Wave on a string*. PhET. <https://phet.colorado.edu/en/simulations/wave-on-a-string>
- “Emission Spectroscopy”
- “Stellar Distance & Parallax Shift”
- “Modeling Properties of Stars”

Supplemental

- *Bending light*. PhET. <https://phet.colorado.edu/en/simulations/bending-light>
- “New SAT Reading Practice Test 33: Sunspots Passage”
<http://www.cracksat.net/sat/reading/test-33.htm>
- Ruth, Carolyn. “Where Do Chemical Elements Come From?” ChemMatters October 2009: 6-8. Print.
- “Stellar Helium.” The Science Teacher 70.4 (April 2003): 10. Print.
- “New SAT Reading Practice Test 40: Bohr Letter”
<https://www.cracksat.net/sat/reading/test-40.html>

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Motion, Forces, and Energy

Unit Goals

At the completion of this unit, students will:

NGSS.HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
NGSS.HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
NGSS.HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic force between objects.
NGSS.HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
CCS.ELA-Literacy.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.MP.2	Reason abstractly and quantitatively
CCS.MP.4	Model with mathematics.
CCS.HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCS.HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
CCS.HSA-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
CCS.HSA-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
CCS.HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
CCS.HSA-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
CCS.HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
CCS.HSF-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
CCS.HSS-IS.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
ISTE Computational Thinker (Standard 5b)	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision making.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data: - Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design. (NGSS.HS-PS2-1) Using Mathematics and Computational Thinking: - Use mathematical or computational representations of phenomena to describe explanations. (NGSS.HS-ESS1-4) Connections to Nature of Science: Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena: - Theories and laws provide explanations in science. (NGSS.HS-PS2-1, NGSS.HS-PS2-4) - Laws are statements or descriptions of the relationships among observable phenomena. (NGSS.HS-PS2-1, NGSS.HS-PS2-4)	ESS1.B: Earth and the Solar System: - Kepler’s laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (NGSS.HS-ESS1- 4) PS2.A: Forces and Motion: - Newton’s second law accurately predicts changes in the motion of macroscopic objects. (NGSS.HS-PS2-1) PS2.B: Types of Interactions: - Newton’s law of universal gravitation and ~~Coulomb’s law~~ provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (NGSS.HS-PS2-4) - Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or	Patterns: - Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (NGSS.HS-PS2-4) Cause and Effect: - Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (NGSS.HS-PS2-1) Scale, Proportion, and Quantity: - Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (NGSS.HS-ESS1-4) Energy and Matter: - Energy cannot be created or destroyed – only moved between one place and another place, between objects and/or fields, or between systems. (NGSS.HS-PS3-2)

	changing magnetic fields cause electric fields. (NGSS.HS-PS2-4) PS3.A: Definitions of Energy: • Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (NGSS.HS-PS3-2) • At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (NGSS.HS-PS3-2) • These relationships are better understood at the macroscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves	Connections to Engineering, Technology, and Applications of Science: Energy and Matter: • Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (NGSS.HS-ESS1-4)
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	across space. (NGSS.HS-PS3-2) ETS1.A: Defining and Delimiting Engineering Problems: - Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk migration into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (NGSS.HS-ETS1-1) ETS1.C: Optimizing the Design Solution: - Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (NGSS.HS-ETS1-2)	
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Unit Essential Questions

- What evidence-based models can be studied and developed to explain and predict the motion and interaction of objects in a system?
- How do Kepler's Laws provide a basis to understand motions of orbiting objects?
- How can Kepler's Laws of Motion be used to predict changes in the motion of macroscopic objects?
- How can Newton's Law of Universal Gravitation describe and predict the effects of gravitational force between distant objects?
- What is the role of force in the motion of an object?
- How does Newton's Second Law provide a basis to express the relationship between force and the motion of an object?
- How can energy be modeled and applied to the motion of objects in a system?
- How does the principle that energy cannot be created or destroyed, only moved between places, apply in different contexts?

Unit Essential Vocabulary

orbit	orbital period	gravity	ellipse
foci	perihelion	aphelion	velocity
mass	weight	motion	reference point
speed	distance	position - time graph	acceleration
velocity - time graph	force	Newton (N)	net force
balanced forces	unbalanced forces	inertia	work
power	energy	Joule (J)	Watt (W)
kinetic energy	gravitational energy	elastic energy	chemical energy
thermal energy	electrical energy	electromagnetic energy	nuclear energy

Unit Scope and Sequence

- Planetary Formation
- Kepler's Laws of Motion
- Newton's Law of Universal Gravitation
- Describing Motion
 - Modeling constant velocity
 - Modeling change in velocity
- Newton's Laws of Motion
 - First Law
 - Second Law (net force and acceleration)
- Energy
 - Forms & Conversions
 - Law of Conservation

Unit Assured Assessments

Formative Assessment:

- Modeling planetary orbits based on Kepler's Laws
- Model gravitational force between objects
- Using position-time and velocity-time graphs to describe the motion of an object.
- Determining net force with Free Body Force Diagrams
- Modeling the relationship defined by $F=ma$
- Modeling Conservation of Energy

Summative Assessment:

- Students will participate in assessments consisting of multiple-choice questions, and interpreting and analyzing data, related to motion, forces and energy.

Resources

Core

- Feather, Jr., Ralph M., Charles William McLaughlin, Marilyn Thompson, & Dinah Zike. Physical Science with Earth Science. Columbus: Glencoe, 2012. Print.
- "Modeling Planetary Motion (Kepler's Laws)."
- "Modeling Gravitational Force"
- "Modeling Constant Velocity"
- *The Moving Man*. PhET <https://phet.colorado.edu/en/simulation/moving-man>
- "Modeling Newton's Second Law of Motion"
- "Comparing Work and Energy"
- *Energy Skate Park*. PhET. <https://phet.colorado.edu/en/simulations/energy-skate-park>

Supplemental

- *Gravity Force Lab*. PhET. <https://phet.colorado.edu/en/simulation/gravity-force-lab>
- *Force and Motion: Basics*. PhET. <https://phet.colorado.edu/en/simulations/forces-and-motion-basics>
- "Exploring Newton's First Law"
- *Energy Forms and Changes- Systems*. PhET. <https://phet.colorado.edu/en/simulations/energy-forms-and-changes>
- *Gravity and Orbits*. PhET. https://phet.colorado.edu/sims/html/gravity-and-orbits/latest/gravity-and-orbits_en.html
- *Solar System – Planet Movement Animation*. YouTube <https://www.youtube.com/watch?v=gvSUPFZp7Yo>

Time Allotment

Approximately 8-10 Weeks

UNIT 3

Terrestrial Processes and Cycling of Matter

Unit Goals

At the completion of this unit, students will:

NGSS.HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
NGSS.HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of ~~fission, fusion, and~~ radioactive decay.
NGSS.HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
NGSS.HS-ESS2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
NGSS.HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
NGSS.HS-ESS2-5	~~Plan and~~ conduct an investigation of ~~the properties of~~ water and its effects on Earth materials and surface processes.
CCS.ELA-Literacy.RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.

CCS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCS.MP.2	Reason abstractly and quantitatively.
CCS.MP.4	Model with mathematics
CCS.HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
CCS.HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
CCS.HSF-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
CCS.HSS-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how those variables are related.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.
ISTE Creative Communicator (Standard 6c)	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models: - Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (NGSS.HS-PS1-8, NGSS.HS-ESS2-1, NGSS.HS-ESS2-3) Planning and Carrying Out Investigations: - Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (NGSS.HS-PS3-4, NGSS.HS-ESS2-5) Constructing Explanations and Designing Solutions: - Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (NGSS.HS-ESS1-6)	ESS1.C: The History of Planet Earth: - Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (NGSS.HS-ESS1- 6) ESS2.A: Earth Materials and Systems: - Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (NGSS.HS-ESS2-1) - Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which	Energy and Matter: - In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (NGSS.HS-PS1-8) - Energy drives the cycling of matter within and between systems. (NGSS.HS-ESS2-3) Structure and Function: - The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (NGSS.HS-ESS2-5) Systems and System Models: - When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (NGSS.HS-PS3-4) Stability and Change: - Change and rates of change can be quantified and modeled over very

Connections to Nature of Science: Scientific Knowledge Is Based on Empirical Evidence: - Science knowledge is based on empirical evidence. (NGSS.HS-ESS2-3) - Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (NGSS.HS-ESS2-3) - Science includes the process of coordinating patterns of evidence with current theory. (NGSS.HS-ESS2-3) Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena: - A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (NGSS.HS-ESS1-6) - Models, mechanisms, and explanations collectively serve as	involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (NGSS.HS-ESS2- 3) ESS2.B: Plate Tectonics and Large-Scale System Interactions: - The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (NGSS.HS-ESS2-3) - Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (NGSS.HS-ESS2-1) ESS2.C: The Roles of Water in Earth's Surface Processes: - The abundance of liquid water on	short or very long periods of time. Some system changes are irreversible. (NGSS.HS-ESS2-1) - Much of science deals with constructing explanations of how things change and how they remain stable. (NGSS.HS-ESS1-6) Interdependence of Science, Engineering, and Technology: - Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (NGSS.HS-ESS2-3)
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tools in the development of a scientific theory. (NGSS.HS-ESS1-6)	Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (NGSS.HS-ESS2-5) PS1.C: Nuclear Processes: • Nuclear processes, including ~~fusion, fission, and~~ radioactive decay of unstable nuclei, involve release ~~or absorption~~ of energy. The total number of neutrons plus protons does not change in any nuclear process. (NGSS.HS-PS1-8) • Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary to NGSS.HS-ESS1-6) PS3.B: Conservation of Energy and Energy Transfer: • Energy cannot be created or destroyed, but it can be transported from one place to another and	
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	transferred between systems. (NGSS.HS-PS3-4) ● Uncontrolled systems always evolve toward more stable states – that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (NGSS.HS-PS3-4) PS3.D: Energy in Chemical Processes: ● Although energy cannot be destroyed, it can be converted to less useful forms – for example, to thermal energy in the surrounding environment. (NGSS.HS-PS3-4) PS4.A: Wave Properties: ● Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (secondary to NGSS.HS-ESS2-3)	
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Unit Essential Questions

- What is the relationship between geographic features of the Earth's crust and its internal processes?
- What is the Plate Tectonic Theory, and what evidence supports it?
- What are the characteristics of different plate boundaries?
- How is seismic activity related to tectonism?
- What is "Deep Time"?
- What is radiometric dating, and how can it be utilized to determine absolute age of crustal materials?
- How is volcanic activity related to tectonism?
- What are the different characteristics of the three main types of rocks, and how do they form?
- What is the Hydrologic Cycle?
- How is the role of water in shaping the Earth's surface?

Unit Essential Vocabulary

thermal energy	temperature	heat	convection current
lithosphere	asthenosphere	continental crust	oceanic crust
tectonic plate	divergent boundary	convergent boundary	mid - ocean ridge
rift valley	subduction	volcanic arc	island arc
trench	mountain range	hotspot	seamount
evaporation	condensation	precipitation	transpiration
igneous rock	magma	sedimentary rock	weathering
sediment	metamorphic rock	relative dating	absolute dating
parent isotope	daughter isotope	half-life	

Unit Scope and Sequence

- Thermal energy
- Heat transfer in the Earth (*convection*)
- Theory of Plate Tectonics
 - Plate boundaries
 - Crustal features
 - Global seismic activity & distribution
- Earth Processes & Cycling of Matter
 - Processes (*earthquakes, volcanoes, weather, erosion, deposition*)
 - Water Cycle
 - Rock Cycle
- Deep Time
 - Relative & Absolute Dating

Unit Assured Assessments

Formative Assessment:

- Model thermal energy
- Application of the Theory of Plate Tectonics
- Interpret seismic data
- Modeling the earth processes relating to the cycling of matter
- Application of relative and absolute dating methods

Summative Assessment:

- Students will participate in assessments consisting of multiple-choice questions, and interpreting and analyzing data, related to tectonism and the cycling of matter.

Resources

Core

- Feather, Jr., Ralph M., Charles William McLaughlin, Marilyn Thompson, & Dinah Zike. Physical Science with Earth Science. Columbus: Glencoe, 2012. Print
- NOAA National Centers for Environmental Information. "Marine Geology and Geophysics Surface of the Earth (ETOPO2v2)." <https://www.ngdc.noaa.gov/mgg/image/2minrelief.html>
- Terry, Travis. "Going DEEP with Plate Tectonics: Study Guide and Practice," 2003. <https://www.teacherspayteachers.com/Product/Worksheet-Plate-Tectonics-Study-Guideand-Practice-1204872>
- "Incorporated Institutes of Seismology (IRIS) Earthquake Browser." <https://ds.iris.edu/ieb/index.html?format=text&nodata=404&starttime=1970-01-01&endtime=2025-01-01&minmag=0&maxmag=10&mindepth=0&maxdepth=900&orderby=time-desc&src=usgs&limit=1000&maxlat=81.60&minlat=-81.60&maxlon=129.38&minlon=-129.38&zm=2&mt=ter>
- "Penny Lab" (*Absolute Dating*)

Supplemental

- "Kinetic Molecular Theory." SAT practice article adapted from "Kinetic Molecular Theory." World of Physics. Farmington Hills, MI: Gale, 2014.
- "New SAT Reading Practice Test 7: Plate Tectonics." <http://www.cracksat.net/sat/reading/test-7.html>
- *Energy Forms and Changes- Intro*. PhET. <https://phet.colorado.edu/en/simulations/energy-forms-and-changes>

Time Allotment

Approximately 8-10 Weeks

UNIT 4
Natural Resources & Electrical Energy

Unit Goals

At the completion of this unit, students will:

NGSS.HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, ~~occurrence of natural hazards, and changes in climate have~~ <u>has</u> influenced human activity.
NGSS.HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
NGSS.HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
NGSS.HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
NGSS.HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
NGSS.HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
CCS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCS.ELA-Literacy.WHST.9-10.7	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.
CCS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

CCS.MP.2	Reason abstractly and quantitatively.
CCS.MP.4	Model with mathematics.
CCS.HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
CCS.HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
ISTE Innovative Designer (Standard 4a)	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.
ISTE Creative Communicator (Standard 6c)	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
ISTE Global Collaborator (Standard 7c)	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence: - Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g., economic, societal, environmental, ethical considerations). (NGSS.HS-ESS3-2) Planning and Carrying Out Investigations: - Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design according. (NGSS.HS-PS2-5) Constructing Explanations and Designing Solutions: - Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student generated sources of evidence, prioritized	ESS3.A: Natural Resources: - Resource availability has guided the development of human society. (NGSS.HS-ESS3-1) - All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (NGSS.HS-ESS3-2) ESS3.B: Natural Hazards: - Natural hazards and other geologic events have shaped the course of human history; they have significantly altered the sizes of human populations and have driven human migrations. (NGSS.HS-ESS3-1) ESS3.C: Human Impacts on Earth Systems: - Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (NGSS.HS-ESS3-4)	Cause and Effect: - Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (NGSS.HS-PS2-5, NGSS.HS-ESS3-1) - Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (NGSS.HS-PS3-5) Stability and Change: - Feedback (negative or positive) can stabilize or destabilize a system. (NGSS.HS-ESS3-4) Energy and Matter: - Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (NGSS.HS-PS3-3)

criteria, and trade off considerations. (NGSS.HS-PS3-3, NGSS.HS-ESS3-4) - Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (NGSS.HS-ESS3-1) Developing and Using Models: - Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (NGSS.HS-PS3-5) Analyzing and Interpreting Data: - Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (NGSS.HS-ESS3-2)	PS2.B: Types of Interactions: - Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (NGSS.HS-PS2-4) - Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (NGSS.HS-PS2-5) PS3.A: Definitions of Energy: - At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (NGSS.HS-PS3-3) "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (secondary to NGSS.HS-PS2-5) PS3.C: Relationship between Energy and Forces: - When two objects interacting through a field change relative position, the energy stored in the field is changed. (NGSS.HS-PS3-5)	Connections to Engineering, Technology, and Applications of Science: Influence of Science, Engineering, and Technology on Society and the Natural World: - Modern civilization depends on major technological systems. (NGSS.HS-ESS3-1, NGSS.HS-ESS3-3) - Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (NGSS.HS-PS3-3, NGSS.HS-ESS3-2, NGSS.HS-ESS3-4)
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	PS3.D: Energy in Chemical Processes: ● Although energy cannot be destroyed, it can be converted to less useful forms – for example, to thermal energy in the surrounding environment. (NGSS.HS-PS3-3) ETS1.A: Defining and Delimiting Engineering Problems: ● Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to NGSS.HS-PS3-3) ETS1.B: Developing Possible Solutions: ● When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (secondary to NGSS.HS-ESS3-2, secondary to NGSS.HS-ESS3-4)	
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Unit Essential Questions

- How is the distribution of energy resources related to natural systems?
- What methods are utilized to obtain energy resources?
- What are the best ways to use resources effectively while reducing harm to the environment?
- How can natural resources be used to generate electrical energy?
- What is electrical energy, and how is it utilized within a system?
- What is the relationship between electricity and magnetism?

Unit Essential Vocabulary

natural resource	non-renewable	fossil fuel	coal
natural gas	petroleum	nuclear	renewable
geothermal	hydroelectric	solar	tidal
biomass	wind	generator	turbine
voltage	volt	ohm's law	electrical power
current	amp	series circuit	electrical energy
resistance	ohm	parallel circuit	

Unit Scope and Sequence

- Energy resources
 - Types of resources (*non-renewable, renewable*)
 - Distribution and cost-benefit
 - Conversions
- Electrical Energy
 - Attraction and repulsion
 - Ohm's Law
 - Circuits (*series, parallel*)
 - Consumption (*power*)
 - Relationship to magnetism

Unit Assured Assessments

Formative Assessment:

- Cookie Mining Lab (cost-benefit analysis of non-renewable resources)
- Comparative analysis of energy resources
- Modeling energy conversions
- Model electrical systems

Summative Assessment:

- Students will participate in assessments consisting of multiple-choice questions, and interpreting and analyzing data, related to natural resources and electricity.

Resources

Core

- Feather, Jr., Ralph M., Charles William McLaughlin, Marilyn Thompson, & Dinah Zike. Physical Science with Earth Science. Columbus: Glencoe, 2012. Print.
- “Critical Minerals Scavenger Hunt” <https://mrdata.usgs.gov/>
- “Cookie Mining”
- “Ohm’s Law Lab”
- “Modeling Electrical Circuits”
- “Electromagnets”

Supplemental

- “New SAT Reading Practice Test 42: Paired Passages – Solar Farming.” <http://www.cracksat.net/sat/reading/test-42.html>
- “New SAT Reading Practice Test 43: Carbon Dioxide Passage.” <http://www.cracksat.net/sat/reading/test-43.html>
- “New SAT Reading Practice Test 53: Hydrogen Passage.” <http://www.cracksat.net/sat/reading/test-53.html> ”
- “Engineering Design Challenge: Wind Turbines”
- “Mining for you Cell Phone”
- “Consuming Energy Resources”
- “Interpreting an Electricity Bill”
- “Evaluating Personal Energy Consumption”

Time Allotment

Approximately 8-10 Weeks

CREDIT

One THS credit in Science

Three (3) class periods every four (4) day rotation for a full year

PREREQUISITES

None

CURRENT REFERENCES

- *Next Generation Science Standards*. <https://www.nextgenscience.org/>

ASSURED STUDENT PERFORMANCE RUBRICS

- VOG Skill Rubric: Communication 9-12 (*currently under revision*)
- VOG Skill Rubric: Collaboration 9-12 (*currently under revision*)
- VOG Skill Rubric: Critical Thinking/Problem Solving 9-12 (*currently under revision*)
- 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

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

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	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 Problem-Solving 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 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 Finished 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. Solution shows limited or no application of 21st Century Skills.

**TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL**

Date Submitted: 12.10.24

Title of Course: Classical Mythology/ECE Latin

Grade Level: 12

Department: World Languages

Length and Credit: Full Year-1 Credit

Prerequisites: Grades of B- or better in all quarters in H Latin III, and midterm and final exam grades of B- or better; or teacher recommendation.

General Description: Exploring the origin, nature, and function of myth in the literature and art of Greece and Rome and the re-interpretation of classical myth in modern art forms based on reading authentic Roman authors in Latin.

Rationale: A Latin Early College Experience (ECE) course will offer students a rigorous curriculum to bridge the gap between high school and college-level Latin studies. By providing an opportunity to earn college credit, this course equips students with the foundational skills and confidence needed to excel in advanced academic settings.

