TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Special* Meeting – Tuesday, March 17, 2026, 6:00 p.m.*
Long Hill Administration Building
Agenda

https://us06web.zoom.us/j/85130035466?pwd=T2OwAr6cCixPiYtCQTKazqV7CH9ms7.1
Webinar ID: 851 3003 5466 Password: 223222
Join by telephone: (646) 931-3860 or (888) 475-4499 (Toll Free) / Webinar ID: 851 3003 5466

OR Follow the live meeting on TCTV Trumbull YouTube Page:
https://www.youtube.com/@TCTVTrumbull/streams

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 sign up. 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 Board Representative Report

III. REPORTS/ACTION ITEMS

A. Approval/THS Choirs "All-State Mixed Chorus" Trip to Hartford, CT – Mr. Christopher Wasko
B. Approval/Car Donation, 2010 Lexus, to THS Auto Technology Program – Mr. Manuel, Mr. Bracksieck
C. Approval/Minutes - BOE Regular Meeting of February 10, 2026
D. Personnel Report
E. TPAUD, Trumbull's Prevention Partnership Student Survey Results – Ms. McGarry
F. Curriculum Committee Report – Mrs. Petitti
Curriculum – Dr. Iwanicki
- Curriculum Guide Update - *Robotic I, Grades 10-12*
- Curriculum Guide Update - *Digital Media 2, Grades 10-12*
- Curriculum Guide Update - *Culinary 1, Grades 9-12*
- Curriculum Guide New Course - *UConn Early College Experience Honors If You Love It, Teach It, Grades 11-12*

G. Policy Committee Report – Mrs. Squiccimarro
Policy – First Readings – Dr. Iwanicki
- Policy 5112.1 Kindergarten Enrollment and Early Entry Waiver (2026-2027)
- Policy 6166.1 Selection of Instructional Material: Revisions Needed
- Policy 1312.5 & 6161.14 Library Display and Program Policy
- Policy 1312.4 and 6161.13 – Library Policy Library Collection Development and Maintenance Policy: *A New Policy*

H. Financial Committee Report – Ms. McNamee
1. Approvals/Financials as of January 31, 2026 – Mrs. Pierce
2. Approval/Budget Transfers – Mrs. Pierce

IV. RECEIVE AND FILE

- Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–March 17, 2026

Mr. Christopher Wasko

Agenda Item – III-A

Approval of Trumbull High School Choirs "All-State Mixed Chorus", March 26, 2026 thru March 28, 2026 at the CT Convention Center, Hartford, CT.

The THS Choirs are singing in the All-State Mixed Chorus, which is the highest state level of ensemble music making. This epitomizes our performance goals for the choral program curriculum.

Funding for this trip is provided through parents. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Christopher Wasko together with the corresponding trip itinerary.

Recommendation:

Approve the overnight Trumbull High School "All-State Mixed Chorus", CT Convention Center, Hartford, CT.

TRUMBULL HIGH SCHOOL
PRINCIPAL'S OFFICE

Date: March 6, 2026

To: Dr. Iwanicki
Cc: Amy Palmer

From: Todd Manuel

Re: Field Trip Waiver

Dr. Iwanicki,

I am requesting that the 90-day timeline be waived for the following:

Christopher Wasko – Hartford, CT – Convention Center / 3.26.26 - 3.28.26

Per Mr. Wasko, ". I needed to confirm that the students were accepted to the festival after their auditions in mid-February, and that they could pay registration and secure rides to the event. The weather and ACDA conference last week made that difficult to do, which is why the form came in late".

Therefore, as principal, I am requesting a waiver of the 90-day timeline.

Thank you.

Todd G. Manuel
Principal, Trumbull High School

PLEASE NOTE: PREVIOUS YEAR'S ITINERARY FOR CONTEXT - CURRENT YEAR NOT AVAILABLE AT THIS TIME.

All State festival schedule 2024 At-A-Glance

Thursday 4/04/24

- Student registration - CCC Ballroom B, Luggage drop-off - Marriott Salon C, 9:00-10:00 AM
- General Meeting, CCC Ballroom B - 10:00-10:30 AM
- Rehearsals - 10:45-12:45 PM
- Lunch - 1:00-2:00 PM
- Rehearsals - 2:15-5:00 PM
- Dinner - 5:15-6:15 PM
- Activity - Movie Night in CCC Ballroom A OR quiet study/homework in CCC Ballroom B
- End of movie around 9:00 P.M. - meet with Chaperones, get room keys, and Transition to Marriott
- 9:00 P.M.- 9:30 P.M. Commuter Check-Out with Head Commuter Chaperone
- Lights out - 10:00 PM

Rehearsal Rooms:

Mixed Choir: CCC Ballroom C
Treble Choir: CCC Rooms 14/15
Jazz Band: CCC Room 17
Orchestra: Marriott Salons D/E
Band: CCC Rooms 21/22/23

Friday 4/05/24

- 7:30 A.M.- 8:00 A.M. Commuter Check-In with Head Commuter Chaperone
- Breakfast - 8:00-9:00 AM
- Rehearsals - 9:15-12:30 PM
- Lunch - 12:45-1:45 PM
- Rehearsals - 2:00-5:00 PM
- Dinner - 5:15-6:15 PM
- Rehearsal - 6:30-7:45 PM
- Activity - UConn Music Education Popular Music Ensemble and The Hartt School Steel Pan Ensemble - 8:00 PM
- 9:00 P.M.- 9:30 P.M. Commuter Check-Out with Head Commuter Chaperone
- Lights out - 10:00 PM

Saturday 4/06/24

- 7:00 A.M.- 7:30 A.M. Commuter Check-In with Head Commuter Chaperone

Orchestra	Band	Mixed Choir	Jazz	Treble Choir
		Breakfast CCC 14-17 7:15-8:00		Breakfast CCC 14-17 7:15-8:00
Breakfast CCC 14-17 8:00-8:45	Breakfast CCC 14-17 8:00-8:45	*Move to CCC 11-13* Warm Up/Line up procedures CCC 11/12/13 8:15-8:45	Breakfast CCC 14-17 8:00-8:45	*Set Up Grand Ballroom* Dress Rehearsal Grand Ballroom 8:15-8:45
Move to Marriott	*Move to Marriott*	*Set Up Grand Ballroom*	*Move to Marriott*	*Move to CCC 11-13*
Change and Check Out 9:00-9:45	Change and Check Out 9:00-9:45	Dress Rehearsal Grand Ballroom 9:00-9:30	Change and Check Out 9:00-9:45	Warm Up/Line up procedures 9:00-9:30
		Move to Marriott		*Move to Marriott*
Set Up	*Move to Grand Ballroom*	Break 9:45-10:45 (Change and checkout for Marriott students)	*Move to Grand Ballroom*	Break 9:45-10:45 (Change and checkout for Marriott students)
Dress Rehearsal Grand Ballroom 10:00-10:45	Watch Dress Rehearsal 10:00-10:45		Watch Dress Rehearsal 10:00-10:45	
Take Seats	*Set Up*	*Move to CCC 14-17*	*Move to CCC 14-17*	*Move to CCC 14-17*
Watch Dress Rehearsal 11:00-11:45	Dress Rehearsal Grand Ballroom 11:00-11:45	Lunch CCC 14-17 11:00-11:45	Lunch (Jazz goes first) CCC 14-17 11:00-11:45	Lunch CCC 14-17 11:00-11:45
Move to CCC 24-27	*Move to CCC 24-27*	*Move to CCC 11-13*	*Move and Set Up*	*Move to Grand Ballroom*
Lunch CCC 14-17 12:00-12:45	Lunch CCC 14-17 12:00-12:45	Warm Up/Line up procedures CCC 11/12/13 12:00-12:45	Dress Rehearsal Grand Ballroom 11:45-12:30	Warm Up/Line up procedures Marriott D&E 12:00-12:45
Move to Grand Ballroom	*Move to Grand Ballroom*	*Move to Grand Ballroom*	*Wait*	*Wait*
Watch Concert	Watch Concert	Perform Concert @ 1	Perform Concert @ 1	Perform Concert @ 1
Perform Concert @ 4:00	Perform Concert @ 4:00	**Leave after Respective Concert**		

Trumbull Public Schools
2025-2026 Application for Field Trips

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

Submitted By: cwasko@trumbullps.net **Date Submitted:** 3/6/2026 11:05:46

School: Trumbull High School **Group:** THS Choirs

Departure Date/Time: 3/26/2026 7:30:00 AM **Arrival Time at Destination:** 8:30:00 AM

Return Date/Time: 3/28/2026 5:00:00 PM **Arrival Time back at school:** 6:00:00 PM

Destination: Connecticut Convention Center

Destination Address: 100 Columbus Blvd **City:** Hartford
State: Hartford **Zip:** 06103

How will this activity enhance student learning and integrate curricular goals: Students are singing in the All-State Mixed Chorus, the highest state level of ensemble music making. This epitomizes our performance goals for the choral program curriculum.

Type of Field Trip: Overnight Trip

Transportation Request: Parents' Car (Parents must sign parent driver form)

Number of students: 2 **Grade Level:** 11

STUDENTS/CHAPERONE RATIOS

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

of Chaperones: 1

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Christopher Wasko	646-708-2840	Yes	3/26/2026	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	$0	$n/a	n/a
Registration Fees	$$375/student	$students	n/a
Other	0	n/a	n/a
Student Contributions			
Transportation	$0	Family	N/A
Entrance Fees/Room & Board/Food	$750	Family	N/A
Total Cost for Each Student	$375	Family	N/A

Additional Notes: n/a

Transportation Notes:

‘Registration Notes:

Fundraising/Other Funding Sources:n/a

Amount Offset by Fundraising/Other funding sources per Student: 0

APPROVALS

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

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: ssulliva@trumbullps.org

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – March 17, 2026

Matt Bracksieck, Tech. Education Teacher
Todd G. Manuel, Principal

Agenda Item – III-B

Approve receipt of donated 2010 Lexus LS460

A member of the Trumbull community is looking to donate their car to the THS Auto Technology program. This vehicle would replace the current car that is used to demonstrate automotive principles and give students a chance to practice.

The market value of the car is estimated to be $6350-$8000. A member of our school team inspected the car and it seemed to be in "fair" condition.

- Will be used for instructional demonstration purposes solely
- Current owner has generously offered to have it towed to Trumbull High School.

Currently, we have been utilizing a Cadillac (previous donation) which does not run, and has no value. We are working with the business office to donate or discard the vehicle.

Recommendation:

Approve the receipt of the donated 2010 Lexus LS460 automobile.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – March 17, 2026 Dr. Semmel

Agenda Item – III-C Approval/Minutes

- BOE Regular Meeting of February 10, 2026

Recommendation: Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Regular Meeting – February 10, 2026, 7:00 p.m.

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

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

Members absent:
S. Hepburn-James

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

Agenda Item II—Preliminary Business

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

B. Correspondence – Mrs. Nuland read the following correspondence: Leyla Fayyaz, Sarah Broas, Electra Ferriello, Susan Anderson Horan, Jenny Zambrano, Cara Rearick, Lena Palmer, Kathy Babin, Erica Siegel, Diane Norlander, Mariaqna Belleno, Nicole Zuraw, Kathryn Psarofagis Daphne Teittnen-Schreck, Maura Crossin wrote in to advocate for fully funding the BOE budget. Melissa Lewin is advocating for smaller class sizes for next year's budget. Conor English is advocating for fewer half days. Debra Kroszner is advocating for improvements to our transportation system.

C. Public Comment - Leyla Fayyaz spoke of the importance of funding the Superintendent's budget and the responsible allocation of the funds with our students as our top priority.

D. Superintendent Report - Dr. Semmel
- Dr. Semmel provided an update regarding the transportation issue that occurred on Monday, February 9, that required us to close school. He is actively working with our bus company, Durham, to enhance and reinforce their extreme cold weather protocols. We are grateful to the staff at Hillcrest, Madison and THS for their coordinated efforts in ensuring our students returned home safely.
- Dr. Semmel is looking forward to the Board of Education's adoption of his proposed budget allocation. At this evening's meeting, he will outline the potential impact on our students should the budget not be fully funded.

E. Board Chairman Report – Mrs. Timpanelli
As members of the Board of Education, our responsibility is to advocate for all of the students who attend Trumbull Public Schools. The Superintendent has proposed a budget that reflects the resources necessary to sustain our current commitment to educational excellence and to further advance our innovative programs. We respectfully request full support of the proposed budget to ensure the continued success of our school district.

F. Student Board Representatives Report - Danielle Lyon and Naomi Mickens reported: TECEC- K for Kindness project; Middlebrook- OLSAT testing, grade 2 friendship show and grade 5 urban air field trip; Frenchtown- 2 students were recognized at the Connecticut Association of Schools Celebration of the Arts, K students tap dancing experience and 100 days of school events; DFS- student council hosted a

Super Bowl food drive, National Math Challenge Tournament; Jane Ryan- 100 school days events, math in action challenge, Caldecott Medal winning books, volunteer opportunities and community food drives, Green Book Fair; Booth Hill- Kids Heart Challenge, math in action activities; Tashua- Black History Month, valentines for vets, PTA winter enrichment programs, grade 4 artwork, Kindness week, lunar year celebration, family fun night; Hillcrest- national Assessment of Educational Progress; Madison- SAVE Club activity, preparation for spring production, robotics team competition, winter athletics, advisory activities focused on social emotional learning, panthers love to play day; THS- grade 8-9 transition nights, winter athletics, We the People team named Connecticut State Champions, advisory day activity, college and career center postsecondary planning.

Agenda Item III—Reports/Action Items

A. Approval/Field Trips

1. THS DECA Trip to the International Career Development Conference in Atlanta, GA
   Advisor Ms. Christina Rusate presented the THS DECA trip to the ICDC in Atlanta, GA which is scheduled for April 24, 2026 to April 29, 2026. Funding for this trip is provided through BEI and ACE grants, as well as extensive fundraising on behalf of the club. Fundraising efforts include the school store, caramel sales, and dine-in nights. The balance (typically $600-800) is paid for by families.

   It was moved (Nuland) and seconded (McNamee) to approve the THS DECA Trip to the International Career Development Conference in Atlanta, GA as presented. Vote: Unanimous in favor.

2. THS/We The People National Finals, Rockville, MD
   Advisors Ms. Katie Boland and Ms. Laura Macfarlane presented the THS "We the People" trip to the national finals which is scheduled for April 16, 2026 to April 20, 2026. Funding for this trip is provided through parents, fundraising, grants, and a competition budget.

   It was moved (McNamee) and seconded (Petitti) to approve the THS We The People National Finals trip to Rockville, MD as presented. Vote: Unanimous in favor.

B. Approval/Minutes:
- BOE Budget Meeting of January 6, 2026

It was moved (Squiccimarro) and seconded (Nuland) to approve the January 6, 2026 BOE Budget Meeting Minutes as presented. Vote: Unanimous in favor.

- BOE Budget Meeting of January 8, 2026

It was moved (McNamee) and seconded (Petitti) to approve the January 8, 2026 BOE Budget Meeting Minutes as presented. Abstain- Bandecchi. In favor-Timpanelli, Petitti, McNamee, Nuland, McGee, Squiccimarro. Vote: motion passes.

C. Personnel
Dr. Semmel reported two certified resignation/retirements:
- Anderson, Lindsey; special education teacher at Jane Ryan Elementary School since August 2022, resigning effective February 5, 2026

- Farr, Elaine; grade 1 teacher at Tashua Elementary School since August 2008, retiring effective June 30, 2026

It was moved (Petitti) and seconded (Squiccimarro) to accept the two certified resignation/retirements as presented. Vote: Unanimous in favor.

Dr. Semmel reported one non-certified resignation/retirement:

- Bostley, Cathy; Curriculum Support Specialist at the Long Hill Administration Building since August 2016, retiring effective January 16, 2026.

It was moved (Petitti) and seconded (Nuland) to accept the non-certified resignation/retirement as presented. Vote: Unanimous in favor.

D. Approval/Middlebrook HVAC Project 144-001 HVACN – Mr. Dion

Mr. Dion presented the approved Middlebrook HVAC final invoices from the Middlebrook Building Committee January 29, 2026 meeting. All material and labor invoices to the contractors have been approved for payment. He presented the Certificate of Substantial Completion which was signed by the architect and the building committee.

It was moved (Nuland) and seconded (Bandecchi) to approve the Middlebrook HVAC Project 144-001 HVACN as being complete and accepts the building for public school purposes. Vote: Unanimous in favor.

E. Approval/2026-2027 Budget- Dr. Semmel

The 2026-2027 budget was presented and discussed at the January 6 and January 8, 2026, Board of Education Budget Meetings. At this evening's meeting, Dr. Semmel is requesting Board approval for the proposed budget to support Trumbull's 6,800+ students and to ensure that each student is provided with an equal opportunity to succeed. Dr. Semmel outlined the primary drivers of the proposed budget along with the potential impact if the budget is not fully funded, including the reductions that could result. A shortfall in funding would significantly impact our schools. We encourage members of the public to share their perspectives with the First Selectman and to contact our state elected officials to advocate for full funding of the Excess Cost Reimbursement Grant and the Education Cost Sharing Grant and to advocate against further unfunded mandates.

It was moved (Squiccimarro) and seconded (Bandecchi) to approve the 2026-2027 budget in the amount of $137,773,114. as presented by the Superintendent. Vote: Unanimous in favor.

F. Curriculum Committee Report

Mrs. Petitti reported that the Curriculum Committee of the Board of Education met on January 8, 2026 and reviewed the following curriculum guide and text which Dr. Iwanicki presented:

- "Comparative Government – Stories of the World"

It was moved (Petitti) and seconded (Squiccimarro) to approve the text "Comparative Government – Stories of the World" as presented. Vote: Unanimous in favor.

- Curriculum Guide Revision-grades 10-11 Social Studies- AP Comparative Government & Politics

It was moved (Petitti) and seconded (McNamee) to approve the curriculum guide update Social Studies: AP Comparative Government & Politics as presented. Vote: Unanimous in favor.

G. Finance Committee Report

Ms. McNamee reported that the Finance Committee of the Board of Education met on February 10, 2026. Mrs. Pierce presented:

1. Approval/Financials as of November 30, 2025 and December 31, 2025

2. Approval/Budget Transfers BOE/Town Due to/Due from and a transfer from the non-lapsing account

It was moved (Bandecchi) and seconded (McGee) to approve the financial reports as of November 30, 2025 and December 1, 2025 as presented. Vote: Unanimous in favor.

It was moved (McGee) and seconded (Bandecchi) to approve the budget transfers as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:22 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, March 17, 2026 Dr. Semmel

Agenda Item III-D Personnel

Appointments – Certified

Mustakas, Christopher; 6/18 ($99,190) special education* teacher at Jane Ryan Elementary School effective March 2, 2026.

Recommendation: Receive and file.

*Designated teacher shortage area
**THS Graduate
***Trumbull Resident

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – March 17, 2026 Ms. McGarry

Agenda Item III-E

TPAUD, Trumbull's Prevention Partnership – Student Survey Results

TPAUD, Trumbull's Prevention Partnership is a community coalition, with a mission to engage and mobilize youth, parents, and community partners to prevent alcohol and drug use, foster social/emotional health, and create a safe and healthy Trumbull. TPAUD works toward these goals through education, outreach, and enforcement. The success of these efforts is measured through student and parent surveys.

Melissa McGarry (TPAUD Project Director) will present the results of the TPAUD 2025 Student Surveys.

Recommendation: Review and Discuss.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – March 17, 2026

Agenda Item –III-F

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 2-12-2026

Recommendation:

Review and Approve

Dr. Iwanicki

Curriculum Guides Revisions

Based on the Curriculum Committee's meeting on February 12, 2026, the Board of Education will be asked to review and adopt the following curriculum guide revisions and new course requests:

a. Curriculum Guide Update- *Robotic I, Grades 10-12*
b. Curriculum Guide Creation- *Digital Media 2, Grades 10-12*
c. Curriculum Guide Update- *Culinary 1, Grades 9-12*
d. Curriculum Guide New Course- *UConn Early College Experience Honors If You Love It, Teach It as presented.*

Recommended Motions:

- *Motion to approve the updates to the Robotics I Curriculum Guide.*
- *Motion to approve the Digital Media 2 Curriculum Guide as presented.*
- *Motion to approve the updates to the Culinary I Curriculum Guide updates.*
- *Motion to approve the UConn Early College Experience Honors If You Love It, Teach It as presented.*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting, Thursday, February 12, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 10:05 a.m.

Members Present
M. Petitti, BOE Curriculum Committee Chair
J. McNamee, BOE member
L. Nuland, BOE Member (via telephone)
S. Iwanicki, Ed.D. administrative designee

II. Public Comment ~ One public comment was received by a student regarding the new AAPI law recently passed, incorporating various Asian American themes into curriculum; Dr. Iwanicki is meeting with the student and a team of people to listen to her presentation next week.

III. Approve Minutes ~ Mrs. Pettit motioned to approve the 1/6/26 meeting minutes; Ms. McNamee seconded. Mrs. Nuland abstained. The motion passed.

IV. New Business

a. **Curriculum Guide Update - *Robotic I, Grades 10-12***
Mr. Cochrane and Mr. Amaturo presented the completed guide, explaining the various aspects of the course, including the basics of introduction to coding and engineering. Mrs. Petitti asked about the role of coding and AI; Mrs. McNamee asked about competing locally, cost of supplies and incorporated math standards. Mrs. Nuland expressed her amazement at the course. Dr. Iwanicki congratulated staff on the inclusion of Vision of the Graduate within the guide. Mr. Hoggatt mentioned the quality of the digital engineering notebook used in all Technology classes. Ms. McNamee motioned to approve the new Robotic I Curriculum Guide and bring it to the full Board for approval, Mrs. Nuland seconded. The motion passed unanimously.

b. **Curriculum Guide Update - *Digital Media 2, Grades 10-12***
Mr. Cochrane and Mr. Amaturo presented the completed guide for this new course, which extends Digital I. Students are in the THS TV studio for the 6 - 9-week production cycle. The completed product is fed into Trumbull's local TV channel available for viewing on YouTube. One of the department's goals is to make a video showcasing various THS course offerings. Mrs. Nuland motioned to approve the Digital Media 2 Curriculum Guide, and bring it to the full Board for approval. Ms. McNamee seconded the motion. The motion passed unanimously.

c. **Curriculum Guide Update - *Culinary 1, Grades 9-12***
Ms. Vittorio presented the revised curriculum guide. The students are learning with real world examples, and some principles have been removed as they are taught in Culinary II. The guide shifted "cultural" to a larger audience with a global range instead. The revisions also include labs in all 4 sections with hands-on activities incorporated. Ms. Vittorio also discussed the fundamentals of techniques included in the course, such as knife skills and sauce preparations. Mrs. Petitti asked about the hours of the restaurant and if the Board could sample the food. After discussion, Ms. McNamee motioned to approve the revised Culinary 1 Curriculum Guide and bring it to the full Board for approval, Mrs. Nuland seconded. The motion passed unanimously.

d. **Curriculum Guide New Course - *UConn Early College Experience Honors If You Love It, Teach It, Grades 11-12***
Ms. Richards presented the curriculum guide for this new course, which started last year. It has had a big impact on students; the class has included lots of guest speakers, visits to several of our elementary and middle schools, helping students to understand the progress of children's learning in Kindergarten and forward. Student keep journal, student the history of education, and discuss current events that impact teaching and learning. Mr. Hoggatt mentioned the recent 8th-9th grade transition event where he talked about this class to potential recruit future students into enrolling in the course. Ms. Nuland motioned to approve the new *UConn Early College Experience Honors If You Love It, Teach It Curriculum Guide* and bring it to the full Board for approval, Ms. McNamee seconded. The motion passed unanimously.