Additionally, offering a Latin ECE course will enrich Trumbull High School's academic offerings, helping students enhance their college applications. Mastery of Latin is often associated with critical thinking, analytical skills, and a strong command of language, all of which are highly regarded by college admissions committees. Introducing an ECE course can stimulate interest in the Latin program by providing students with a tangible incentive—college credit. This can increase enrollment not only in the ECE course but also in foundational Latin courses as students recognize the long-term benefits of continuing their Latin studies.

Resources Needed: No additional resources needed at this time

Submitted by: Susanna Lavorgna Lye *Susanna Lavorgna Lye* 12/11/24

Reviewed by:

[Signature]

Principal/Designee Date

12/17/24

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
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 2/28/2025

Title of Text: ISSUES IN ECONOMICS TODAY

Authors: Robert C Guell

Publisher: MCGraw Hill

Year Published: 2024

ISBN Number: 978-1-26-486943-5

Core¹ or Supplemental: Core

Course: Honors UConn Essentials of Economics

Grade Level: 11/12

(If applicable) Replaces text: Essentials of Economics 3rd Editions (2014)

Rationale for adopting new text: Our current core text is dated, most notably in the macroeconomics sections. The tools that the Federal Reserve uses to set target interest rates changed following the Great Recession, our current textbook does not reflect those changes.

Text Description: Guell's Issues in Economics Today brings economic theory to life by presenting current issues in an engaging, conversational style. The 10th edition is a practical and relevant introduction for 1st year survey and issues students and upper-level policy students in other social sciences. Issues in Economics Today contains 8 intensive core theory chapters and 39 shorter issues chapters.

Instructors can select the issues of most interest to their students or create a thematic course using the correlation guide to structure the course around social policy, health and education policy, election year issues, international issues, or business issues. This format allows maximum flexibility for instructors to lay a foundation of theory first or dive right into coverage of today's current issues. Guell's 10th edition provides content that is timely and relevant for students, yet flexible enough to fit any course design.

Strengths: Updated macroeconomics sections that reflect changes in tools utilized by the Federal Reserve. Historical examples and recent examples through the COVID-19 pandemic. Economic analysis of recent, current, and ongoing controversial economic issues. An array of sections relevant to students that the teacher may call upon as supplemental material in addition to the core text sections. Chapters are concise, and core sections follow a similar design, organization, and order as a current core text and curriculum.

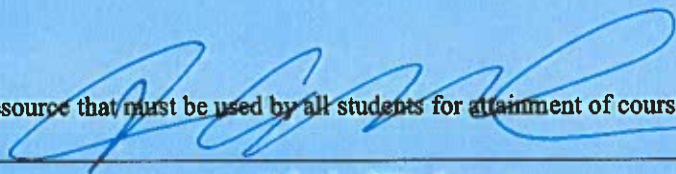
¹ "Core" refers to a resource that must be used by all students for attainment of course goals.

Weaknesses: The text is dense, and although expected, heavy on content specific vocabulary.

Submitted by: B House Principal Ellen Spark; Social Studies Department Chair Kathy Rubano; Social Studies Teachers: Brian Springsteen, Marty McGrath, Libbi Intemann

"Core" refers to a resource that must be used by all students for attainment of course goals.

Reviewed by:



Principal/Designee

Revised 7/2016

3/4/25
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 NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 2/28/2025

Title of Text: Freedom On My Mind

Authors: Alysha Butler, Rachel Williams-Giordano, Deborah Gray White, Mia Bay & Waldo E. Martin, Jr.

Publisher: Bedford, Freeman & Worth

Year Published: 2025

ISBN Number: 978-1-319-57982-1

Core¹ or Supplemental: Core

Course: AP African American Studies

Grade Level: 10-12

(If applicable) Replaces text: N/A

Rationale for adopting new text: The 2025-2026 academic school year will be the first year Trumbull High School will be offering the AP African American Studies course. In order to provide students with the best possible resources available to them in order to achieve success in the class, this text was recommended by the instructor of the summer training class at Taft who is also one of the authors of the text.

Text Description: "Freedom on My Mind" is a text that chronicles the complex and multifaceted experience of African Americans throughout history in the United States, primarily through the use of primary sources like personal letters, slave narratives, speeches, and interviews, highlighting the ongoing struggle for freedom and equality while showcasing the diverse voices and perspectives of Black Americans across different eras and social contexts; it is considered a key resource for understanding the rich and often overlooked narratives within African American history.

Strengths: The strengths of the textbook "Freedom on My Mind" include its comprehensive approach to African American history by weaving together a narrative with a rich collection of primary sources, allowing students to deeply engage with diverse perspectives and experiences through documents like personal letters, speeches, and slave narratives; its focus on the complex and multifaceted nature of the African American experience; and the well-structured "Document Projects" at the end of each chapter that encourage critical analysis of primary sources, providing a deeper understanding of historical events and actors.

¹ "Core" refers to a resource that must be used by all students for attainment of course goals.

Weaknesses: Some weaknesses of the textbook "Freedom on My Mind" include: a potential for a heavily centered narrative on the Civil Rights Movement in the South, potentially overlooking experiences of African Americans in other regions. Supplemental resources such as primary sources from local history found in the African American/Black/Puerto Rican and Latino Studies curriculum would counterbalance the deficit.

Submitted by: B-House Principal Ellen Spark, Social Studies Department Chair Kathy Rubano;
Social Studies Teacher Sean Cafferty

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

Curriculum Committee Review & Approval

April 8, 2025
Susan Iwanicki, Ed.D
Assistant Superintendent



Committed to Excellence



Insights From the

6-8 MATHEMATICS PILOT

Dr. Sue Iwanicki
Assistant
Superintendent

Dawn Formanek
Department
Leader
Hillcrest

Nicole Sherrick
Department
Leader
Madison

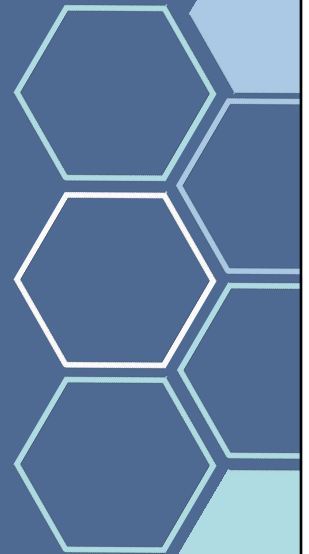
Amanda Pires
Grade 6
Madison

Beth Wilock Grade
Grade 8
Hillcrest

RATIONALE

Why move away from Big Ideas?

- Enhanced Alignment with CT Core Standards
- Increased Rigor and Real-World Applications
- Differentiation Resources
- Supports Thinking Classroom Instruction
- Improved Alignment with SBA Question Types and Language



OUR PROCESS

Program Review

Department Leaders conducted a review of 5 programs: Big Ideas, Desmos Math, EdGems, MidSchool Math, and Eureka Squared

Pilot Planning

Teachers chose EdGems and Eureka Squared to pilot at the beginning of the 2024-25 school year.

Teacher Survey

During our November PD, teachers completed an evaluation for the program they piloted.

March
2024

April
2024

May
2024

Sept
2024

Nov
2024

Dec
2024

Professional Learning

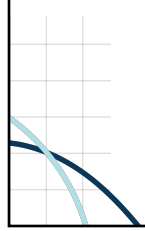
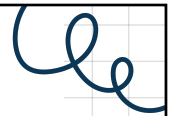
Department Leaders met with Program Representatives and presented demos to the Middle School Math PLC

Teacher Training

Teachers received Professional Learning for each program during our September Department Meetings from the Program Reps.

Decision: EdGems

Teachers unanimously voted in favor of EdGems Math



HIGHLIGHTS OF EDGEMS MATH

Evidence Based Practices

Designed to foster a growth mindset among all levels of learners while helping teachers to effectively guide, motivate, and inspire their students.



Empowering Teachers

Program was designed to empower teachers to choose instructional strategies to meet the needs of their students.



Flexible, Blended Program

Designed to engage all learners and develop students' skills in mathematical reasoning, peer-to-peer discussions, high-level questioning, and real-world connections

Strategies to Close Learning Gaps

EdGems provides students with the opportunity to discover mathematical concepts, apply or practice standards in a variety of methods, and engage in and develop the eight mathematical practices.



Engaged Students

Designed for diverse learners including, but not limited to, English Language learners, benchmark learners, reluctant learners, and students who thrive on challenging grade level experiences.

CURRICULUM RECOGNITION

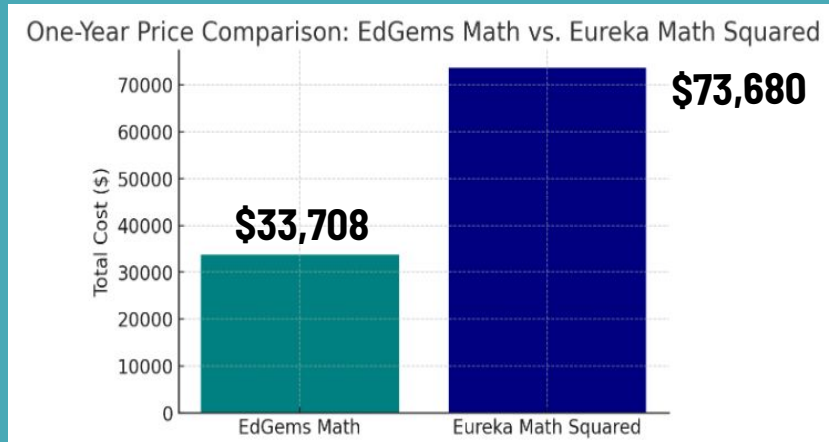
All GREEN
from EdReports!



EdGems Math	6th	7th	8th
FOCUS & COHERANCE			
RIGOR & MATH PRACTICES			
USABILITY			

FROM A FINANCIAL PERSPECTIVE

1 YEAR QUOTE COMPARISON



Questions?

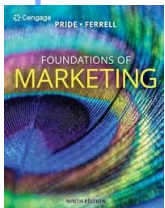
Curriculum Guide Update Request

- **Grade 9 Integrated Physical Science.** Department Chair Tom Edwards, Educator Melissa Fox
 - Last updated in 2018
 - The course- a blend of topics that are very similar to Earth Science with heavy dose of Physical Science
 - Primary Updates- topics consolidated, timing realigned to fit new schedule, and a further emphasis on earth's resources (that there is a finite amount of non-renewable resources)



THS New Text and Course Request

- **Career and Technological Education Requests**
 - **New Course Request- Digital Media 2**
 - Dept Chair Christina Rusate and Educator Matt Bracksieck
 - Firm foundation in Digital Media 1, the studio will allow to students to really apply and grow skills in Digital Media 2
 - Studio techniques with a huge graphic design aspect
 - **New Text Request- *Foundations of Marketing***
 - Updated for the Southern Connecticut University credit.
 - More user friendly, updated and graphically pleasing than previous text used for Housatonic Community College



THS New Text and Course Request

World Language Department Request

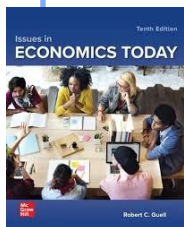


- **New Course Request- Classic Mythology/ECE Latin**
- Course is taught in mostly English with passages read in Latin.
- Current enrollment- one section of this course.
- This course will merge into the Latin honors course.
- No FTE increased need; broadens topics and course credit options for the students.

THS New Text and Course Request

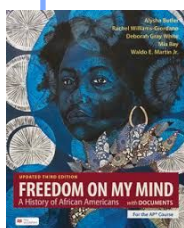
History Department New Text Requests- Dept Chair Kathy Rubano

Issues in Economics Today- Educator Brian Springsteen



- Used for Honors UConn Economics, 4 sections this year
- Current text is very dated; this text fits the major topics
- Also offers more information about macroeconomics and the tools that the Federal Reserve uses

Freedom on my Mind- Educator Sean Cafferty



- Text used for AP African American Studies
- Mrs. Rubano shared the text is recommended by Taft and recommended by Advanced Placement (AP)
- It currently has low enrollment, so it may not run; text would be used if the course runs.

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – April 8, 2025

Dr. Iwanicki

Agenda Item – III-F

First Reading
Policy for Review

Dr. Iwanicki will review with the Board the following policies for review:

- a. Policy 5131.911 Safe School Climate Policy
 - Currently 5131.912 Bullying: Safe School Climate Plan
- b. Policy 5144.12 Restorative Practices Policy
 - Currently 5131.911 Bullying- Prevention & Intervention

Recommendation:

Review Policies

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Policy Committee of the
Trumbull Board of Education
Regular Meeting Minutes
Long Hill Administration Building

Tuesday, March 25, 2025-- 5:30p.m.

- I. Call to Order/Introduction. The meeting was called to order at 5:33pm.

Present Members	Role
Tim Gallo	Committee Chair, Board of Education
Marie Petitti	Board of Education Member
Alison Squicciarro	Board of Education Member
George Mathew	Parent/Guardian Representative
Abhishek Chaudhary	Parent/Guardian Representative
Nick Banks	TEA representative
Paul Coppola	TAA representative
Dr. Susan C. Iwanicki	Assistant Superintendent, Administrative Designee
Absent Members	Role
Abbey Dayton	Student Representative
Michael Hunter	Student Representative
Alissa Hall	Parent/Guardian Representative
Mike Ward	Community Representative
Meg Wycoff	Community Representative

- II. Correspondence/Public Comment. No public comment was received.
- III. Approval of Minutes 2/11/25. Mr. Gallo moved to approve the minutes from the February 11, 2025. Policy Committee meeting. Mrs. Squicciarro seconded. The motion passed unanimously.
- IV. New Business
- a. Policy 5131.911 Safe School Climate Policy – The committee reviewed that the policy had been reviewed in its entirety at the last meeting. Dr. Iwanicki and Director of Pupil Support Services, Dean Catalano, shared that administrators asked for more time to revise the form discussed at the last meeting and that it is not required by law to have within the policy. Several meetings have been held with administrators regarding the form and a state contact in charge of supporting the implementation of the new legislation will be

meeting with Director Catalano and his team to review the form prior to implementation. The Policy Committee then reviewed the additional language regarding where stakeholders will access the form in the future and adjusted the title of the policy to “Connecticut” School Climate as opposed to Safe School Climate. This change was made in order to show solidarity with the state model and current laws. After discussion, a motion was made by Mr. Gallo to bring Policy 5131.911 Connecticut School Climate to the full Board for approval. Mrs. Squicciarro seconded. The motion passed unanimously.

- b. Policy 5144.12 Challenging Behavior Prevention: Restorative Practices. Director Catalano and Supervisor of Mental Health, Stacy Murphy, shared an overview of Restorative Practices and the manner in which it works in our schools. The committee then reviewed the language of the policy, making small changes where edits were necessary. After the first model policy regarding Restorative Practices was reviewed, a second model policy was discussed. It was shared that the second model is procedural and not needed at this time. The Board member agreed and Mr. Gallo made a motion to bring policy 5144.12 to the full Board for approval and Mrs. Petitti seconded. The motion passed unanimously.
- c. Policy 6142.101/Student Wellness. Dr. Iwanicki shared that this policy was being updated in conjunction with a review by the District Wellness Committee. Dr. Iwanicki began to review several updates, many of which involved including links to government websites or references to other policies that are already in place within Trumbull Public Schools. The policy committee stopped on page 18 of 20 due to time. It was agreed to start with this policy at the next meeting.

The meeting was adjourned at 7:15pm.



SECTION:	5000
CATEGORY:	Students
POLICY CODE:	5131.911/Connecticut School Climate

Connecticut School Climate

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Trumbull Public Schools District Board of Education adopts this policy.

Adopted: X/X/2025

References

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse,

physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:

- a. climate and restorative informed teaching and learning environments;
- b. infrastructure to facilitate data collection, analysis, and effective planning;
- c. implementation of school climate improvement plans with the goal of becoming restorative;
- d. evaluation of the school climate improvement process; and
- e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The School Climate Specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training. Any school employee may participate in any such training offered by the board under this section.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
 - a. The district's vision and plan will also support the use restorative practices and positive behavioral supports. See Policy 5144.12 Restorative Practices.
 - b. The district will also maintain a *Reporting Form* for students, parents or guardians of students enrolled in the school, and school employees to report any alleged challenging behavioral incidents. This form will be located on the district website as well as linked to individual school handbooks.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

Accountability (continued)

- b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
- 3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
- 4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
- 5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

5144.12/Challenging Behavior Prevention: Restorative Practices



SECTION:	5000
CATEGORY:	Students
POLICY CODE:	5144.12/Challenging Behavior Prevention: Restorative Practices

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior. This policy, however, does not replace policy 5131/Student Standard of Conduct.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Trumbull Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Trumbull Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Challenging Behavior Prevention: Restorative Practices Response (continued)

Restorative approaches recognize the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short- and long-term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy, supported by the Board, views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Definitions (continued)

“Challenging Behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

“Evidenced-Based Practices” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“School Climate” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, organizational structures within the school community.

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

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

“School Community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

“School Environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;
3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;

Purpose (continued)

7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behavior before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive intervention.
6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research-based interventions

The District shall post this policy on the District website. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or designee, shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

5144.12/Challenging Behavior Prevention: Restorative Practices

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students, as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in Education

TRUMBULL PUBLIC SCHOOLS

Policy Committee

April 8, 2025

Susan Iwanicki, Ed.D.

Assistant Superintendent



Committed to Excellence

Policy 5131.911/Connecticut School Climate Policy Policy 5144.12/Restorative Practices Policy

**First
READING**

- Connecticut Public Act 23-167 includes many changes to the existing bullying laws.
- “Challenging behavior” is a new definition.
- Other definitions, including the definition of bullying itself are redefined.
- The act also mandates that the longstanding Safe School Climate Plan will be a “School Climate Improvement Plan,” with all new protocols.
- According to these new policies, new duties will be given to the School Climate Coordinator and the School Climate Specialist.

Policy 5131.911/Connecticut School Climate Policy Policy 5144.12/Restorative Practices Policy

First
READING

Other notes:

- Policy 5131.911/**Connecticut** School Climate Policy must be adopted by districts by law **as written**.
- Corresponding forms are not required for policy.
- A Restorative Practices is a a required policy to have on file.
- TPS has been implementing several of these practices even before this legal requirement.

**Board Discussion
and
Questions**

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – April 8, 2025

Mr. Hendrickson

Agenda Item – III-G

Approval of Financial Report of February
28, 2025.

- The Finance Committee of the Board of Education met on March 27, 2025 which included the review of the February 28, 2025 financial report.

Recommendation:

- Approve the Financial Report as of February 28, 2025.

April 1, 2025

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: February 2025 Financial Report

Attached for your review is the February 2025 Financial Report that was presented to the Board of Education Finance Committee on March 27, 2025. 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 March 27, 2025 and the approved minutes from the March 6, 2025 Finance Committee meetings.

If there are additional questions, please send them to phendric@trumbullps.org or call me at 203-452-4332.

March 27, 2025 – Board of Education Finance Committee Report

Operating Budget (001):

- 1) The summary sheet shows that the general fund has an available balance of \$156,057 at February 28th; however, due to system difficulties an additional \$216,000 in available balance was not recognized. This increases the available balance to \$372,057 a \$43,612 decrease from \$415,669 at January 31st. 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 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) – Variable
 - c. The above were considered with the January financials.
 - d. The budget was frozen effective January 16th.
 - e. On all requisitions, I am the second approver, another set of eyes.
- 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: 59.8%
 - i. In the past three years this has ranged from 56.6% => 59.2%.
 - ii. This approximately 0.6% 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.
 - iii. This is less than the 1.3% outside the range in both January and December.
 - b. Salaries (which are approximately 65.5% of the budget): 54.3%
 - i. In the past three years this has ranged from 53.6% => 54.4% each year.
 - ii. This month’s percentage is within the three year range.
 - c. Benefits (which are 17.8% of the budget) spent: 64.0%
 - i. In the past three years this has ranged from 65.0% => 66.0%.
 - ii. The benefits are 1.0% lower YTD than the three-year range, the same as it was in January.
 - 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: 75.5% of budget.
 - i. Last three years: 58.2% => 61.5%
 - ii. The increased YTD percentage is largely attributable to the Public Benefits charge which should expire on April 30th.