The meeting adjourned at 11:10 a.m.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

ROBOTICS 1

Grade 10-12

2026

Curriculum Writing Team

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

Table of Contents

Table of Contents **2**
COURSE DETAILS **6**
CORE VALUES AND BELIEFS 6
INTRODUCTION & PHILOSOPHY 6
COURSE GOALS 7
COURSE ENDURING UNDERSTANDINGS 9
COURSE ESSENTIAL QUESTIONS 9
COURSE KNOWLEDGE & SKILLS 9
COURSE-WIDE INTEGRATION STRATEGIES 10
TPS Vision of the Graduate 10
ROBOTICS PROGRESSION PLAN **11**
Robotics 1 – Foundations of Robotics 12
Robotics 2 – Intermediate Robotics & Automation 12
Key Differences – Robotics 1 vs. Robotics 2 12
COURSE SYLLABUS **13**
Course Name: 13
Level: 13
Prerequisites: 13
General Description of the Course 13
Assured Assessments 14
Formative Assessments 14
Summative Assessments 14
Scope, Timing, Standards, and Assessments Overview 15
UNIT 1 **16**
Unit Description 16
Unit Standards 16
Essential Questions 16
Key Vocabulary 16
Unit Goals: 17
Unit Scope and Sequence 17
Unit Assured Assessments 17
Formative Assessments 17
Summative Assessments 17
Vision of the Graduate Integration 17
How it is developed in this unit 17

Resources 17
Core: 17
Supplemental: 17
Time Allotment 17
UNIT 2 **18**
Unit Description 18
Unit Standards 18
Essential Questions 18
Key Vocabulary 18
Unit Goals 19
Unit Scope and Sequence 19
Unit Assured Assessments 19
Formative Assessments: 19
Summative Assessments: 20
Vision of the Graduate Integration 20
How it is developed in this unit: 20
Resources 20
Core: 20
Supplemental: 20
Time Allotment 20
UNIT 3 **21**
Unit Description 21
Unit Standards 21
Essential Questions 21
Key Vocabulary 21
Unit Goals: 21
Unit Scope and Sequence 22
Unit Assured Assessments 22
Formative Assessments 22
Summative Assessments 22
Vision of the Graduate Integration 22
How it is developed in this unit: 22
Resources 22
Core: 22
Supplemental: 22
Time Allotment 22
UNIT 4 **23**
Unit Description 23
Unit Standards 23

Essential Questions 23
Key Vocabulary 23
Unit Goals: 24
Unit Scope and Sequence 24
Unit Assured Assessments 24
Formative Assessments: 24
Summative Assessments: 24
Vision of the Graduate Integration 25
How it is developed in this unit: 25
Resources 25
Core: 25
Supplemental: 25
Time Allotment 25
UNIT 5 **26**
Unit Description 26
Unit Standards 26
Essential Questions 26
Key Vocabulary 26
Unit Goals: 26
Unit Scope and Sequence 27
Unit Assured Assessments 27
Formative Assessments: 27
Summative Assessments: 27
Vision of the Graduate Integration 27
How it is developed in this unit: 27
Resources 28
Core: 28
Supplemental: 28
Time Allotment 28
UNIT 6 **29**
Unit Description 29
Unit Standards 29
Essential Questions 29
Key Vocabulary 29
Unit Goals: 30
Unit Scope and Sequence 30
Unit Assured Assessments 30
Formative Assessments: 30
Summative Assessments: 30
Vision of the Graduate Integration 31

How it is developed in this unit: 31
Resources 31
Core: 31
Supplemental: 31
Time Allotment 31

CREDIT 32
PREREQUISITES 32
CURRENT REFERENCES 32
OTHER RESOURCES 32
ASSURED STUDENT PERFORMANCE RUBRICS 33

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

COURSE DETAILS

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.

INTRODUCTION & PHILOSOPHY

Robotics 1 is an introductory course for students interested in engineering, programming, and automation technologies. Designed to explore the past, present, and future of robotics, this course offers a hands-on approach to learning the fundamentals of mechanical design, engineering principles, and computer programming through the construction and control of robots.

Students will engage in the complete design process—from brainstorming and prototyping to building and coding functional robotic systems. Emphasis is placed on developing problem-solving, critical thinking, and collaborative skills that are essential in technical careers and applicable across all academic disciplines.

As part of Trumbull High School's commitment to expanding course offerings and increasing academic rigor, Robotics 1 serves as a foundational step in introducing students to STEM pathways, particularly in engineering and computer science.

Approved 8/26/2011

COURSE GOALS

The following course goals derive from the 2014 Connecticut Technology Education Standards, Engineering Technology:

Code	Standard Description
ENG.01.01	Recognize the interrelationships between engineering, technology, society, and the environment.
ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09	Build a prototype from working drawings using appropriate materials.
ENG.02.10	Test prototype to defined criteria.
ENG.02.11	Redesign prototypes.
ENG.02.12	Communicate processes and results.
ENG.03.01	Identify technical careers and the required knowledge and skills.
ENG.04.01	Identify types of drawings used in engineering.
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.03	Prepare and present technical information to an audience.
ENG.05.04	Actively contribute to a team project.
ENG.05.05	Identify characteristics of an effective design team.
ENG.06.01	Describe the function of a safety device.
ENG.06.03	Use all tools and equipment safely.
ENG.06.04	Demonstrate proper use of engineering lab equipment.
ENG.06.07	Use proper personal protective equipment (PPE).
EKS.02.01	Organize oral and written information.
EKS.02.02	Deliver effective oral presentations.
EKS.02.05	Present formal and informal communications clearly.

EKS.03.02	Apply data and measurements to solve a problem.
EKS.04.02	Apply scientific methods (data gathering, analysis, observation).
EKS.04.03	Use critical thinking skills to analyze and evaluate situations.
EKS.05.02	Analyze elements of a problem to develop creative solutions.
EKS.05.04	Create ideas, proposals, and solutions to problems.

The following course goals derive from the 2024 ISTE standards:

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- Robotics integrates mechanical engineering, electronics, and computer science to solve real-world problems.
- Automation and robotics have transformed modern industry and continue to shape the future of work and society.
- The engineering design process is iterative and essential to innovation and problem-solving.
- Programming is a critical tool for controlling machines and automating tasks.
- Teamwork, communication, and creative thinking are essential for success in technological fields.

COURSE ESSENTIAL QUESTIONS

- How do robotics and automation influence the way we live and work?
- What roles do engineering and programming play in creating robotic systems?
- How can we use the design process to solve problems in innovative ways?
- What are the ethical, social, and economic impacts of emerging robotics technologies?
- How can we use failure and iteration to improve our designs?

COURSE KNOWLEDGE & SKILLS

Students will know:

- The history and evolution of robotics and automation.
- Key components of a robotic system: sensors, actuators, controllers, and power systems.
- Basic programming concepts and logic structures (e.g., loops, conditionals).
- The steps of the engineering design process.
- Common robotic platforms and tools (e.g., VEX or other systems used).

Students will be able to:

- Identify and describe the major parts of a robot and their functions.
- Apply the engineering design process to solve a challenge.
- Write, test, and debug simple programs to control robotic systems.
- Build and operate robots using mechanical and electronic components.
- Collaborate with peers to design, build, and present a working robot.
- Analyze and reflect on design performance to make iterative improvements.

Vision of the Graduate

The Robotics 1 course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate through robotics tasks, teamwork, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through team roles, oral presentations, visual diagrams, coding comments, and engineering notebook entries. They are expected to express technical ideas clearly and respond thoughtfully to peer feedback.
Self-Efficacy	Individual driving challenges, debugging tasks, and personal engineering notebook goals build confidence. Students self-monitor progress and overcome setbacks, fostering belief in their own capabilities.
Critical Thinking & Problem Solving	Each unit presents real-world design and programming problems. Students engage in iterative testing, root cause analysis, and strategic thinking to solve increasingly complex robotic challenges.
Collaboration	All builds are team-based, requiring shared decision-making, respectful task division, and ongoing peer accountability. Students use group norms, team logs, and peer evaluations to develop collaboration skills.
Growth Mindset	Students revise code, rebuild mechanisms, and reflect on errors. Feedback is framed around progress and learning, not perfection. Notebook entries and check-ins support positive responses to failure.
Integrity	Emphasized through honest engineering notebook documentation, proper lab safety procedures, and respectful behavior during team tasks and competitions—even when unsupervised.
Innovation	From challenge strategy development to claw and drivetrain customization, students are asked to imagine and test creative solutions, always encouraged to push boundaries and experiment.
Emotional Intelligence	Students participate in team-building, engage in structured debriefs, and reflect on emotions tied to success, frustration, and teamwork. Teachers explicitly model and prompt awareness of team dynamics.

Robotics Progression Plan

Robotics 1 – Foundations of Robotics

Focus: Teamwork, Engineering Process, Block-Based Coding, Starter Kits, VEX Build Basics

Tools: VEX Starter Kits, Green Motors, Block-Based VEXcode, No Gears

Unit	Topic	Activities & Focus
1	Lab Safety & Team Building	Safety protocols, icebreakers, intro to engineering notebooks
2	Intro to Programming with VEXcode VR	Individual block-based coding challenges, driving virtual bots
3	Build Speed Bot	Team build, driving tests, basic block programming, small coding tasks
4	Add Claw Mechanism	Expand robot functionality, manipulative tasks, intro to basic sensors
5	Competition Challenge	Team-based design and strategy, solve an in-class game using the starter box
6	Final & Reflection	Final driving test, notebook check, peer feedback, self-assessment

Robotics 2 – Intermediate Robotics & Automation

Focus: Sensor Integration, Python Programming, Custom Builds, Physics of Motion, Aerial Robotics

Tools: VEX Advanced Sensors, Python (VEXcode), Drone Kits

Unit	Topic	Activities & Focus
1	Lab Safety & Refresher Activities	Safety, team-building, intro challenge, light Python review
2	Programming with Python + Clawbot VR	Move from block to Python, advanced VR challenges using sensors
3	Physics of Robotics	Gear ratios, torque, sensors, motion, real-world applications
4	Custom Robot Competition Build	Students design custom robots (non-starter-kit) to solve a game
5	Drone Engineering	Flight principles, quadcopter programming, obstacle flying
6	Final & Presentation	Final comp, drone challenge, portfolio presentation, notebook submission

Key Differences – Robotics 1 vs. Robotics 2

Aspect	Robotics 1	Robotics 2
Programming Language	Block-Based (VEXcode VR)	Python (VEXcode w/ Text)
Hardware Used	Starter Kits Only	Custom Builds + Advanced Sensors
Motors	Green Motors	Smart Motors
Sensors	Limited (e.g., touch, bumper)	Advanced (e.g., vision, distance, gyro)
Mechanical Systems	No gears or ratios	Gears, torque, leverage explored
Notebook Emphasis	Introduced & Used Teamwide	Required and Evaluated in-depth
Drone Exposure	None	Dedicated Unit on Drones and Flight Dynamics

COURSE SYLLABUS

Course Name:

Robotics 1

Level:

Elective

Prerequisites:

None

General Description of the Course

Robotics 1 is an introductory course for students interested in engineering, programming, and automation technologies. Designed to explore the past, present, and future of robotics, this course offers a hands-on approach to learning the fundamentals of mechanical design, engineering principles, and computer programming through the construction and control of robots.

Students will engage in the complete design process—from brainstorming and prototyping to building and coding functional robotic systems. Emphasis is placed on developing problem-solving, critical thinking, and collaborative skills that are essential in technical careers and applicable across all academic disciplines.

As part of Trumbull High School's commitment to expanding course offerings and increasing academic rigor, Robotics 1 serves as a foundational step in introducing students to STEM pathways, particularly in engineering and computer science.

Assured Assessments

Formative Assessments

- Unit 1: General
  - Hazard Scavenger Hunt (checklist or peer-reviewed)
- Unit 2: Intro to Engineering
  - Robotics Vocabulary Quiz (10–15 key terms)
  - Career Notes Sheet or One-Pager
  - Notebook Entry Check (setup, daily logs, labels, observations)
- Unit 3: Virtual robots
  - Programming exercises in virtual environment
  - Peer code review sessions
- Unit 4: Speed Bot
  - Team Build Checklist (rubric-based: wiring, part connections, structural integrity)
  - Programming Debug Logs (tracked per student)
  - Peer Evaluation on Team Collaboration
- Unit 5: Clawbot
  - Programming demo checkpoints
  - Claw functionality test
  - Notebook entries and peer check
- Unit 6: Competition
  - Strategy review
  - Prototype design submission
  - Check-in interviews

Summative Assessments

- Unit 1: General
  - General Lab Safety Quiz
- Unit 2: Intro to Engineering
  - Engineering Notebook
- Unit 3: Virtual robots
  - Virtual Robot Challenge Project: Write and test a program in the simulator to complete a task (e.g., navigate a maze)
  - Short quiz on basic coding concepts and robot fundamentals.
- Unit 4: Speed Bot
  - Driving Challenge 1
  - Driving Challenge 2
  - Engineering Notebook
- Unit 5: Claw Bot
  - Engineering Notebook
- Unit 6: Competition
  - Engineering Notebook

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# of Classes	Standards	Major Assessments
1	Lab Safety	2 classes	ENG.06.01, ENG.06.03, ENG.06.04, ENG.06.07	- Hazard Scavenger Hunt - Lab Safety Quiz
2	Intro to Robotics & Engineering Process	4 classes	ENG.01.01, ENG.03.01, ENG.04.01, ENG.05.01, EKS.02.01, EKS.04.03	- Vocabulary Quiz - Career Research or One-Pager - Engineering Notebook Setup & Mini Design Entry
3	Virtual Robots (VEXcode VR)	8 classes	EKS.03.02, EKS.04.02	- Programming Exercises - Peer Code Review - Virtual Robot Challenge - Coding Quiz
4	Speed Bot Build & Drive	8 classes	ENG.02.01, ENG.02.09, ENG.02.10, ENG.05.04, EKS.05.04	- Team Build Checklist - Programming Debug Logs - Peer Evaluation - Driving Challenges 1 & 2 - Engineering Notebook Submission
5	Clawbot Manipulation	8 classes	ENG.02.11, ENG.02.12, ENG.05.01, ENG.05.05, ENG.06.04	- Claw Functionality Test - Programming Checkpoints - Engineering Notebook Submission - Manipulation Challenge
6	Competition Challenge	11 classes	ENG.02.01, ENG.02.09–.12, ENG.05.01, ENG.05.04–.05, EKS.02.02, EKS.05.02, EKS.05.04	- Strategy Review - Prototype Design Check-in- Interviews - Engineering Notebook Final - Final Competition Performance

UNIT 1

Lab Safety

Unit Description

This introductory unit welcomes students into the Robotics 1 course and establishes a foundation in lab safety, tool handling, and expectations for collaborative engineering work. Students will engage in activities to explore the lab layout, discuss safe tool use, and apply hazard-identification skills in real-world robotics settings. The goal is to create a safety-first culture and an understanding of engineering professionalism.

Unit Standards

ENG.06.01	Describe the function of a safety device.
ENG.06.03	Use all tools and equipment safely.
ENG.06.04	Demonstrate proper use of engineering lab equipment.
ENG.06.07	Use proper personal protective equipment (PPE).

Essential Questions

- What makes a robotics lab environment unsafe?
- How does each team member contribute to a safe and effective engineering space?
- What responsibilities do students have when working with tools, electronics, and moving parts?

Key Vocabulary

- SDS (Safety Data Sheets)
- Trip Hazard
- PPE (Personal Protective Equipment)
- Tool Safety
- Emergency Shutoff
- Workshop Etiquette

Unit Goals:

By the end of this unit, students will be able to:

- Identify fire, trip, and electrical hazards in a robotics lab
- Demonstrate safe handling of robotics equipment, tools, and power systems
- Use PPE and lab equipment correctly and responsibly
- Recognize unsafe behaviors and apply appropriate safety protocols
- Exhibit teamwork and communication in a technical workspace

Unit Scope and Sequence

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

Unit Assured Assessments

Formative Assessments

- Hazard Scavenger Hunt (checklist or peer-reviewed)

Summative Assessments

- General Lab Safety Quiz (multiple choice, true/false, labeling diagrams)
  Covers hazard types, equipment use, emergency procedures, and safe lab behavior.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Collaboration
- Emotional Intelligence
- Communication

How it is developed in this unit

- Integrity: Students consistently follow safety protocols and demonstrate ethical tool use, even when not directly supervised.
- Collaboration: Group activities and lab tasks require students to build rapport, practice accountability, and share responsibilities.
- Emotional Intelligence: Team-building and icebreaker exercises foster awareness of group dynamics and respectful interaction.
- Communication: Students engage in group discussions and complete team safety plans, learning to clearly express concerns and listen to others.

Resources

Core:

- Safety Data Sheets
- Safety worksheets
- Robotics Lab Safety Guide
- Tool Safety Videos
- Teacher-made “Hazard Scenario” Slide Deck

Supplemental:

- Note taking worksheets
- VEX Robotics Safety Manual
- OSHA Youth Safety in STEM Environments Toolkit

Time Allotment- Approximately 3 Classes

UNIT 2

Intro to Robotics

Unit Description

Before programming or building robots, students need to understand what robotics is, how it's applied in the real world, and how engineers approach solving problems. This unit explores what defines a robot, introduces the Engineering Design Process, and highlights the importance of the Engineering Notebook as a documentation tool. Students will also examine real-world robotics careers and future technologies, establishing a strong conceptual foundation for the rest of the course.

Unit Standards

ENG.01.01	Recognize the interrelationships between engineering, technology, society, and the environment.
ENG.03.01	Identify technical careers and the required knowledge and skills.
ENG.04.01	Identify types of drawings used in engineering.
ENG.05.01	Read and understand design documentation and technical manuals.
EKS.02.01	Organize oral and written information.
EKS.04.03	Use critical thinking skills to analyze and evaluate situations.

Essential Questions

- What defines a robot and how is it different from other machines?
- How do engineers solve problems using the design process?
- Why is documenting our work as engineers essential?
- How are robotics used in industries today and in the future?

Key Vocabulary

- Robot
- Automation
- Artificial Intelligence
- Engineering Design Process
- Iteration
- Engineering Notebook
- Input/Output
- Autonomous
- Prototype
- Career Pathways

Unit Goals

By the end of this unit, students will be able to:

- Define a robot and its core components
- Explain and apply the steps of the Engineering Design Process
- Begin using the Engineering Notebook for documentation and reflection
- Identify key careers and industries using robotics
- Describe emerging trends in robotics (AI, medical robotics, space, etc.)

Unit Scope and Sequence

- What is a Robot? Introduction & Comparison to Other Machines (group discussion, video analysis)
- Engineering Design Process Overview – Diagram, Case Study, Apply to Small Task
- Introduction to the Engineering Notebook – Purpose, Examples, Set Up, First Entry
- Robotics in Industry – Career Research Stations or Career Slide Deck
- Future of Robotics – AI, Drones, Medical, Space (article analysis or short TED talks + discussion)

Unit Assured Assessments

Formative Assessments:

- Robotics Vocabulary Quiz (10–15 key terms)
- Career Notes Sheet or One-Pager
- Notebook Entry Check (setup, daily logs, labels, observations)

Summative Assessments:

- Engineering Notebook
    - Students set up their engineering notebook, complete several entries, and demonstrate understanding of its purpose and organization
    - Students go through a simplified design process to solve a classroom problem and document it in full using their notebook (problem, brainstorm, sketch, solution, reflection)
    - Written or visual reflection on the role of robotics in today's world and personal interest in the field

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Critical Thinking & Problem Solving
- Self-Efficacy
- Growth Mindset

How it is developed in this unit:

- Innovation: Students explore the evolving role of robotics and propose new ways robots could solve global challenges.
- Critical Thinking: Students analyze real-world robotics problems and apply the engineering design process to prototype basic solutions.
- Self-Efficacy: By using engineering notebooks and completing entry tasks, students build confidence in documenting and owning their progress.
- Growth Mindset: Through classroom discussions and reflections, students learn that iteration and setbacks are part of the design journey.

Resources

Core:

- VEX Introduction to STEM and Robotics materials
- Engineering Design Process posters
- Sample Engineering Notebooks (paper or digital)
- Robotics Career Exploration Sheets

Supplemental:

- TED-Ed or PBS learning videos on robotics futures
- Videos: Boston Dynamics, NASA Robotics, Medical Robots
- VEX Classroom resources on notebook expectations

Time Allotment

- Approximately 4 Classes

UNIT 3

Virtual Robots

Unit Description

Students explore foundational robotics concepts through VEXcode VR, a virtual programming platform. They simulate autonomous robot movement, sensor use, and logic programming in a safe, browser-based environment. Key focus is on learning basic commands, sequences, loops, and conditionals using virtual robots.

Unit Standards

EKS.03.02	**Apply data and measurements to solve a problem.**
EKS.04.02	Apply scientific methods (data gathering, analysis, observation).

Essential Questions

- How does programming influence robot behavior?
- What basic electrical concepts are essential for robotics?
- How do virtual simulations prepare us for real-world robot programming?

Key Vocabulary

- Algorithm
- Loop
- Conditional Statement
- Simulation
- Debugging
- Sensor

Unit Goals:

By the end of this unit, students will be able to:

- Write simple robot programs using virtual simulators.
- Understand and explain basic electricity concepts (voltage, current, circuits)
- Use logic structures (loops, conditionals) in coding
- Analyze and debug simple programs
- Simulate robot movements and sensor inputs virtually

Unit Scope and Sequence

- Introduction to virtual robotics simulators (VEXcode VR, Tinkercad Circuits, or similar)
- Basics of programming language syntax for robotics (blocks or text-based)
- Fundamentals of electric circuits and sensors in robotics
- Creating, running, and troubleshooting virtual robot code
- Exploration of robot movement commands and sensor feedback loops

Unit Assured Assessments

Formative Assessments

- Programming exercises in virtual environment
- Peer code review sessions

Summative Assessments

- Virtual Robot Challenge Project: Write and test a program in the simulator to complete a task (e.g., navigate a maze)
- Short quiz on basic coding concepts and robot fundamentals.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Critical Thinking & Problem Solving
- Self-Efficacy
- Growth Mindset

How it is developed in this unit:

- Critical Thinking: Students create, test, and refine block-based programs to complete virtual movement tasks with precision.
- Self-Efficacy: Each student works independently, measuring success and tracking growth in coding skills and simulation challenges.
- Growth Mindset: Students reflect on failed attempts, revise code, and view each programming challenge as an opportunity to improve.

Resources

Core:

- Virtual robotics programming platforms (e.g., VEXcode VR)
- Introductory coding tutorials and simulation tools
- Teacher-created slide decks and worksheets on electricity and programming

Supplemental:

- Online coding games (e.g., Code.org robotics modules)

Time Allotment- Approximately 8 classes

UNIT 4

Speed Bot

Unit Description

Students work in teams to assemble a VEX Speed Bot using kits (VEX EXP or V5), then individually complete programming and driving tasks. Programming is done using VEXcode (blocks or text). Emphasis is placed on teamwork during the build and individual accountability for robot operation and understanding. Each team submits a detailed Engineering Notebook documenting the process.

Unit Standards

ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09	**Build a prototype from working drawings using appropriate materials.**
ENG.02.10	**Test prototype to defined criteria.**
ENG.05.04	**Actively contribute to a team project.**
EKS.05.04	Create ideas, proposals, and solutions to problems.

Essential Questions

- What makes a robot move efficiently and predictably?
- How do teams divide roles during engineering builds?
- How do engineers document and reflect on progress?