- 4) There are a few items I would like to point out under the categories below. Reviewing the standard nine object codes for November and their available balance:
- a. **Salaries (51XX): \$625,967 (a \$368,027 decrease from \$993,994 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): \$594,186 (a \$9,876 increase from \$584,310 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 recent 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): \$178,168 (a \$122,570 increase from \$55,598 last month)**
 - i. Legal has an available balance = \$27,000; \$20,000 in Special Education Legal and \$7,000 in General Legal.
 - ii. Service Contracts available balance increased \$85,496 MTM. This is due to the following changes available balances in Contracted - Substitutes:
 - 1. Teachers: \$0 => \$250,000
 - 2. Paraprofessionals: \$410 => -\$160,000
 - 3. Secretaries: \$0 => \$8,000
 - iii. Consultants available balance = \$13,974; an increase of \$12,306 MTM which was virtually all accounted for by PPS-L/W-Consultants.
 - iv. Other Professional Services decreased \$7,909 from an available balance of \$63,864 to \$55,955.
 - 1. This reduction was practically all in Sports General-Purchased Services equally split between pool rental time at the University of Bridgeport and compensation of officials.
 - d. **Purchased Property Services (54XX): -\$373,282 (a \$32,718 decrease from -\$340,564 last month)**
 - i. Utilities has an available balance = -\$332,725; which is a \$7,912 reduction from -\$324,813 last month. This is all related to electricity.
 - ii. Repairs & Service Fees available balance = -\$72,623; this is a \$34,723 decrease MTM from last month's balance of -\$37,900.
 - iii. Copiers available balance = -\$12,248; no change MTM.
 - iv. Other Purchased Property Services available balance = \$34,402; a \$6 increase from \$34,396 last month.
 - e. **Purchased Other Services (55XX): -\$1,192,585 (a deficit reduction of \$175,649 from -\$1,368,234 last month);** major items are:

- i. Transportation = -\$558,293; a \$29,159 increase in the deficit from -\$529,134 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.
 - 3. This payment allows the District to take advantage of the 1% prepayment discount.
 - 4. The District had a meeting with Durham to true up the August => January billing on Tuesday, March 18th. As a result, the District will be receiving a credit of approximately \$40,000.
- 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 = -\$844,571; this is a \$211,028 reduction in the deficit from -\$1,055,619 last month.
 - 1. PPS – Outplaced Tuition = -\$979,820; a \$79,651 reduction in the deficit of -\$1,059,471 last month.
 - 2. Based on recent State legislation, the estimate of the District’s ECR increased \$217,197 to \$1,989,514.
- iv. Other Purchased Services = \$116,264; this is a slight decrease of \$2,534 from \$118,798 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): \$227,741 (a 156,953 decrease from \$384,694 last month)**
 - i. Supplies Teaching = \$102,276; a \$8,027 MTM reduction.
 - ii. Supplies Maintenance = -\$3,235; an \$11,123 reduction.
 - iii. Texts & Workbooks = \$96,237; a \$1,254 MTM reduction.
 - iv. Testing Materials = \$80,039; a \$35 increase MTM.
 - v. Energy = \$0 (Natural gas); a \$100,000 reduction MTM. This item could potentially have an available balance due to lower usage YTD.
- g. **Property (57XX): \$84,112 (an \$8,707 decrease from \$92,819 last month)**
 - i. Building Equipment = \$10,518; a \$7,235 reduction MTM. This was due to an emergency replacement of a snow plow blade.
 - ii. There were no significant changes in other Property categories.
- h. **Debt Service & Miscellaneous (58XX): \$11,753 (a \$1,299 decrease from \$13,052 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.

Town Accounts (009)

- 1) Year-to-Date (YTD spend) = \$517,948 (39.9%), a \$26,058 increase from \$491,890 (37.9%) at 1/31/2025; budget = \$1,297,129.
- 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 decreased \$2,825 from \$450,985 (1/31/2025) to \$448,160 (2/28/2025). The accounts with the largest changes were:
 - a. THS Class of 2027 increase \$12,496
 - b. THS Bookstore/DECA decreased \$7,808
 - c. THS Athletic Fundraiser increased \$15,138

Grants (200)

- 1) Several grants have a negative available budget. The Title grants were all recently funded.

Special Revenue Funds (205)

- 1) There are five accounts in deficit in Special Revenue Funds:
 - a. Continuing Education: -\$71,771 due to a lag in revenues and having the salaries encumbered for the entire year; a MTM \$757 reduction in the deficit.
 - b. Strings / Band: -\$138,594; a \$1,184 reduction in the deficit from -\$139,778 at 1/31/2025.
 - c. ELITE: -\$130,680 which is a -\$4,654 which is a month-to-month change. 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 \$70,000 for ELITE in the Other Objects (59XX) budget category (refer to Other Objects (59XX) above).
 - d. THS Musical: -\$2,305; No revenue has yet been booked for the Spring Musical; however, most of the expenses have either been paid or encumbered.
 - e. 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 February 28th the account was \$115,191 in deficit, a \$26,423 decrease in deficit from a \$141,614 deficit at 1/31/2025.
 - iii. Monthly payments are between \$25,000 and \$30,000.
 - iv. The account is on track to zero out by yearend.

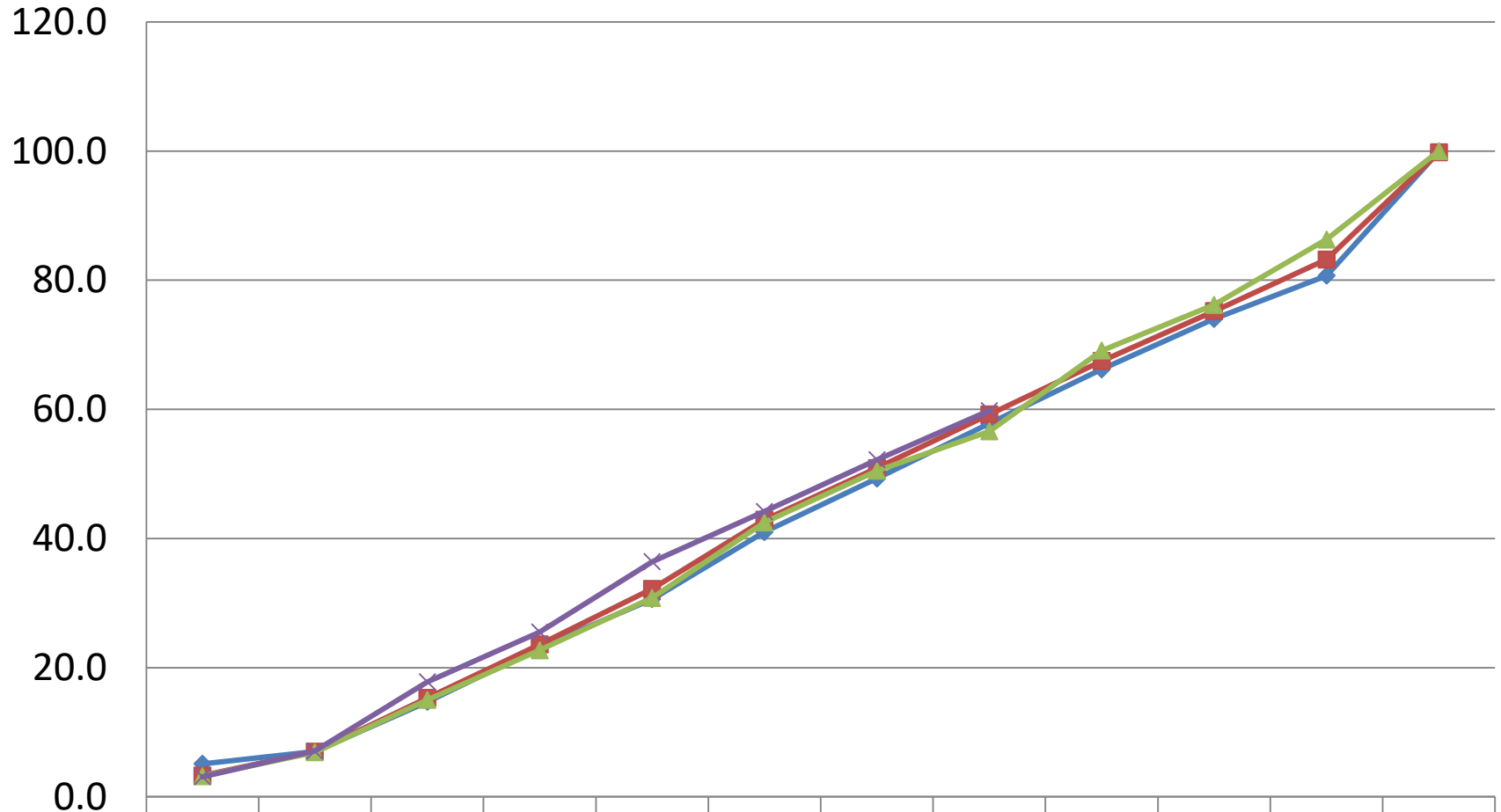
Food Service (210)

- 1) In the month of February, the District posted a \$42,178 operating profit.
 - a. During the month \$6,779 was spent on capital which resulted in a \$35,799 net profit (\$42,178 - \$6,779).
- 2) At February 28th, the District's cash account = \$1,889,082 while the "Due to Town Account" = \$286,967 resulting in a \$1,602,115 net cash position.

Scholarships (300)

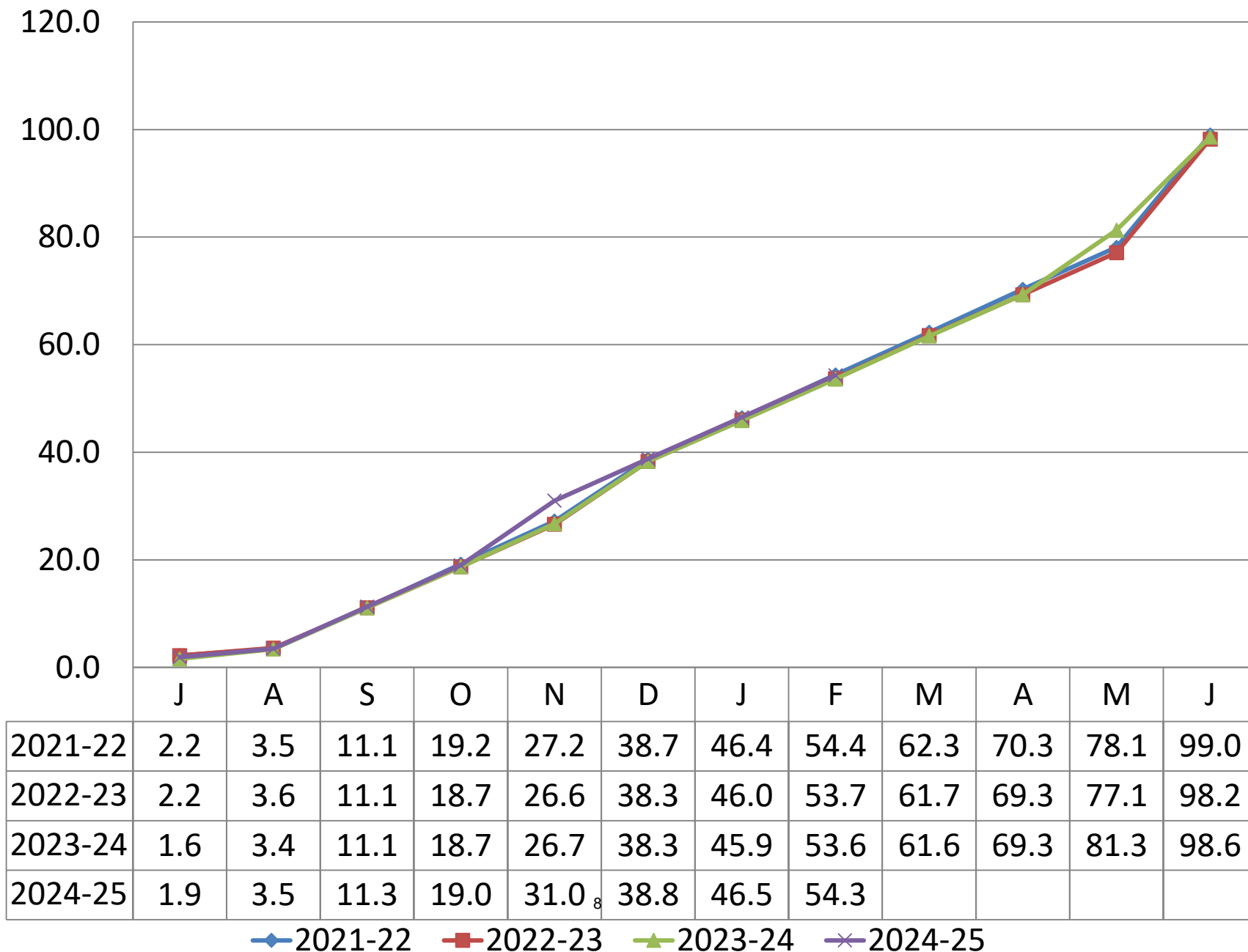
- 1) The balance of the Scholarship Fund at \$177,655 at 2/28/2025 which was an increase of \$3,538 from \$174,117 at 1/31/2025.

Cumulative Total Board of Education Budget % By Month

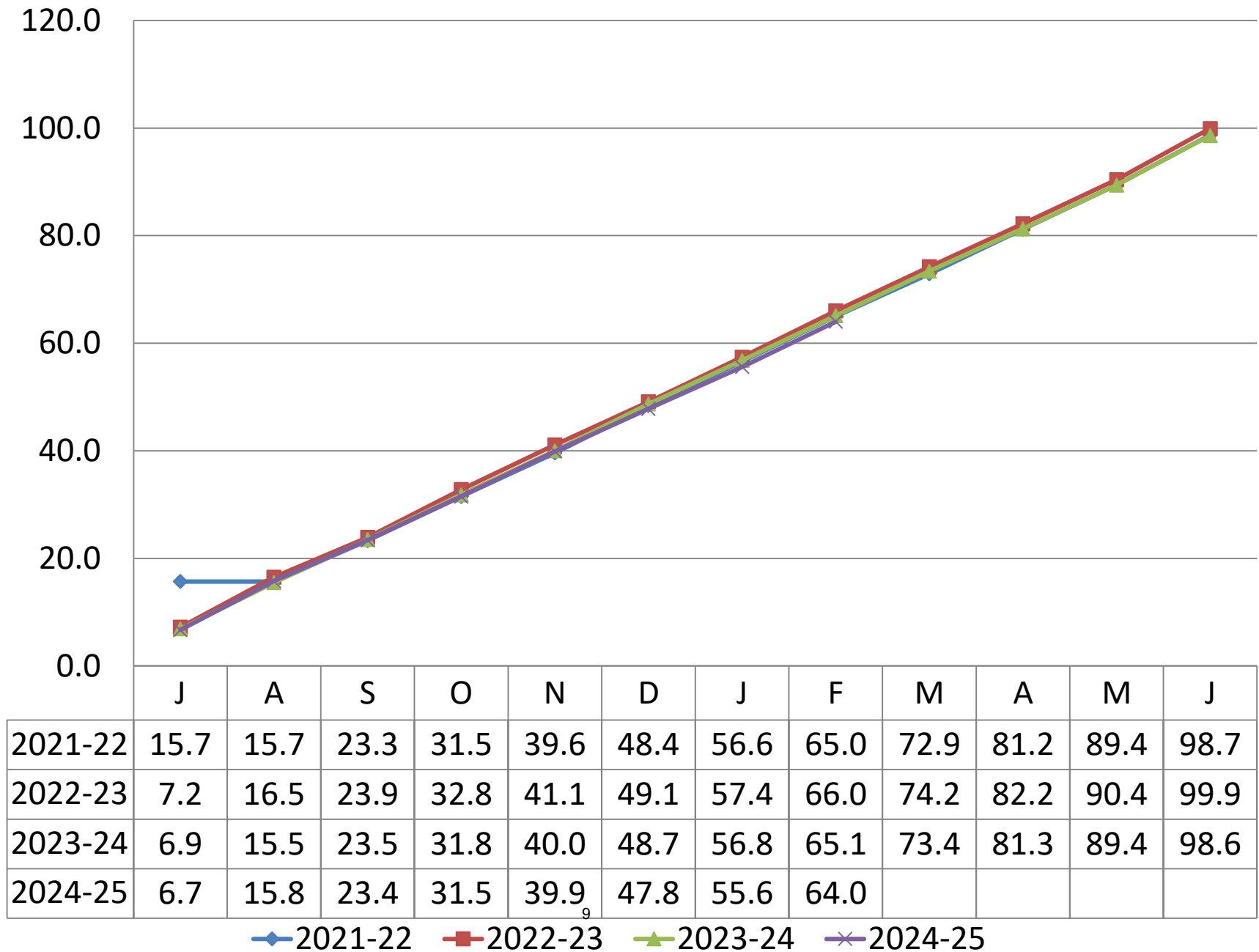


—◆— 2021-22 —■— 2022-23 —▲— 2023-24 —×— 2024-25

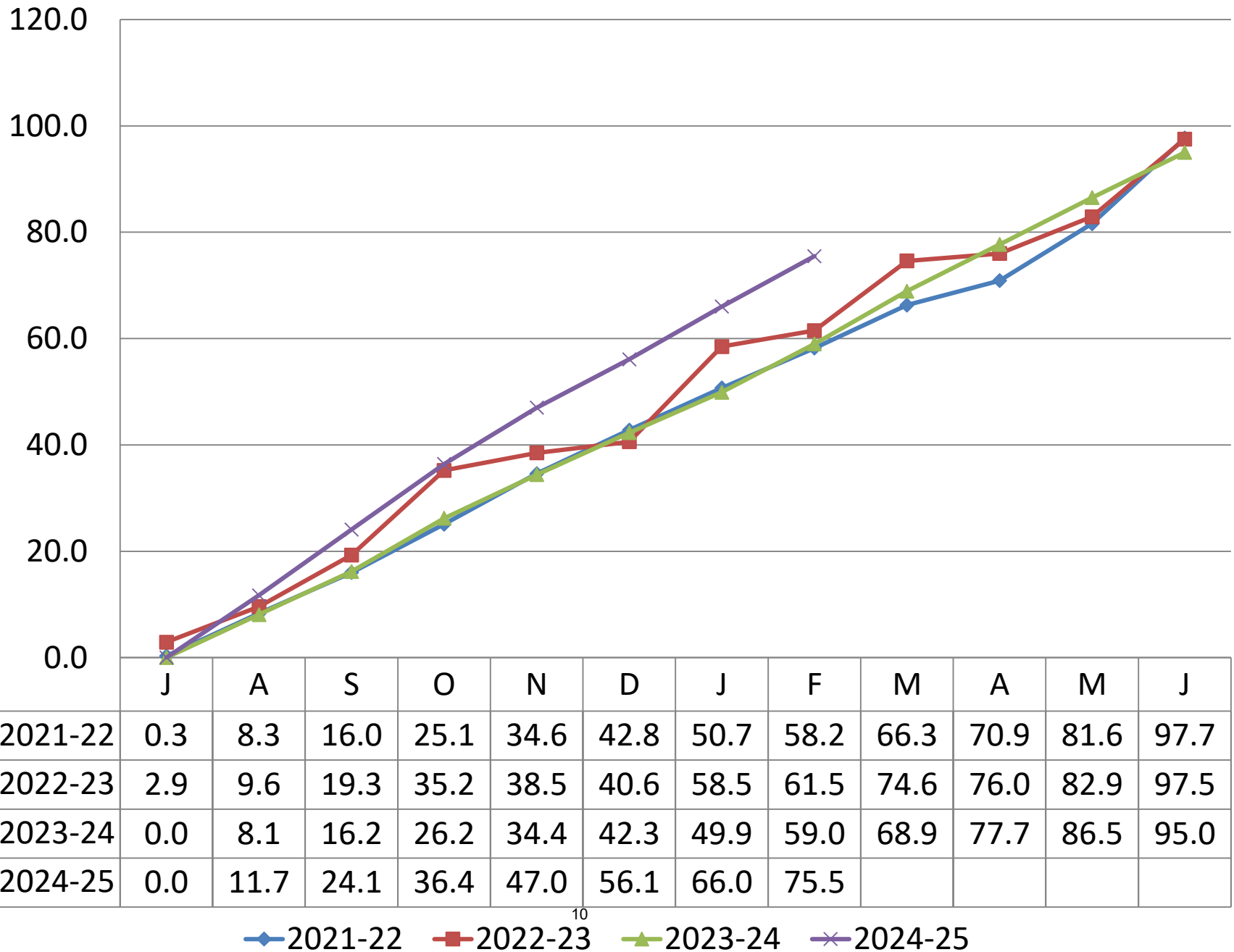
Cumulative Board of Education Salaries Budget % By Month



Cumulative Board of Education Benefits Budget % By Month



Cumulative Board of Education Utilities Budget % By Month



FOR 2025 08

		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	74,422,345.56	49,951,999.89	156,056.55	99.9%
	TOTAL EXPENSES	124,530,402	0	124,530,402	74,422,345.56	49,951,999.89	156,056.55	
009 TOWN ACCOUNTS FUND		0	314,101	314,101	117,947.51	559,125.68	-362,972.19	215.6%
	TOTAL REVENUES	0	-983,028	-983,028	-400,000.81	.00	-583,027.19	
	TOTAL EXPENSES	0	1,297,129	1,297,129	517,948.32	559,125.68	220,055.00	
200 GRANTS FUND		0	2,787,094	2,787,094	-140,424.43	1,065,812.18	1,861,706.25	33.2%
	TOTAL REVENUES	0	-1,174,561	-1,174,561	-2,221,323.88	.00	1,046,763.21	
	TOTAL EXPENSES	0	3,961,655	3,961,655	2,080,899.45	1,065,812.18	814,943.04	
205 SPECIAL REVENUE FUND		0	1,156,607	1,156,607	-180,112.78	655,173.19	681,546.91	41.1%
	TOTAL REVENUES	0	0	0	-1,154,731.55	.00	1,154,731.55	
	TOTAL EXPENSES	0	1,156,607	1,156,607	974,618.77	655,173.19	-473,184.64	
210 SCHOOL LUNCH FUND		0	-60,429	-60,429	171,073.65	1,961,332.80	-2,192,835.45	3528.8%
	TOTAL REVENUES	0	-3,188,856	-3,188,856	-2,081,693.90	.00	-1,107,162.10	
	TOTAL EXPENSES	0	3,128,427	3,128,427	2,252,767.55	1,961,332.80	-1,085,673.35	
300 SCHOLARSHIP FUND		0	0	0	-9,260.76	.00	9,260.76	100.0%
	TOTAL REVENUES	0	0	0	-9,285.76	.00	9,285.76	
	TOTAL EXPENSES	0	0	0	25.00	.00	-25.00	
	GRAND TOTAL	124,530,402	4,197,373	128,727,775	74,381,568.75	54,193,443.74	152,762.83	99.9%

** END OF REPORT - Generated by Peg Brindisi **

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 2/28/2025

<u>Object Description</u>	<u>Code</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>					
<u>Salaries</u>	<u>100</u>								
Admin/Supervisors		5,621,969	-	5,621,969	3,377,931	3,828,321	2,020,297	(226,649)	104%
Teachers		57,678,897	-	57,678,897	25,188,685	29,682,774	27,576,419	419,703	99%
Custodians/Maintenance		4,182,900	-	4,182,900	2,253,207	2,579,992	1,218,078	384,829	91%
Tech Support		518,824	-	518,824	311,761	352,442	181,508	(15,126)	103%
Admin Support		2,920,909	-	2,920,909	1,594,116	1,818,032	1,067,320	35,557	99%
Paras & Aides		5,731,179	-	5,731,179	2,701,529	3,166,404	2,155,705	409,070	93%
Substitutes		55,000	-	55,000	229,401	258,777	234,757	(438,534)	897%
Coaches & Advisors		1,049,421	-	1,049,421	358,011	378,741	656,393	14,288	99%
Salaries Other		1,726,118	-	1,726,118	858,443	1,012,842	742,424	(29,149)	102%
Misc Salary Items		403,891	-	403,891	275,058	278,285	53,629	71,977	82%
Salaries Total		79,889,108	-	79,889,108	37,148,142	43,356,610	35,906,531	625,967	99%
<u>Employee Benefits</u>	<u>200</u>								
Health Insurance		19,479,290	-	19,479,290	11,011,652	12,613,884	6,275,279	590,127	97%
FICA		2,030,533	-	2,030,533	997,436	1,159,070	871,463	-	100%
Other Insurance		348,000	-	348,000	185,789	265,897	86,744	(4,642)	101%
Unemployment		20,000	-	20,000	1,216	1,216	13,784	5,000	75%
Benefits Other		424,900	-	424,900	208,875	240,813	180,387	3,700	99%
Employee Benefits Total		22,302,723	-	22,302,723	12,404,967	14,280,880	7,427,657	594,186	97%
<u>Purchased Professional Services</u>	<u>300</u>								
Legal		230,000	-	230,000	91,113	91,113	111,887	27,000	88%
Service Contracts		1,799,009	-	1,799,009	1,034,829	1,174,561	543,208	81,239	95%
Consultants		305,000	-	305,000	182,971	201,926	89,101	13,974	95%
Other Prof Services		535,237	-	535,237	328,382	357,170	122,112	55,955	90%
Purchased Professional Services Total		2,869,246	-	2,869,246	1,637,295	1,824,770	866,308	178,168	94%
<u>Purchased Property Services</u>	<u>400</u>								
Utilities		1,342,760	-	1,342,760	886,730	1,013,599	651,974	(322,813)	124%
Repairs & Svc Fees		423,000	-	423,000	236,380	268,136	227,487	(72,623)	117%
Copiers		243,820	-	243,820	163,588	184,856	71,212	(12,248)	105%
Other Purch'd Property Svcs		171,296	-	171,296	82,134	89,139	47,755	34,402	80%
Purchased Property Services Total		2,180,876	-	2,180,876	1,368,832	1,555,729	998,429	(373,282)	117%
<u>Purchased Other Services</u>	<u>500</u>								
Transportation		7,939,317	-	7,939,317	4,581,634	4,791,676	3,705,934	(558,293)	107%
Communications		353,550	-	353,550	263,254	269,195	78,835	5,520	98%
Postage		36,500	-	36,500	16,004	19,013	13,820	3,667	90%
Advertising		1,500	-	1,500	1,457	1,457	-	43	97%
Interns		336,000	-	336,000	129,450	129,450	126,000	80,550	76%
Tuition		3,963,486	-	3,963,486	4,535,101	4,940,104	(132,046)	(844,571)	121%
Printing		11,500	-	11,500	4,235	4,235	3,029	4,236	63%
Other Purch'd Svcs		306,945	-	306,945	148,406	158,116	32,565	116,264	62%
Purchased Other Services Total		12,948,798	-	12,948,798	9,679,541	10,313,246	3,828,137	(1,192,585)	109%
<u>Supplies</u>	<u>600</u>								
Supplies-Teaching		729,510	-	729,510	489,937	520,085	107,149	102,276	86%
Supplies-Office		106,216	-	106,216	55,369	59,806	23,526	22,885	78%
Supplies-Custodial		225,000	-	225,000	195,997	214,385	84,575	(73,960)	133%
Supplies-Maintenance		261,500	-	261,500	161,027	181,851	82,884	(3,235)	101%
Text & Workbooks		450,024	-	450,024	316,684	352,092	1,695	96,237	79%
Subscriptions		365,684	-	365,684	361,560	361,693	3,844	147	100%
Testing Materials		235,658	-	235,658	150,943	151,332	4,287	80,039	66%
Books & A/V		43,063	-	43,063	41,797	42,404	1,990	(1,332)	103%
Software		235,000	-	235,000	220,144	220,144	14,239	617	100%
Energy		600,000	-	600,000	146,768	286,064	313,936	-	100%
Other Supplies		34,716	-	34,716	11,684	12,439	18,213	4,064	88%
Supplies Total		3,286,371	-	3,286,371	2,151,910	2,402,296	656,337	227,738	93%
<u>Property</u>	<u>700</u>								
Office Equipment		26	-	26	-	-	-	26	0%
Office Furniture		12,000	-	12,000	14,166	14,166	-	(2,166)	118%

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 2/28/2025

<u>Object Description</u>	<u>Code</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>					
Classroom Equipment		756,595	-	756,595	595,237	639,726	28,536	88,332	88%
Classroom Furniture		14,013	-	14,013	18,209	18,209	930	(5,126)	137%
Bldg Equipment		42,000	-	42,000	27,191	34,847	3,870	3,283	92%
Bldg Improvements		12,000	-	12,000	8,738	9,548	3,675	(1,223)	110%
Other Equipment		4,000	-	4,000	3,015	3,015	-	985	75%
Property Total		840,634	-	840,634	666,555	719,510	37,012	84,112	90%
Debt Service & Miscellaneous	800								
Dues, Fees and Memberships		543,261	-	543,261	296,244	300,918	231,590	10,753	98%
Other Objects		1,000	-	1,000	-	-	-	1,000	0%
Miscellaneous Total		544,261	-	544,261	296,244	300,918	231,590	11,753	98%
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	65,021,871	74,422,346	49,952,000	156,057	100%

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 2/28/2025

Account #	Account Description	Budget			January Expended	February Expended	Committed/ Estimates	February
		Original	Transfers	Revised				Available/ (Over)
Salaries								
Admin/Supervisors								
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	85,459	96,853	51,275	0
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	445,510	504,911	267,306	(175,062)
01402320-51114	Human Resource Director	171,600	-	171,600	104,445	118,371	62,667	(9,438)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	121,409	137,597	72,846	(5,490)
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	83,604	94,751	50,162	(3,878)
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01522400-51113	FTES-Admin-Principal/Asst Principal	347,403	-	347,403	200,425	227,148	120,255	0
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	199,271	225,840	119,563	0
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01582400-51113	TSES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01612400-51113	HMS-Admin-Principal/Asst Principal	357,561	-	357,561	206,285	233,790	123,771	0
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	211,704	239,931	127,022	0
01711006-51114	THS-Ag Science-Director	38,632	-	38,632	22,288	25,259	12,680	692
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	101,669	115,225	61,002	0
01712400-51113	THS-Admin-Principals	909,117	-	909,117	524,490	594,423	314,694	0
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	157,796	178,835	88,908	(8,970)
01822230-51141	Facilities-Admin-Manager OT	-	-	-	-	-	-	-
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	45,211	51,239	27,126	(2,097)
01902320-51115	Super-Admin-Superintendent	285,012	-	285,012	173,844	197,024	104,307	(16,318)
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	105,849	119,962	63,509	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	53,717	60,879	32,230	(2,492)
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	94,816	107,458	56,889	(0)
	Admin/Supervisors Total	5,621,969	-	5,621,969	3,377,931	3,828,321	2,020,297	(226,649)
Teachers								
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	227,629	269,016	269,016	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	24,260	28,981	37,615	(25,596)
01021201-51119	PPS-After School-Teacher Salaries	-	-	-	-	-	-	-
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	741,690	876,927	838,511	(2,873)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	155,406	183,662	183,662	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	529,291	625,526	595,862	20,091
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	650,711	769,292	686,756	30,488
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	82,726	96,857	63,381	7,142
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	1,056,817	1,246,964	1,170,817	(49,964)
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	643,184	756,196	714,302	73,826
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	934,094	1,103,180	1,053,043	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	352,471	415,720	382,279	(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	-	(300)
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	173,396	202,412	160,473	(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	16,624	16,624	-	13,376
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	43,303	43,507	-	47,032
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	998,228	1,186,822	1,132,385	20,634
01511002-51110	BHES-Classroom-Specialists	627,636	-	627,636	268,547	316,577	307,389	3,669
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	46,929	55,462	55,462	(0)
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	1,008,383	1,194,329	1,124,396	95,809
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	372,429	438,777	397,598	(2,433)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	47,221	55,807	55,807	(0)
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	964,650	1,143,172	1,145,057	63,528
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	307,462	362,789	275,874	862
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	38,122	45,053	45,053	(0)
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	1,009,134	1,192,612	1,140,392	(3,351)
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	394,822	466,608	396,520	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	51,241	60,558	60,558	(0)
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	858,581	1,014,767	969,074	128,670
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	305,173	360,713	312,341	4,325
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	41,550	49,104	49,104	0

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	743,812	881,148	860,349	133,233
01581002-51110	TES-Classroom-Specialists	613,618	-	613,618	272,882	322,497	291,121	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	42,798	50,579	50,579	(2,951)
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	1,702,658	2,014,239	1,995,937	22,354
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	51,241	60,558	60,558	(0)
01611016-51110	HMS-Music-Teacher Salaries	346,628	-	346,628	157,893	186,601	160,027	0
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	160,206	189,334	174,460	(0)
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	144,955	167,962	149,546	(4,604)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	51,241	60,558	60,558	(0)
01612400-51110	HMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	1,854,358	2,191,529	2,069,589	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	51,241	60,558	60,558	(0)
01621016-51110	MMS-Music-Teacher Salaries	318,593	-	318,593	146,032	172,584	146,009	0
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	176,037	208,044	179,207	(14,223)
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	131,230	152,579	138,767	(2,428)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	51,241	60,558	60,558	(0)
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	5,299,727	6,246,274	5,825,906	112,722
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	42,444	50,162	50,162	(652)
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711006-51110	THS-Ag Science-Teachers Salaries	650,714	-	650,714	267,415	306,828	256,184	87,702
01711011-51110	THS-World Language-Teacher Salaries	-	-	-	-	-	-	-
01711016-51110	THS-Music-Teacher Salaries	289,774	-	289,774	131,150	154,995	131,626	3,153
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	372,561	438,186	418,277	11,017
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	119,574	140,621	136,807	25,165
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	656,749	763,183	627,768	47,816
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	41,579	49,138	49,138	0
01712400-51110	THS-Detention-Teacher Salaries	3,500	-	3,500	1,493	1,952	-	1,548
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	25,188,685	29,682,774	27,576,419	419,703
<u>Custodians/Maintenance</u>								
01842610-51140	Facilities-Custodial-Salaries	3,011,283	-	3,011,283	1,599,724	1,794,641	957,170	259,471
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	111,477	129,886	-	(4,886)
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	84,777	102,070	-	27,930
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	1,477	40,269	-	(40,269)
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	4,702	5,282	-	4,289
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	4,339	5,137	-	1,863
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	410,287	463,243	260,908	118,895
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	10,979	14,019	-	10,981
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	2,253,207	2,579,992	1,218,078	384,829
<u>Tech Support</u>								
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	307,510	347,861	181,508	(19,045)
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	4,251	4,581	-	3,919
	Tech Support Total	518,824	-	518,824	311,761	352,442	181,508	(15,126)
<u>Administrative Support</u>								
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	14,832	17,030	8,899	0
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	18,430	21,516	18,515	13,114
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	779	821	-	679
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	91,221	103,322	55,188	1,522
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	185	197	-	553
01402320-51130	Asst Super-Admin-Secy 12 Mth	78,165	-	78,165	45,349	51,315	26,849	0
01402320-51135	Asst Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	39,744	45,043	23,846	0
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	-	-	-	137	137	-	(137)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	36,360	41,208	21,816	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	38,918	44,068	23,177	(0)
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	20,131	23,452	19,931	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	91	103	-	(103)
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	39,091	44,242	23,177	137

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	24,257	28,219	15,848	15
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	1,445	1,485	-	(735)
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	39,156	44,290	23,177	88
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	19,730	22,851	19,931	402
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	463	544	-	(44)
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	38,628	43,778	23,177	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	18,559	21,652	18,558	(0)
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	427	466	-	(466)
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	38,878	44,028	23,177	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	20,131	23,452	19,931	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	715	800	-	(300)
01582400-51130	TES-Admin-Secy 12 Mth	67,265	-	67,265	38,938	44,088	23,177	(0)
01582400-51131	TES-Admin-Secy 10 Mth	43,183	-	43,183	19,931	23,252	19,931	0
01582400-51135	TES-Admin-Clerical Xtra Time	500	-	500	230	238	-	262
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	24,505	28,578	24,528	39
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	301	313	-	(313)
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	32,424	36,747	19,454	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	21,573	25,168	21,573	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	723	836	-	(836)
01622120-51131	MMS-Guidance-Secy 10 Mth	54,143	-	54,143	21,256	24,340	18,504	11,300
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	38,918	44,068	23,177	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	25,495	29,744	16,997	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	807	807	-	(807)
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	18,970	22,065	18,570	(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	112,130	126,962	66,744	(0)
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	81	81	-	(81)
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	989	1,112	-	(1,112)
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	69,738	79,037	41,846	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	70,615	82,379	70,630	22
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	342	354	-	(4)
01713201-51131	Sports-Sports General-Secy 10 Mths	46,741	-	46,741	21,497	25,093	21,573	76
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	1,727	1,738	-	2,762
01802320-51115	Super-Personnel-Support Staff	177,297	-	177,297	108,208	124,935	75,271	(22,910)
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	-	-	-	3,520	3,953	-	(3,953)
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	54,827	62,139	32,904	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	109	145	-	(145)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	60,921	69,039	36,559	17
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	2,616	2,801	-	(2,801)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	1,750	1,925	-	2,075
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	96,674	109,434	57,420	(4,454)
01902320-51135	Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	180,427	204,534	107,266	(2,609)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	716	1,241	-	7,259
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	11,818	13,179	6,000	(17,179)
Administrative Support Total		2,920,909	-	2,920,909	1,594,116	1,818,032	1,067,320	35,557
Paras & Aides								
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	123,646	146,797	102,586	(3,414)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	139,813	165,022	115,376	(22,392)
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	1,198,457	1,419,199	1,003,457	339,883
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	36,745	43,657	31,305	28,038
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	744,882	879,175	664,760	13,158
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	41,714	49,304	34,155	7,267
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	22,360	26,374	17,824	15,500
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	10,114	11,986	7,193	2,470
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	29,447	34,847	23,500	2,418
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	20,945	24,945	13,679	3,023

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	17,964	21,271	15,790	17,378
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	9,859	10,683	9,628	1,018
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	22,587	27,440	21,054	5,945
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	6,102	7,320	3,675	2,454
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	26,879	31,630	22,675	4,326
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	11,491	13,677	7,891	1,952
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	22,587	26,694	18,236	2,224
01582400-51120	TES-Admin-Paras	24,002	-	24,002	9,408	11,297	7,768	4,937
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	7,368	8,931	3,758	1,066
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	5,247	6,655	6,334	460
01712400-51120	THS-L/W-Paras	56,422	-	56,422	30,709	36,296	25,062	(4,936)
	Paras & Aides Total	5,731,179	-	5,731,179	2,701,529	3,166,404	2,155,705	409,070
<u>Substitutes</u>								
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51117	Substitute Teachers	-	-	-	202,421	229,299	220,701	(450,000)
01802320-51119	Super-Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51129	Substitute Paraprofessionals	-	-	-	985	1,031	969	(2,000)
01802320-51139	Substitute Secretaries	-	-	-	6,201	6,328	-	(6,328)
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	17,702	20,027	13,087	21,886
	Substitutes Total	55,000	-	55,000	229,401	258,777	234,757	(438,534)
<u>Coaches & Advisors</u>								
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	74,588	86,063	51,638	(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	26,568	35,823	-	21,177
01713202-51116	THS-Activities-Advisors	139,299	-	139,299	8,084	8,084	131,215	-
	Coaches & Advisors Total	1,049,421	-	1,049,421	358,011	378,741	656,393	14,288
<u>Salaries Other</u>								
01011200-51117	PPS-L/W-Teacher Subs	-	-	-	-	-	-	-
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	26,439	31,745	33,846	(31,703)
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	39,221	46,572	32,187	(3,759)
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	241,990	287,162	293,614	4,753
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	4,033	5,027	-	4,423
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	12,714	15,976	-	(14,476)
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	4,192	5,685	-	(2,185)
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	38,162	42,784	20,628	13,922
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	3,325	3,613	-	2,387
01802320-51127	Substitute-Security Guards	45,000	-	45,000	11,952	14,192	-	30,808
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	417,633	487,805	324,644	(40,866)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	12,943	20,330	-	4,670
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	45,840	51,952	27,504	(2,122)
	Salaries Other	1,726,118	-	1,726,118	858,443	1,012,842	742,424	(29,149)
<u>Misc Salary Items</u>								
01912520-51198	D/W-Admin-Retiree Payments	310,000	-	310,000	275,058	278,285	53,629	(21,914)
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
	Misc Salary Items Total	403,891	-	403,891	275,058	278,285	53,629	71,977
	Salaries Total	79,889,108	-	79,889,108	37,148,142	43,356,610	35,906,531	625,967
<u>Employee Benefits</u>								
<u>Health Insurance</u>								
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	14,337,204	16,405,021	8,149,713	(5,075,444)
01912520-52011	Benefits-Health Premium Share - Medical	-	-	-	(3,161,882)	(3,606,665)	(1,792,937)	5,399,602
01912520-52012	Benefits-Health Premium Share - Dental	-	-	-	(163,670)	(184,473)	(81,497)	265,970
	Health Insurance Total	19,479,290	-	19,479,290	11,011,652	12,613,884	6,275,279	590,127