Key Vocabulary

- Chassis
- Motor
- Autonomous
- Debugging
- Input/Output
- Calibration
- Navigation
- Driver Control
- Command Sequence

Unit Goals:

By the end of this unit, students will be able to:

- Work effectively in a team to assemble a basic robotic platform
- Program simple movements using block- or text-based coding software
- Execute precise robot driving tasks using both autonomous and manual controls
- Troubleshoot and refine robot performance using test data and feedback
- Demonstrate individual mastery through driving tasks and programming checks

Unit Scope and Sequence

- Introduction to Speed Bot components; teams assigned
- Robot assembly in teams (chassis, motors, wiring, sensors)
- Safety check and basic driving interface (manual control)
- Programming basic forward/backward and turning commands
- Individual Driving Challenge 1: Straight line speed + stop at target
- Individual Driving Challenge 2: Navigate an "L" shaped path
- Debugging workshop and retest for incomplete tasks

Unit Assured Assessments

Formative Assessments:

- Team Build Checklist (rubric-based: wiring, part connections, structural integrity)
- Programming Debug Logs (tracked per student)
- Peer Evaluation on Team Collaboration

Summative Assessments:

- Driving Challenge 1- Drive forward to a marked zone and stop with precision
- Driving Challenge 2 - Navigate an L-shaped course using programming OR manual control
- Engineering Notebook
    - Notebook Requirements:
        - Team member roles
        - Daily progress logs
        - Problems encountered
        - Code changes with notes
        - Testing/debugging reflections
        - Photos and diagrams

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Self-Efficacy
- Communication
- Critical Thinking

How it is developed in this unit:

- Collaboration: Students must plan builds together, divide tasks, and rely on peer support to complete the robot's structure.
- Self-Efficacy: Each student completes individual driving assessments and logs their development of key mechanical and coding skills.
- Communication: Engineering notebooks and team debriefs ensure ideas, issues, and successes are documented and shared clearly.
  Critical Thinking: Students solve mechanical and coding problems with real-time feedback and structured testing.

Resources

Core:

- Robotics kits (e.g., VEX IQ)
- Compatible programming software (VEXcode)
- Prebuilt driving challenge templates (floor mats or taped course)
- Checklists and rubrics for build and driving tasks

Supplemental:

- Video tutorials on basic movement coding
- Safety and operation guides for robot hardware
- Collaborative troubleshooting forums or whiteboards

Time Allotment

Approximately 8 Classes

UNIT 5

Clawbot

Unit Description

Students upgrade their robot with a VEX claw mechanism and tackle complex, real-world inspired manipulation challenges. Teams must integrate mechanical, electrical, and programming elements effectively. Each team continues maintaining an Engineering Notebook detailing iteration and problem-solving throughout the unit.

Unit Standards

ENG.02.11	**Redesign prototypes.**
ENG.02.12	**Communicate processes and results.**
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.05	Identify characteristics of an effective design team.
ENG.06.04	Demonstrate proper use of engineering lab equipment.

Essential Questions

- How do robots manipulate their environment?
- What role does documentation play in effective teamwork?
- How do we improve a robot design through testing?

Key Vocabulary

- Claw
- Manipulator
- Payload
- Precision
- Engineering Notebook
- Collaboration
- Prototype
- Redesign

Unit Goals:

By the end of this unit, students will be able to:

- Design and attach a claw mechanism to their robot
- Program the robot for manipulation tasks (grabbing, lifting, placing)
- Work effectively in teams to strategize and execute challenges
- Maintain detailed engineering notebooks documenting design and testing

Unit Scope and Sequence

- Introduce mechanical principles for claw design
- Build and attach claw assembly
- Program control sequences for claw operation
- Plan and execute complex challenges requiring manipulation (e.g., pick and place)
- Team communication strategies and documentation practices

Unit Assured Assessments

Formative Assessments:

- Programming demo checkpoints
- Claw functionality test
- Notebook entries and peer check

Summative Assessments:

- Engineering Notebook
- Notebook Requirements:
- Detailed problem-solving logs
- Role tracking
- Code versioning and screenshots
- Photos of design evolution
- Challenge strategy + reflections

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Collaboration
- Critical Thinking
- Growth Mindset

How it is developed in this unit:

- Innovation: Students design, build, and iterate claw attachments to perform manipulation tasks in unique and creative ways.
- Collaboration: Teams strategize roles and test different approaches, with full transparency in documentation and iteration logs.
- Critical Thinking: Programming the claw mechanism and refining task performance requires careful problem-solving and analysis.
- Growth Mindset: Students reflect on prototype failures and improvements in their notebooks as part of the iterative process.

Resources

Core:

- VEX EXP or V5 with Claw Add-On Kits
- VEXcode
- Engineering Notebook guide & rubric
- Teacher sample challenge mats

Supplemental:

- Videos on mechanical design concepts
- Sample engineering documentation examples

Time Allotment

Approximately 8 Classes

UNIT 6

Competition

Unit Description

Teams apply everything they've learned in a cumulative challenge that mirrors real-world robotics competitions. The focus is on collaboration, applying the full engineering design process, and strategic problem-solving. While VEX systems are still used, students will also showcase their skills in documentation and iteration.

Unit Standards

ENG.02.01	Identify components of the design process (problem, brainstorm, research, develop, test, reflect).
ENG.02.09–.12	Build a prototype from working drawings using appropriate materials. Test prototype to defined criteria. Redesign prototypes. Communicate processes and results.
ENG.05.01	Read and understand design documentation and technical manuals.
ENG.05.04–.05	Actively contribute to a team project. Identify characteristics of an effective design team.
EKS.02.01	Organize oral and written information
EKS.05.02	Analyze elements of a problem to develop creative solutions.
EKS.05.04	Create ideas, proposals, and solutions to problems

Essential Questions

- What are the traits of an effective engineering team?
- How do engineers solve complex problems collaboratively?
- Why is iteration and feedback so important in engineering?

Key Vocabulary

- Iteration
- Optimization
- Driver-Controlled
- Engineering Cycle
- Test Plan
- VEX Challenge Field

Unit Goals:

By the end of this unit, students will be able to:

- Write simple robot programs using virtual simulators.
- Understand and explain basic electricity concepts (voltage, current, circuits)
- Use logic structures (loops, conditionals) in coding
- Analyze and debug simple programs
- Simulate robot movements and sensor inputs virtually

Unit Scope and Sequence

- Review of expectations and challenge rules
- Strategy sessions and prototype design
- Programming for mixed control (autonomous + driver)
- Iterative testing and performance improvement
- Final competition / judged round

Unit Assured Assessments

Formative Assessments:

- Strategy review
- Prototype design submission
- Check-in interviews

Summative Assessments:

- Engineering Notebook
- Notebook Requirements:
- Detailed problem-solving logs
- Role tracking
- Code versioning and screenshots
- Photos of design evolution

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Innovation
- Collaboration
- Communication
- Critical Thinking

How it is developed in this unit:

- Integrity: Students are held to high standards of sportsmanship, honest logging, and respectful play during competition.
- Innovation: Teams design their own strategy, custom builds, and code approaches for solving a unique game-style challenge.
- Collaboration: Each team uses shared roles, time management, and conflict resolution strategies to stay productive.
- Communication: Students communicate design strategies and results clearly through presentations and notebook logs.
  Critical Thinking: Students identify problems, prototype solutions, and adapt tactics based on real-time testing data.

Resources

Core:

- Full VEX Field Setup
- Competition-specific parts and field elements
- Team planning templates
- Judging rubrics and reflection guides

Supplemental:

- Online coding games (e.g., Code.org robotics modules)

Time Allotment

Approximately 11 Classes

CREDIT

Half-year .5 credit in STEM

PREREQUISITES

None

CURRENT REFERENCES

- VEXcode VR: vr.vex.com
- VEXcode: codev5.vex.com
- Carnegie Mellon Robototics Academy:.cmu.edu/roboticsacademy/index.html
- Vex Robotics: vexrobotics.com/v5

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics

OTHER RESOURCES

Build Instructions:

- Online 3d: https://instructions.online/?id=4063-v5_clawbot
- PDF: https://link.vex.com/docs/v5-clawbot-buildinstructions

VEX Robotics - Downloads:

https://www.vexrobotics.com/catalogsearch/result/?q=___empty__&vex_site=downloads

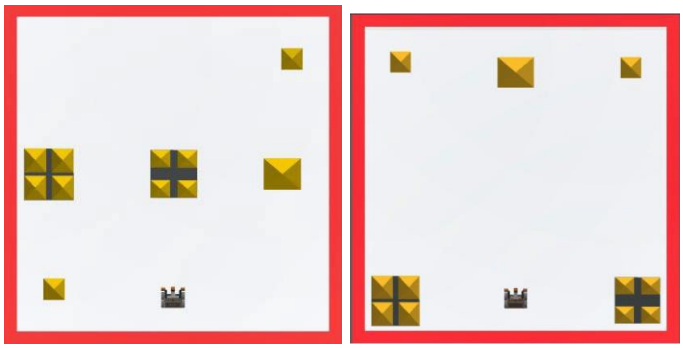
Engineering Notebook:

Engineering Notebook

ASSURED STUDENT PERFORMANCE RUBRICS

Sample VEXcode Vr

Sweep the Castle



Program: [vr.vex.com](vr.vex.com)

Objective: Algorithms

Playground: Dynamic Castle Crasher

Challenges:

> **Level 1**: Create an algorithm to knock over all castle pieces three Playground layouts using the VR Robot. Use the pen to show the robots' path.
>
> **Level 2**: Create an algorithm to knock over all the castle pieces and clear them off the playground.

Helpful Hints:

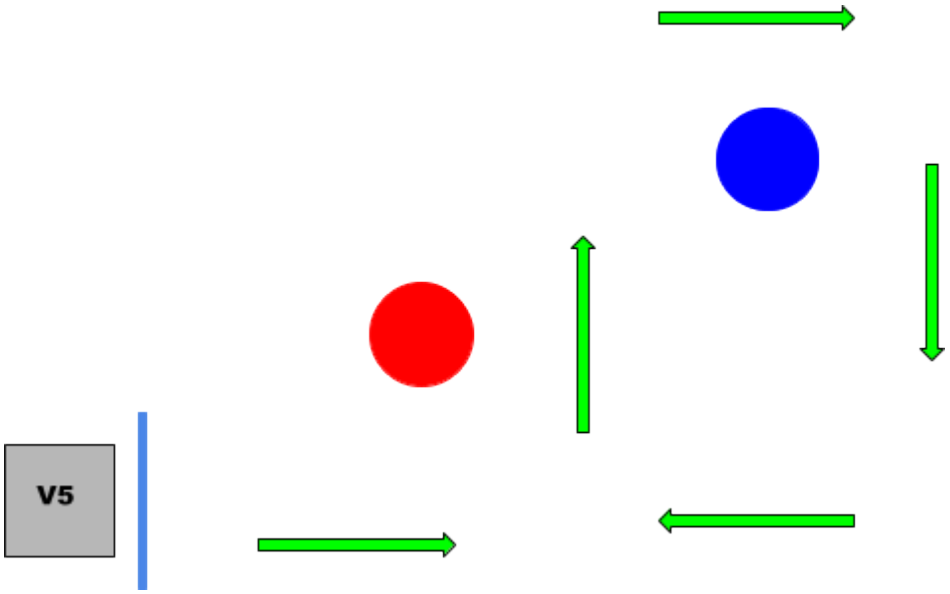
- Each time the Playground is reset, the layout of the buildings randomly changes. There are ten total Castle Crasher Playground layouts.
- Keep in mind that the algorithm should be written so that the VR Robot can knock over all five buildings regardless of the Playground layout.
- Castle building pieces will be detected as objects by the Distance sensor.
- Be careful not to fall off the side of the Playground because there are no walls!

VEXcode VR Sweep the Castle Rubric

Score	Level 1: Knock Over All Castle Pieces (with Pen)	Level 2: Knock Over & Clear Castle Pieces
5 – Excellent	The robot knocks over all pieces on all three layouts, **pen used**, algorithm is logical and efficient.	The robot knocks over **and clears all pieces** efficiently, the algorithm is logical and fully meets requirements.
4 – Proficient	Robot knocks over most pieces on all layouts, **pen used**, algorithm shows good logic with minor inefficiencies.	The robot knocks over and clears most pieces, algorithm is mostly efficient with minor issues.
3 – Satisfactory	Robot knocks over some pieces (1–2 layouts fully), **pen used**, algorithm works but is inefficient.	The robot knocks over all but clears only some pieces, the algorithm is functional but inefficient.
2 – Developing	The robot knocks over a few pieces, **the pen is not used**, and the algorithm has major errors.	The robot clears very few pieces, the algorithm is incomplete or inconsistent.
1 – Needs Improvement	The robot does not complete the task, **pen not used**, algorithm shows little understanding of the challenge.	The robot fails to knock over/clear pieces, and the algorithm shows little understanding of the task.

Sample VEX V5 Project

Two Cones and Back



Objective:

To create a program to have your robot drive around two cones and return back to the start line.

Requirements:

1. Program a drivetrain into the robot
2. Create a program that makes the drive on the right side of the first cone, the left side of the second cone, and turn to the start line facing forward.

Submit:

1. Have the teacher watch your robot complete its program when finished
2. PDF of your code

2 Cones & Back

Score	Performance Description
5 – Excellent	**The robot drives fully around both cones and returns to start with no collisions. Code is submitted, clear, and well-structured. The teacher observes a smooth and accurate run.**
4 – Proficient	**The robot completes the course but may brush against a cone or wall (1 deduction). Code is submitted, mostly correct, with minor inefficiencies. The teacher observes a successful run with small errors.**
3 – Satisfactory	**The robot completes most of the course but hits cones or walls 2–3 times (deductions). Code is submitted but may be inefficient or require corrections. The teacher observes partial task completion.**
2 – Developing	**The robot attempts the course but has multiple collisions (4+ deductions) or fails to return to the start. Code is submitted but incomplete or has major errors. The teacher observes significant issues.**
1 – Needs Improvement	**The robot does not complete the course, collisions prevent progress, or code is missing. The teacher observes little understanding of programming logic.**

Additional Rules

- **Code submission is required (no grade without it).**
- **The teacher must observe the robot run in real time.**
- **Deductions: -1 point per collision with a cone or wall (up to the max score possible).**

Sample VEX V5 Project

Robo Rally

In this challenge, you need to drive your robot through your race course combined with another individual or team's course! To successfully complete the challenge, teams must also create a correctly scaled map of the new combined course using the dimensions and scales from both students or teams. Each team from the combined course will have a Driver that will navigate the robot through the course. The team with the Driver who completes the course the fastest, wins!

Challenge rules:

- The robot must begin and end at the finish line.
- Both teams will use the Drive Program on the Robot Brain.
- As one team member drives the robot, others should ensure the robot is not hitting the sides of the course or losing control.
- You may drive the robot through the race course one time as a practice round before time is recorded.
- The dimensions of both courses must be in the same units and scale.
- Each team must complete a new correctly scaled map, with measurements, based on the values of the combined race courses.
- Whichever team completes the same course in the shorter amount of time - wins!
- Have fun!

Robo Rally Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Team Collaboration & Roles (30 pts)	All team members actively participated (driver on controller, spotters guiding, others resetting barriers). Example: Driver uses the VEX Controller while teammates watch closely and communicate, preventing side collisions.	Most team members contributed; roles were mostly clear. Example: Driver uses the VEX Controller while one teammate gives feedback, but another is mostly silent.	Uneven contribution; some team members did most of the work. Example: Only one student drives while another occasionally helps reset the robot, the rest watch.	Little to no collaboration; unclear roles or lack of participation. Example: One student controls the robot while others are distracted and not helping.
Driving Performance (30 pts)	Driver completed course smoothly with no crashes or major corrections; excellent joystick control. Example: Using the VEX Controller joysticks, the robot drives straight and turns precisely without hitting walls.	Driver completed course with few small corrections, minimal side contact. Example: Robot touches a wall once but continues smoothly after a quick joystick adjustment.	Driver had frequent corrections, some wall contact or hesitations. Example: Robot often drifts into walls and needs repeated joystick adjustments.	Driver had significant difficulty, frequent wall hits, or loss of control. Example: Robot gets stuck multiple times and needs frequent resets.
Course Completion Time (20 pts)	Completed the course quickly and efficiently; among the fastest times. Example: Team completes the full course in 1:15 with strong control.	Completed course in a reasonable time, slight delays. Example: Team finishes in about 1:45, with only a couple of slowdowns.	Completed course but with slow pace or multiple restarts. Example: Team takes over 2:30, stopping often to readjust.	Did not complete course or took excessive time. Example: Robot cannot finish or takes more than 4 minutes with repeated resets.
Following Challenge Rules (20 pts)	Fully followed all rules: start/finish at correct line, used VEX Drive Program, and did only one practice round. Example: Robot is placed on the start tile, finishes correctly on the finish tile, and only one practice run is done.	Followed most rules; minor slip-ups. Example: Robot started slightly off the line but still used the correct program and finished properly.	Multiple rule issues. Example: Team switched units mid-course or took more than one practice round.	Did not follow rules. Example: Team never used the Drive Program or skipped the start/finish line requirement.

Robo Soccer

In this challenge, you will play soccer with your VEX V5 Speedbot along with any attachments you may have added to it. You will be controlling your robot controller using the Drive program on your V5 Robot Brain.
One person will referee the game and ensure each team follows the rules.

Challenge rules:

- The ball should be placed in the center of the field at the start of each game and after each goal.
- The robot must begin in front of your net.
- Players must stand behind their own goal throughout the duration of the game.
- Each game is 5 minutes long.
- On smaller fields (3m x 3m or less), there should only be one player on each team. Teams can increase in size (2v2 or 3v3) for larger fields.
- The ball must completely be in the goal for the point to count.
- Each goal is worth 1 point.
- After a goal is scored, each team's robot(s) must be returned to the front of their goal and both teams have to give a thumbs up to the referee to indicate they are ready to start the match.
- The referee will start the game and stopwatch by saying "Go!" at the beginning of the game and after each goal.
- The team with the most points at the end wins!
- Have fun!

Robo Soccer - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Team Collaboration & Roles (30 pts)	All team members actively participate (driver controls robot, teammates reset ball, referee role is clear). Example: Driver uses the VEX Controller while teammates cheer, reset after goals, and confirm "thumbs up" with ref.	Most team members contributed; roles were mostly clear. Example: One teammate takes the referee role seriously, driver controls robot, but another does little.	Uneven contribution; one or two do most of the work. Example: Driver plays while others watch, referee doesn't track rules well.	Little to no collaboration; roles unclear or ignored. Example: Only the driver participates while others are disengaged.
Robot Control & Gameplay (30 pts)	Robot is controlled smoothly, consistently makes clean contact with the ball, and shows strategy (blocking, dribbling). Example: Using joysticks on the VEX Controller, robot dribbles ball to goal without hitting walls.	Robot is mostly controlled well, occasional crashes or missed kicks. Example: Robot pushes ball toward goal but sometimes bumps walls or loses control.	Robot shows frequent control issues, poor ball handling. Example: Robot misses ball often, spins in circles, or repeatedly crashes.	Robot is very difficult to control, unable to play effectively. Example: Robot rarely touches the ball or gets stuck during play.
Following Challenge Rules (20 pts)	Team fully follows all rules: starts at net, resets after goals, waits for referee, stands behind goal. Example: After scoring, robot is returned to the net, players give "thumbs up," referee restarts with "Go!"	Team follows most rules, with only minor mistakes. Example: Players forget "thumbs up" once but otherwise reset properly.	Multiple rule issues during play. Example: Robot doesn't always return to net after a goal or players step onto field.	Team disregards rules. Example: Robot starts in wrong place, ball isn't reset, players ignore referee.
Game Performance (20 pts)	Team scores efficiently, shows clear strategy (attacking/defending), and works well within time limit. Example: Team scores 3+ goals with coordinated driving and defense in 5 minutes.	Team scores some goals, shows basic strategy. Example: Team scores 1–2 goals, makes some defensive moves.	Team struggles to score, limited strategy. Example: Team only manages one goal late in the game.	Team cannot score or shows no attempt at strategy. Example: Robot never gets ball into the goal.

AutoMed Challenge

In this challenge, you need to program your robot to navigate a hospital as it delivers medications to patients in several different rooms. To successfully complete this challenge, you will need to program your robot to move from the Start Zone and stop in the Pharmacy for 5 seconds to pick up medications.

The project should then move the robot to each of the Patient Rooms (1, 2, and 3 in no particular order) and stop in the room for 3 seconds to deliver the medication. In order to move between floors in the hospital, the robot needs to park in the area designated as the Elevator for 5 seconds to indicate it is moving to another floor.

After medication has been delivered to all of the rooms, the robot should then return to the Start Zone. You should recreate the hospital map above on your floor using tape and a meter stick or ruler. Be sure to indicate where the Start Zone, Pharmacy, Elevator, and Patient Rooms are located.

To complete the challenge, you will need:

- Roll of tape (to create the hospital layout on the floor)
- 1.8 meter by 2 meter open area
- Meter stick or ruler

AutoMed - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Programming Accuracy & Logic (35 pts)	Robot follows a **well-structured VEXcode program**, completes all steps (Pharmacy stop, Patient Rooms, Elevator, return to Start). **Example:** Robot runs autonomously, stops for exactly 5 seconds at Pharmacy, 3 seconds at each Patient Room, 5 seconds at Elevator, then returns to Start Zone without errors.	Robot completes most steps correctly with only minor timing or sequence errors. **Example:** Robot delivers to all rooms but pauses slightly too long/short at one stop.	Robot completes some but not all required steps; sequence is inconsistent. **Example:** Robot reaches Pharmacy but skips a Patient Room or misses correct timing.	Robot cannot follow programmed sequence; does not complete challenge. **Example:** Robot drives randomly, misses stops, or never returns to Start Zone.
Navigation & Control (30 pts)	Robot drives with **smooth, precise movements**, stays on taped hospital layout, and enters each zone cleanly. **Example:** Robot follows straight lines and turns accurately to reach each zone.	Robot mostly stays on layout, with occasional corrections or small overshoots. **Example:** Robot wobbles slightly but still makes it into each zone.	Robot struggles to stay on layout; often overshoots zones or drifts off tape. **Example:** Robot misses the edge of a room and requires adjustment.	Robot cannot reliably follow layout; misses multiple zones. **Example:** Robot frequently leaves taped path and doesn't reach rooms.
Timing at Zones (25 pts)	All pauses are **accurate to challenge requirements** (5s at Pharmacy & Elevator, 3s at each Patient Room). **Example:** Robot pauses exactly 5 seconds at Pharmacy before continuing.	Most pauses are accurate; only one is slightly off. **Example:** Robot pauses 4 seconds instead of 5 at Elevator but completes other zones correctly.	Multiple pauses are off in length; delivery timing inconsistent. **Example:** Robot pauses 1–2 seconds instead of 3 in Patient Rooms.	Robot does not pause correctly at most zones. **Example:** Robot passes through rooms without stopping.
Team Collaboration (10 pts)	Team members **share roles** (coding, testing, timing) and communicate effectively. **Example:** One codes in VEXcode, another tests, another records timing.	Most team members contribute, though roles are uneven. **Example:** Two members work hard, one less involved.	Contribution uneven; one person does most of the work. **Example:** Only one student codes and tests, others observe.	Little/no collaboration. **Example:** One person does entire challenge with no teamwork.

It's a Draw!

In this challenge, you will be tasked with using your robot to draw the things on your set of It's A Draw cards (Google Doc / .pdf) as a second person tries to guess the drawing! To perform your best in this challenge, you should practice drawing with your robot.

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Robot Drawing Accuracy (35 pts)	Drawing is **clear, recognizable**, and matches the chosen card. Robot is well-controlled with smooth lines. **Example:** Robot uses a mounted marker and draws a house with clear walls and a roof that teammates identify correctly.	Drawing is mostly recognizable with some uneven lines. **Example:** Robot draws a car shape that is identified but looks uneven.	Drawing is somewhat unclear or incomplete; guesser struggles to identify. **Example:** Robot draws a stick figure missing arms, guesser hesitates.	Drawing is unrecognizable or incomplete. **Example:** Robot scribbles or the marker falls off, guesser cannot identify.
Robot Control & Precision (25 pts)	Robot moves are **smooth and controlled**, marker maintains consistent contact with paper/floor. **Example:** Driver uses VEX Controller joysticks with precise turning to trace lines.	Robot mostly stays under control, with only minor wobbles or marker lifts. **Example:** Robot lifts marker briefly but continues the drawing.	Robot control is inconsistent; frequent jerky motions make drawing messy. **Example:** Robot repeatedly overshoots lines and circles back.	Robot is hard to control; cannot keep marker on paper/floor. **Example:** Robot drives off page or drags marker without forming shapes.
Team Collaboration (20 pts)	Both team members contribute actively — one drives, the other guesses. Strong communication. **Example:** Driver carefully draws while guesser gives feedback and guesses accurately.	Both members participate, though one takes more of the lead. **Example:** Driver works well, guesser makes correct guesses with a little delay.	Uneven participation; one does most of the work. **Example:** Driver struggles while guesser watches passively.	Little to no collaboration. **Example:** Driver works alone, guesser doesn't engage.
Guessing Accuracy & Engagement (20 pts)	Guesser **identifies most drawings correctly** within a short time; stays engaged throughout. **Example:** Guesser quickly identifies "tree," "car," "house."	Guesser identifies some drawings correctly but needs extra time. **Example:** Guesser figures out 2 of 3 drawings with hints.	Guesser identifies only 1 drawing or takes a long time to respond. **Example:** Guesser struggles to identify even simple shapes.	Guesser cannot identify drawings or is disengaged. **Example:** Guesser gives up or guesses randomly.