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Account #	Account Description	Budget			January Expended	February Expended	Committed/ Estimates	February Available/ (Over)
		Original	Transfers	Revised				
FICA								
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	997,436	1,159,070	871,463	-
	FICA	2,030,533	-	2,030,533	997,436	1,159,070	871,463	-
Other Insurance								
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	107,067	175,798	37,642	(8,440)
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	13,773	15,750	9,250	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	64,950	74,350	39,852	5,798
	Other Insurance Total	348,000	-	348,000	185,789	265,897	86,744	(4,642)
Unemployment								
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	1,216	1,216	13,784	5,000
	Unemployment Total	20,000	-	20,000	1,216	1,216	13,784	5,000
Benefits Other								
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	8,236	9,072	3,229	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	200,639	231,742	177,158	-
	Benefits Other Total	424,900	-	424,900	208,875	240,813	180,387	3,700
	Employee Benefits Total	22,302,723	-	22,302,723	12,404,967	14,280,880	7,427,657	594,186
Purchased Professional Services								
Legal								
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	45,353	45,353	64,647	20,000
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	45,760	45,760	47,240	7,000
	Legal Total	230,000	-	230,000	91,113	91,113	111,887	27,000
Service Contracts								
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	18,540	23,222	27,150	14,628
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	44,396	52,984	35,016	(3,000)
01422520-53305	Tech-Admin-Maintenance Contracts	30,000	-	30,000	25,009	27,509	7,975	(5,484)
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	388,920	468,891	281,109	250,000
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	225,169	266,066	183,934	(160,000)
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	3,127	3,977	8,023	8,000
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	94,791	97,038	-	(12,038)
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	1,034,829	1,174,561	543,208	81,239
Consultants								
01011201-53210	PPS Homebound Instructional Services	-	-	-	4,181	4,831	1,369	(6,200)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	178,790	197,095	87,732	15,174
	Consultants Total	305,000	-	305,000	182,971	201,926	89,101	13,974
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	1,739	1,908	972	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	31,478	34,619	7,834	5,122
01712120-53220	THS-Guidance-Career Guidance	950	-	950	355	355	443	152
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	53,772	65,292	24,092	616
01713201-53300	Sports-Sports General-L-Purch'd Svcs	224,575	-	224,575	109,506	121,304	83,086	20,185
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	11,780	13,940	4,180	(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	23,769	23,769	866	1,365
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	328,382	357,170	122,112	55,955

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		Budget			January	February	Committed/	February
Account #	Account Description	Original	Transfers	Revised	Expended	Expended	Estimates	Available/
								(Over)
Purchased Professional Services Total		2,869,246	-	2,869,246	1,637,295	1,824,770	866,308	178,168
Purchased Property Services								
Utilities								
01842611-54101	Facilities-D/W-Electricity	1,212,760	-	1,212,760	830,064	948,375	597,110	(332,725)
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	56,666	65,224	54,863	9,912
Utilities Total		1,342,760	-	1,342,760	886,730	1,013,599	651,974	(322,813)
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	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	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	2,490	2,658	6,228	(5,887)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	10,000	-
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	31,484	42,769	31,993	(29,762)
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	5,000	-	5,000	880	880	1,000	3,120
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	15,433	15,433	29,096	(4,530)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	25,000	-	25,000	20,324	22,104	11,931	(9,035)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	6,391	19,143
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852637-54300	Facilities-Glass-Repairs & Svc Fees	5,000	-	5,000	3,115	3,115	5,684	(3,799)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	100,534	105,348	39,613	(19,961)
01852642-54300	Facilities-Painting-Repairs & Svc Fees	-	-	-	-	-	-	-
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	5,580	18,222	10,764	(21,486)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	3,172	3,172	2,327	(2,499)
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	9,312	10,290	19,711	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	12,348	12,436	5,564	(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	236,380	268,136	227,487	(72,623)
Copiers								
01422520-54409	D/W Copiers	243,820	-	243,820	163,588	184,856	71,212	(12,248)
01902320-54409	D/W-Admin-Copiers	-	-	-	-	-	-	-
Copiers Total		243,820	-	243,820	163,588	184,856	71,212	(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	587	-	625
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	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	864	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	46,166	52,441	26,758	801
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	1,843	2,213	2,287	(500)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	19,395	19,720	14,495	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	82,134	89,139	47,755	34,402

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
	Purchased Property Services Total	2,180,876	-	2,180,876	1,368,832	1,555,729	998,429	(373,282)
<u>Purchased Other Services</u>								
<u>Transportation</u>								
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	417	417	2,000	212
01711016-55809	THS-Music-Transportation	18,000	-	18,000	9,172	9,993	749	7,258
01711022-55809	THS-Alternate School-Field Trips	-	-	-	-	-	-	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,925	(925)
01882700-55101	Trans-Admin-Reg Buses	3,971,509	-	3,971,509	2,349,641	2,349,641	1,823,498	(201,630)
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	178,331	211,923	155,760	(44,730)
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	4,159	4,808	192	4,000
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,017,723	1,017,723	672,098	(1,117)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	474,131	613,950	668,863	(222,765)
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	57,602	110,022	(21,324)
	Sports Transportation Total	146,300	-	146,300	22,441	57,602	110,022	(21,324)
	Transportation Total	7,939,317	-	7,939,317	4,581,634	4,791,676	3,705,934	(558,293)
<u>Communications</u>								
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	19,731	22,514	12,548	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	86,026	89,184	19,736	(1,026)
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	157,498	157,498	46,550	3,607
	Communications Total	353,550	-	353,550	263,254	269,195	78,835	5,520
<u>Postage</u>								
01902320-55900	Super-Admin-Postage	36,500	-	36,500	16,004	19,013	13,820	3,667
	Postage Total	36,500	-	36,500	16,004	19,013	13,820	3,667
<u>Advertising</u>								
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
<u>Interns</u>								
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
<u>Tuition</u>								
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	4,139,500	4,544,502	1,855,318	(979,820)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,989,514)	(10,000)
01402320-55600	Asst Super-Admin-Tuition	458,000	-	458,000	310,602	310,602	2,150	145,248
01741200-55600	Adult Ed - Outgoing Tuition	85,000	-	85,000	85,000	85,000	-	-
	Tuition Total	3,963,486	-	3,963,486	4,535,101	4,940,104	(132,046)	(844,571)
<u>Printing</u>								
01011000-55906	TECEC-Admin-Printing	200	-	200	-	-	-	200
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	-	425
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	3,029	231
01713202-55906	THS-Activities-Printing	500	-	500	-	-	-	500

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300
	Printing Total	11,500	-	11,500	4,235	4,235	3,029	4,236
<u>Other Purch'd Services</u>								
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	3,989	7,889	3,323	8,788
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	3,464	4,306	-	5,994
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	3,684	4,315	-	6,685
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	16,871	16,916	-	3,084
01402320-55900	Asst Super-Other Purchased Services	-	-	-	-	-	-	-
01412210-55800	Curr Dir-Admin-Professional Devt	55,000	-	55,000	29,459	33,045	4,395	17,559
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-Mileage	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	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	375	375	-	725
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	460	460	-	540
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	353	-	3,647
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	3,511	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	13,875	14,285	1,089	(374)
01842610-55803	Facilities-Admin-Mileage	2,000	-	2,000	835	947	-	1,053
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	970	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	2,760	4,880
	Other Purch'd Services Total	306,945	-	306,945	148,406	158,116	32,565	116,264
	Purchased Other Services Total	12,948,798	-	12,948,798	9,679,541	10,313,246	3,828,137	(1,192,585)

Supplies

Supplies Teaching

01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	10,412	10,451	(0)	2,599
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	20,671	21,026	1,037	937
01412214-56111	Curr Dir-D/W-Classroom Supplies	130,000	-	130,000	82,120	87,871	3,490	38,639
01511001-56111	BHES-Classroom Supplies	30,160	-	30,160	29,280	29,280	1,254	(373)
01512220-56901	BHES-Library-Supplies	3,120	-	3,120	2,544	2,544	-	576
01521001-56111	FTES-Classroom Supplies	28,594	-	28,594	16,616	21,964	5,354	1,276
01522220-56901	FTES-Library-Supplies	2,958	-	2,958	925	925	-	2,033
01531001-56111	DFES-Classroom Supplies	29,812	-	29,812	31,211	31,211	71	(1,470)
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	1,177	1,177	-	1,907
01541001-56111	MBES-Classroom Supplies	27,898	-	27,898	27,514	27,514	0	384
01542220-56901	MBES-Library-Supplies	2,886	-	2,886	2,862	2,862	(0)	24
01551001-56111	JRES-Classroom Supplies	26,854	-	26,854	26,543	26,543	155	156
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	1,846	1,846	76	856
01581001-56111	TES-Classroom Supplies	24,302	-	24,302	14,650	14,929	533	8,840
01582220-56901	TES-Library-Supplies	2,514	-	2,514	2,151	2,151	0	363
01611001-56111	HMS-Classroom-Classroom Supplies	33,110	-	33,110	21,060	22,412	1,594	9,105
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	475	417
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	1,913	1,913	-	12

Trumbull Board of Education Expense vs Budget Detail
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01621001-56111	MMS-Classroom-Classroom Supplies	35,303	-	35,303	16,048	17,842	3,134	14,328
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	496	1,370	625	755
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	2,012	2,012	0	(0)
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	1,208	1,208	105	740
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	15,112	20,126	10,872	1,502
01711002-56112	THS-Art-Supplies	19,500	-	19,500	15,554	15,554	2,616	1,330
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	2,067	2,067	0	1,133
01711006-56112	THS-Ag Science-Supplies	37,000	-	37,000	15,695	18,445	18,146	409
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	8,036	10,058	3,820	2,322
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	14,279	15,915	5,952	2,133
01711015-56112	THS-Mathematics-Supplies	1,550	-	1,550	1,415	1,433	-	117
01711016-56112	THS-Music-Supplies	5,400	-	5,400	3,623	3,923	305	1,172
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	2,930	2,930	-	4
01711022-56112	THS-Alternate School-Supplies	-	-	-	-	-	-	-
01711027-56112	THS-Science-Supplies	12,731	-	12,731	4,565	4,615	987	7,129
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	816	816	(0)	229
01712120-56112	THS-Guidance-Supplies	450	-	450	208	208	-	242
01712220-56901	THS-Library-Supplies	2,565	-	2,565	883	1,878	-	687
01712221-56112	THS-Auditorium/Theater Tech-Supplies	-	-	-	-	-	-	-
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	7,005	7,005	-	745
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	77,542	79,113	46,509	378
	Sports Supplies Total	126,000	-	126,000	77,542	79,113	46,509	378
01741200-56110	Continuing Ed-Teaching Supplies	-	-	-	-	-	-	-
	Supplies Teaching Total	729,510	-	729,510	489,937	520,085	107,149	102,276
<u>Supplies Office</u>								
01011000-56110	TECEC-Admin-Office Supplies	4,000	-	4,000	2,528	2,528	0	1,472
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	1,264	1,308	-	192
01052130-56110	PPS-Health Services-Supplies	8,500	-	8,500	2,241	2,754	3,901	1,845
01402320-56110	Asst Super-Admin-Office Supplies	18,000	-	18,000	15,105	15,428	1,804	768
01412210-56110	Curr Dir-Admin-Office Supplies	-	-	-	-	-	-	-
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	5,443	5,517	1,926	3,057
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	433	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	1,606	-	2,034
01522400-56110	FTES-Admin-Office Supplies	3,451	-	3,451	1,431	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	(0)	215
01552400-56110	JRES-Admin-Office Supplies	3,241	-	3,241	2,959	2,959	-	282
01582400-56110	TES-Admin-Office Supplies	2,933	-	2,933	1,858	1,858	-	1,075
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	5,702	5,702	275	151
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	67	67	329	6,013
01712221-56900	THS-Auditorium/Theater Tech-Parts & Maintner	1,500	-	1,500	-	-	-	1,500
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	1,741	1,810	1,130	811
01741200-56117	Continuing Ed-Office Supplies	-	-	-	-	-	-	-
01802130-56110	Human Resources-Admin-Office Supplies	3,750	-	3,750	998	1,913	1,428	408
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	1,451	3,520	2,726	(4,746)
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	833	923	2,581	96
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	1,336	1,370	2,388	2,742
01912520-56110	Bus Off-Admin-Office Supplies	5,000	-	5,000	4,403	4,449	5,027	(4,476)
	Supplies Office Total	106,216	-	106,216	55,369	59,806	23,526	22,885
<u>Supplies Custodial</u>								
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	194,068	212,294	84,166	(71,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,930	2,091	409	(2,500)
	Supplies Custodial Total	225,000	-	225,000	195,997	214,385	84,575	(73,960)
<u>Supplies Maintenance</u>								
01852622-56134	Facilities-Snow Removal-Supplies	10,000	-	10,000	5,741	6,580	9,419	(5,999)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	31,645	36,472	333	13,195
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	10,955	11,424	5,712	(2,136)
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	12,578	12,971	8,174	(1,145)
01852626-56134	Facilities-Fertilizer	3,000	-	3,000	-	-	-	3,000
01852627-56134	Facilities-Lawn Care-Supplies	7,500	-	7,500	2,533	4,052	2,537	911

Trumbull Board of Education Expense vs Budget Detail
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
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	8,955	8,979	7,108	8,914
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	14,165	15,600	5,709	13,691
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	180	225	7,274	(5,499)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	31,265	39,000	11,975	(20,975)
01852639-56135	Facilities-HVAC-Supplies	-	-	-	218	218	-	(218)
01852641-56134	Facilities-Masonry-Supplies	-	-	-	-	-	-	-
01852642-56134	Facilities-Painting-Supplies	5,000	-	5,000	6,231	6,412	1,638	(3,049)
01852643-56134	Facilities-Plant Equip-Supplies	-	-	-	-	-	-	-
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	27,090	30,105	13,829	(3,934)
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	588	611	(1,199)
Supplies Maintenance Total		261,500	-	261,500	161,027	181,851	82,884	(3,235)
<u>Text & Workbooks</u>								
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	906	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	93,609	(0)	49,392
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	29,078	29,078	0	3,162
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	25,948	25,948	66	5,594
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	23,830	23,830	0	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	25,760	25,760	1,254	1,692
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	13,985	13,985	-	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	60	60	-	3,940
01711010-56411	THS-English-Text & Workbooks	20,811	-	20,811	12,723	12,723	-	8,088
01711011-56411	THS-World Language-Text & Workbooks	22,872	-	22,872	22,439	22,439	0	433
01711013-56411	THS-Family Consumer Science-Text & Workbooks	-	-	-	-	-	-	-
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	9,722	9,722	375	793
01741200-56411	Continuing Ed-Textbooks	-	-	-	-	-	-	-
Text & Workbooks Total		450,024	-	450,024	316,684	352,092	1,695	96,237
<u>Subscriptions</u>								
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	355,132	355,132	3,515	(6,223)
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	655	655	0	78
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	1,266	1,266	50	225
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	201	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	588	721	279	(400)
Subscriptions Total		365,684	-	365,684	361,560	361,693	3,844	147

Trumbull Board of Education Expense vs Budget Detail
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Report for the Period Ended 2/28/2025

Account #	Account Description	Budget			January Expended	February Expended	Committed/ Estimates	February Available/ (Over)
		Original	Transfers	Revised				
Testing Materials								
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	3,544	3,544	-	456
01011200-56904	PPS-L/W-Testing Materials	60,000	-	60,000	32,639	33,028	287	26,685
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	114,474	114,474	4,000	52,534
01712120-56903	THS-Guidance-Testing Materials	650	-	650	286	286	-	364
	Testing Materials Total	235,658	-	235,658	150,943	151,332	4,287	80,039
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	3,194	3,194	182	1,554
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	6,193	6,193	1,809	(2,862)
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	(0)	1,150
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	4,013	4,013	0	177
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	1,096	1,096	0	1,214
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	2,292	2,292	(0)	171
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	8,682	9,289	-	101
	Books & A/V Total	43,063	-	43,063	41,797	42,404	1,990	(1,332)
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	217,669	217,669	14,239	(1,908)
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
	Software Total	235,000	-	235,000	220,144	220,144	14,239	617
Energy								
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	146,768	286,064	313,936	-
	Energy Total	600,000	-	600,000	146,768	286,064	313,936	-
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	3,217	3,217	183	900
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	1,140	-	476
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	1,758	1,758	-	492
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	4,616	4,616	18,030	(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	11,684	12,439	18,213	4,064
	Supplies Total	3,286,371	-	3,286,371	2,151,910	2,402,296	656,337	227,738
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	2,343	2,343	-	1,657
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	14,850	14,850	144	506
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	2,205	4,995	-	5,005
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	510,734	543,170	24,089	18,157
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	2,749	6,053	-	1,947

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 2/28/2025

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	5,936	5,936	2,710	3,953
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	432	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	1,322	1,322	-	121
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,349	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	2,905	3,119	-	101
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	-	2,982	-	150
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	464	528	-	704
01711001-57301	THS-Classroom-Equipment	-	-	-	-	-	-	-
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	6,173	7,112	892	2,996
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	2,551	-	449
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	1,938	2,992	-	8
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	2,201	2,201	-	3,799
01711027-57301	THS-Science-Equipment Instructional	9,096	-	9,096	3,202	3,202	-	5,894
01712220-57302	THS-Library-Equipment Instructional	775	-	775	767	767	-	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 Instructional	40,000	-	40,000	16,447	16,447	(0)	23,553
Classroom Equipment Total		756,595	-	756,595	595,237	639,726	28,536	88,332
<u>Classroom Furniture</u>								
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	930	666
01531001-57308	DFES-Classroom-Furniture	1,799	-	1,799	5,720	5,720	(0)	(3,921)
01541001-57308	MBES-Classroom-Furniture	1,684	-	1,684	1,532	1,532	-	152
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	1,606	1,606	-	15
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	18,209	18,209	930	(5,126)
<u>Building Equipment</u>								
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	3,764	4,185	3,815	(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	-	7,235	-	(4,235)
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	27,191	34,847	3,870	3,283
<u>Building Improvements</u>								
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	6,893	7,703	3,520	778
01852650-57202	Facilities-Site-Building Improvement	-	-	-	-	-	-	-

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 2/28/2025

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01852651-57100	Facilities-Building Improvement	-	-	-	1,845	1,845	155	(2,000)
01852651-57102	Facilities-Building Improvement-Other	-	-	-	-	-	-	-
01852651-57202	Facilities-Building Improvement-Projects	-	-	-	-	-	-	-
	Building Improvements Total	12,000	-	12,000	8,738	9,548	3,675	(1,223)
<u>Other Equipment</u>								
01422520-57301	Tech-Admin-WAN Equipment	4,000	-	4,000	3,015	3,015	-	985
	Other Equipment Total	4,000	-	4,000	3,015	3,015	-	985
	Property Total	840,634	-	840,634	666,555	719,510	37,012	84,112
<u>Miscellaneous</u>								
<u>Debt Service, Dues, Fees and Memberships</u>								
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	715	715	-	(15)
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	1,886	2,246	5,090	(2,336)
01402210-58900	Instructional-Dues & Fees	-	-	-	-	-	-	-
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	4,427	4,770	1,669	560
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	355	-	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	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	20,358	24,085	5,735	12,680
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	380	380	-	745
01822230-58900	Facilities-Admin-Dues & Fees	1,500	-	1,500	555	555	-	945
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	14	14	-	361
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	23,341	23,489	6,330	(6,819)
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	296,244	300,918	231,590	10,753
<u>Other Miscellaneous</u>								
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	296,244	300,918	231,590	11,753
<u>Other Objects</u>								
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	65,021,871	74,422,346	49,952,000	156,057

Trumbull Board of Education Expense vs Budget Detail
By Location
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	227,629	269,016	269,016	149,823
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	85,459	96,853	51,275	0
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	123,646	146,797	102,586	(3,414)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	139,813	165,022	115,376	(22,392)
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	14,832	17,030	8,899	0
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	18,430	21,516	18,515	13,114
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	779	821	-	679
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	2,528	2,528	0	1,472
01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	10,412	10,451	(0)	2,599
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	906	906	-	394
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	3,544	3,544	-	456
01011000-57301	TECEC-Classroom-Instructional Equipment	4,000	-	4,000	2,343	2,343	-	1,657
01011000-57308	TECEC-Classroom-Furniture	3,100	-	3,100	2,991	2,991	-	109
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	715	715	-	(15)
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	82,726	96,857	63,381	7,142
01401000-55503	TECEC-Classroom-Interns	-	-	-	-	-	-	-
	Total TECEC School	1,625,462	-	1,625,462	721,526	842,161	629,048	154,252
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	445,510	504,911	267,306	(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	24,260	28,981	37,615	(25,596)
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	1,198,457	1,419,199	1,003,457	339,883
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	36,745	43,657	31,305	28,038
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	744,882	879,175	664,760	13,158
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	91,221	103,322	55,188	1,522
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	185	197	-	553
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	178,790	197,095	87,732	15,174
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	18,540	23,222	27,150	14,628
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	45,353	45,353	64,647	20,000
01011200-55800	PPS-Admin-Professional Devt	20,000	-	20,000	3,989	7,889	3,323	8,788
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	3,464	4,306	-	5,994
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	-	425
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	1,264	1,308	-	192
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	20,671	21,026	1,037	937
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	32,639	33,028	287	26,685
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	1,886	2,246	5,090	(2,336)
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	26,439	31,745	33,846	(31,703)
01011201-53210	PPS Homebound Instructional Services	-	-	-	4,181	4,831	1,369	(6,200)
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	39,221	46,572	32,187	(3,759)
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	241,990	287,162	293,614	4,753
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	41,714	49,304	34,155	7,267
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	14,850	14,850	144	506
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	44,396	52,984	35,016	(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	2,241	2,754	3,901	1,845
01052130-57304	SPED-Health Services Furniture	1,000	-	1,000	-	-	-	1,000
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	741,690	876,927	838,511	(2,873)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	155,406	183,662	183,662	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	529,291	625,526	595,862	20,091
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	650,711	769,292	686,756	30,488
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	1,056,817	1,246,964	1,170,817	(49,964)
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	643,184	756,196	714,302	73,826
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	934,094	1,103,180	1,053,043	89,854
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	4,033	5,027	-	4,423
01371200-51118	PPS-ESY-Teacher salaries	175,000	-	175,000	162,974	162,974	-	12,026

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
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)
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	4,139,500	4,544,502	1,855,318	(979,820)
01396110-55601	PPS-EXCESS COST REFUND (ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,989,514)	(10,000)
01412210-51120	PPS-D/W-Para Training	10,000	-	10,000	-	-	-	10,000
	Total Special Education Department	21,464,552	-	21,464,552	12,446,245	14,245,026	7,802,581	(583,056)
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	12,714	15,976	-	(14,476)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	4,192	5,685	-	(2,185)
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	3,684	4,315	-	6,685
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	352,471	415,720	382,279	(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	45,349	51,315	26,849	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	310,602	310,602	2,150	145,248
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	16,871	16,916	-	3,084
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	15,105	15,428	1,804	768
01402320-57308	Asst. Super.-Furniture	500	-	500	-	-	-	500
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	4,427	4,770	1,669	560
01411250-51110	Curr Dir-D/W-TAG Teachers	-	-	-	-	-	-	-
01412210-51110	Curr Dir-D/W-Teacher Classroom	-	-	-	300	300	-	(300)
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	173,396	202,412	160,473	(0)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	121,409	137,597	72,846	(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	16,624	16,624	-	13,376
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	43,303	43,507	-	47,032
01412210-51129	Curr Dir-D/W-Other Non-Certified	77,334	-	77,334	38,162	42,784	20,628	13,922
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	39,744	45,043	23,846	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	29,459	33,045	4,395	17,559
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	93,609	(0)	49,392
01412210-56425	Curr Dir-Admin-Periodicals	-	-	-	-	-	-	-
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	114,474	114,474	4,000	52,534
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	2,205	4,995	-	5,005
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	82,120	87,871	3,490	38,639
01412214-56426	Curr Dir-D/W-Online Subscriptions	352,424	-	352,424	355,132	355,132	3,515	(6,223)
01412216-55800	Instr SS-Travel Conf	-	-	-	69	69	-	(69)
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	94,816	107,458	56,889	(0)
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	45,840	51,952	27,504	(2,122)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	11,818	13,179	6,000	(17,179)
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	2,760	4,880
	Total Assistant Superintendent Department	3,571,949	-	3,571,949	2,232,442	2,430,734	801,098	340,117
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	510,734	543,170	24,089	18,157
01422214-53300	Tech-L/W-Other Professional Svcs	4,500	-	4,500	1,739	1,908	972	1,620
01422214-54300	Tech-L/W-Repairs & Svc Fees	800	-	800	352	352	-	448
01422214-56117	Tech-L/W-Computer Supplies	600	-	600	-	-	-	600

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01422214-56118	Tech-L/W-Software	230,000	-	230,000	217,669	217,669	14,239	(1,908)
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	5,443	5,517	1,926	3,057
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	2,749	6,053	-	1,947
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-
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	3,217	3,217	183	900
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	5,936	5,936	2,710	3,953
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	83,604	94,751	50,162	(3,878)
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	307,510	347,861	181,508	(19,045)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	36,360	41,208	21,816	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	4,251	4,581	-	3,919
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	27,509	7,975	(5,484)
01422520-54300	Tech-Admin-Repairs & Svc Fees	1,200	-	1,200	-	-	-	1,200
01422520-54409	D/W Copiers	243,820	-	243,820	163,588	184,856	71,212	(12,248)
01422520-55800	Tech-Admin-Professional Devt	1,500	-	1,500	50	50	-	1,450
01422520-55804	Tech-Admin-Mileage	2,300	-	2,300	46	46	-	2,254
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	19,731	22,514	12,548	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	86,026	89,184	19,736	(1,026)
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	157,498	157,498	46,550	3,607
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	433	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	3,015	3,015	-	985
01422520-58900	Tech-Admin-Dues & Fees	-	-	-	-	-	-	-
	Total Technology Department	2,231,669	-	2,231,669	1,637,745	1,760,113	455,628	15,928
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	998,228	1,186,822	1,132,385	20,634
01511001-51120	BHES-Classroom-Instructional Aides	59,698	-	59,698	22,360	26,374	17,824	15,500
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	29,280	29,280	1,254	(373)
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	29,078	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	268,547	316,577	307,389	3,669
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	46,929	55,462	55,462	(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	2,544	2,544	-	576
01512220-57302	BHES-Library-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	10,114	11,986	7,193	2,470
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	38,918	44,068	23,177	(0)
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	20,131	23,452	19,931	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	91	103	-	(103)
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	1,606	-	2,034
01512400-58900	BHES-Admin-Dues & Fees	550	-	550	534	534	-	16
	Total Booth Hill School	3,574,662	-	3,574,662	1,606,325	1,880,782	1,645,936	47,944
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	1,008,383	1,194,329	1,124,396	95,809
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	29,447	34,847	23,500	2,418
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	16,616	21,964	5,354	1,276
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	25,948	25,948	66	5,594
01521001-57301	FTES-Classroom-Equipment Instructional	1,479	-	1,479	432	432	-	1,047
01521001-57308	FTES-Classroom-Furniture	1,726	-	1,726	130	130	930	666
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	372,429	438,777	397,598	(2,433)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	47,221	55,807	55,807	(0)
01522220-56420	FTES-Library-Books & Media	4,930	-	4,930	3,194	3,194	182	1,554

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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	200,425	227,148	120,255	0
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	20,945	24,945	13,679	3,023
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	39,091	44,242	23,177	137
01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	24,257	28,219	15,848	15
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	1,445	1,485	-	(735)
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	1,431	1,431	11	2,009
01522400-58900	FTES-Admin-Dues & Fees	350	-	350	-	-	-	350
	Total Frenchtown School	4,032,528	-	4,032,528	1,807,727	2,119,230	1,796,102	117,196
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	964,650	1,143,172	1,145,057	63,528
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	17,964	21,271	15,790	17,378
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	31,211	31,211	71	(1,470)
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	23,830	23,830	0	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	5,720	5,720	(0)	(3,921)
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	307,462	362,789	275,874	862
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	38,122	45,053	45,053	(0)
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	6,193	6,193	1,809	(2,862)
01532220-56425	DFES-Library-Periodicals	900	-	900	-	-	-	900
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	1,177	1,177	-	1,907
01532220-57302	DFES-Library-Equipment Instructional	1,542	-	1,542	503	503	-	1,039
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	9,859	10,683	9,628	1,018
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	39,156	44,290	23,177	88
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	19,730	22,851	19,931	402
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	463	544	-	(44)
01532400-54900	DFES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01532400-55800	DFES-Admin-Professional Devt	500	-	500	2,241	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	1,595,786	1,863,706	1,617,640	90,360
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	1,009,134	1,192,612	1,140,392	(3,351)
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	22,587	27,440	21,054	5,945
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	1,532	1,532	-	152
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	394,822	466,608	396,520	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	51,241	60,558	60,558	(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	2,862	2,862	(0)	24
01542220-57302	MBES-Library-Equipment Instructional	1,443	-	1,443	1,322	1,322	-	121
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	199,271	225,840	119,563	0
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	6,102	7,320	3,675	2,454
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	38,628	43,778	23,177	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	18,559	21,652	18,558	(0)
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	427	466	-	(466)
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	(0)	215
01542400-58900	MBES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Middlebrook School	3,938,138	-	3,938,138	1,829,606	2,135,111	1,798,797	4,230
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	858,581	1,014,767	969,074	128,670
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	26,879	31,630	22,675	4,326

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
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	26,543	26,543	155	156
01551001-56411	JRES-Classroom-Text & Workbooks	28,706	-	28,706	25,760	25,760	1,254	1,692
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,349	1,349	-	40
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	1,606	1,606	-	15
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	305,173	360,713	312,341	4,325
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	41,550	49,104	49,104	0
01552220-56420	JRES-Library-Books & Media	4,630	-	4,630	3,480	3,480	(0)	1,150
01552220-56425	JRES-Library-Periodicals	810	-	810	-	-	-	810
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	1,846	1,846	76	856
01552220-57302	JRES-Library-Equipment Instructional	1,389	-	1,389	338	338	-	1,051
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	11,491	13,677	7,891	1,952
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	38,878	44,028	23,177	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	20,131	23,452	19,931	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	715	800	-	(300)
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	2,959	2,959	-	282
01552400-58900	JRES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Jane Ryan School	3,377,332	-	3,377,332	1,492,612	1,742,057	1,486,998	148,276
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	743,812	881,148	860,349	133,233
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	22,587	26,694	18,236	2,224
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	14,650	14,929	533	8,840
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	272,882	322,497	291,121	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	42,798	50,579	50,579	(2,951)
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	4,013	4,013	0	177
01582220-56425	TES-Library-Periodicals	733	-	733	655	655	0	78
01582220-56901	TES-Library-Supplies	2,514	-	2,514	2,151	2,151	0	363
01582220-57302	TES-Library-Equipment Instructional	1,257	-	1,257	1,210	1,210	-	47
01582400-51113	TES-Admin-Principal	190,727	-	190,727	110,035	124,706	66,021	0
01582400-51120	TES-Admin-Paras	24,002	-	24,002	9,408	11,297	7,768	4,937
01582400-51130	TES-Admin-Secy 12 Mth	67,265	-	67,265	38,938	44,088	23,177	(0)
01582400-51131	TES-Admin-Secy 10 Mth	43,183	-	43,183	19,931	23,252	19,931	0
01582400-51135	TES-Admin-Clerical Xtra Time	500	-	500	230	238	-	262
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	-	1,075
01582400-58900	TES-Admin-Dues & Fees	500	-	500	258	355	-	145
	Total Tashua School	3,057,318	-	3,057,318	1,328,009	1,552,264	1,353,015	152,039
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	1,702,658	2,014,239	1,995,937	22,354
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	51,241	60,558	60,558	(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	21,060	22,412	1,594	9,105
01611001-56411	HMS-Classroom-Text & Workbooks	15,000	-	15,000	13,985	13,985	-	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	157,893	186,601	160,027	0
01611016-54900	HMS-Music-Other Purch'd Property Svcs	1,212	-	1,212	553	587	-	625
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	2,905	3,119	-	101
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	160,206	189,334	174,460	(0)
01611019-56111	HMS-PE/Health-Classroom Supplies	3,424	-	3,424	2,532	2,532	475	417
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	144,955	167,962	149,546	(4,604)
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	24,505	28,578	24,528	39
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	301	313	-	(313)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	51,241	60,558	60,558	(0)
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	1,913	1,913	-	12
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	1,096	1,096	0	1,214
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	1,266	1,266	50	225
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	206,285	233,790	123,771	0
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	7,368	8,931	3,758	1,066
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	32,424	36,747	19,454	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	21,573	25,168	21,573	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	723	836	-	(836)
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	375	375	-	725
01612400-55906	HMS-Classroom-Printing	-	-	-	-	-	-	-
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	5,702	5,702	275	151
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	2,635,608	3,089,450	2,847,489	70,086
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	1,854,358	2,191,529	2,069,589	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	51,241	60,558	60,558	(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	16,048	17,842	3,134	14,328
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	146,032	172,584	146,009	0
01621016-54900	MMS-Music-Other Purch'd Property Svcs	949	-	949	734	734	-	215
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	496	1,370	625	755
01621016-56411	MMS-Music-Text & Workbooks	-	-	-	-	-	-	-
01621016-57301	MMS-Music-Equipment Instructional	3,132	-	3,132	-	2,982	-	150
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	176,037	208,044	179,207	(14,223)
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	2,012	2,012	0	(0)
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	131,230	152,579	138,767	(2,428)
01622120-51131	MMS-Guidance-Secy 10 Mth	54,143	-	54,143	21,256	24,340	18,504	11,300
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	51,241	60,558	60,558	(0)
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	2,292	2,292	(0)	171
01622220-56425	MMS-Library-Periodicals	1,642	-	1,642	912	912	-	730
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	1,208	1,208	105	740
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	464	528	-	704
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	211,704	239,931	127,022	0
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	5,247	6,655	6,334	460
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	38,918	44,068	23,177	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	25,495	29,744	16,997	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	807	807	-	(807)
01622400-54900	MMS-Classroom-Other Purch'd Svcs	798	-	798	65	65	-	733
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	460	460	-	540
01622400-55906	MMS-Classroom-Printing	-	-	-	-	-	-	-
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	67	67	329	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	1,140	-	476
	Total Madison Middle School	6,215,369	-	6,215,369	2,763,584	3,247,881	2,916,138	51,350
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	5,299,727	6,246,274	5,825,906	112,722
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	42,444	50,162	50,162	(652)
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	-	-	-	-	-	-	-

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01711001-55800	THS-Classroom-Professional Devt	-	-	-	-	-	-	-
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	15,112	20,126	10,872	1,502
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	15,554	15,554	2,616	1,330
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	6,173	7,112	892	2,996
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	2,067	2,067	0	1,133
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	267,415	306,828	256,184	87,702
01711006-51114	THS-Ag Science-Director	38,632	-	38,632	22,288	25,259	12,680	692
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	3,325	3,613	-	2,387
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	18,970	22,065	18,570	(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	600	4,325	(1,925)
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	3,000	-	3,000	864	864	-	2,136
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	417	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	15,695	18,445	18,146	409
01711006-56411	THS-Ag Science-Text & Workbooks	4,000	-	4,000	60	60	-	3,940
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	12,723	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	22,439	22,439	0	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	8,036	10,058	3,820	2,322
01711013-56411	THS-Family Consumer Science-Text & Workbooks	-	-	-	-	-	-	-
01711013-57301	THS-Family Consumer Science-Equipment Instructional	3,000	-	3,000	1,844	2,551	-	449
01711014-54900	THS-Technology Education-Other Purch'd Prop Svcs	-	-	-	-	-	-	-
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	14,279	15,915	5,952	2,133
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	1,433	-	117
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	131,150	154,995	131,626	3,153
01711016-51116	THS-Music-Directors	-	-	-	-	-	-	-
01711016-53300	THS-Music-Other Professional Svcs	47,575	-	47,575	31,478	34,619	7,834	5,122
01711016-54201	THS-Music-Uniform Cleaning	1,500	-	1,500	-	-	950	550
01711016-55809	THS-Music-Transportation	18,000	-	18,000	9,172	9,993	749	7,258
01711016-56112	THS-Music-Supplies	5,400	-	5,400	3,623	3,923	305	1,172
01711016-57301	THS-Music-Equipment Instructional	3,000	-	3,000	1,938	2,992	-	8
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	372,561	438,186	418,277	11,017
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	2,930	2,930	-	4
01711019-56411	THS-PE/Health-Text & Workbooks	-	-	-	-	-	-	-
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	2,201	2,201	-	3,799
01711019-58900	THS-PE/Health-Dues & Fees	-	-	-	-	-	-	-
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	119,574	140,621	136,807	25,165
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	4,615	987	7,129
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	3,202	3,202	-	5,894
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	816	816	(0)	229
01711028-56411	THS-Social Studies-Text & Workbooks	10,890	-	10,890	9,722	9,722	375	793
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	656,749	763,183	627,768	47,816
01712120-51130	THS-Guidance-Secy 12 Mths	193,706	-	193,706	112,130	126,962	66,744	(0)

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 2/28/2025

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	81	81	-	(81)
01712120-53220	THS-Guidance-Career Guidance	950	-	950	355	355	443	152
01712120-56112	THS-Guidance-Supplies	450	-	450	208	208	-	242
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
01712120-56903	THS-Guidance-Testing Materials	650	-	650	286	286	-	364
01712120-58900	THS-Guidance-Dues & Fees	-	-	-	-	-	-	-
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	41,579	49,138	49,138	0
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	989	1,112	-	(1,112)
01712220-51131	THS-Library-Secy 10 Mths	-	-	-	-	-	-	-
01712220-51135	THS-Library-Clerical Xtra Time	-	-	-	-	-	-	-
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	8,682	9,289	-	101
01712220-56425	THS-Library-Periodicals	2,070	-	2,070	1,817	1,817	-	253
01712220-56901	THS-Library-Supplies	2,565	-	2,565	883	1,878	-	687
01712220-57302	THS-Library-Equipment Instructional	775	-	775	767	767	-	8
01712220-58900	THS-Library-Dues & Fees	230	-	230	190	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	1,493	1,952	-	1,548
01712400-51113	THS-Admin-Principals	909,117	-	909,117	524,490	594,423	314,694	0
01712400-51120	THS-L/W-Paras	56,422	-	56,422	30,709	36,296	25,062	(4,936)
01712400-51130	THS-Admin-Secy 12 Mth	128,250	-	128,250	69,738	79,037	41,846	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	70,615	82,379	70,630	22
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	342	354	-	(4)
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	53,772	65,292	24,092	616
01712400-55800	THS-Admin-Professional Devt	4,000	-	4,000	170	353	-	3,647
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	3,029	231
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	1,741	1,810	1,130	811
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	7,005	7,005	-	745
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	1,758	1,758	-	492
01712400-56425	THS-Admin-Periodicals	1,250	-	1,250	201	201	-	1,049
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	4,616	4,616	18,030	(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	8,084	8,084	131,215	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,925	(925)
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	8,149,543	9,517,925	8,331,415	404,083
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	101,669	115,225	61,002	0
01713201-51111	Sports-Sports General-Athletic Trainers	135,005	-	135,005	74,588	86,063	51,638	(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	21,497	25,093	21,573	76
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	1,727	1,738	-	2,762
01713201-51170	Sports-Athletic Game Staff	57,000	-	57,000	26,568	35,823	-	21,177
01713201-53300	Sports-Sports General-Purch'd Svcs	224,575	-	224,575	109,506	121,304	83,086	20,185
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	11,780	13,940	4,180	(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	57,602	110,022	(21,324)
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	77,542	79,113	46,509	378
01713201-57301	Sports-Sports General-Equipment Instructional	40,000	-	40,000	16,447	16,447	(0)	23,553
01713201-58900	Sports-Sports General-Dues & Fees	42,500	-	42,500	20,358	24,085	5,735	12,680
	Total Athletics Department	1,669,328	-	1,669,328	744,630	836,938	779,412	52,978
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	-	-