Groove Machine

In this challenge, you will break up into teams and program your robot to go through a dance routine using your knowledge of loops. Your teacher will set a time limit for developing/testing the dance and a time limit for the length of the dance. Everyone not on the competing head-to-head dance-off teams will judge the dances and vote on the team that they think is best.

Rules:

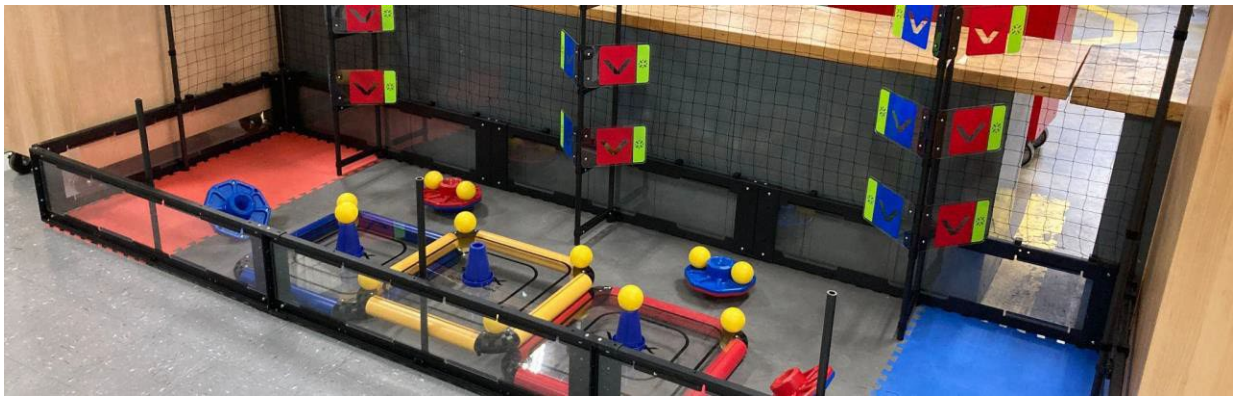
- Each Clawbot will dance one-at-a-time within the 1x1 meter area.
- The dancing continues until the Stop button on the Brain's screen is pressed to stop the project from running.
- The arm must be raised and lowered.
- The claw must open and close.
- The Clawbot must turn left and right.
- The Clawbot must drive forward and in reverse.
- The project needs to be stopped immediately if the Clawbot collides with anything or falls over. That is a losing dance.

Groove Machine - Rubric

Criteria	Excellent (Full Points)	Proficient	Developing	Needs Improvement
Programming & Use of Loops (30 pts)	Dance routine uses **loops effectively** to repeat smooth, creative sequences. All required moves (arm, claw, forward/reverse, left/right turns) are included. **Example:** VEXcode program loops a sequence where Clawbot spins, lifts arm, opens claw, and reverses, repeating seamlessly.	Most required moves included; loops are present but repetitive or basic. **Example:** Clawbot drives forward/backward and turns with some looping but limited variety.	Some moves missing; loops are minimal or poorly structured. **Example:** Arm doesn't raise or claw never opens, program runs straight-line commands.	Dance routine lacks loops and required movements. **Example:** Clawbot only drives forward and backward without variety.
Choreography & Creativity (25 pts)	Routine is **fun, well-coordinated, and looks like a dance**. Movements match rhythm and show creativity. **Example:** Clawbot "bobs" arm up and down while spinning and reversing like it's grooving.	Routine shows some rhythm and creativity, but feels repetitive. **Example:** Clawbot turns and moves with slight arm/claw action but lacks flair.	Routine shows limited creativity; looks mechanical or uncoordinated. **Example:** Clawbot repeats the same turn without variation.	Routine lacks creativity; movements appear random or incomplete. **Example:** Clawbot jerks forward/backward only.
Execution & Control (25 pts)	Robot runs routine **smoothly within 1x1 meter area**, with no collisions or falls. **Example:** Clawbot dances in place, stops correctly with Stop button.	Routine mostly smooth, with only small bumps or hesitations. **Example:** Clawbot nudges tape border once but stays upright.	Routine has multiple control issues; jerky motions or partial collision. **Example:** Clawbot bumps into boundary tape and wobbles.	Routine fails due to collision, tipping over, or out-of-bounds. **Example:** Clawbot drives off area and must be stopped.
Team Collaboration & Presentation (20 pts)	Team works together on coding and testing, presents routine confidently. **Example:** One codes, another tests, another introduces dance to the audience.	Most members contribute; presentation is clear but not engaging. **Example:** Two team members explain routine, third is quiet.	Uneven contribution; one member does most work. **Example:** One student codes while others only watch.	Little collaboration or presentation effort. **Example:** One student runs program silently with no team input.

Sample VEX V5 Competition Project

TURNING POINT



Game Description

VEX Robotics Competition Turning Point is played on a 3'x12' square field configured as seen above. Two (2) Alliances -- one (1) "red" and one (1) "blue" -- composed of one (1) Team each, compete in matches consisting of a one minute (60) second Autonomous Period, followed by a five minute (5:00) Driver Controlled Period.

The object of the game is to attain a higher score than the opposing Alliance by Flipping Scoring Caps, Toggling Flags, Mounting Cones and by Alliance Parking or Center Parking Robots on the Platforms.

Details

There are four (4) Caps, three (3) Posts, three (3)cones, nine (9) Flags, fourteen (14) Balls, two (2) Alliance Platforms, and one (1) Center Platform.

Caps can be Scored for the Alliance whose color is facing up at the end of the match. Flags can be Toggled to red or blue, and are Scored for the Alliance whose color is Toggled at the end of the match. Low Flags can be Toggled by Robots, but High Flags can only be Toggled by Balls. Turning Point is intended to be a back and forth game, no scored object is safe! Cones can be scored by placing them on the poles and can only be scored once by any team.

Alliance Platforms can be used for Alliance Parking by Robots of the same color Alliance as the Platform. The Center Platform can be used by Robots from either Alliance for Center Parking. An additional bonus is awarded to the Alliance that has the most total points at the end of the Autonomous Period.

Field



Scoring

Each Low Flag Toggled	1 Point
Each Medium Flag Toggled	5 Points
Each High Flag Toggled	10 Points
Each Cap Scored	10 Points
Each Cone Scored	15 Points
Robot that is Alliance Parked	5 Points
Robot that is Centre Parked	25 Points
Autonomous Bonus	X2 Any points scored during the autonomous round

Turning Point - Rubric

Criteria	Excellent (25 pts)	Good (20 pts)	Satisfactory (15 pts)	Needs Improvement (10 pts)
Autonomous Performance (Robot movement and scoring during the 1-minute autonomous period)	Robot consistently completes multiple tasks in autonomous (e.g., toggles at least 2 flags and flips a cap).	Robot completes at least 1 scoring action in autonomous (e.g., flips 1 cap or toggles 1 flag).	Robot moves correctly but does not complete a scoring task (e.g., drives to the object but doesn't flip it).	Robot does not run a valid autonomous or fails to move.
Driver-Controlled Skills (5-minute driver period, accuracy & control)	Robot is driven with precision, consistently scores on high-value targets (e.g., toggles medium/high flags, center parks).	Robot scores on a mix of low and medium-value tasks (e.g., flips caps, toggles low flags, alliance parks).	Robot moves and interacts but has trouble scoring consistently.	Robot is out of control, frequently stalls, or fails to score.
Game Strategy & Scoring Variety (Use of multiple ways to score: caps, flags, cones, parking)	Robot uses at least 3 scoring methods effectively (e.g., flags, caps, and center park).	Robot uses at least 2 scoring methods effectively.	Robot only uses 1 scoring method (e.g., only flips caps).	Robot does not attempt scoring variety or only drives around.
Teamwork & Problem-Solving (Coding, driving, adapting strategy, collaboration)	Team collaborates well, adjusts strategy mid-match, and communicates clearly (e.g., fixes code quickly if robot misbehaves).	Team works together but needs occasional teacher reminders to stay on task.	Team has uneven participation or struggles to adapt when robot has issues.	Team does not collaborate effectively; one person does all the work.

Engineering Notebook - Rubric

Criteria	Excellent	Proficient	Satisfactory	Needs Improvement
Identify the Problem (10 pts)	Clearly identifies game and robot design challenges with detailed descriptions and visuals. States clear goals for the challenge. Example: "Our Clawbot needs to flip caps and toggle flags efficiently in Turning Point. Goal: maximize autonomous scoring and driver control points."	Identifies the challenge but lacks detail or clarity in words, visuals, or goals. Example: "Robot needs to score in Turning Point. Goal: score as many points as possible."	Identifies the challenge, but details are minimal. Example: "Robot must move and score."	Does not identify the challenge clearly. Example: "Build a robot."
Brainstorm, Diagram, or Prototype Solutions (10 pts)	Lists 3+ solutions with labeled diagrams; cites external sources. Example: Draws 3 drivetrain options (tank, mecanum, omni wheels) with sketches and references VEX tutorials.	Lists 1–2 solutions; citations present. Example: Draws tank drive and claw attachment only.	Provides vague solutions or unclear diagrams. Example: Sketch of robot with minimal labels.	No solutions listed. Example: Blank or unrelated sketches.
Select Best Solution and Plan (10 pts)	Thorough explanation of selected solution, includes testing results and implementation plan. Example: "We chose tank drive with claw attachment after testing speed and turning efficiency. Program includes autonomous routine and driver control plan."	Explains selected solution but lacks depth. Example: "We chose tank drive. Program will move robot."	Brief explanation of solution/plan. Example: "We will build the robot with wheels and claw."	No explanation. Example: "We will build it."
Build and Program the	Records detailed build/program steps, allowing others to recreate the design. Example: Step-by-step	Records key steps but lacks full clarity. Example: Assembly noted, but sensor connections unclear.	Minimal steps; hard to follow. Example: "Attach wheels, program robot."	No relevant steps recorded. Example: Blank notebook.

Solution (10 pts)	assembly notes, VEX V5 motor assignments, sensor ports, VEXcode logic blocks listed.			
Test Solution (10 pts)	Records all testing steps, includes results and analysis. Example: "Tested autonomous path three times, robot flipped 3 caps each trial, analyzed why claw missed 1 cap and adjusted motor speed."	Records key steps; analysis limited. Example: "Tested autonomous, some caps flipped."	Some testing recorded; lacks details. Example: "Tested robot, worked okay."	No testing steps recorded. Example: Blank or incomplete.
Repeat Design Process (10 pts)	Shows multiple iterations for improvement. Example: "Iteration 1: claw too weak, Iteration 2: adjusted motor torque, Iteration 3: optimized path."	Some repetition; lacks detail. Example: "Improved claw after first test."	Minimal evidence of iteration. Example: "Adjusted robot once."	No evidence of iteration. Example: Built robot once, no changes.
Independent Inquiry (10 pts)	Strong independent inquiry; ideas well documented. Example: "Researched VEX forums for claw designs, added a ball intake module inspired by other teams."	Some inquiry; partial documentation. Example: "Looked at VEX examples online for reference."	Limited inquiry documented. Example: "Asked friend for ideas."	No independent inquiry. Example: Copied another team without research.
Usability and Completeness (10 pts)	Records design/development in clear detail, easy to follow. Example: Notebook includes labeled diagrams, program screenshots, test notes, and reflections.	Completes process; some missing detail. Example: Notebook readable but missing sensor diagrams.	Lacks sufficient detail. Example: Minimal steps and unclear drawings.	Fails to document effectively. Example: Blank pages or unrelated content.
Record of Team & Project	Comprehensive record of assignments, meetings, resource constraints. Example: Notes	Records most relevant info; somewhat inconsistent. Example: Some meeting notes, unclear roles.	Missing key aspects of project management. Example: Only lists who built robot.	No record of project management. Example: No notes.

Management (10 pts)	showing who built, coded, tested; lists battery/motor availability.			
Notebook Format (10 pts)	Organized, dated entries, easy to navigate. Example: Sections labeled: Problem, Brainstorm, Build, Test, Reflection; pages numbered.	Some organization; could improve clarity. Example: Sections present but inconsistent order.	Lacks consistency/organization. Example: Notes scattered, hard to follow.	No organization. Example: Random notes, undated.

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	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.	

Analyzes relevant information related to the problem, question or issue.			Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

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

Disposition Rubrics 9-12

Draft Rubrics

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

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

Innovation 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds)	**Areas of Growth**

	• Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE

GRADES 9-12

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

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

	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Digital Media 2

Grades 10-12

2026

(Last revision date: 2025)

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Digital Media 2
Grades 10 -12

Table of Contents

CORE VALUES AND BELIEFS 5
INTRODUCTION & PHILOSOPHY 6
COURSE GOALS 7
CTE: Digital Video Production Standards 7
ELA Standards: 2010 Connecticut Core Standards for Literacy 7
COURSE ENDURING UNDERSTANDINGS 8
COURSE ESSENTIAL QUESTIONS 8
COURSE KNOWLEDGE & SKILLS 9
VISION OF THE GRADUATE 10
COURSE SYLLABUS 11
Course Name 11
Level 11
Prerequisites 11
Course Length: 11
Targeted Grades: 11
Standards Alignment 11
General Description of the Course 11
Curriculum Flow Overview 11
Scope, Timing, Standards, and Assessments Overview 12
UNIT 1 **13**
Unit Description 13
Standards 13
Essential Questions 13
Key Vocabulary 13
Unit Goals 14
Unit Scope and Sequence 14
Unit Assured Assessments: 14
Vision of the Graduate Integration 14
Resources 15
Time Allotment 15
UNIT 2 **16**
Unit Description 16
Standards 16

Unit Essential Questions 16
Key Vocabulary 16
Unit Goals 16
Unit Scope and Sequence 17
Unit Assured Assessments 17
Vision of the Graduate Integration 17
Resources 17
Time Allotment: 18
UNIT 3 **19**
Unit Description 19
Standards 19
Essential Questions 19
Key Vocabulary 19
Unit Goals 19
Unit Scope and Sequence 20
Unit Assured Assessments: 20
Vision of the Graduate Integration 20
Resources 21
Time Allotment: 21
UNIT 4 **22**
Unit Description 22
Essential Questions 22
Key Vocabulary 22
Unit Goals 22
Unit Scope and Sequence 22
Unit Assured Assessments: 23
Vision of the Graduate Integration 23
Resources 23
Time Allotment 24
UNIT 5 **25**
Unit Description 25
Essential Questions 25
Key Vocabulary 25
Unit Goals 25
Unit Scope and Sequence 25
Unit Assured Assessments: 26
Vision of the Graduate Integration 26
Resources 26
Time Allotment 27
UNIT 6 **28**
Unit Description 28

Standards 28
Unit Goals 29
Unit Scope and Sequence 29
Unit Assured Assessments 29
Vision of the Graduate Integration 30
Resources 30
Time Allotment 31
UNIT 7 **32**
Unit Description 32
Standards 32
Essential Questions 32
Key Vocabulary 32
Unit Goals 32
Unit Scope and Sequence 33
Unit Assured Assessments: 33
Vision of the Graduate Integration 33
Resources 33
Time Allotment: 34
UNIT 8 **35**
Unit Description 35
Standards 35
Essential Questions 35
Key Vocabulary 35
Unit Goals 35
Unit Scope and Sequence 35
Unit Assured Assessments: 36
Vision of the Graduate Integration 36
Resources 36
Assessments: 37
Time Allotment: 37
CREDIT 38
PREREQUISITES 38
CURRENT REFERENCES 38
ASSURED STUDENT PERFORMANCE RUBRICS 39
OTHER RESOURCES 39
Film & Scriptwriting Tools 39
Websites & Tutorials 39
Academic & Industry References 39
Software & Tools 39
Rubrics 41
Lighting Setup Challenge Rubric 41

News Script Assignment Rubric 42
Segment Rundown Sheet Rubric 43
Feature Pitch Presentation & Planning Rubric 44
Task: Develop and present a clear, creative, and well-planned feature story pitch. 44
B-Roll Hunt Challenge Rubric 45
Sound Fix Challenge Rubric 46
Task: Edit distorted or poorly recorded audio to improve quality. 46
Rough Cut Submission 47
Task: Submit a rough cut of your first feature and provide constructive peer feedback. 47
News Feature - Assignment 49
News Feature - Ruberic 50
News Article - Assignment 54
News Article - Rubric 55
Mobile Media - Assignment 56
Mobile Media - Rubric 57

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

Digital Media 2 is a half-year elective designed to expand students' skills in media production through the creation of school-based news content, including the launch of a fully functioning student-run TV studio. Building on the foundation of Digital Media 1, this course immerses students in the full production cycle—from identifying and developing relevant news stories to filming, editing, and broadcasting finished segments. The central goal is to empower students to take ownership of daily morning announcements and school-wide reporting, while also fostering a sense of responsibility, collaboration, and leadership.

Rooted in a philosophy of hands-on learning and project-based assignments, Digital Media 2 provides students with authentic, real-world experiences that mirror the demands of professional media environments. Students will work in production teams to take on roles such as producer, director, anchor, camera operator, audio technician, editor, and more—rotating through responsibilities to develop a well-rounded understanding of studio operations. They will use industry-standard equipment including DSLR cameras, switchboards, microphones, studio lighting, and green screens, while also advancing their skills in Adobe Premiere Pro and other tools in the Adobe Creative Suite.

Collaboration is central to the course. Students will be expected to communicate, problem-solve, and manage time effectively as they produce content on tight deadlines. Whether scripting a feature, conducting interviews, or running a live broadcast, every project emphasizes teamwork and shared ownership. This structure not only prepares students for potential careers in journalism, broadcasting, or digital media—it also builds confidence, creativity, and a strong sense of community.

Digital Media 2 marks an exciting evolution in Trumbull High School's media program. It addresses a long-standing gap in in-school opportunities for students interested in communications and media careers, while leveraging the school's professional-grade equipment and studio facilities. Students will leave the course with a polished media portfolio and the experience of helping build a student-led broadcast program from the ground up.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Career and Technical Education (CTE) Digital Video Production Standards, and the 2010 Connecticut Core Standards for English Language Arts (ELA). These goals reflect the integrated, interdisciplinary nature of Digital Media 2, which blends hands-on learning in video production with critical thinking, communication, and problem-solving skills.

CTE: Digital Video Production Standards

- **DVP.01.01** – Understand and demonstrate the phases of production (pre-production, production, and post-production).
- **DVP.01.03** – Explore various career paths and roles within video production.
- **DVP.02.01** – Demonstrate awareness of fire and trip hazards specific to production environments.
- **DVP.02.02** – Safely use ladders and elevated equipment within the studio.
- **DVP.02.03** – Correctly transport and store production equipment.
- **DVP.02.04** – Properly tape and secure studio cables to prevent hazards.
- **DVP.03.01** – Identify the message, purpose, and audience of a production.
- **DVP.03.02** – Generate, develop, and refine creative concepts and production ideas.
- **DVP.03.03** – Write scripts and create storyboards using professional formats.
- **DVP.03.04** – Understand and apply legal and ethical issues, including copyright and permissions.
- **DVP.03.05** – Manage project deadlines and organize production timelines.
- **DVP.03.06** – Evaluate production locations for quality and logistics.
- **DVP.04.01** – Demonstrate the ability to plan and execute lighting setups.
- **DVP.04.02** – Use various types of microphones and apply correct audio techniques.
- **DVP.04.03** – Identify key studio personnel and describe their roles and responsibilities.
- **DVP.04.04** – Operate portable field production equipment and follow best practices.
- **DVP.05.01** – Select appropriate camera formats and settings for different scenarios.
- **DVP.05.02** – Demonstrate proper camera movements and angles for storytelling.
- **DVP.05.03** – Apply composition techniques including rule of thirds and framing.
- **DVP.05.04** – Set up and adjust tripod or stabilizing gear as required.
- **DVP.06.01** – Create and use titles, transitions, and graphics in video editing.
- **DVP.06.03** – Manage and archive media assets properly.
- **DVP.06.04** – Edit video using appropriate software and tools.
- **DVP.06.05** – Record, mix, and master voiceovers, music, and other audio elements.
- **DVP.07.01** – Understand digital media concepts such as frame rate, resolution, file types, and codecs.

ELA Standards: 2010 Connecticut Core Standards for Literacy

- **CCSS.ELA-LITERACY.W.11-12.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.RI.11-12.7** – Integrate and evaluate multiple sources of information presented in different media or formats.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- Professional video production is a multi-phase process that requires careful planning, technical execution, and thoughtful refinement.
- Safe handling and operation of production equipment is essential to protect both people and gear.
- Effective collaboration and clear communication are critical to producing professional-quality content.
- Scripting, storyboarding, and planning must align with both audience needs and the intended message.
- Ethical and legal considerations, including copyright, fair use, and truthful reporting, are fundamental to responsible media creation.
- Strong visual storytelling relies on mastering camera work, composition, lighting, and editing techniques.
- Technical accuracy in timing, file organization, and export formats is essential for broadcast-ready work.

COURSE ESSENTIAL QUESTIONS

- How do media producers balance creativity, technical skill, and ethical responsibility in their work?
- What makes visual storytelling effective, and how can production teams use visual language to influence or inform?
- How does audience awareness shape decisions made in planning, scripting, filming, and editing?
- In what ways does collaboration in a media production setting mirror the real-world, professional environment?
- How do copyright law and ethical media practices impact what and how we create in a digital world?
- What technical decisions must be made to ensure a high-quality, professional production from concept to final edit?

COURSE KNOWLEDGE & SKILLS

Students will know:

- The phases of video production and the connections between pre-production, production, and post-production.
- Roles, responsibilities, and workflows within both studio and field environments.
- Scriptwriting, storyboarding, and rundown formats.
- Camera settings, composition techniques, and shot types.
- Audio recording tools, microphone types, and sound design principles.
- Video editing terminology, tools, and workflows in Adobe Premiere Pro or equivalent software.
- Legal and ethical standards including copyright, fair use, and journalistic integrity.
- Studio safety protocols and best practices for handling equipment.

Students will be able to:

- Operate cameras, lighting systems, and audio equipment effectively and safely.
- Write scripts, create storyboards, and develop rundowns for broadcast.
- Capture high-quality video and audio in both studio and field settings.
- Edit video and audio to produce polished, professional content.
- Apply titles, graphics, and transitions to support storytelling.
- Export videos in correct formats for broadcast, online, and mobile platforms.
- Collaborate within production teams, rotating through various roles.
- Manage production schedules, meet deadlines, and maintain organized project files.

VISION OF THE GRADUATE

Digital Media 2 purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students develop through hands-on media production, collaborative storytelling, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate in writing (scripts, rundowns), verbally (on-air, in pitches), and visually (storyboards, graphics). They practice audience-focused messaging and respond to peer/instructor feedback.
Self-Efficacy	Students gain confidence by rotating through challenging production roles, managing deadlines, and delivering complete segments. They reflect on personal growth through role journals and project reviews.
Critical Thinking & Problem Solving	Students troubleshoot technical issues (audio hiss, lighting problems), adapt scripts for time constraints, and make editing choices that clarify storytelling.
Collaboration	All productions are team-based, requiring role coordination, shared decision-making, and accountability logs. Peer evaluations reinforce mutual respect and group productivity.
Growth Mindset	Students iterate on projects after feedback, seeing early drafts as steps toward quality. They learn to adapt when shoots or edits don't go as planned.
Integrity	Accuracy in reporting, honest editing, and crediting sources are enforced. Students follow copyright law, truth-in-storytelling ethics, and safety protocols even without supervision.
Innovation	Students experiment with new camera techniques, mobile-first formats, and unconventional segment structures to engage audiences.
Emotional Intelligence	Peer-to-peer feedback, team debriefs, and role rotations help students read group dynamics, respond to stress, and maintain professionalism under deadlines.

COURSE SYLLABUS

Course Name

Digital Media 2

Level

Grades 10 - 12

Prerequisites

Successful completion of Digital Media 1, or Theatre Tech course.

Course Length:

Semester

Targeted Grades:

10–12

Standards Alignment

2020 Connecticut CTE Digital Video Production Standards + CCSS Literacy & Math Standards

General Description of the Course

Digital Media 2 builds upon foundational media production skills to engage students in the full process of professional video and broadcast creation. Emphasizing collaboration, leadership, and real-world applications, this course guides students through safety training, role-based studio operations, pre-production planning, field reporting, post-production editing, and ethical journalism. Students will rotate through roles on a production team, create weekly show content, develop original media pieces, and reflect on their growth in a culminating portfolio.

The course integrates career readiness, media literacy, and hands-on technical skill building aligned with the 2020 Connecticut CTE Digital Video Production standards and CCSS literacy standards. Whether filming a hard news segment, directing a broadcast, or producing a mobile-first story, students will learn to tell impactful stories for diverse audiences across platforms.

Curriculum Flow Overview

- Weeks 1–3: Technical foundations and production team skills
- Weeks 4–8: Launch of live production and segment prep
- Weeks 9–16: Ongoing original work + deepening technical and storytelling skills
- Weeks 13–14: Media ethics and copyright concepts integrated
- Weeks 17–18: Capstone production and presentation

Scope, Timing, Standards, and Assessments Overview

Unit	Title	Duration	Key Focus Areas	Anchor Standards	Culminating Assessments
Unit 1	Safety and Operations	Week 1	Studio safety, cable management, equipment handling	DVP.02.01–02.04	Safety Quiz, Certification Checklist, Safety Poster
Unit 2	Studio Roles, Teams & Production	Week 2	Production phases, crew roles, lighting basics	DVP.01.01, .01.03, .04.01, .04.03	Role Shadowing, Team Simulation, Career Presentation
Unit 3	Scriptwriting & Show Planning	Week 3	Script development, storyboarding, scheduling	DVP.03.01–03.03, .03.05, CCSS.W.11–12.4	Script Packet, Rundown Sheet, Rewrite Challenge
Unit 4	Broadcast Launch & Feature Pre-Production	Weeks 4–5	Location scouting, segment pitching, audio gear	DVP.03.06, .04.02, .04.04	Pitch Deck, Scouting Log, Audio Setup Challenge
Unit 5	Post-Production & Editing	Weeks 6–8	Video editing, titles, transitions, audio mixing	DVP.06.01, .06.04, .06.05, CCSS.Math.HSN.Q.A.3	Rough Cut, Lower Thirds, Audio Balancing Lab
Unit 6	Original Stories / Full Production Cycle	Weeks 9–16	Camera operation, segment production, visual storytelling	DVP.04.01–04.04, .05.01–05.04, .03.01, .07.01	Bi-weekly Segments, Mobile Project, Framing Essay
Unit 7	Copyright, Ethics, and Media Law	Weeks 13–14 (integrated)	Copyright, fair use, bias, ethical storytelling	DVP.03.04, .07.01, CCSS.RI.11–12.7	Case Study, Ethics Roleplay, Bias Breakdown
Unit 8	Studio Takeover & Capstone	Weeks 17–18	Branding, peer feedback, final broadcast	DVP.01.01, .03.05, .06.03	Capstone Show, Branding Package, Final Portfolio

UNIT 1

Safety and Procedures

Unit Description

This introductory unit welcomes students into the Digital Media 2 course and establishes a strong foundation in professional behavior, studio operations, and safety procedures. Students engage in icebreakers, set class norms, explore the layout of studio equipment, and complete hands-on activities focused on physical safety and technical awareness. The emphasis is on fostering a safety-first culture that enables efficient and secure media production throughout the semester.

Standards

DVP.02.01	Demonstrate awareness of fire and trip hazards specific to production environments.
DVP.02.02	Safely use ladders and elevated equipment within the studio.
DVP.02.03	Correctly transport and store production equipment.
DVP.02.04	Properly tape and secure studio cables to prevent hazards.

Essential Questions

- What makes a production environment unsafe?
- How can each crew member contribute to a safer workspace?
- What are the responsibilities of media producers when it comes to physical and technical safety?

Key Vocabulary

- Trip Hazard
- Fire Hazard
- Cable Management
- Gaffer Tape
- Sandbag (for lighting stability)
- Studio Zones
- Equipment Checkout
- Ladder Safety
- Wrap Procedures
- Strike (tear-down process)
- “Hot Set”
- Load In / Load Out
- Personal Protective Equipment (PPE)

Unit Goals

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

- Identify fire, trip, and electrical hazards in a studio environment
- Demonstrate safe movement and storage of production gear
- Use ladders and elevation equipment correctly
- Properly tape down and manage cables to reduce risk
- Exhibit basic crew professionalism and situational awareness

Unit Scope and Sequence

- Course Introduction + Icebreaker Activity Team Icebreaker: Get-to-know-you games; introduce course themes & classroom culture
- Expectations & Studio Tour: Walkthrough of studio zones, "Hot Set" etiquette, fire exits, storage rules
- Hazard Identification + Safety Scenarios: Interactive group activity: "Find the Hazard" photo slides & situational roleplay
- Tech Challenge: Studio Setup & Breakdown: Team challenge: assemble and strike mock set safely under timed conditions
- Equipment Handling + Cable Taping Lab: Students move tripods, lights, and wrap cables properly; hands-on skills check

Unit Assured Assessments:

Formative Assessments

- Studio Equipment and Hazard Hunt: Students complete a checklist based on a safety walkthrough and label unsafe practices. Locating and identifying key studio components (cables, adapters, light controls, fire exits, hazards etc.)
- Setup & Breakdown Tech Challenge: In teams, students demonstrate safe gear setup, takedown, and cable taping under supervision

Summative Assessments

- Studio Safety Certification Quiz: May be taken visually (with images of scenarios) or in oral format for accommodations
- Studio Equipment Certification: Students must demonstrate correct handling of studio gear and pass instructor sign-off to earn "certified" status for equipment use

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Collaboration
- Communication
- Self-Efficacy

How it is developed in the course:

- Students consistently follow safety protocols and studio rules, even when not observed.
- Team setup and teardown require shared accountability.
- Students clearly explain hazards and demonstrate safe practices during certification.
- Earning "certified" status builds confidence in handling professional-grade gear.

Resources

Core:

- Classroom Safety Presentation (slides or PDF)
- Instructor-led Studio Safety Demo
- Studio Zone Map & Diagram
- Equipment Checkout Log Template

Supplemental:

- OSHA Studio Safety Guidelines (adapted for education)
- AVIXA Cable Management Basics
- Sample "Hot Set" photos or diagrams
- Student "Tech Safety Log" for reflections
- QuickStart YouTube videos on tripod and light safety

Time Allotment

4 Lessons

UNIT 2

Studio Roles, Teams & Production

Unit Description

This unit introduces students to the collaborative nature of media production. Students explore the structure of production teams, the purpose and flow of each production phase, and the variety of career paths within the industry. Through interactive activities, students practice assuming different roles and using basic studio lighting.

Standards

DVP.01.01	Understand the phases of video production (pre-production, production, post-production).
DVP.01.03	Identify and explore career paths in video production.
DVP.04.01	Set up and use basic lighting.
DVP.04.03	Identify studio roles and necessary equipment.

Unit Essential Questions

- What are the phases of media production, and how are they connected?
- What are the responsibilities of different roles on a production team?
- How does collaboration influence the quality and efficiency of a production?

Key Vocabulary

- Pre-Production
- Production
- Post-Production
- Director
- Producer
- Floor Manager
- Technical Director
- Lighting Designer
- Three-Point Lighting
- Fill Light / Key Light / Back Light
- Grip / Gaffer

Unit Goals

Students will be able to:

- Identify and explain the phases of video production
- Describe key studio roles and their responsibilities
- Use basic three-point lighting setup
- Collaborate with peers in a mock production environment

Unit Scope and Sequence

- Team Icebreaker: Collaboration Challenge
- Lecture + Visual: Phases of Production
- Studio Tour: Meet the Gear (Lighting & Role Boards)
- Lighting Demo: Hands-on Three-Point Setup
- Team Simulation: Mock Studio Roles & Equipment Practice

Unit Assured Assessments

Formative Assessments

- Production Roles Sorting Game
- Lighting Identification & Setup Practice
- Teamwork Reflection Log

Summative Assessments

- Production Team Simulation Project
- Lighting Setup Challenge (Individual or Pair)

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Communication
- Self-Efficacy
- Critical Thinking & Problem Solving

How it is developed in the course:

- Students practice teamwork by rotating through studio roles.
- Crew members learn to give and receive clear instructions under time pressure.
- Mastery of multiple roles increases confidence in complex team settings.
- Students analyze production flow to anticipate and solve on-set problems.

Resources

Core:

- Role Cards Handout
- Production Phase Graphic Organizer
- Studio Role Boards
- Lighting Gear & Setup Diagrams

Supplemental:

- Career One Stop Media Job Cards
- PBS Behind-the-Scenes Videos
- YouTube: Studio Lighting Basics (Film Riot / Indy Mogul)

Time Allotment:

6 Lessons

UNIT 3

Scriptwriting & Show Planning

Unit Description

Students explore the planning stage of media production with a focus on scriptwriting and show planning. They learn to write purposeful scripts, plan segments using rundowns, and schedule productions. Emphasis is placed on structure, audience, and production flow.

Standards

DVP.03.01	Determine the message, purpose, and audience.
DVP.03.02	Develop and refine ideas and concepts for production.
DVP.03.03	Create scripts and storyboards.
DVP.03.05	Set deadlines and manage production schedules.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing appropriate to task, purpose, and audience.

Essential Questions

- How does the structure of a script affect its clarity and engagement?
- What factors must be considered when writing for an audience?
- How do scripts, rundowns, and schedules work together in show planning?

Key Vocabulary

- Rundown Sheet
- Storyboard
- Segment
- Script Format
- Voice Over (VO)
- Sound on Tape (SOT)
- Anchor / Host
- B-Roll
- Lead-in / Tease
- Cold Open

Unit Goals

Students will be able to:

- Write basic scripts tailored to audience and platform
- Create a visual storyboard with scene structure
- Organize a simple rundown sheet
- Manage a mock production schedule

Unit Scope and Sequence

- Warm-Up: Favorite Shows and Script Structure
- Scriptwriting Mini-Lesson & Writing Practice
- Storyboarding Workshop
- Rundown Sheet Walkthrough + Build-A-Segment
- Schedule Simulation: Planning a Show Week

Unit Assured Assessments:

Formative Assessments

- Script Draft Peer Reviews
- Storyboard Draft Feedback
- Teleprompter Timing Drill – Practice reading different scripts on camera for pacing and timing

Summative Assessments

- News Script Assignment - Take a real or fictional poorly written script and revise it for clarity and tone.
- Segment Rundown Sheet – Create a professional rundown document outlining segment timing, order, and production needs

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Communication
- Critical Thinking & Problem Solving
- Growth Mindset
- Innovation

How it is developed in the course:

- Students write scripts and rundowns that clearly target an intended audience.
- Storyboarding and timing exercises refine logical story flow.
- Multiple script drafts encourage students to embrace revision as part of the creative process.
- Students develop unique story approaches within standard broadcast formats.

Resources

Core:

- Script Templates
- Sample Storyboards
- Google Sheets: Rundown Template
- Anchor + Segment Sample Videos

Supplemental:

- NYT Learning Network: How to Write for News
- YouTube: Show Rundown Breakdown (CNN, ESPN examples)

Time Allotment:

8 Lessons

UNIT 4

Broadcast Launch & Feature Pre-Production

Unit Description

Students shift from planning/pre-production for live broadcast and field feature segments. This unit emphasizes real-world planning and logistics, including location scouting, story pitching, and audio testing. Students prepare for full-scale field production.

Standards

DVP.03.06	Evaluate shooting locations for lighting, noise, and logistics.
DVP.04.02	Use professional microphones and audio equipment.
DVP.04.04	Identify roles in field production and demonstrate use of portable gear.

Essential Questions

- What makes a location suitable for filming?
- How does sound design influence field production quality?
- What are the core components of a successful segment pitch?

Key Vocabulary

- Scouting
- Ambient Noise
- Field Production
- Boom Mic / Lavalier
- Pre-Interview
- Shot List
- Feature Package
- Natural Sound (NAT)
- Gear Prep
- Location Release

Unit Goals

Students will be able to:

- Evaluate the viability of real-world locations
- Pitch and develop a compelling feature story
- Demonstrate readiness with gear setup and planning

Unit Scope and Sequence

- Location Scouting Field Walk
- Feature Brainstorming + Pitch Deck Workshop
- Microphone Lab: Lavalier & Boom Setup

- Field Equipment Lab + Packing Checklist
- Peer Review: Pitch Presentations + Shot List Planning

Unit Assured Assessments:

Formative Assessments

- Location Scouting Journal
- Audio Setup Challenge
- Pitch Deck Feedback & Peer Notes
- Gear Prep & Field Production Checklist

Summative Assessments

- Feature Pitch Presentation and Planning
- B-Roll Hunt Challenge – Go out and capture 10–15 B-roll clips for use in future stories

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Innovation
- Collaboration
- Communication
- Critical Thinking & Problem Solving

How it is developed in the course:

- Students pitch fresh, original segment ideas that fit audience interests.
- Location scouting and field prep require teamwork and shared planning tools.
- Students deliver concise, persuasive pitches to peers and instructor.
- Site evaluation and audio testing require on-the-spot problem-solving.

Resources

Core:

- Feature Pitch Slide Template
- Location Scouting Checklist
- Audio Gear Demonstration Kit
- Field Gear Packing Checklist

Supplemental:

- YouTube: Documentary Feature Pitch Examples
- NPR Training: Field Sound Recording Tips
- Interview Clip Library for NAT Sound Practice

Time Allotment

8 Lessons

UNIT 5

Post-Production & Editing

Unit Description

Students gain hands-on experience with editing software and workflows. They learn how to build a narrative from footage, apply design elements, and refine audio. Emphasis is placed on pacing, storytelling, and attention to detail.

Standards

DVP.06.01	Create titles, transitions, and motion graphics.
DVP.06.04	Use software to edit video and apply effects.
DVP.06.05	Mix and edit audio, music, and dialogue.

Essential Questions

- What editing decisions shape audience understanding?
- How do timing and rhythm affect viewer engagement?
- What makes an edit feel polished and professional?

Key Vocabulary

- Timeline
- Nonlinear Editing (NLE)
- Lower Thirds
- J-Cut / L-Cut
- Render
- B-Roll Overlay
- Audio Leveling
- Crossfade
- Export Settings
- Rough Cut / Fine Cut

Unit Goals

Students will be able to:

- Assemble and trim footage using editing software
- Add visual and text-based elements for clarity
- Balance and mix voice, music, and effects

Unit Scope and Sequence

- Editing Platform Intro & Tour
- Timeline Tools + Rough Cut Workshop
- Audio Mixing Lab (Dialogue, Music, SFX)
- Motion Graphics Demo: Lower Thirds
- Feedback & Revisions: Fine Cut Review

Unit Assured Assessments:

Formative Assessments

- Timeline Practice Clips
- Audio Leveling Challenge
- Lower Thirds Draft Exercise

Summative Assessments

- Sound Fix Challenge – Edit distorted or poorly recorded audio to improve quality.
- Rough Cut Submission (with Peer Feedback) - Rough cut your first feature.

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Critical Thinking & Problem Solving
- Innovation
- Self-Efficacy
- Growth Mindset

How it is developed in the course:

- Editing choices are made to strengthen clarity and pacing.
- Students explore motion graphics and creative transitions to enhance storytelling.
- Successfully completing a polished edit builds pride in technical skills.
- Students learn to accept critiques and use them to improve cuts.

Resources

Core:

- Adobe Premiere (or equivalent NLE software)
- Audio Clip Library
- Lower Thirds Template Files
- Instructor Video Tutorials

Supplemental:

- YouTube: Video Editing Basics (Justin Odisho, Premiere Basics)
- Lynda/LinkedIn Learning Editing Lessons

Time Allotment

8 Lessons

UNIT 6

Creating Original Stories / Full Production Cycle

Unit Description

Students independently produce original content from idea to final edit. With prior skills now in practice, students deepen their understanding of audience, style, and technical quality. They experiment with storytelling, genre, and advanced techniques in camera movement and editing. During this extended unit, students take on rotating production roles—such as anchor, director, camera operator, editor, and producer—within multiple production teams. These student-led teams are responsible for planning, producing, and delivering regular show content. Teams rotate roles every two weeks to ensure all students experience different aspects of production leadership and support. Collaboration and communication are essential as students may work across multiple teams, manage overlapping deadlines, and contribute to both in-studio and field productions.

Standards

DVP.04.01–04.04	Operate production gear in studio and field.
DVP.05.01–05.04	Use correct settings and composition for camera work.
DVP.03.01	Create productions targeted to specific audiences.
DVP.07.01	Understand frame rates, file formats, and export settings.

Essential Questions

- What makes a story worth telling on screen?
- How can creators visually engage a specific audience?
- What technical skills distinguish amateur from professional work?
- How does rotating through multiple roles deepen understanding of the production process?

Key Vocabulary

- Composition
- Framing
- Rule of Thirds
- Shot Variation
- Motivated Movement
- Export Codec
- Bitrate
- Genre Conventions
- Hook / Tag
- Original Content

- Anchor
- Director
- Producer
- Switcher
- Team Rotation
- Segment Lead
- Show Rundown

Unit Goals

Students will be able to:

- Plan and execute a full field or studio segment
- Apply camera composition and movement techniques
- Refine editing choices to suit story goals
- Collaborate within rotating team roles to produce professional content
- Reflect on different responsibilities within the production process

Unit Scope and Sequence

- Visual Storytelling Brainstorm
- Storyboard & Production Plan Development
- Camera Movement Techniques Lab
- In-Studio or Field Recording Days
- Editing & Peer Review Cycles
- Team Role Assignment & Expectations
- Two-Week Team Production Cycle #1 (Anchor/Director Focus)
- Production Debrief + Team Rotation #1
- Two-Week Team Production Cycle #2 (Editor/Field Crew Focus)
- Production Debrief + Team Rotation #2
- Flexible Time for Overflow Production, Peer Collaboration, or Special Segments

Unit Assured Assessments

Formative Assessments

- Storyboard & Shot Plan
- Segment Pitch Sheet
- Scene Draft + Peer Edits
- Role Reflection Journal Entries
- Peer-to-Peer Feedback Forms
- Segment Dry Run + Feedback
- Team Meeting Logs

Summative Assessments

- Feature Segment Submission

- News Segment Submission
- Mobile Media Challenge Project
- Team Rotation Log + Role Feedback

Assessment Expectations

Each 2-week cycle, students submit:

- **1 Feature Assignment** (2–3 minutes)
- **1 News Assignment** (60–90 seconds)
- **1 Mobile Device Assignment** (creative or journalistic piece)
    - Edit footage entirely on a mobile device using apps like Adobe Rush
    - Example Mobile Assignments:
        - Interview a teacher or student about a school issue
        - Shoot a creative B-roll montage (5-shot sequence)
        - Produce a 30-second promo using only a phone
        - Cover a club or sport using mobile footage + phone mic

Minimum Requirement by Week 16:

- 1 Individual Feature Segment
- 4 Team-Based News Segments
- 2 Individual Mobile Media Projects

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Collaboration
- Innovation
- Self-Efficacy
- Integrity
- Emotional Intelligence

How it is developed in the course:

- Students manage multi-role teams with rotating leadership.
- Original content development allows for experimentation with format and style.
- Completing independent and team segments reinforces ownership of work.
- All work follows ethical reporting guidelines and crediting standards.
- Role changes require adaptability and respect for team members' strengths.

Resources

Core:

- Production Planning Packet
- Studio Role Cards & Team Rotation Tracker
- Genre Video Examples
- Camera Movement Demo Videos
- Peer Review Forms

- Shot Logs & Script Templates

Supplemental:

- YouTube Creators Studio
- Adobe Premiere & After Effects Tutorials
- Student Film Festival Clips
- PBS Student Reporting Labs
- Broadcast Role Interview Clips
- Leadership in Studio Production Mini-Lessons
- Mobile Editing Apps & Tutorials

Time Allotment

Time Allotment: 6–7 Weeks

UNIT 7

Copyright, Ethics, and Media Law

Unit Description

This unit weaves critical thinking and responsible practice into media production. Students explore copyright law, the concept of fair use, the role of ethics in journalism, and the impact of misinformation. Instruction supports professional conduct and legal awareness.

Standards

DVP.03.04	Understand copyright, fair use, releases, and ethics in media.
DVP.07.01	Define digital terms (e.g., frame rate, codec).
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information in different media.

Essential Questions

- What ethical obligations do media producers have?
- How can producers ensure they're using materials legally and responsibly?
- What defines trustworthy media?

Key Vocabulary

- Copyright
- Fair Use
- Creative Commons
- Public Domain
- Release Form
- Misinformation / Disinformation
- Bias
- Objectivity
- Credibility
- Attribution

Unit Goals

Students will be able to:

- Determine when and how to use copyrighted material legally
- Apply principles of media ethics to real-world scenarios
- Evaluate credibility and bias in media

Unit Scope and Sequence

- Intro to Copyright Law
- Fair Use Case Studies + Group Debate
- SPJ Code of Ethics Overview
- Evaluating News Sources with RAVEN
- Copyright-Free Asset Curation Workshop

Unit Assured Assessments:

Formative Assessments

- Ethics Scenario Discussions
- Source Bias ID Practice
- Fair Use Quiz

Summative Assessments

- Copyright Case Study Presentation OR News Bias Breakdown Reflection
- Asset Curation Folder Submission – Find and catalog 10 useful media assets (music/images/video) in the public domain

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Integrity
- Critical Thinking & Problem Solving
- Communication
- Growth Mindset

How it is developed in this unit:

- Students apply copyright law and avoid misrepresentation in storytelling.
- Students evaluate real-world case studies of ethical dilemmas in the media.
- Students present legal/ethical findings clearly and persuasively.
- Students adjust production plans to stay compliant without sacrificing creativity.

Resources

Core:

- SPJ Code of Ethics
- Creative Commons & Public Domain Directories
- RAVEN Framework Handout

Supplemental:

- Ad Fontes Media Bias Chart
- AllSides Media Bias Tool
- Stanford News Literacy Lessons

Time Allotment:

Time Allotment: 6 Lessons

UNIT 8

Studio Takeover & Capstone

Unit Description

In the culminating unit, students apply all prior learning in a final, student-led production. They take on leadership roles, develop segment branding, and publish content to a professional standard. Focus is placed on project management, asset organization, and personal branding.

Standards

DVP.01.01	Manage the full production cycle.
DVP.06.03	Organize and archive digital assets.
DVP.03.05	Meet deadlines and production goals.

Essential Questions

- What does professional-level production require?
- How do media producers leave a lasting impression through branding?
- What habits support sustainable, creative production?