Trumbull Board of Education Expense vs Budget Detail
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01402320-51114	Human Resource Director	171,600	-	171,600	104,445	118,371	62,667	(9,438)
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	388,920	468,891	281,109	250,000
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	225,169	266,066	183,934	(160,000)
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	3,127	3,977	8,023	8,000
01802130-55800	HR-Professional Devt	9,000	-	9,000	3,511	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	998	1,913	1,428	408
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	380	380	-	745
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51115	Personnel-Support Staff	177,297	-	177,297	108,208	124,935	75,271	(22,910)
01802320-51117	Personnel-Substitute Teachers	-	-	-	202,421	229,299	220,701	(450,000)
01802320-51119	Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51127	Substitute-Security Guards	45,000	-	45,000	11,952	14,192	-	30,808
01802320-51129	Personnel-Substitute Paraprofessionals	-	-	-	985	1,031	969	(2,000)
01802320-51131	Personnel-Support Staff-10 Mth	38,119	-	38,119	3,055	3,055	-	35,064
01802320-51135	Personnel-Clerical Xtra Time	-	-	-	3,520	3,953	-	(3,953)
01802320-51139	Substitute Secretaries	-	-	-	6,201	6,328	-	(6,328)
	Total Human Resources Department	1,875,536	-	1,875,536	1,124,191	1,307,200	855,101	(286,765)
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	17,702	20,027	13,087	21,886
01802320-55800	Super-Personnel-Professional Devt	-	-	-	-	-	-	-
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	157,796	178,835	88,908	(8,970)
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	417,633	487,805	324,644	(40,866)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	12,943	20,330	-	4,670
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	54,827	62,139	32,904	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	109	145	-	(145)
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	13,875	14,285	1,089	(374)
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	1,451	3,520	2,726	(4,746)
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	1,599,724	1,794,641	957,170	259,471
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	111,477	129,886	-	(4,886)
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	84,777	102,070	-	27,930
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	1,477	40,269	-	(40,269)
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	4,702	5,282	-	4,289
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	4,339	5,137	-	1,863
01842610-54103	Facilities-Custodial-Trash/Recycling	80,000	-	80,000	46,166	52,441	26,758	801
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	1,843	2,213	2,287	(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	835	947	-	1,053
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	194,068	212,294	84,166	(71,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,930	2,091	409	(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	830,064	948,375	597,110	(332,725)
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	56,666	65,224	54,863	9,912
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	146,768	286,064	313,936	-
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	410,287	463,243	260,908	118,895
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	10,979	14,019	-	10,981
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	5,741	6,580	9,419	(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	2,490	2,658	6,228	(5,887)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	31,645	36,472	333	13,195
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	10,955	11,424	5,712	(2,136)
01852623-57307	Facilities-Vehicles-Equipment	2,000	-	2,000	3,764	4,185	3,815	(6,000)

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01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	10,000	-
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	12,578	12,971	8,174	(1,145)
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	2,533	4,052	2,537	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	31,484	42,769	31,993	(29,762)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	19,395	19,720	14,495	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	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	8,955	8,979	7,108	8,914
01852632-57307	Facilities-Inside Maintenance-Equipment	3,000	-	3,000	-	7,235	-	(4,235)
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	15,433	15,433	29,096	(4,530)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	25,000	-	25,000	-	-	-	25,000
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	14,165	15,600	5,709	13,691
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	20,324	22,104	11,931	(9,035)
01852634-56134	Facilities-Fire Prot-Supplies	-	-	-	-	-	-	-
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	6,391	19,143
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	3,115	3,115	5,684	(3,799)
01852637-56134	Facilities-Glass-Supplies	-	-	-	-	-	-	-
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852638-56134	Facilities-Hardware-Supplies	2,000	-	2,000	180	225	7,274	(5,499)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	100,534	105,348	39,613	(19,961)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	31,265	39,000	11,975	(20,975)
01852639-56135	Facilities-HVAC-Supplies Budgeted Project	-	-	-	218	218	-	(218)
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	6,231	6,412	1,638	(3,049)
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	5,580	18,222	10,764	(21,486)
01852643-56134	Facilities-Plant Equip-Supplies	-	-	-	-	-	-	-
01852643-57307	Facilities-Plant-Equipment	-	-	-	-	-	-	-
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	3,172	3,172	2,327	(2,499)
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	27,090	30,105	13,829	(3,934)
01852644-57307	Facilities-Plumbing-Equipment	-	-	-	-	-	-	-
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	9,312	10,290	19,711	-
01852645-56134	Facilities-Roofing-Supplies	-	-	-	-	-	-	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	12,348	12,436	5,564	(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	588	611	(1,199)
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	6,893	7,703	3,520	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	4,659,369	5,449,585	3,088,358	(82,270)

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 2/28/2025

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	45,211	51,239	27,126	(2,097)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	60,921	69,039	36,559	17
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	2,616	2,801	-	(2,801)
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	2,349,641	2,349,641	1,823,498	(201,630)
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	178,331	211,923	155,760	(44,730)
01882700-55800	Trans-Admin-Professional Devt	-	-	-	-	-	-	-
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	4,159	4,808	192	4,000
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	833	923	2,581	96
01882700-56270	Transportation-Bus Supplies	-	-	-	-	-	-	-
01882700-56425	Trans-Admin-Periodicals	-	-	-	-	-	-	-
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	14	14	-	361
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,017,723	1,017,723	672,098	(1,117)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	474,131	613,950	668,863	(222,765)
01882701-55108	Trans-Admin-Monitors	444,449	-	444,449	225,320	225,320	219,129	-
	Total Transportation Department	7,921,247	-	7,921,247	4,672,229	4,860,710	3,613,506	(552,969)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	1,750	1,925	-	2,075
01902310-53300	Super-BOE-Professional Services	26,000	-	26,000	23,769	23,769	866	1,365
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	45,760	45,760	47,240	7,000
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	173,844	197,024	104,307	(16,318)
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	96,674	109,434	57,420	(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	970	970	-	10,030
01902320-55900	Super-Admin-Postage	36,500	-	36,500	16,004	19,013	13,820	3,667
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	1,336	1,370	2,388	2,742
01902320-56425	Super-Admin-Periodicals	600	-	600	588	721	279	(400)
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	23,341	23,489	6,330	(6,819)
	Total Superintendent Department	656,312	-	656,312	384,038	423,475	232,649	188
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	105,849	119,962	63,509	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	53,717	60,879	32,230	(2,492)
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	180,427	204,534	107,266	(2,609)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	716	1,241	-	7,259
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	275,058	278,285	53,629	(21,914)
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	997,436	1,159,070	871,463	-
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	14,337,204	16,405,021	8,149,713	(5,075,444)
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	107,067	175,798	37,642	(8,440)
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	13,773	15,750	9,250	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	64,950	74,350	39,852	5,798
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	1,216	1,216	13,784	5,000
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	8,236	9,072	3,229	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	200,639	231,742	177,158	-
01912520-52011	Benefits-Health Prem Shr - Medical	-	-	-	(3,161,882)	(3,606,665)	(1,792,937)	5,399,602
01912520-52012	Benefits-Health Prem Shr - Dental	-	-	-	(163,670)	(184,473)	(81,497)	265,970
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	4,403	4,449	5,027	(4,476)

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 2/28/2025

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>January Expended</u>	<u>February Expended</u>	<u>Committed/ Estimates</u>	<u>February Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
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	94,791	97,038	-	(12,038)
01922530-53304	Bus Off-Admin-Training	7,500	-	7,500	-	-	-	7,500
	Total Business Department	22,946,175	-	22,946,175	13,105,657	15,032,997	7,901,089	12,089
	Grand Total by Location	124,530,402	-	124,530,402	65,021,871	74,422,346	49,952,000	156,057

FOR 2025 08

	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	16,000.00	.00	8,000.00	66.7%
TOTAL NO PROJECT	0	24,000	24,000	16,000.00	.00	8,000.00	66.7%
09005000 COMMUNITY SERVICES							

09005000 51141 OT/SCHOOLS	0	58,000	58,000	45,694.23	.00	12,305.77	78.8%
TOTAL NO PROJECT	0	58,000	58,000	45,694.23	.00	12,305.77	78.8%
09006001 NON PUBLIC SCHOOLS							

09006001 51111 NP Teach	0	123,755	123,755	61,877.66	61,877.66	-.32	100.0%
TOTAL NO PROJECT	0	123,755	123,755	61,877.66	61,877.66	-.32	100.0%
09007001 NON PUBLIC TRANSPORTATION							

09007001 51125 NP Admin	0	16,284	16,284	10,647.10	5,636.66	.24	100.0%
09007001 51130 SEC-CALYR	0	14,857	14,857	9,711.44	5,142.96	2.60	100.0%
09007001 55102 NP Bus	0	1,060,233	1,060,233	374,017.89	486,468.40	199,746.71	81.2%
GRAND TOTAL	0	1,297,129	1,297,129	517,948.32	559,125.68	220,055.00	83.0%

** 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	689,067.08	239,868.34	449,198.74	449,223.74
100 10301 100 Cash NSB Sweep	.00	421.15	421.15	.00	.00
100 10410 SA CASH ACCT - M&T BANK	441,179.38	150,489.86	582,922.55	-432,432.69	8,746.69
100 11130 ACCTS RECEIVABLE	1,352.61	22,667.33	19,501.89	3,165.44	4,518.05
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	29,276.77	29,757.78	-481.01	-962.22
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 20121 THS-ATHLETICS GENERAL	.00	.00	1,000.00	-1,000.00	-1,000.00
100 20130 THS BOOK STORE	198.03	.00	.00	.00	198.03
100 20133 THS NEWSPAPER	-109.01	50.00	70.00	-20.00	-129.01
100 20139 THS TRILLIUM YEARBOOK	-14,194.99	4,544.80	1,984.00	2,560.80	-11,634.19
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	46,764.51	46,240.17	524.34	-24,682.76
100 20156 MADISON MIDDLE SCHOOL	-30,873.94	22,729.82	21,309.97	1,419.85	-29,454.09
100 20165 THS Class of 2018	500.00	.00	.00	.00	500.00
100 20167 THS Class of 2020	-13,251.30	13,501.30	500.00	13,001.30	-250.00
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					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS Class of 2027 100 20180	-3,419.89	2,404.41	12,900.00	-10,495.59	-13,915.48
THS VOAG FUTURE FARMERS 100 20190	-1,391.69	.00	.00	.00	-1,391.69
THS VOAG FARM 100 20251	-39,696.84	13,905.97	15,990.91	-2,084.94	-41,781.78
BOOTH HILL SCHOOL 100 20252	-3,888.39	10,222.74	9,345.09	877.65	-3,010.74
FRENCHTOWN SCHOOL 100 20253	-2,741.13	3,502.87	10,286.71	-6,783.84	-9,524.97
DANIELS FARM 100 20254	1,673.89	11,896.13	21,374.85	-9,478.72	-7,804.83
MIDDLEBROOK SCHOOL 100 20255	-4,010.39	4,856.49	5,646.96	-790.47	-4,800.86
JANE RYAN SCHOOL 100 20258	-190.35	3,883.93	5,941.39	-2,057.46	-2,247.81
TASHUA SCHOOL 100 20261	-5,079.44	5,256.94	4,919.39	337.55	-4,741.89
Middlebrook Mentors 100 20510	.00	204.34	750.00	-545.66	-545.66
THS STUDENT COUNCIL 100 20550	-5,479.83	740.79	600.00	140.79	-5,339.04
GENERAL FUND 100 20599	-9,057.71	281.14	6,800.84	-6,519.70	-15,577.41
THS HISTORY HONOR SOCIETY 100 20600	-93.91	.00	1,020.00	-1,020.00	-1,113.91
THS-Community Service 100 20603	1,227.00	.00	.00	.00	1,227.00
THS Bookstore/DECA(Marketing) 100 20604	-14,785.93	47,065.00	54,413.17	-7,348.17	-22,134.10
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	1,310.00	-1,310.00	-3,794.98
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-10,414.64	2,168.74	767.22	1,401.52	-9,013.12
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	263.00	314.00	-51.00	-180.06
THS CHORAL GROUP 100 20615	-4,909.25	.00	4,896.40	-4,896.40	-9,805.65
THS ITALIAN CLUB 100 20617	-624.65	.00	.00	.00	-624.65
THS FUTURE BUSINESS LEADERS 100 20619	-2,207.76	5,886.48	6,242.05	-355.57	-2,563.33
FRENCH HONOR SOCIETY	-586.00	764.09	1,010.00	-245.91	-831.91

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20620					
THS FRENCH CLUB	-764.34	.00	.00	.00	-764.34
100 20621					
THS MISCELLANEOUS	-3,506.92	1,197.58	4,904.82	-3,707.24	-7,214.16
100 20622					
THS IN/OUT	-4,617.38	5,776.62	13,241.19	-7,464.57	-12,081.95
100 20624					
THS SPANISH CLUB	-300.72	100.00	100.00	.00	-300.72
100 20625					
THS SODA MACHINE	-1,102.81	269.40	163.35	106.05	-996.76
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	1,575.00	2,150.00	-575.00	-2,021.04
100 20637					
THS Ethics Club	-47.14	312.00	655.00	-343.00	-390.14
100 20639					
THS MODEL U.N. CLUB	-2,247.11	7,461.53	8,530.00	-1,068.47	-3,315.58
100 20640					
THS INTERACT CLUB	-593.24	1,934.80	1,398.80	536.00	-57.24
100 20641					
THS THESPIAN SOCIETY	-4,749.99	2,448.11	4,722.27	-2,274.16	-7,024.15
100 20642					
THS Youth to Youth	-410.62	250.00	250.00	.00	-410.62
100 20643					
THS GRADUATION-CAP & GOWNS	-14,681.48	6,426.16	29,716.41	-23,290.25	-37,971.73
100 20644					
THS ROBOTICS CLUB	-1,294.05	305.00	.00	305.00	-989.05
100 20645					
THS LINK CREW LEADERS	-7,264.68	10,310.46	8,399.70	1,910.76	-5,353.92
100 20646					
THS CHEERLEADING	-4,840.48	19,627.61	18,077.75	1,549.86	-3,290.62
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	2,360.53	8,301.46	-5,940.93	-7,803.04
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					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS BOYS TENNIS 100 20706	-300.30	.00	.00	.00	-300.30
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	3,080.00	-2,101.97	-3,454.71
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	2,532.45	2,843.20	-310.75	-2,047.81
THS BUS.ED.ENTREPRENEUR 100 20718	-864.69	633.46	643.21	-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	12,500.00	27,658.00	-15,158.00	-16,140.24
THS BOYS GOLF 100 20726	.00	1,660.73	3,457.15	-1,796.42	-1,796.42
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	93.94	.00	93.94	-1,610.66
THS Science Honor Society 100 20738	-437.43	88.99	855.00	-766.01	-1,203.44
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	-89,592.94	119,645.27	42,755.20	76,890.07	-12,702.87

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
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100 24008					
Due to Fund 205/BOE Programs	-1,250.00	3,676.50	4,051.66	-375.16	-1,625.16
100 29280					
ACCOUNTS PAYABLE	-13,517.39	599,522.38	586,004.99	13,517.39	.00
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TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	1,965,146.67	1,965,146.67	.00	.00
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03/17/2025 12:50 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY25/JUL TO FEB
 FUND 100

| P 6
 | glatrba1

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
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REPORT TOTALS	.00	1,965,146.67	1,965,146.67	.00	

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2008200 PRIVATE FUNDS/GRANTS	0	29,881	29,881	-146,534.48	.00	176,415.21	-490.4%
TOTAL REVENUES	0	-302,155	-302,155	-307,148.00	.00	4,993.33	
TOTAL EXPENSES	0	332,035	332,035	160,613.52	.00	171,421.88	
2009010 IDEA-611 20977	0	1,958,998	1,958,998	118,791.81	731,044.49	1,109,161.78	43.4%
TOTAL REVENUES	0	0	0	-932,445.17	.00	932,445.17	
TOTAL EXPENSES	0	1,958,998	1,958,998	1,051,236.98	731,044.49	176,716.61	
2009011 IDEA-611 NP 20977	0	93,555	93,555	23,701.74	23,701.71	46,151.15	50.7%
TOTAL EXPENSES	0	93,555	93,555	23,701.74	23,701.71	46,151.15	
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	-18,350.18	.00	217,000.30	-9.2%
TOTAL REVENUES	0	0	0	-217,000.00	.00	217,000.00	
TOTAL EXPENSES	0	198,650	198,650	198,649.82	.00	.30	
2009060 ARPA-SumMnHth ends 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	-57,574.11	15,818.50	46,839.20	-821.4%
TOTAL REVENUES	0	0	0	-78,476.23	.00	78,476.23	
TOTAL EXPENSES	0	5,084	5,084	20,902.12	15,818.50	-31,637.03	
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	17,290.48	90,505.90	-102,452.40	2017.2%
TOTAL REVENUES	0	-235,000	-235,000	-98,907.35	.00	-136,092.65	
TOTAL EXPENSES	0	240,344	240,344	116,197.83	90,505.90	33,640.25	
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	-14,547	-14,547	-9,525.67	.00	-5,021.35	
TOTAL EXPENSES	0	15,734	15,734	1,138.13	.00	14,596.18	
2009301 TITLE IV-A NP 20873	0	2,181	2,181	.00	673.00	1,507.84	30.9%
TOTAL REVENUES	0	-2,539	-2,539	.00	.00	-2,538.98	
TOTAL EXPENSES	0	4,720	4,720	.00	673.00	4,046.82	
2009350 HEADSTART ABCD OCT-SEPT	0	0	0	28,239.37	140,721.54	-168,960.91	100.0%
TOTAL REVENUES	0	-363,621	-363,621	-116,492.00	.00	-247,129.00	
TOTAL EXPENSES	0	363,621	363,621	144,731.37	140,721.54	78,168.09	
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	-5,492	-5,492	-1,725.56	21,156.85	-24,923.46	-353.8%
TOTAL REVENUES	0	0	0	-20,292.37	.00	20,292.37	
TOTAL EXPENSES	0	-5,492	-5,492	18,566.81	21,156.85	-45,215.83	
2009450 IDEA PRE-K 20983	0	6,209	6,209	5,186.85	16,485.94	-15,463.36	349.0%
TOTAL REVENUES	0	-45,704	-45,704	-23,288.44	.00	-22,415.56	
TOTAL EXPENSES	0	51,913	51,913	28,475.29	16,485.94	6,952.20	

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009460 OPEN CHOICE	0	224,677	224,677	-60,030.93	20,903.70	263,803.80	-17.4%
TOTAL REVENUES	0	0	0	-107,363.03	.00	107,363.03	
TOTAL EXPENSES	0	224,677	224,677	47,332.10	20,903.70	156,440.77	
2009470 PERKINS GRANT 20742	0	0	0	19,956.25	4,100.55	-24,056.80	100.0%
TOTAL REVENUES	0	-63,748	-63,748	-25,698.27	.00	-38,049.73	
TOTAL EXPENSES	0	63,748	63,748	45,654.52	4,100.55	13,992.93	
2009480 TITLE II PART A 20858	0	8,229	8,229	37,603.65	.00	-29,374.28	456.9%
TOTAL REVENUES	0	-87,286	-87,286	-15,023.37	.00	-72,262.86	
TOTAL EXPENSES	0	95,516	95,516	52,627.02	.00	42,888.58	
2009481 TITLE II-A NP 20858	0	7,903	7,903	1,094.00	700.00	6,109.30	22.7%
TOTAL REVENUES	0	-11,961	-11,961	.00	.00	-11,960.77	
TOTAL EXPENSES	0	19,864	19,864	1,094.00	700.00	18,070.07	
2009520 MAGNET TRANSPORTATION	0	65,820	65,820	-18,200.00	.00	84,019.90	-27.7%
TOTAL REVENUES	0	0	0	-18,200.00	.00	18,200.00	
TOTAL EXPENSES	0	65,820	65,820	.00	.00	65,819.90	
GRAND TOTAL	0	2,637,501	2,637,501	-58,484.30	1,065,812.18	1,630,172.90	38.2%