Key Vocabulary

- Branding
- Logo
- Intro Sequence
- Lower Thirds Package
- Style Guide
- Archive / File Naming Convention
- Final Cut
- Production Debrief
- Peer Review

Unit Goals

Students will be able to:

- Lead a full production process collaboratively
- Deliver a professional, branded segment or show
- Organize digital files and submit a polished portfolio

Unit Scope and Sequence

- Capstone Project Proposal + Timeline
- Branding & Visual Identity Design Workshop
- In-Studio Production Days
- Post-Production, Polishing, & Portfolio Curation
- Peer Review Panel + Final Showcase

Unit Assured Assessments:

Formative Assessments

- Branding Asset Drafts
- Timeline Check-ins
- Peer Feedback Notes

Summative Assessments

- Capstone Segment or Show Broadcast
- Branding Package Submission
- Final Portfolio & Production Log

Vision of the Graduate Integration

This unit develops key competencies from the Vision of the Graduate, including:

- Communication
- Collaboration
- Self-Efficacy
- Innovation

How it is developed in this unit:

- Students lead a final broadcast, presenting confidently to a live audience.
- The entire class coordinates branding, graphics, and content for a unified show.
- Students leave with a portfolio of high-quality work they can showcase publicly.
- Capstone projects demonstrate creative mastery of technical and narrative skills.

Resources

Core:

- Capstone Planning Template
- Branding & Style Guide Templates
- Portfolio Checklist
- Peer Review Rubric

Supplemental:

- YouTube Channel Branding Guides
- Canva & Adobe Express for Media Branding
- Past Student Capstone Examples

Assessments:

Time Allotment:

8 Lessons

CREDIT

One-half credit in STEM

One class period daily for a half year

PREREQUISITES

Successful completion of Digital Media 1, Theatre Tech 1 or approval from AV Club Advisor.

CURRENT REFERENCES

- Long, Ben, and Sonja Schenk. The Digital Filmmaking Handbook. 5th ed., Pearson, 2020. Print.
- Jago, Maxim. Adobe Premiere Pro Classroom in a Book. 2021 release, Adobe Press, 2021. Print.
- Block, Bruce. The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media. 3rd ed., Focal Press, 2020. Print.
- Sonnenschein, David. Sound Design: The Expressive Power of Music, Voice, and Sound Effects in Cinema. Michael Wiese Productions, 2010. Print.
- Smith, Jennifer, and AGI Creative Team. InDesign CC Digital Classroom. 2020 release, Adobe Press, 2020. Print.
- "The Importance of B-Roll in Storytelling." PremiumBeat Blog, 2023. Web. https://www.premiumbeat.com/blog/b-roll-tips/.
- "Best Practices for Sound Editing in Video Production." SoundGuys, 2022. Web. https://www.soundguys.com.
- "Storytelling in Digital Media: Principles and Case Studies." Journal of Media Studies, 2021. Web. https://www.journalofmediastudies.com.

ASSURED STUDENT PERFORMANCE RUBRICS

- Lighting Setup Challenge Rubric
- News Script Assignment Rubric
- Segment Rundown Sheet Rubric
- Feature Pitch Presentation & Planning Rubric
- B-Roll Hunt Challenge Rubric
- Sound Fix Challenge Rubric
- Rough Cut Submission Rubric
- News Feature Ruberic
- News Article Rubric
- Mobile Media Rubric

OTHER RESOURCES

Film & Scriptwriting Tools

- WriterDuet. WriterDuet, n.d. Web. https://www.writerduet.com/.
- Final Draft. Final Draft, n.d. Web. https://www.finaldraft.com/.

- StudioBinder. StudioBinder, n.d. Web. https://www.studiobinder.com/.
- Celtx. Celtx, n.d. Web. https://www.celtx.com/.

Websites & Tutorials

- Adobe Creative Cloud Tutorials. Adobe, n.d. Web. https://helpx.adobe.com/creative-cloud/tutorials.html.
- Envato Tuts+. Envato, n.d. Web. https://tutsplus.com/.
- Vimeo Video School. Vimeo, n.d. Web. https://vimeo.com/videoschool.
- Film Riot. YouTube, n.d. Web. https://www.youtube.com/user/filmriot.
- No Film School. "Pre-Production Planning and Shot Listing." No Film School, 2021. Web. https://nofilmschool.com.
- Script Magazine. "Tips for Collaborative Screenwriting in the Digital Age." Script Magazine, 2022. Web. https://www.scriptmag.com.

Academic & Industry References

- Society of Motion Picture and Television Engineers (SMPTE). SMPTE, n.d. Web. https://www.smpte.org/.
- Association of Independent Video and Filmmakers (AIVF). AIVF, n.d. Web. https://aivf.org/.
- American Society of Cinematographers (ASC). ASC, n.d. Web. https://theasc.com/.

Software & Tools

- Adobe Premiere Pro. Adobe Inc., 2025. Software.
- Adobe After Effects. Adobe Inc., 2025. Software.
- Adobe Audition. Adobe Inc., 2025. Software.
- DaVinci Resolve. Blackmagic Design, 2025. Software.
- OBS Studio. OBS Project, 2025. Software. https://obsproject.com/.
- Canva / Adobe Express. Canva, 2025. Software. https://www.canva.com/.
- HandBrake. HandBrake, 2025. Software. https://handbrake.fr/.

Ruberics

Lighting Setup Challenge Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Creativity of Setup (4 pts)	Unique, innovative lighting concept that enhances the scene.	Thoughtful lighting choices that add interest.	Basic choices, some creativity but limited impact.	Minimal creativity; setup is generic or uninspired.
Technical Accuracy (4 pts)	Lights are positioned correctly with proper angles, intensity, and balance.	Minor technical errors but overall effective.	Several noticeable errors in angles, shadows, or balance.	Setup shows little understanding of lighting techniques.
Use of Equipment (4 pts)	Equipment handled safely, efficiently, and with full knowledge of function.	Minor issues with handling or setup speed.	Some misuse or uncertainty with equipment.	Unsafe or improper handling of equipment.
Lighting Purpose/Effectiveness (4 pts)	Lighting clearly enhances subject and mood; strong storytelling impact.	Lighting generally supports the subject and mood.	Lighting is somewhat effective but inconsistent.	Lighting does not support subject or mood; confusing effect.
Teamwork & Professionalism (4 pts)	Excellent collaboration, communication, and professionalism throughout.	Good teamwork with minor lapses.	Some teamwork, but issues in communication or roles.	Poor teamwork; lack of professionalism.

News Script Assignment Rubric

Task: Take a real or fictional poorly written script and revise it for clarity and tone.

Category	Excellent (Full Points)	Good	Satisfactory	Needs Improvement
Clarity & Readability (25 pts)	Script is crystal clear, concise, and easy to follow.	Mostly clear, with minor awkwardness.	Some confusing areas or vague language.	Hard to follow; many unclear sentences.
Tone & Professional Style (20 pts)	Perfectly matches professional news tone: objective, polished, engaging.	Mostly professional with small lapses.	Tone is inconsistent (too casual, biased, or flat).	Unprofessional or inappropriate tone.
Organization & Flow (20 pts)	Information is logical, well-paced, and flows smoothly.	Mostly organized; minor pacing issues.	Uneven order or weak transitions.	Disorganized; sequence is confusing.
Editing & Improvement of Original (20 pts)	All errors, redundancies, and poor phrasing fixed; strong revision.	Most issues corrected; minor slips.	Several issues remain uncorrected.	Little revision; many original problems remain.
Grammar & Mechanics (15 pts)	Error-free; grammar and punctuation enhance readability.	Few minor errors that don't affect meaning.	Several errors occasionally affect readability.	Frequent errors distract from meaning.

Segment Rundown Sheet Rubric

Task: Create a professional rundown document outlining segment timing, order, and production needs.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Completeness (20 pts)	All segments, timing, and production needs are fully included with detailed notes.	Most segments and needs are present; minor omissions.	Some missing information or vague detail.	Major sections missing; little usable information.
Organization & Order (20 pts)	Segments are in a clear, logical order; rundown is easy to follow and professional.	Mostly logical order with small lapses.	Some disorganization; order occasionally confusing.	Rundown is disorganized; no clear sequence of segments.
Timing Accuracy (20 pts)	Timings are realistic, balanced, and consistent across all segments.	Mostly accurate with a few small errors.	Several inaccurate or unclear timings.	Timings unrealistic, inconsistent, or missing.
Professional Formatting (20 pts)	Layout is polished, consistent, and professional-looking (tables, alignment, readability).	Formatting is clear but has minor inconsistencies.	Formatting issues reduce readability or professionalism.	Rundown looks sloppy or unprofessional.
Clarity & Detail of Production Needs (20 pts)	Production needs (cues, equipment, roles, transitions) are precise, detailed, and easy to follow.	Most needs listed clearly with small gaps.	Some needs listed but vague or incomplete.	Few or no production needs listed; unclear.

Feature Pitch Presentation & Planning Rubric

Task: Develop and present a clear, creative, and well-planned feature story pitch.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Clarity of Pitch Idea (20 pts)	Idea is crystal clear, focused, and easy to understand; strong "why it matters."	Mostly clear and focused; minor lapses.	Idea somewhat clear but vague in parts.	Idea unclear, unfocused, or confusing.
Creativity & Originality (20 pts)	Unique, fresh, and engaging idea; stands out as highly original.	Some originality; idea has creative elements.	Limited originality; somewhat predictable.	Lacks creativity; generic or copied.
Planning & Feasibility (20 pts)	Thorough plan including sources, locations, visuals, and timeline; highly realistic.	Solid plan with most details covered; generally realistic.	Partial plan; missing important details.	Little/no planning evident; not feasible.
Organization & Delivery of Presentation (20 pts)	Well-structured, confident, engaging presentation with smooth flow.	Clear and organized with minor lapses in delivery.	Some organization but uneven or choppy delivery.	Disorganized, hard to follow, or unprofessional.
Professionalism & Supporting Materials (20 pts)	Visuals, slides, or documents are polished, professional, and strongly support the pitch.	Materials are clear and useful; mostly professional.	Some materials included but underdeveloped or basic.	Few/no supporting materials; unprofessional or distracting.

B-Roll Hunt Challenge Rubric

Task: Capture 10–15 B-roll clips for use in future stories.

Category	Excellent (9–10 pts)	Good (7–8 pts)	Satisfactory (5–6 pts)	Needs Improvement (0–4 pts)
Quantity & Variety (10 pts)	10–15 clips captured with excellent variety (angles, movements, subjects).	10–15 clips with some variety.	Fewer than 10 clips OR limited variety.	Very few usable clips; lacks variety.
Technical Quality (10 pts)	Clips are consistently stable, well-lit, and in focus.	Mostly stable and clear with minor issues.	Several shaky, dark, or out-of-focus clips.	Majority of clips unusable due to quality.
Creativity & Composition (10 pts)	Shots are visually engaging with strong framing and creative angles.	Mostly well-composed with some creative choices.	Basic, straightforward shots with little creativity.	Poorly framed; little attention to composition.
Relevance & Usability (10 pts)	All clips are versatile and clearly usable for future stories.	Most clips are usable; a few are less relevant.	Some clips usable but several irrelevant.	Clips not useful for storytelling.
Professionalism & Workflow (10 pts)	Organized, labeled, and submitted on time; shows strong effort.	Submitted on time with minor organization issues.	Some organization problems or late submission.	Unorganized, incomplete, or very late.

Sound Fix Challenge Rubric

Task: Edit distorted or poorly recorded audio to improve quality.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Noise Reduction & Clarity (20 pts)	Background noise effectively removed; dialogue/sound is crisp and easy to understand.	Noticeable improvement; some background noise remains.	Somewhat clearer; noise reduction inconsistent.	Little to no improvement; audio still unclear.
Distortion Fix & Balance (20 pts)	Distortion reduced significantly; audio levels balanced and smooth.	Distortion reduced with minor level issues.	Some distortion remains; levels uneven.	Distortion largely unchanged; levels distracting.
Editing Technique (20 pts)	Skilled use of EQ, compression, filters, or tools to enhance quality.	Solid use of tools with minor errors.	Basic editing applied with limited impact.	Little evidence of editing technique.
Overall Sound Quality (20 pts)	Final audio is polished, professional, and broadcast-ready.	Audio is much improved and mostly professional.	Audio shows improvement but still rough.	Audio sounds unprofessional with minimal improvement.
Workflow & Professional ism (20 pts)	Files organized, edits labeled, submitted on time; strong effort shown.	Mostly organized; submitted on time.	Some organization issues; minor lateness.	Unorganized, incomplete, or late.

Rough Cut Submission

Task: Submit a rough cut of your first feature and provide constructive peer feedback.

Category	Excellent (18–20 pts)	Good (15–17 pts)	Satisfactory (10–14 pts)	Needs Improvement (0–9 pts)
Completion of Rough Cut (20 pts)	Rough cut includes all planned scenes/ sequences; clearly represents the feature.	Nearly complete; only minor scenes missing.	Several key scenes missing; incomplete narrative.	Very incomplete; little usable content.
Story Structure & Flow (20 pts)	Story is clear, well-paced, and easy to follow, even in rough form.	Mostly clear with minor pacing/flow issues.	Uneven flow; hard to follow in places.	Disorganized; story unclear.
Technical Execution (Editing, Audio, Visuals) (20 pts)	Editing is clean, transitions work, audio and visuals are understandable.	Minor technical issues but overall effective.	Several noticeable technical problems.	Rough cut is difficult to watch due to technical issues.
Peer Feedback Quality (20 pts)	Feedback to peers is detailed, specific, and constructive; offers suggestions for improvement.	Feedback is helpful but somewhat general.	Feedback is minimal, vague, or unbalanced.	Little or no peer feedback provided.
Professionalism & Submission (20 pts)	Rough cut is submitted on time, organized, and presented professionally.	Submitted on time; mostly organized.	Minor lateness or organizational issues.	Late, disorganized, or incomplete submission.

News Feature - Assignment

Overview: Students will work in teams or independently to produce a 2–3 minute feature segment. These should be visually compelling, well-edited, and focus on storytelling. Topics may range from community stories and student profiles to school events and human-interest pieces.

Assessment Criteria:

- Pre-production: storyboarding, planning, and scripting
- On-location/studio footage quality (camera, lighting, sound)
- Narrative clarity and engagement
- Editing (audio mixing, transitions, pacing, titles/lower-thirds)
- Adherence to deadlines and collaboration

News Feature - Ruberic

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Pre-production: Storyboarding, Planning & Scripting	Detailed storyboard with shot-by-shot visuals, camera angles, and B-roll cues; full script includes narration, interviews, titles, and audio cues; plan anticipates challenges. **For example:** storyboard includes diagrams of each shot, notes on lighting, and planned B-roll; script written for all narration and interviews.	Storyboard mostly complete with minor missing details; script covers main points, includes most narration and titles; some planning gaps. **For example:** storyboard shows main shots but misses some angles; script includes narration but B-roll cues partially missing.	Basic storyboard with stick figures or rough sketches; script is simple or incomplete; minimal planning. **For example:** rough sketches of shots; script only lists topics without full narration.	Minimal notes or sketches; script incomplete or confusing; planning almost nonexistent. **For example:** "shoot whatever" notes; no storyboard or proper script.	No storyboard, script, or pre-production planning submitted. **For example:** nothing prepared before filming.	/20

On-location/Studio Footage Quality (Camera, Lighting, Sound)	Shots are steady, framed intentionally, well-lit; audio clear, balanced, no background noise; visuals enhance story. **For example:** tripod interview with proper lighting, clean ambient audio, camera pans smoothly.	Mostly steady and clear shots; minor lighting or audio issues; story still understandable. **For example:** hand-held shots slightly shaky; occasional low-level background noise.	Some shaky or poorly framed shots; inconsistent lighting; audio sometimes hard to hear; visuals occasionally distract. **For example:** tilted camera angles; subject backlit; some muffled audio.	Many blurry or dark shots; poor framing; audio often muffled or distant; visuals distract from story. **For example:** dark classroom shots, shaky handheld camera, microphone too far from speaker.	Footage or audio unusable or missing; cannot follow story visually or audibly. **For example:** video out of focus, no sound recorded.	/20
Narrative Clarity & Engageme nt	Story has a clear beginning, middle, end; narration is accurate, engaging, and enhances story; audience is drawn in. **For example:** school promo flows smoothly, interview questions build story logically, narration ties all elements together.	Story mostly clear and engaging; narration understandable with minor gaps; audience can follow. **For example:** story sequence makes sense, but some narration jumps or missing transitions.	Story is present but unfocused; narration repetitive or inconsistent; audience attention may wander. **For example:** facts presented but no clear order; narration reads like notes.	Storyline unclear or incomplete; narration/script hard to follow or contains inaccuracies. **For example:** narration contradicts footage or key points missing.	No coherent story or narration; audience cannot understand purpose. **For example:** random clips with no narration or structure.	/20

Editing & Post-production (Audio Mixing, Transitions, Pacing, Titles/ Lower-Thirds)	Seamless editing with smooth transitions; balanced audio mix; pacing enhances storytelling; titles and lower-thirds polished. **For example:** cuts between interviews and B-roll are smooth; narration synced perfectly; music volume balanced; titles professional.	Mostly clean editing; transitions work; audio mostly balanced; pacing generally good; titles/graphics present and readable. **For example:** minor jump cuts; audio slightly uneven; titles readable but simple.	Basic cuts; rough transitions; audio uneven; pacing inconsistent; titles/graphics minimal or generic. **For example:** hard cuts between shots; narration sometimes louder than music; titles plain text.	Choppy or incomplete edits; audio difficult to hear; pacing poor; titles missing or sloppy. **For example:** abrupt cuts, missing audio at parts, missing lower-thirds.	No editing; raw footage only; no titles or graphics. **For example:** uncut video straight from camera.	/20
Process, Deadlines & Collaboration	All work submitted on time; team collaborated effectively; roles assigned and fulfilled; planning logs complete. **For example:** editor, camera operator, and scriptwriter all complete tasks; timeline followed; notes in production log.	Work mostly on time; collaboration consistent with minor uneven participation; roles mostly clear; some planning documented. **For example:** most team members participate; some missing minor deadlines; partial notes in log.	Some work late or incomplete; uneven collaboration; roles unclear; limited planning. **For example:** one member did most of the editing; storyboard missing some shots.	Frequent late submissions; poor teamwork; minimal planning evident. **For example:** multiple members absent; no production notes; late footage submissions.	No submission; no teamwork or collaboration. **For example:** nothing turned in; no evidence of group effort.	/20
					Total	/100

News Article - Assignment

Overview:

Each team will produce a 60–90 second news segment with clear facts, sources, and an anchor intro/outro. This will mimic fast-paced journalistic reporting on school or community topics.

Assessment Criteria:

- Concise and factual reporting
- Clear anchor delivery or narration
- B-roll and visuals that support story
- Timeliness of subject matter
- Technical proficiency (editing, audio, graphics)

News Article - Rubric

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Script, Narration & Accuracy	Well-written, clear, accurate, and easy to follow; narration flows naturally and strengthens the story	Script mostly clear and accurate; narration has minor issues but overall works	Script conveys basic info, some confusing or thin details; narration uneven	Script unclear, poorly written, or inaccurate; narration hard to follow	No script or narration provided	/20
Cinematography & Look	Shots are steady, well-framed, visually engaging; overall look elevates the story	Mostly steady and well-framed; visuals contribute to storytelling	Some poorly framed or distracting shots; overall look inconsistent	Shaky, poorly lit, or distracting visuals dominate	No usable visuals	/20
Supporting Footage & B-roll	Excellent use of relevant B-roll; supporting visuals seamlessly enhance the story	Adequate B-roll that supports content	Limited or repetitive B-roll; doesn't always connect	Poor or irrelevant supporting visuals	No supporting footage	/20
Audio Quality	Clear, balanced, professional audio that enhances the package	Mostly clear with minor background noise or uneven levels	Uneven levels, occasional distracting noise	Hard to hear; audio detracts from the story	No usable audio	/20
Editing & Graphics	Polished, seamless editing with creative graphics; ties everything into a professional package	Mostly clean editing, minor flaws; graphics support the story	Basic editing with simple transitions; minimal graphics	Choppy, distracting, or incomplete edits	Unedited or not submitted.	/20
					Total	/100

Mobile Media - Assignment

Overview:

Students must create a short project (30 seconds–2 minutes) using only mobile devices. Emphasis is on creativity, portability, and resourcefulness. Projects may include a 5-shot sequence, school promo, interview, or a visual story.

Assessment Criteria:

- Efficient use of mobile camera/audio
- Evidence of creative planning or scripting
- Editing on mobile device or app
- Meets length and prompt requirements
- Storytelling effectiveness

Mobile Media - Rubric

Category	20 – Excellent	16 – Proficient	12 – Basic	8 – Needs Work	4 – Incomplete	Total
Mobile Camera Use	Excellent framing, smooth/stable shots, strong use of angles	Mostly stable with good angles and framing	Some shaky or awkward framing, limited variety	Poorly framed, unstable shots	No effort, little planning evident	/20
Storytelling	Clear, engaging narrative that flows smoothly	Story is understandable with minor gaps	Disjointed or incomplete narrative	Unclear, confusing, lacks direction	No story presented	/20
Creativity	Highly original, inventive, stands out	Thoughtful and interesting concept	Some creativity but predictable	Generic, overused, or copied idea	No concept developed	/20
Editing	Smooth, creative, well-paced with strong transitions	Basic editing that supports the story	Rough transitions, uneven pacing	Choppy or mostly unedited	No editing done	/20
Length & Prompt	Fully meets time (30s–2m) and prompt	Slightly over/under but still works	Noticeably off length or partially follows prompt	Major time issue or off-prompt	No attempt to follow length/prompt	/20
					Total	/100

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.	contributions, and offers feedback to improve the overall quality of the task.	

REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

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

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

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	

REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

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

Disposition Rubrics 9-12

Draft Rubrics

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

DRAFT Self-Efficacy 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

	A secondary student may demonstrate self-efficacy by: ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing	

Reflective Opportunities	● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

Innovation 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

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

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

Integrity 9-12

PORTRAIT OF A GRADUATE

GRADES 9-12

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

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

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Culinary 1
Grades 9-12

2026

(Last revision date: 2010)

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Culinary 1

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	8
Course Essential Questions	8
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Kitchen Safety	10
Unit 2: Kitchen Essentials	12
Unit 3: Proteins & Sauces	15
Unit 4: Global Cuisines	17
Course Credit	20
Prerequisites	20
Current References	20
Assured Student Performance Rubrics	22
Other Resources	33

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

Culinary 1 is a semester-long elective in the Career and Technical Education Department that provides interested students with a rigorous introduction to the culinary arts. During this course, students will learn the importance of food and kitchen safety, knife skills, and a variety of essential culinary techniques that will allow them to make everything from basic snacks and simple meals to multi-component global and regional dishes. Though no culinary experience is required to take this course, by the end of the semester, all students will have the ability to safely and efficiently cook a healthy meal for themselves and/or their loved ones.

Students will be evaluated using a variety of different techniques in order to accommodate for various learning styles as well as the necessary hands-on applications of their learning. Student evaluations will emphasize the use of rubric-based, hands-on culinary labs along with group-created lab preparation documents and independent post-lab self-reflections, though some traditional video-based questions and written exams will also occur.

A Culinary 1 final examination will be a comprehensive culmination of the course, representative of all the learnings students have gained from the start of the course. This includes a lab planning document, a hands-on culinary lab that combines multiple technical skills from the various units, and a post-lab self-reflection.

COURSE GOALS

The following course goals derive from the 2025 National Standards for Family & Consumer Sciences.

NSFCS.1.2.3	Apply communication skills in school, community and workplace settings and with diverse populations.
NSFCS.1.2.4	Demonstrate teamwork skills in school, community and workplace settings and with diverse populations

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.

NSFCS.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
NSFCS.8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
NSFCS.8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.

The following course goals derive from the Trumbull High School Vision of the Graduate (revised 2024).

Collaboration. Planning.	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.
Collaboration. Contribution.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.
Collaboration. Reflection.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.