** END OF REPORT - Generated by Peg Brindisi **

Trumbull Board of Education												
Special Revenue BOE Programs												
Org#	Description	Org	Obj	Prj	Revenues	7/1/24 to 2/28/25		Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	Fund Balance(Deficit) as of		
						Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures			7/1/2024	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	2/28/2025
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58
2059530	Agriscience	205	31510	Agri	-	-	13,755	935	(14,690)	168,309.95	-	153,619
2051121	Athletics	205	31510	Athle	249,024	-	4,979	40,000	204,044	141,495.76	-	345,540
2052651	Building Use	205	31510	bldgu	30,992	-	13,410	173	17,409	54,020.04	-	71,429
2051650	Continuing Ed	205	31510	ContE	53,497	-	76,546	35,698	(58,748)	(13,022.85)	-	(71,771)
2051100	Driver's Education	205	31510	DrEd	21,308	-	18,411	3,200	(304)	39,785.01	4,800	44,281
2051711	E Sports	205	31510	Sport	3,795	-	1,284	700	1,811	15,229.01	-	17,040
2051717	Elementary Strings & Band	205	31510	Pay	94,519	-	130,041	111,157	(146,680)	8,086.05	-	(138,594)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	26,576	-	94,621	46,368	(114,413)	(21,454.38)	5,188	(130,680)
2056230	Guidance/Testing	205	31510	Guid	55	-	-	-	55	11,635.49	-	11,690
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	362,552	-	208,636	201,561	(47,644)	121,781.25	-	74,137
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	107,540	-	69,849	31,236	6,454	208,566.45	-	215,021
2055904	Rebates	205	31510	Reb	57,537	-	6,724	35,099	15,714	52,882.56	-	68,596
2051600	Summer Explorations	205	31510	SS	37,452	-	212,530	20,053	(195,132)	275,277.48	745	80,891
2052221	Take Home Device Insurance	205	31510	Take	52,700	-	59,866	-	(7,165)	23,482.27	-	16,317
2057100	THS AP Testing	205	31510	TEST	49	-	-	-	49	16,029.99	-	16,079
2051380	THS Auditorium	205	31510	Audi	-	-	256	-	(256)	3,534.88	-	3,278
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	5,954	-	3,736	970	1,248	3,779.08	-	5,027
2055400	THS Musical	205	31510	music	21,458	-	37,926	24,358	(40,826)	38,520.29	-	(2,305)
2051709	THS Student Parking	205	31510	Park	29,725	-	8,683	-	21,042	(153.55)	-	20,889
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	-	-	13,363	103,664	(117,027)	1,836.43	-	(115,191)
	Total Special Revenue Fund				1,154,732	-	974,619	655,173	(475,060)	1,156,607.32	10,733	692,280
	* 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	1/31/2025 YTD	1/31/2025 Month	2/28/2025 YTD	2/28/2025 Month
Balance Sheet																
Assets:																
Cash	3,098,094		3,205,919		2,095,547		2,078,502		2,231,586		2,368,066		2,595,639		1,889,082	
Receivables	120,910		150,785		226,426		326,323		319,323		288,865		344,598		360,563	
Inventory	48,157		48,157		88,887		86,514		88,485		79,088		104,552		101,232	
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		3,044,789		2,350,878	
Liabilities:									-		-		-		-	
Accounts Payable	-		-		273,952		180,983		183,507		101,948		217,462		132,250	
Deferred Revenue	88,819		176,712		152,977		153,055		156,648		155,950		160,769		157,654	
Due to Town	1,069,465		1,128,356		259,714		414,928		624,898		792,716		927,982		286,967	
Due To 205 Fund															31	
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		1,306,213		576,902	
Fund Balances:	1,895,864		1,886,781		1,724,218		1,742,372		1,674,341		1,685,403		1,738,577		1,773,976	
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	1,226,034	263,504	1,459,511	233,477
Intergovernmental	-	-	16,155	16,155	107,422	91,267	206,220	98,798	295,785	89,565	384,671	88,886	492,535	107,864	586,711	94,176
Other Income/Interest	-	-	-	-	-	-	817	817	9,079	8,263	18,411	9,332	27,592	9,180	35,472	7,881
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	1,746,161	380,548	2,081,694	335,533
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	606,224	88,505	716,548	110,323
FICA	564	564	1,537	973	7,382	5,845	13,444	6,062	22,645	9,201	29,648	7,003	34,514	4,866	40,565	6,052
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	269,308	40,125	300,396	31,087
Other Expenses	-	-	190	190	62,742	62,552	74,465	11,723	88,697	14,232	102,919	14,222	117,082	14,163	131,651	14,569
Supplies	-	-	39	39	22,670	22,631	38,780	16,109	51,354	12,574	59,646	8,292	63,575	3,929	81,286	17,711
Cost of Food	-	-	-	-	176,374	176,374	302,171	125,797	426,518	124,347	515,829	89,310	654,768	138,940	768,380	113,611
Equipment/Capital	-	-	-	-	103,549	103,549	135,104	31,555	168,360	33,257	170,315	1,955	207,163	36,848	213,942	6,779
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	1,952,634	327,375	2,252,768	300,134
Incr/(Decr) in fund balances before operating transfers	(45,992)		(55,075)		(220,832)		(202,677)		(270,708)		(259,646)		(206,473)		(171,074)	
Operating Transfers in/(out)	-		-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(45,992)		(55,075)		(220,832)		(202,677)		(270,708)		(259,646)		(206,473)		(171,074)	
Fund Balances:																
Beginning of year	1,941,857		1,941,857		1,941,857		1,945,049		1,945,049		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		1,738,577		1,773,976	
Months Revenue Control	180		49,847		344,951		356,726		323,474		290,434		380,549		335,533	
Month Expenditure Control	46,173		58,930		381,067		338,571		391,505		279,372		327,375		300,134	
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		53,173		35,399	

School Lunch Financials As of February 28, 2025 - FUND 210

Balance Sheet as of 2/28	Budget	2/28/2025 Actual	Encumbered	Available/ (Over)	2/29/2024 Actual	YTY Diff.	% Change
Assets:							
Cash		1,889,082			2,654,374	(765,293)	-28.83%
Receivables		360,563			414,804	(54,240)	-13.08%
Inventory		101,232			75,054	26,178	34.88%
Prepaid Expense							
Due From Others							
Total Assets:		2,350,878			3,144,232	(793,355)	-25.23%
Liabilities:							
Accounts Payable		132,250			223,677	(91,427)	-40.87%
Deferred Revenue		157,654			134,423	23,231	17.28%
Due to Town		286,967			281,282	5,686	2.02%
Due to 205 Fund		31			-	31	
Medical/Dental Premium WH							
Reserve for Encumbrance							
Total Liabilities:		576,902			639,381	(62,479)	-9.77%
Fund Balances:		1,773,976			2,504,851	(730,875)	-29.18%
Statement of Revenues, Expenditures and Changes in Fund Balances for the 6 months ended 2/28							
Revenue/increases:							
Food Sales/Charges for Service	2,246,500	1,459,511	-	786,989	1,308,764	150,747	11.52%
Intergovernmental	942,356	586,711	-	355,645	629,857	(43,146)	-6.85%
Other Income/Interest	-	35,472	-	(35,472)	354,184	(318,711)	-89.98%
Intergovernmental (Town) Transfer						-	
Increases						-	
Total revenue/increases	3,188,856	2,081,694	-	1,107,162	2,292,804	(211,110)	-9.21%
Expenses/decreases							
Wages	1,060,173	716,548	528,985	(185,359)	668,534	48,014	7.18%
FICA	73,700	40,565	-	33,135	36,266	4,299	11.85%
Medical	544,516	300,396	177,037	67,083	294,852	5,544	1.88%
Other Expenses	106,588	131,651	75,292	(100,355)	93,507	38,144	40.79%
Supplies	85,000	81,286	37,746	(34,032)	72,690	8,596	11.83%
Cost of Food	1,145,750	768,380	841,714	(464,344)	791,893	(23,514)	-2.97%
Equipment/Capital	112,700	213,942	300,559	(401,801)	137,310	76,632	55.81%
Intergovernmental (Town) Transfe	-	-	-				
Decreases							
Total Expenditures/Increases	3,128,427	2,252,768	1,961,333	(1,085,673)	2,095,052	157,715	7.53%
Incr/(Decr) in fund balances							
before operating transfers		(171,074)			197,752	(368,826)	-186.51%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after		(171,074)			197,752	(368,826)	-186.51%
operating transfers							
Fund Balances:							
Beginning of year		1,945,049			2,307,099	(362,050)	-15.69%
End of period		1,773,976			2,504,851	(730,875)	-29.18%
Months Revenue Control		335,533			350,386	(14,853)	
Months Exp Control		300,134			374,637	(74,503)	
Profit (Loss) for the month		35,399			17,633	17,766	100.76%

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/24			Account Name	7/1/24 to 2/28/25				Fund Balance as of 2/28/25		
Restricted	Unrestricted	Total		Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	195.15	1,880.15	Brewster	-	-	21.59	21.59	1,685.00	216.74	1,901.74
-	6,447.02	6,447.02	Peter Burke	-	-	74.02	74.02	-	6,521.04	6,521.04
-	1,240.21	1,240.21	K. Capobianco	-	-	14.24	14.24	-	1,254.45	1,254.45
-	6,956.94	6,956.94	Donna Cassidy	-	-	79.87	79.87	-	7,036.81	7,036.81
-	39.65	39.65	Citizenship/Holdsworth	-	-	0.46	0.46	-	40.11	40.11
-	37,286.18	37,286.18	Chelsea Cunha	5,386.40	-	458.15	5,844.55	-	43,130.73	43,130.73
-	5,478.52	5,478.52	Mary Curtiss	-	-	62.90	62.90	-	5,541.42	5,541.42
10,000.00	1,136.83	11,136.83	S. Dick Electronics	-	-	127.86	127.86	10,000.00	1,264.69	11,264.69
-	1,093.70	1,093.70	Ran Grinnell	-	-	12.56	12.56	-	1,106.26	1,106.26
-	3,891.71	3,891.71	Clare Hampford	-	-	44.68	44.68	-	3,936.39	3,936.39
-	9.98	9.98	G. Hartz	-	-	0.11	0.11	-	10.09	10.09
-	10,870.00	10,870.00	Peter Horton	50.00	-	124.80	174.80	-	11,044.80	11,044.80
-	3,242.33	3,242.33	Klein/ Danaher	-	-	37.22	37.22	-	3,279.55	3,279.55
-	78.22	78.22	Lorimer	-	-	0.90	0.90	-	79.12	79.12
-	556.87	556.87	Dr. Gloria Maina	-	-	6.39	6.39	-	563.26	563.26
-	165.04	165.04	Frances S. Mallett	-	-	1.89	1.89	-	166.93	166.93
-	13,221.64	13,221.64	Loretta McDougall	-	-	151.80	151.80	-	13,373.44	13,373.44
-	6,320.00	6,320.00	Middlebrook Wings	1,460.00	-	72.56	1,532.56	-	7,852.56	7,852.56
-	9,559.86	9,559.86	Karen Mraz	400.00	-	110.74	510.74	-	10,070.60	10,070.60
-	537.37	537.37	National Merit	-	-	6.17	6.17	-	543.54	543.54
-	512.31	512.31	Ralph Pascale	-	-	5.88	5.88	-	518.19	518.19
8,000.00	1,037.94	9,037.94	PHNA	-	-	103.76	103.76	8,000.00	1,141.70	9,141.70
-	14,915.74	14,915.74	Jill Resnick	-	-	171.25	171.25	-	15,086.99	15,086.99
5,190.00	970.65	6,160.65	R. Rossomando	-	-	70.73	70.73	5,190.00	1,041.38	6,231.38
2,500.00	313.96	2,813.96	R. Simses	-	-	32.31	32.31	2,500.00	346.27	2,846.27
2,200.00	276.50	2,476.50	R. Stowe	-	-	28.43	28.43	2,200.00	304.93	2,504.93
-	1,113.69	1,113.69	Trumbull High	-	-	12.79	12.79	-	1,126.48	1,126.48
-	211.61	211.61	Jennie N. Villano	-	-	2.43	2.43	-	214.04	214.04
10,000.00	1,139.68	11,139.68	Zink	-	-	127.89	127.89	10,000.00	1,267.57	11,267.57
39,575.00	128,819.30	168,394.30	Total Scholarship Fund	7,296.40	-	1,964.36	9,260.76	39,575.00	138,080.06	177,655.06

FOR 2025 08

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL

2051713 ELITE Business Program								

2051713	40205	DONATIONS	0	0	-10,125.00	.00	10,125.00	100.0%
2051713	40400	REVENUE	0	0	-15,720.27	.00	15,720.27	100.0%
2051713	40410	GCRev	0	0	-730.33	.00	730.33	100.0%
2051713	51120	AIDE-CLSRM	0	0	13,360.88	.00	-13,360.88	100.0%*
2051713	52001	FICA/MEDIC	0	0	373.24	.00	-373.24	100.0%*
2051713	53402	SubPara	0	0	967.87	95.43	-1,063.30	100.0%*
2051713	54000	PURCH. PROP	0	0	6,198.54	5,118.41	-11,316.95	100.0%*
2051713	54101	ELECTRIC	0	0	3,603.64	3,066.50	-6,670.14	100.0%*
2051713	54410	RENT	0	0	50,228.00	28,052.00	-78,280.00	100.0%*
2051713	54900	PROP SERV	0	0	8,266.73	5,755.97	-14,022.70	100.0%*
2051713	55000	Other Purc	0	0	3,640.76	1,735.93	-5,376.69	100.0%*
2051713	55800	ELITE TRAV	0	0	212.00	.00	-212.00	100.0%*
2051713	56000	Supplies	0	0	6,994.72	366.97	-7,361.69	100.0%*
2051713	56202	NATUR. GAS	0	0	397.25	2,177.22	-2,574.47	100.0%*
2051713	58900	DUES	0	0	376.88	.00	-376.88	100.0%*
2051713	59999	PR YR DEF	0	-21,454	-21,454	.00	-21,454.38	.0%*
GRAND TOTAL		0	-21,454	-21,454	68,044.91	46,368.43	-135,867.72	-533.3%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 08

		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	-25.45	.00	25.45	100.0%
2051709	40400	Parking	0	0	-29,700.00	.00	29,700.00	100.0%
2051709	51127	SEC. GRD	0	0	3,351.15	.00	-3,351.15	100.0%*
2051709	52001	FICA/MEDIC	0	0	77.06	.00	-77.06	100.0%*
2051709	57202	SITE IMPR	0	0	5,250.00	.00	-5,250.00	100.0%*
2051709	58900	DUES	0	0	4.81	.00	-4.81	100.0%*
2051709	59999	PR YR DEF	0	-154	-154	.00	-153.55	.0%*
GRAND TOTAL			0	-154	-154	-21,042.43	.00	20,888.88*****%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL

2051600 SUMMER EXPLORATIONS							

2051600 51130 SEC	0	0	0	.00	14,316.75	-14,316.75	100.0%*
TOTAL NO PROJECT	0	0	0	.00	14,316.75	-14,316.75	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 51130 25-26 SEC-CALYR	0	0	0	6,362.98	.00	-6,362.98	100.0%*
2051600 52001 25-26 FICA/MEDIC	0	0	0	142.58	.00	-142.58	100.0%*
2051600 52002 25-26 INSURANCE	0	0	0	2,751.60	5,503.20	-8,254.80	100.0%*
TOTAL 25-26 Project Period	0	0	0	9,257.16	5,503.20	-14,760.36	100.0%
GRAND TOTAL	0	275,277	275,277	175,078.50	20,053.15	80,145.83	70.9%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2025 08

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL

2051650 Continuing Ed								

2051650 40400	CONT ED	0	0	0	-53,496.77	.00	53,496.77	100.0%
2051650 51110	TeachSal	0	0	0	4,281.28	.00	-4,281.28	100.0%*
2051650 51130	Sec	0	0	0	9,014.30	4,772.25	-13,786.55	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	352.83	.00	-352.83	100.0%*
2051650 52002	INSURANCE	0	0	0	11,006.48	5,503.24	-16,509.72	100.0%*
2051650 53300	OTHER PROF	0	0	0	4,010.00	21,240.00	-25,250.00	100.0%*
2051650 55900	PRINTERS	0	0	0	3,784.18	.00	-3,784.18	100.0%*
2051650 56110	InsSupplie	0	0	0	37,049.19	4,183.00	-41,232.19	100.0%*
2051650 58900	DUES	0	0	0	7,047.97	.00	-7,047.97	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	23,049.46	35,698.49	-71,770.80	-451.1%

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TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, March 6, 2025

Attendees: Committee Members: Jackie Norcel (Chair), Julia McNamee, Chris Bandecchi; Board of Education member Lisa Nuland; Staff: Paul Hendrickson, Peg Brindisi, and Food Service Director Chris Molyneux; Other: Cindy Katske and Mary Issac.

Location: Long Hill – Ellie’s Room

The meeting was called to order at 4:00 pm.

The minutes of the January 23, 2025 meeting were approved 3-0 (Mr. Bandecchi moved; Ms. McNamee seconded the motion).

Mr. Molyneux presented an update on District food service operations including student participation, menus, and new equipment. He answered several questions from Committee members.

Mr. Hendrickson answered some questions from the Committee about the January 31, 2025 financials; he pointed out that electricity, Special Education out-of-district transportation, and PPS out-placed tuition would be budget challenges. He spoke about recent legislative efforts to fund Excess Cost Reimbursement (ECR) more completely and touched on methods to project year end balances. Mr. Hendrickson also presented a proposed updated Building Use Fee Schedule.

Mr. Bandecchi made a motion to approve the updated Building Use Fee Schedule; Ms. McNamee seconded the motion. The motion passed 3-0.

Ms. McNamee made a motion to accept the January Financial Report; Mr. Bandecchi seconded the motion. The motion passed 3-0.

Mr. Bandecchi made a motion to forward the January Financial Report and the updated Building Use Fee Schedule to the Board of Education. Ms. McNamee seconded the motion, and the motion passed 3-0.

Mr. Bandecchi made a motion to adjourn, and the motion was seconded by Ms. McNamee. The motion passed 3-0, and the meeting was adjourned at 4:58 pm.

Respectfully submitted,

Paul Hendrickson

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, March 27, 2025

Attendees: Committee Members: Jackie Norcel (Chair) and Julia McNamee; Staff: Paul Hendrickson and Peg Brindisi; Other: Mary Issac.

Location: Long Hill – Ellie’s Room

The meeting was called to order at 4:08 pm.

The minutes of the March 6, 2025 meeting were approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Mr. Hendrickson answered some questions from the Committee about the February 28, 2025 financials; he pointed out that electricity, Special Education out-of-district transportation, and PPS out-placed tuition would be budget challenges. He spoke about recent legislative efforts to fund Excess Cost Reimbursement (ECR) more completely and touched on methods to project year end balances. He also gave the committee information on the Public Benefits Charge that he received from his State Representative.

Ms. McNamee made a motion to accept the February Financial Report and forward it 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 4:38 pm.

Respectfully submitted,

Paul Hendrickson

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, April 8, 2025

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

No current Pending Litigation

Recommendation:

Receive and file.

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting April 8, 2025

Agenda Item IV-B

Status of Negotiations

Please see reverse side for status of
negotiations with the eight bargaining units.

Recommendation:

Receive and file.

STATUS OF NEGOTIATIONS

<u>Unit</u>	<u>Member of Board's Negotiating Team</u>	<u>Status of Negotiations</u>
Teachers TEA	Attorney Floyd Dugas Marie Petitti Alison Squiccimaro	The TEA Agreement covers the period from July 1, 2023 to June 30, 2026.
Administrators TAA	Attorney Floyd Dugas Marie Petitti Alison Squiccimaro	The TAA Agreement covers the period from July 1, 2024 to June 30, 2027.
Administrative Support Services	Attorney Floyd Dugas	The (TASS) Administrative Support covers the period from July 1, 2021 to June 30, 2025. Discussions have begun.
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2021 to June 30, 2025. Negotiations for a successor Agreement have begun.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025. Negotiations for a successor Agreement have begun.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2024 to June 30, 2028.
UE Local #21 Supervisor/ Support Staff UE LOCAL #21	Attorney Floyd Dugas	The UE Local #21 Supervisors Agreement covers the period from July 1, 2024 to June 30, 2027. The UE Local #21 Support Agreement covers the period from July 1, 2024 to June 30, 2027.