Critical Thinking/Problem Solving. Understanding.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
Critical Thinking/Problem Solving. Planning.	Applies systematic thinking and selects strategies to address the problem, question or issue.
Critical Thinking/Problem Solving. Reflection	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.
Innovation. Behavior.	Designing or improving new processes or approaches Generating ideas for how to approach the group project

The following course goals derive from the International Society for Technology in Education Standards for Students (2024.4.02).

ISTE 1.1.a. Learning Goals	Students connect their learning needs, strengths, and interests to their goals and use technology to help achieve them and reflect on their progress.
ISTE 1.1.b. Customized Learning Environments	Students build networks and customize their learning environments in ways that support the learning process.
ISTE 1.3.d. Explore Real-World Issues	Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
ISTE 1.5.c Decompose Problems	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.
ISTE 1.7.c Project Teams	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- all forms of food handling require specific safety and sanitation precautions
- cooking requires an understanding of proper measuring, preparation, and technique in order to achieve the desired results
- working as part of a team not only requires collaboration during labs, but pre-planning and reflection to improve teamwork skills
- the preparation of a food can alter its texture, flavor, and nutritive value
- breaking large projects into smaller pieces helps properly manage time when completing complex tasks

COURSE ESSENTIAL QUESTIONS

- How can someone safely produce nutritious meals in their own home kitchen for themselves and others?
- How do varying techniques alter the final result of a dish, even when composed of similar ingredients?
- How can learning fundamental techniques help a cook create a variety of dishes with or without a set recipe?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - How to safely cook their food without physical harm to themselves or others
    - How to keep their ingredients sanitary while cooking and storing
    - How to identify various types of knife skills, cooking techniques, and measuring methods
    - How to evaluate the effectiveness of a recipe and determine possible changes to improve the final product in the future

- Students will be able to . . .
    - Complete various types of knife cuts, cooking techniques, and measuring methods
    - Work with a team to complete complex tasks within a set time frame
    - Employ proper sanitation and safety procedures while preparing food for themselves and others
    - Utilize their understanding of culinary techniques to follow written recipe instructions.
    - Cook a variety of dishes from around the world
    - Reflect on their effectiveness as both a cook and a teammate in the kitchen

COURSE SYLLABUS

Course Name

Culinary 1

Level

Elective

Prerequisites

None

General Description of the Course

Culinary 1 is a course that covers both introductory and intermediate food preparation. All students will begin with foundational skills like safety, sanitation, measuring, identifying equipment, and understanding how to read a recipe. From there, students will take part in a variety of culinary labs that provide them with hands-on experience practicing culinary techniques ranging from knife skills to cooking applications to plating design.

Students are required to work cooperatively with their peers prior to and during culinary labs in order to appropriately distribute tasks and manage their time effectively. However, students are also expected to work independently to learn the vocabulary and techniques required for the labs, and to reflect on their own learning and teamwork throughout the course.

At the successful completion of this course, students who are interested in learning more are encouraged to learn the fundamentals of baking in our introductory Bake Shop 1 course or level up to Culinary 2 where they will take part in a full-year culinary course designed to prepare them for the food service industry.

Assured Assessments

Formative Assessments:

- Learning to read a recipe
- Knife skills practicum, small group hands-on knife demonstration and instruction
- Culinary lab participation as part of a small team

Summative Assessments:

- Written exam on foodborne illness, kitchen safety, and fire prevention
- Teacher-produced summative lab
- Student-choice summative lab
- Student-produced summative lab
- Culinary portfolio reflections
- Final Examination

Supplemental Texts

- Live teacher demonstrations of select skills to model techniques and practices that promote success during culinary labs
- Teacher selected articles and multimedia presentations to model techniques and skills required to be successful with core content

UNIT 1
Kitchen Safety

Unit Goals
At the completion of this unit, students will:

NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	**Employ food service management safety/sanitation program procedures, including CPR and first aid.**
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	**Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.**
NSFCS.8.3.3	**Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.**
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.

Unit Essential Questions

- How do I identify and correct safety concerns in the kitchen?
- How do I properly handle and store food between purchase and consumption in order to prevent foodborne illness?
- How do I correctly identify and safely utilize and sanitize kitchen equipment?

Unit Scope and Sequence

- Kitchen and equipment safety
    - Fire and burn prevention
    - Cuts, bumps, and fall prevention
- Sanitation
    - Personal hygiene
    - Sanitizing work area and equipment
    - Cross-contamination prevention
- Food Safety
    - Foodborne illness: identify causes, symptoms, and modes of prevention
    - Allergies: identify causes, symptoms, and modes of prevention
    - Temperature danger zone: understanding significance of food storage temperatures

Unit Assured Assessments

Formative Assessments:
Students will take part in necessary readings, demonstrations, and video assignments that will teach them about safety and sanitation in the kitchen.

Summative Assessments:
Students will complete a written exam on foodborne illness, kitchen safety, and fire prevention. Successful completion of the exam (80% or higher) allows them to move on to the next unit. The exam will consist of matching, multiple choice, fill-in-the-blank, and/or short answer questions based on key components of the unit goals. The information within those questions will be recursive, vital skills that are necessary for students to safely and sanitarily cook for the remainder of the semester.

Students that unsuccessfully complete the exam must study before retaking the exam until they receive an 80% or higher.

Resources

Core
- Gleason, Jerry. *Introduction to Culinary Arts,* 2nd Edition. New York: Pearson 2014

Supplemental
- https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/food-safety-basics
- https://www.osha.gov/etools/young-workers-restaurant-safety/cooking

Time Allotment

- Approximately 1-2 Weeks

UNIT 2
Kitchen Essentials

Unit Goals

At the completion of this unit, students will:

NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.6	**Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.**
NSFCS.8.5.1	**Demonstrate professional skills in safe handling of knives, tools, and equipment.**
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.1.2.3	Apply communication skills in school, community and workplace settings and with diverse populations.
NSFCS.1.2.4	Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
NSFCS.2.1.1	**Apply time management, organizational, and process skills to prioritize tasks and achieve goals.**
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	**Apply the roles of decision making and problem solving in reducing and managing conflict.**
NSFCS.13.5.3	**Demonstrate strategies that utilize the strengths and minimize the limitations of team members.**
NSFCS.13.5.5	**Demonstrate ways to organize and delegate responsibilities.**

NSFCS.8.5.4	**Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.**
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Unit Essential Questions

- How do I correctly identify the different types of kitchen knives and safely utilize them for a variety of different knife cuts?
- What are the different units of measurements you can find in recipes, and how do you accurately measure ingredients using those units?
- What is mise-en-place and why is it essential to smooth kitchen operations?
- How do I read a recipe for vital information about the cooking process it entails?
- What are some essential kitchen tools and equipment and how do I properly use them for recipes?
- What are some of the most popular forms of heat applications while cooking?

Unit Scope and Sequence

- Recipe Breakdown
    - Forms of measurement
    - Kitchen utensils and equipment
    - Mise-en-place
- Knife Skills
    - Distinct styles of knives
    - Distinct knife cuts
    - Proper safety techniques
- Brigades
    - Roles and responsibilities
    - Time management
    - Communicating and collaborating with a team

Unit Assured Assessments

Formative Assessments:

Students will begin their culinary portfolio by providing "baseline" information that covers their current skills and knowledge as well as setting goals for the semester. This will occur at the very start of the unit, so that any learning that occurs can be taken into account over the course of the semester.

Students will complete a workshop on how to read a recipe in order to locate and understand essential information such as measurements, cooking techniques, yield, and preparation time.

Students will complete a workshop on the different forms of measurements you will see in a kitchen, such as metric and imperial weights and volumetric measurements, and determine the differences in terms of application and accuracy. From here, students will learn proper techniques when measuring in these different units so that they get consistent end results in their recipes.

Students will complete a teacher-led knife skills practicum which will provide students with hands-on, small group instruction regarding knife safety and skills. Students who are not hands-on with the teacher will be completing written and video assignments that reinforce these skills independently before or after their hands-on practicum with the instructor.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their knife skills, but also various heat-applications of cooking, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences. Students are expected to use all the information that they learned in the previous unit, as well as this one, to successfully complete labs.

Summative Assessments:
Given teacher-produced recipe, students will be asked to either reduce or double it with correct measurements, create a brigade prep sheet highlighting the key responsibilities and roles of each team member, and produce the meal using correct safety, sanitation, and culinary techniques. The recipe given will include a minimum of 3 distinct knife skills, requiring that all team members must cut at least 1 ingredient. All team members are expected to take part in at least one aspect of the cooking process as well as the sanitation process at the end of the lab.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts,* 2nd Edition. New York: Pearson 2014

Supplemental

- https://edibleschoolyard.org/how-read-recipe-%E2%80%93-student-version
- https://www.youtube.com/watch?v=QgVyN6Lpiuc&embeds_referring_euri=https%3A%2F%2Fdocs.google.com%2F&embeds_referring_origin=https%3A%2F%2Fdocs.google.com&source_ve_path=Mjg2NjY&feature=emb_logo
- https://www.youtube.com/watch?v=20gwf7YttQM
- https://www.youtube.com/watch?v=dCGS067s0zo
- https://www.youtube.com/watch?v=YrHpeEwk_-U
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 3-4 Weeks

UNIT 3
Proteins and Sauces

Unit Goals

At the completion of this unit, students will:

NSFCS.13.5.1	**Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.**
NSFCS.13.5.6	Create strategies to integrate new members into the team.
NSFCS.8.5.5	**Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.**
NSFCS.8.5.6	**Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.**

NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.2.1.1	**Apply time management, organizational, and process skills to prioritize tasks and achieve goals.**
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	**Apply the roles of decision making and problem solving in reducing and managing conflict.**
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	**Demonstrate ways to organize and delegate responsibilities.**
NSFCS.8.5.4	**Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.**

Unit Essential Questions

- What are the different types of mother sauces found in recipes, and how are they made?
- What are small sauces, and how can they be utilized in different recipes?
- What techniques are utilized to create and test the viscosity of sauces for various dishes?
- What are some common ways to cook proteins, and how can you do so safely?
- How does cooking raw meat pose new challenges in sanitation, and what techniques can be used to eliminate the risks of foodborne illness?

Unit Scope and Sequence

- Protein Cookery
    - Cross-contamination & foodborne illness (specific to meat)
    - High-heat, stovetop cooking
- Small Sauces
    - Cold, dipping sauces (like mayonnaise-based, etc.)
    - Non-European sauces (like soy-based, blender-based, etc.)
- Mother Sauces
    - Reduction-based sauces
    - Egg-based sauces
    - Roux-based sauces

Unit Assured Assessments

Formative Assessments:
Students will complete a workshop on the mother sauces, learning to identify the key differences between them in terms of method and ingredients.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their high-heat protein cooking techniques and various styles of sauce, but also reinforcing skills from previous units such as knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:
Given recipe choice, students will create a brigade prep sheet, and produce the meal. Here, recipe choice refers to student teams selecting from multiple options provided by the teacher. All students will be making a recipe with a similar base (examples: burgers, meatballs, chicken tenders) in order to test them on the same practical applications. However, each team will have a variation on the theme (example: Italian versus Korean meatballs). Teams will be given the options ahead of time, and will be allowed to select from the options given, with each group selecting a unique dish. All recipes require a protein and sauce component, as well as thoughtful balancing of the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core
- Gleason, Jerry. *Introduction to Culinary Arts,* 2nd Edition. New York: Pearson 2014

Supplemental
- https://www.youtubeeducation.com/watch?v=lSGr5MRL5oA
- https://www.youtubeeducation.com/watch?v=xniS7kMpW4I
- https://www.youtubeeducation.com/watch?v=YaTiGN6POlQ
- https://www.youtubeeducation.com/watch?v=NTBRThwL-2c
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 4-5 Weeks

UNIT 4
Global Cuisines

Unit Goals

At the completion of this unit, students will:

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.
NSFCS.8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

Unit Essential Questions

- What are more advanced methods of seasoning and cooking proteins around the world?
- How can common herbs and spices be utilized to show regional differences in cuisine?
- What are key flavors and culinary techniques used in countries around the world?
- How can you use understanding of fundamental cooking techniques to alter and revise recipes to better suit your dietary needs and preferences?
- What are the strengths and limitations of using a pre-written recipe to analyze food, equipment, and supply needs when producing a highly finished plate?

Unit Scope and Sequence

- Global Cuisines
    - Central & South America
    - Asia & the Middle East
    - Europe (Eastern & Western)
    - Africa & The Caribbean

- Menu Production
    - Research
    - Recipe testing
    - Recipe revision
    - Execution of a highly finished plate

Unit Assured Assessments

Formative Assessments:
Students will complete a variety of cooking labs that will allow them to try food from around the world. These recipes will cover new cooking techniques such as broiling or braising or creating yeasted doughs, as well as new flavor profiles such as chilis, marinades, or spice blends. While teaching new skills, these recipes also help to reinforce skills from previous units such as protein cookery, sauces, knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:
Given a class-selected category (examples: rice, noodles, sandwiches, dumplings, etc.), student teams will select distinct global locations and research recipes within that category from their chosen locale. Students will select their own recipes with their team, then be asked to reduce it to 2-3 full-sized portions (4-6 tasting portions). Using the reduced recipe, students will create a brigade prep sheet, and produce the meal. After trying the meal themselves, they'll be asked to revise the recipe and their prep sheet to make the meal better and produce the meal more efficiently. Then, they'll be asked to remake the dish using their revised materials. All recipes require a protein and sauce component, as well as dedicated thought put into balancing the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources
Core
- Gleason, Jerry. *Introduction to Culinary Arts,* 2nd Edition. New York: Pearson 2014

Supplemental
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations
- *Chef's Table* (documentary)
- *Somebody Feed Phil* (documentary)

Time Allotment

- Approximately 4-5 Weeks

CREDIT

One-half credit in Humanities
One class period daily for a half year

PREREQUISITES

None

CURRENT REFERENCES

- Begley, A., & Vigden, H. (2016). An overview of the use of the term food literacy. In H. Vidgen (Ed.), Food literacy: Key concepts for health and education (pp. 17–34). Routledge.
- Benn, J. (2014). Food, nutrition or cooking literacy: A review of concepts and competencies regarding food education. International Journal of Home Economics, 7(1), 13–35.
- "FCS National Standards." *LEAD FCS*, LEAD Family & Consumer Science Education, 2018, www.leadfcsed.org/national-standards.html#/.
- Gleason, Jerry. *Introduction to Culinary Arts: Second Edition*. Culinary Institute of America. Pearson, 2014.
- Leahy, D., & Wright, J. (2016). Governing food choices: A critical analysis of school food pedagogies and young people's responses in contemporary times. Cambridge Journal of Education, 46(2), 233–246. doi.org/10.1080/
- Renwick, K., & Powell, L. J. (2019). Focusing on the Literacy in Food Literacy: Practice, community, and food sovereignty. Journal of Family & Consumer Sciences, 111(1), 24–30.
- Smith, M. G. (2009). Food or nutrition literacy? What concepts should guide home economics education. International Journal of Home Economics, 2(1), 1–21.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubric: Critical Thinking & Problem Solving
- Trumbull High School Vision of the Graduate Rubric: Collaboration
- Trumbull High School Vision of the Graduate Rubric: Innovation
- Formative Culinary Lab Rubric
- Summative Culinary Lab Rubric
- Portfolio Rubric
- Final Exam Rubrics

OTHER RESOURCES

- Culinary Lab Preparation Sheet (EXAMPLE)
- Culinary Portfolio Questions (EXAMPLES)

TPS Vision of the Graduate Rubric

Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

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 - 9 GOAL**	Exceeds: 10 - 12	___/12

TPS Vision of the Graduate Rubric

Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

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 - 9 GOAL**	Exceeds: 10 - 12	___/ 12

VISION OF A GRADUATE
- GRADES 9-12

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

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

FORMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	• Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab • Student takes active part lab procedures • Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes • Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand • Student is mostly focused on the task at hand • Student is mostly self-directed and tasks are completed in a timely manner	• Student does not consistently listen to lesson, demonstration, and/or complete necessary coursework prior to lab • Student does not self-initiate lab procedures and requires redirection to the tasks by peers or the teacher • Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation • Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers • Student frequently needs redirection to task at hand • Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	• Student does not listen to lesson, demonstration, and/or complete necessary coursework prior to lab • Student does not self-initiate lab procedures and does not participate in those procedures until told to do so • Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in preparations • Student does not attempt to read or follow step-by-step directions, instead waiting for instruction from their teacher and peers • Student constantly and/or repeatedly needs redirection task at hand and to start tasks • Student does not attempt to work independently or self-direct • Lab is not completed in a timely manner
TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	• Student works cooperatively with team members. • Student often listens, shares and supports the efforts of others. • Student asks others what they can do to help when they've completed their own tasks. • Student is not distracted or a distraction to their peers. • Student does not create an uncomfortable environment for their teammates or cause friction in the group. • Student is not distracted or a distraction to their peers.	• Student does not cooperate well with teammates, or does not communicate with their team. Student does not do equal part in the lab work. • Student may not listen, share, or support the efforts of others. • Student creates an uncomfortable environment for their teammates or cause friction in the group. • Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. • Student is distracted or a distraction to their peers.	• Student does not cooperate or communicate with their teammates. Student does considerably less than their teammates in the lab work. • Student does not support the efforts of others on the team or help with the cooking/ planning process. • Student does not ask, know, or try to figure out what they can do to help. They may not initiate any tasks at all unless told to do so. • Student is distracted and rarely engages with the group for on-task conversation. They may not even be in their team's kitchen for parts of the lab period.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate	• Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance.	• Student demonstrates preparation techniques for foundational skills with guidance.	• Student cannot or does not demonstrate appropriate preparation/cooking techniques.

	cooking/mixing/baking techniques on unit-based skills. Student does not require assistance from teacher or peers, instead they can teach new techniques to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner.	• Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. • Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. • Student completes all tasks safely, with some reminders about efficiency.	• Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance. • Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. • Student struggles to complete tasks safely or efficiently.	• Student does not incorporate new techniques from lessons during the labs. • Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. • Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food. All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	• Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. • Student has their hair back, apron on, and hands washed before the lab. • Student washes their hands after touching anything that can contaminate food. • Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. • Dishes are washed, rinsed, sanitized, and dried before they are put away. • Stove and counters are left clean and dry with minimal issues. • Sink has been wiped clean and all garbage has been removed from strainer with minimal issues. • Dining table is clean and dry with minimal issues. • Floor is swept of all debris and wiped of all spills with minimal issues. • All teammates take equal part in the cleaning process at the start and end of the lab period.	• Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. • Student needs a reminder during class or the start of the lab to have their hair back, apron on, and hands washed. • Student needs reminders to wash their hands after touching anything that can contaminate food. • Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. • Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. • Stove and counters are left clean or dry with some issues. • Sink has all garbage removed from sink strainer, but may still be wet. • Dining table is clean but may not be dry. • Floor is not swept of all debris and wiped of all spills. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.	• Students are aware that the kitchen is dirty, but do not clean it up before beginning. • Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. • Student repeatedly must be reminded to wash their hands after touching anything that can contaminate food. • Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. • Dishes were put away still dirty or very wet. • Stove and/or counters are still dirty. • Sink still has food in the drain. • Dining table is not clean. • Floor is not swept and/or is still wet. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.

NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

SUMMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PLANNING	Student works cooperatively and equally with team members while in the planning phase of the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members during the planning process. All planning documents are completed with minimal mistakes prior to the deadline. Choices made reflect all required skills/techniques and instructions Students plan for a lab that challenges their skills and shows many techniques learned during the unit.	• Student works cooperatively with team members while in the planning phase of the lab. • Student often listens, shares and supports the efforts of others during the planning process. • All planning documents and revisions are completed by the deadline. • Choices made reflect all required skills/techniques and instructions with some support from the instructor • Students plan for a lab that shows multiple techniques learned during the unit.	• Student does not cooperate well with teammates while in the planning phase of the lab. • Student may not listen, share, or support the efforts of others during the planning process. • All planning documents are not completed by the deadline. There is little to no time for revisions. • Choices made are missing some required skills/techniques or fail to follow all instructions. Team can work together to resolve the mistakes. • Students plan for a lab that does not showcase techniques from the current unit, or misidentify the techniques in the recipe chosen.	• Student does not communicate with their teammates while in the planning phase of the lab. • Student does not support the efforts of others on the team or help with the planning process. • All planning is not done by the deadline or still needs major revisions, resulting in a delay or inability to start the lab on time. • Choices made by team are missing required skills/techniques or fail to follow instructions. Team needs support from instructor to resolve the mistakes. • Students cannot correctly identify the techniques required in a recipe.
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	• Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab • Student takes active part in lab procedures • Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes • Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand • Student is mostly focused on the task at hand • Student is mostly self-directed and tasks are completed in a timely manner	• Student did not consistently listen to lesson, demonstration, and/or completes necessary coursework prior to lab • Student does not self- initiate lab procedures and requires redirection to the tasks by peers or the teacher • Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation • Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers • Student frequently needs redirection task at hand • Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	• Student did not listen to lesson, demonstration, and/or completes necessary coursework prior to lab • Student does not self-initiate lab procedures and does not participate in those procedures until told to • Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in those preparations • Student does not attempt to read and follow step-by-step directions, instead waiting for instruction from their teacher and peers • Student constantly and/or repeatedly needs redirection task at hand and task initiation • Student does not attempt to work independently or self-direct • Lab is not completed in a timely manner.

TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members during the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	• Student works cooperatively with team members during the lab. • Student often listens, shares and supports the efforts of others. • Student asks others what they can do to help when they've completed their own tasks. • Student is not distracted or a distraction to their peers. • Student does not create an uncomfortable environment for their teammates or cause friction in the group. • Student is not distracted or a distraction to their peers.	• Student does not cooperate well with teammates, or does not communicate with their team during the lab. They do not take equal part in the lab work. • Student may not listen, share, or support the efforts of others. • Student creates an uncomfortable environment for their teammates or cause friction in the group. • Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. • Student is distracted or a distraction to their peers.	• Student does not cooperate or communicate with their teammates during the lab. They do considerably less work during the lab than their peers. • Student does not support the efforts of others on the team or help with cooking process. • Student does not ask what they can do to help and waits for someone to notice they need a task. They may not initiate any tasks at all otherwise. • Student is distracted and rarely engages with the group for on-task conversation.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills Student does not require assistance from teacher or peers, instead they can teach task to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner. Final product of the lab is as planned for and expected.	• Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance. • Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. • Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. • Student completes all tasks safely, with some reminders about efficiency. • Final product of lab is as planned for and expected with minimal or logical variation.	• Student demonstrates preparation techniques for foundational skills with guidance. • Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance • Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. • Student struggles to complete tasks safely or efficiently. • Final product of lab has multiple variations from the original plan or expectation.	• Student cannot or does not demonstrate appropriate preparation/cooking techniques. • Student does not incorporate new techniques from lessons during the labs. • Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. • Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency. • Final product of the lab is not what was originally planned for or expected.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food.	• Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. • Student has their hair back, apron on, and hands washed before the lab.	• Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. • Student needs reminders during class or the start of the lab to have their hair back, apron on, and hands washed. • Student needs reminders to wash their hands after	• Students are aware that the kitchen is dirty, but do not clean it up before beginning. • Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. • Student repeatedly must be reminded to wash their hands

	All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	• Student washes their hands after touching anything that can contaminate food. • Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. • Dishes are washed, rinsed, sanitized, and dried before they are put away. • Stove and counters are left clean and dry with minimal issues. • Sink has been wiped clean and all garbage has been removed from strainer with minimal issues.. • Dining table is clean and dry with minimal issues. • Floor is swept of all debris and wiped of all spills with minimal issues. • All teammates take equal part in the cleaning process at the start and end of the lab period.	touching anything that can contaminate food. • Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. • Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. • Stove and counters are left clean and dry with some issues. • Sink has all garbage removed from sink strainer, but may still be wet. • Dining table is clean but may not be dry. • Floor is not swept of all debris and wiped of all spills. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.	after touching anything that can contaminate food. • Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. • Dishes were put away still dirty or very wet. • Stove and/or counters are still dirty. • Sink still has food in the drain. • Dining table is not clean.. • Floor is not swept and/or is still wet. • All teammates do not take equal part in the cleaning process at the start and end of the lab period.

NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

Culinary Portfolio Final Draft Rubric

Below	Meets	Above	EXPECTATIONS
			All components are present and in order.
			All checkpoints were turned in on time.
			Student effectively used class time provided to complete all aspects of the portfolio.
			All writing is checked for clarity, grammar, and spelling mistakes.
			Author's reflection correctly uses subject-specific vocabulary while describing their learning.
			Author's reflection highlights the new skills they learned over the course of the units and the semester using specific details from labs.
			Author's reflection shows a critical analysis of their own areas for improvement within each unit and over the course of the semester as a whole.
			Student's reflections discuss goals they set for themself over the course of the semester and their progress towards those goals.
			Student's portfolio includes a minimum of three photographs per unit of different finished products to showcase their work during each unit.
			Student's reflections use specific details from their labs to create comparisons and evidence of growth & learning over time.
			Student's reflections have been revised or edited after each checkpoint based on teacher feedback.
			Student's self-reflection is honest when describing their efforts over the course of the year.

If you do only what is expected of you (all checks are in the "Meets Expectations" column) you will receive a final grade of B. For every 2 checks in the "Above Expectation" column, you will level to the next letter grade (B to a B+, etc). Checks in the "Below Expectation" column in ANY category will decrease your grade by one tier for every 2 check marks (B to a B-, etc).

Culinary Portfolio Checkpoint Rubric

TOTAL POINTS	EXPECTATION	EARNED POINTS
5	All components are present and in order.	
10	Clear photographs of a minimum of 3 different dishes have been included. They are of that student's work (cannot be from a different team or internet source).	
20	Content-based questions show a correct and complete understanding of new skills and vocabulary.	
25	Skills-based questions use specific examples from labs to show how student learned these skills or may need improvement.	
25	Collaboration/teamwork-based questions use specific examples from current and past labs to show how the student is improving since the previous unit or may need improvement in the next.	
5	Portfolio looks professional and unique to the student creating it.	
10	Portfolio is fully completed by the due date. Additional points may be deducted based on the degree of lateness.	
Student score		_____/100

SAMPLE

Culinary 1 Portfolio Questions

Instructions:

1. Create your portfolio inside your school Google Drive as a Google Slides presentation.
2. Title the presentation with your last name and the name of the course plus "portfolio" (example: Jones Culinary 1 Portfolio)
3. Pick your background theme from Slides or download one from the internet. Pick one that matches your style.
4. Create a title page.
5. Write your chef bio & photo.
6. Complete your "starting out" questions before we begin learning
7. At the end of each unit, you'll submit the portfolio for a checkpoint grade.
8. I'll give you feedback for editing and revision purposes for the final draft, which is due at the end of the semester.
9. You'll continue to update the very first version to create a "final draft" and will NOT start over for each new unit. You may just be asked to revise.

Starting Out Unit Questions

- Why did you sign up for this class?
- How often do you cook at home?
- What's the hardest thing you've ever cooked?
- I've never cooked _____, but I would really like to one day!
- When it comes to working as a team, my strengths are… and my weaknesses are….
- If you have pictures of any of your cooking from home, please include them here!

Kitchen Essentials Unit Questions

- Content-based question (CBQ): In your own words, what does it mean to mise-en-place? Why is this an essential step in the kitchen?
- CBQ: Correctly name 3 different knife cuts you learned during this unit. Describe how to do each technique/when we used it in different labs or recipes. It's really helpful to include a picture of your knife skills lab here, so you can put arrows to each cut on your mise-en-place tray!
- Skills-based question (SBQ): Describe at least 3 cooking techniques you learned

during this unit. Explain which lab it was relevant to. (Hint: it doesn't have to be vocabulary words–it can be new procedures, techniques, or equipment you learned from being in the classroom)

- SBQ: What was the biggest success or challenge you encountered with cutting or cooking techniques from this unit? Make sure to give specific examples from at least one lab done during this unit.
- Collaboration/Teamwork-based question (TBQ): How did you work with your group members? It is important to take a moment to be honest with yourself and give specific examples, because I will keep asking this question every unit. If you say it was perfect now, you have no room to grow.
- TBQ: How balanced do you feel the effort of your group members were? Was the work overall distributed evenly? Why or why not, giving specific examples.
- TBQ: What was the hardest part for you working with your group? What was the best or most rewarding part?
- SBQ or TBQ: What would you like to improve upon during our next unit? Make sure to explain why you think so by giving a specific example from one of our labs.

SAMPLE
Culinary Lab Prep Sheet

Recipe:	**Kitchen #**
Executive Chef: **Sanitation Manager:**	**Date:**

Sanitation Manager - Responsible for team cleanliness including but not limited to dishes being washed, dried, and put in proper storage locations; counters being sanitized and wiped down; eating surfaces being sanitized and wiped down; floor being debris and spill-free; cooking surfaces being debris and spill-free; proper cross-contamination prevention utilized throughout the lab. The SM is not responsible for completing these tasks alone. They are responsible for having them fairly distributed across all teammates, delegating cleaning tasks to anyone "standing around," and staying after the bell to finish cleaning if team does not pass inspection.

Executive Chef - Responsible for making sure mise is done correctly (by measurement, ingredient, and preparation technique); making sure each team member knows the directions for the steps of the recipe they are participating in; reteaching/assisting with techniques if a team member is confused; keeping an eye on the time; and proper temperature control utilization throughout the lab. The EC is not responsible for completing all tasks alone. They are responsible for having them fairly distributed across all teammates, and delegating cooking tasks to anyone not participating. The EC will be held responsible if the recipe is not being followed correctly during the lab or teammates are not participating in cooking.

Equipment Needed to Prepare Recipe:	**TEACHER REMINDERS & TIPS FROM LESSON**
In-station: Shared equipment from cabinets: Special appliances/Equipment from teacher:	

Person Responsible	**Sanitation Tasks: CLEAN AS YOU GO. Multiple names per box may be necessary.** Remember, the whole team should set up kitchen as soon as you arrive to class and individuals are responsible for their hands, hair, aprons.
	Wash dishes in HOT soapy water & HOT rinse, place on the drying rack
	Dry dishes and put them away in the proper place.
	Wash & sanitize kitchen counters
	Clean stovetop, microwave (inside and out), ovens (inside and out)
	Wash & sanitize eating surface (counters or tables)
	Sweep and/or Swiffer floor
	Dry sink, dish bucket, and drying rack thoroughly (wash with soap if greasy or dirty)

Person Responsible	**Cooking Tasks: MISE- PREP-COOK-SERVE-PHOTOGRAPH** Don't forget to mise all ingredients and equipment for the first 3-5 steps before you begin cooking. Then, half the team should continue the mise for the rest of the recipe while the other half starts cooking.	**DONE?**

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

UConn Early College Experience
Honors If You Love It, Teach It
Grade 11-12
Curriculum

Guide 2026

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UConn Honors If You Love It, Teach It

Grade 11-12

Table of Contents

Core Values and Beliefs	2
Introduction & Philosophy	2
Course Goals	3
Course Standards	4
Course Enduring Understandings	4
Course Essential Questions	5
Course Knowledge & Skills	5- 6
Course Syllabus	7-8
Unit 1: Motivation, Preparation, & Conditions for the Entering Teacher	9-11
Unit 2: The Teaching Profession	12-14
Unit 3: The History of Education	15-17
Unit 4: Governing and Administering of Public Education	18-20
Unit 5: The Learning Process	21-23
Unit 6: Instruction and Curriculum	24-26
Course Credit	27
Prerequisites	27
Current References	27
Assured Student Performance Rubrics	28-36
Other Resources	37-65

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

This is an educational foundations course for those interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love It, Teach It* is a college level course that examines the history and studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

This course uses a wide variety of writing, speaking, and arts-based practices to explore course themes. Interactive discussions, in-class and field experiences, and readings are designed to engage students in articulating the processes, values, experiences of knowing, learning and teaching. Activities and assignments such a portfolio, thinking journals, K-12 setting observations, project-based learning, whole-class and small-group inquiry and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of instruction for an age group/grade through the creation and implementation of lesson plans.

COURSE GOALS

- Articulating how the "calling" to teaching can shape what we teach and how we learn, as well as the future success of our students.
- Identifying significant events in American history and analyzing their impact on each of us as well as current educational practices.
- Articulating a critical understanding of some of the organizational and sociopolitical structures of schooling and educational practices
- Articulating an awareness of diversity in education as it relates to the approach to schooling, teaching, and learning.
- Analyzing current issues involved in schooling and teaching as a profession.
- Developing relevant questions and discussing ways of addressing current questions as they relate to education issues.
- Demonstrating awareness of National and State standards for teachers.
- Demonstrating an understanding of multiple purposes, philosophies, and practices of education.

COURSE STANDARDS

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development: The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.
Standard 2 – Learner Differences: The teacher uses understanding of learners' commonalities and individual differences within and across diverse cultures and communities to design inclusive learning experiences that enable each learner to meet high standards
Standard 3 – Learner Environment: The teacher works with others to build a positive learning climate marked by respect, rigor, and responsibility.
Standard 4 – Content Knowledge: The teacher manages the learning environment to engage learners actively
Standard 5 – Application of Content: The teacher connects concepts, perspectives from varied disciplines and interdisciplinary themes to real world problems
Standard 6 – Assessment: The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives
Standard 7 – Plan for Instruction: The teacher selects, creates and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.
Standard 8 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners
Standard 9 – Professional Learning and Ethical Practice: The teacher engages in continuous professional learning to more effectively meet the needs of each learner
Standard 10 – Leadership and Collaboration: The teacher collaborates with leaners, families, colleagues, other school professionals, and community members to ensure learner growth

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for early childhood, education, and services.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners.

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

CSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CSS.ELA-Literacy.RST.11-12.7
Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

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

COURSE ENDURING UNDERSTANDINGS

- Teaching as a Calling

  Teaching is a deeply personal and professional calling that connects individual passions to the development and success of students and communities.
- Historical and Philosophical Roots Matter
  Educational practices today are deeply shaped by historical events, philosophies, and sociopolitical contexts that continue to evolve.
- Education is Multifaceted and Contextual
  Teaching and learning are dynamic, context-dependent processes influenced by diverse cultural, social, and political forces.
- Passion and Purpose Shape Practice
  Educators' personal passions and beliefs critically influence curriculum choices, instructional methods, and classroom dynamics.
- Schooling is a Site of Power and Possibility
  Schools are not only sites of learning but also spaces where equity, reform, and innovation can be realized or resisted.
- Teaching is Reflective and Responsive
  Effective teaching involves reflective inquiry, responsiveness to diverse learners, and a commitment to ongoing personal and professional growth.
- Education as Design and Dialogue
  The processes of teaching and learning involve intentional design, creative expression, and dialogic interaction with others and the world.

COURSE ESSENTIAL QUESTIONS

- What does it mean to be "called" to teach, and how can personal passion shape our professional practice in education?
- How have historical and philosophical foundations shaped the current U.S. education system?
- In what ways do schools reflect, reinforce, or challenge social and political structures?
- How can we connect our passions with educational practices to better serve diverse learners?
- What role does equity and diversity play in shaping educational goals, methods, and outcomes?

- How can educators critically analyze and respond to current educational issues and reforms?
- What are the multiple purposes of education, and how do they influence what and how we teach?
- How do standards, curriculum frameworks, and accountability systems shape the role of the teacher?
- In what ways can teaching be seen as both a creative and intellectual endeavor?
- How can we reimagine the future of education through critical reflection, inquiry, and innovative practice?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- The major historical, philosophical, and sociocultural foundations of the American education system.
- Key events in U.S. educational history and their impact on present-day schooling practices.
- The influence of educational theories and philosophies on teaching practices and school structures.
- How personal identity, passion, and purpose can shape one's approach to teaching and learning.
- Current educational issues, including debates around equity, access, standards, reform, and teacher professionalism.
- The role of diversity, equity, and inclusion in education, and how they affect curriculum and pedagogy.
- National and state teaching standards and how they guide instructional planning and professional expectations.
- The various purposes of education and how different stakeholders define educational success.

Students will be able to . . .

- Articulate their personal philosophy of education and connect it to professional practices.
- Analyze educational issues through historical, philosophical, and sociopolitical lenses.
- Engage in critical dialogue about teaching, learning, and the organization of schools.
- Observe, reflect on, and evaluate teaching and learning practices in real-world K–12 settings.
- Develop and present lesson plans that align with standards and reflect their personal educational philosophy.
- Use writing, speaking, and arts-based methods to explore and communicate complex educational ideas.
- Collaboratively design and lead inquiry-based learning activities.
- Reflect on their potential role in shaping the future of education and the lives of students

COURSE SYLLABUS

Course Name

H UConn If You Love It, Teach It

Level

Honors, dual enrollment

Prerequisites

None

Course Description

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love it, Teach It* engages students interested in working in K 12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

Course Format: This course will use a wide variety of writing, speaking, reading, and arts-based practices to explore course themes. Interactive discussions, in-class and online activities, a field experience, and readings are designed to engage students in articulating their processes, values, and experiences of knowing, learning, and teaching. Activities and assignments such as portfolios, thinking journals, K-12 setting observations, project- based learning, whole-class and small-group inquiry, a midterm exam, and cooperative teaching and learning experiences will combine to help the students consider theoretical knowledge in relation to the realities of educational practices in the classroom and beyond. In addition, students will be given the opportunity to focus on specific areas of current and future educational thinking through the production of written assignments on selected topics.

Course Themes

Primary Themes

- Passionate Teaching and Learning
- Histories of Education
- Philosophical and Social Foundations of Education

Considerations and Applications of Primary Themes

- Teaching as an Art and as a Profession
- Standards-Based Education
- School Governance and Organization
- Alternative Conceptions to Schooling and Teaching (e.g., Culturally Sustaining Pedagogy, Social Justice Education, Human Rights Education)

Student Learning Outcomes

Students are expected to demonstrate familiarity with each of the eight themes as influential components of the teaching profession by…

- Articulating how the "calling" to teaching can shape what we teach and how we learn, as well as the future success of our students.
- Identifying significant events in American history and analyzing their impact on each of us as well as current educational practices.
- Articulating a critical understanding of some of the organizational and social and political structures of schooling and teaching in the U.S.

- Articulating an awareness of diversity in education as it relates to the approach to schooling, teaching, and learning.
- Analyzing current issues involved in schooling and teaching as a profession.
- Developing relevant questions and discussing ways of addressing current questions as they relate to education issues.
- Demonstrating awareness of National and State standards for teachers.
- Demonstrating an understanding of multiple purposes, philosophies, and practices of education.

Course Texts

Paris, D. & Alim, S. (Eds.) (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press. 978-0807758335

Additional or alternative readings could include selections from:

Canestrari, A.S., & Marlowe, B.A. (2021). *Educational Foundations: An Anthology of Critical Readings* (4th Edition). Sage Publications. 978-1544388168

Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.

Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Assessment Descriptions

Formative Assessments:

- Thinking Journal
- Field Experience Projects
- Teaching Practicm

Summative Assessments:

- Midterm Exam
- Teacher Journal entry for each unit
- Final Portfolio

UNIT 1

Motivation, Preparation, and Conditions for the Entering Teacher

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):
Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learner Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 - Assessment
Standard 7 – Plan for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education
4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12
CSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CSS.ELA-Literacy.RST.11-12.7
Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
CCSS.ELA-LITERACY.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

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

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

Unit Essential Questions

- What are the requirements and recent developments in certification and licensing for teachers?
- What are the trends in preservice education?

Unit Scope and Sequence

- Becoming a teacher – education and teaching certification requirements in state of Connecticut
- Supply/demand and salaries
- Teaching evaluation process - workforce quality and functioning.
- Public versus private education

Key Vocabulary

- Alternate certification
- Certification
- No Child Left Behind
- Race to the Top
- Reflective teaching
- Basic skills testing

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Discovering your FRAME
- Portrait of the Ideal Teacher

Summative Assessments:

- Teacher journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 1 - Motivation, Preparation, and Conditions for the Entering Teacher

Supplemental

University of Minnesota, Service-Learning Guide – Teaching Tolerance
Education Interview Series – Trumbull Education Association

Time Allotment

- Approximately 20 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Discover Your Frame Analysis
Communication	Portrait of ideal teacher
Collaboration	Cultural diversity in the classroom

UNIT 2

The Teaching Profession

Unit Goals

At the completion of this unit, students will:

- The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):
  Standard 1 – Learner Development
  Standard 2 – Learner Differences
  Standard 3 – Learner Environments
  Standard 4 – Content Knowledge
  Standard 5 – Application of Content
  Standard 6 = Assessment
  Standard 7 – Plan for Instruction
  Standard 8 – Instructional Strategies
  Standard 9 – Professional Learning and Ethical Practice
  Standard 10 – Leadership and Collaboration

- National Standards for Family and Consumer Sciences Education
  4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
  4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
  4.3.1: Analyze a variety of curriculum and instructional models.
  4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >Science & Technical Subjects > Grades 11- 12

- **CSS.ELA-Literacy.RST.11-12.2**
  Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CSS.ELA-Literacy.RST.11-12.7
  Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.11-12.7**
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.11-12.8**
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
  Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

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

Unit Essential Questions

- How has teaching changed from one or two years at a teaching college and strict regulations, to a full-fledged profession?
- What is the purpose, goals, and benefits for teaching professional organizations?

Unit Scope and Sequence

- The evolution of the teaching profession to a full-fledged profession
- Controlling requirements for entry and licensing
- Scope of collective bargaining
- Professional development and resources – purpose and benefits to support teachers
- Professional Learning Communities

Key Vocabulary

- Collective bargaining
- Induction
- Performance pay
- National Education Association, Connecticut Education Association, Trumbull Education Association
- Professional Learning Community

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Educational Speaker Series – Trumbull Education Association
- Teacher requirements in various states (research project)
- Teacher organization research

Summative Assessments:

- Teaching journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 2 – Historical and Philosophical Foundations

Supplemental

- Case Study – The Merrow Report: Is teaching a profession, an occupation, a calling or a job?

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Is teaching a profession?
Communication	Guest speaker – discussion
Collaboration	Teaching professional organization

UNIT 3

The History of Education

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learner Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 = Assessment
Standard 7 – Plan for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

- **CSS.ELA-Literacy.RST.11-12.2**
  Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CSS.ELA-Literacy.RST.11-12.7**
  Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.11-12.7**
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.11-12.8**
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
  Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

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

Unit Essential Questions

- What are the origins of major theorists as "mentors" who developed new curricular or methodical approached to education?
- How have political, religious, social, and economic developments shaped education in America and the world?

Unit Scope and Sequence

- European ideas about culture, education, and schools shaped education in North America during the colonial period and their relevancy for contemporary education
- American education timeline
- Renowned theories of education
- Three main schemas of learning theories – behaviorism, cognitivism, constructivism

Key Vocabulary

- Behaviorism
- Cognitivism
- Constructivism
- Multiple Intelligences
- Hierarchy of needs
- Cognitive development
- Theory of learning
- Domains of learning
- Theory of learning
- Conditional of learning

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Timeline of Education
- Global Philosophies of Education Project
- Case study: Common Core Standards

Summative Assessments:

- Teacher learning journal

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 3 – The World Origins of American Education
    - Chapter 4 – Pioneers of Teaching and Learning
    - Chapter 5 – Historical Development of American Education

- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Supplemental
Documentary – "On the Way to School"
Case Study: Common Core Standards

Time Allotment
- Approximately 15 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Explain the role of theories in shaping education
Communication	Education speaker series, Learning theories
Collaboration	Pioneers of Education Project

UNIT 4

Governing and Administrating Public Education

Unit Goals

At the completion of this unit, students will:
The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learner Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 = Assessment
Standard 7 – Plan for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >>Science & Technical Subjects >> Grades 11-12

- **CSS.ELA-Literacy.RST.11-12.2**
  Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CSS.ELA-Literacy.RST.11-12.7**
  Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- **CCSS.ELA-LITERACY.WHST.11-12.7**
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- **CCSS.ELA-LITERACY.WHST.11-12.8**
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
  Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

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

Unit Essential Questions

- What is the formal organization of a school district and how does it impact education in the United States, and Connecticut?

Unit Scope and Sequence

- Four government levels of education in the United States – local, intermediate, state, and federal
- Identify the various roles and responsibilities of the federal government, governor, state legislature and state board of education
- Characteristics and responsibilities of local school boards and the coordination with district superintendent, central office, and broader community.
- School superintendent and central office
- Principal and the school

Key Vocabulary

- Policy
- Staffing
- Fiscal matters
- Intergovernmental requirements
- Legislation

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Case study: From Preservice to Practice
- Organizational Chart: Trumbull Board of Education, Central Office

Summative Assessments:

- Teacher journal entry

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 7 – Governing and Administering Public Education

- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill. (Released July 1, 2021).

Supplemental

- Case study in textbook
- Education Speaker Series – Superintendent of Schools , Assistant Superintendent of Schools, Board of Education President, Trumbull High School Principal, CTE Department Chairperson
- American Association of School Administration. www.aasa.org
- Connecticut Boards of Education. www.cabe.org
- United States Department of Education. www.ed.gov
- Pratt-Johnson, Yvonne. Communicating Cross-Culturally: What Teachers Should Know. St. John's University, Queens, NY
- Field Experience: UConn Storrs, NEAG School of Education

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Board of Education Responsibilities and Processes
Communication	Education speaker series
Collaboration	School policy group project

UNIT 5

The Learning Process

Unit Goals

At the completion of this unit, students will:

The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learner Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 = Assessment
Standard 7 – Plan for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >Science & Technical Subjects > Grades 11- 12

- **CSS.ELA-Literacy.RST.11-12.2**
  Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CSS.ELA-Literacy.RST.11-12.7
  Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- CCSS.ELA-LITERACY.WHST.11-12.7
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.11-12.8**
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
  Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

themselves and others.

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

Unit Essential Questions

- What do I know, what can I do?

Unit Scope and Sequence

- Children learn across cognitive. emotional, and social domains
- Define the role of neuroscience and how the brain supports learning
- Differentiate strategies tailored to developmental stages
- Types of learning
- Motivation and learning
- Study skills and strategies
- Role of practice
- Collaboration
- Creative thinking and problem solving

Key Vocabulary

- Neuroscience
- visual
- auditory
- kinesthetic
- Social Emotional Learning (SEL)

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Grade team presentations

Summative Assessments:

- Lesson plan presentations
- Teacher learning journal.

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 13 – The Changing Purposes of American Education

Supplemental

- No Child Left Behind. www2. Ed.gov/nclb
- Content Knowledge. The McREL Standards Database. www2.mcrel.org
- Field Experience: Jane Ryan, grades 4 & 5

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Creating age-appropriate lesson plans
Communication	Present lessons to class
Collaboration	Working in grade teams to present developmentally appropriate lesson

UNIT 6

Curriculum and Instruction

Unit Goals

At the completion of this unit, students will:
The Interstate New Teacher Assessment and Support Consortium (InTASC): Model Core Teaching Standards (2011):

Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learner Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 = Assessment
Standard 7 – Plan for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

National Standards for Family and Consumer Sciences Education

4.2: Analyze developmentally appropriate and culturally responsive practice to plan for children, and youth.
4.2.2: Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
4.3.1: Analyze a variety of curriculum and instructional models.
4.3.4: Demonstrate a variety of teaching methods to meet individual needs of learners

Common Core of Teaching: English Language Arts Standards >Science & Technical Subjects > Grades 11- 12

- CSS.ELA-Literacy.RST.11-12.2
  Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CSS.ELA-Literacy.RST.11-12.7**
  Integrate and evaluate multiple sources of information present in diverse formats and media to address and solve a problem
- CCSS.ELA-LITERACY.WHST.11-12.7
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- **CCSS.ELA-LITERACY.WHST.11-12.8**
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.11-12.9**
  Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

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

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

Unit Essential Questions

- What is the role of curriculum and how does it relate to instructional approaches and curricular trends that relate to it?

Unit Scope and Sequence

- Direct instruction, social, and emotional learning, differentiated instruction, and technology influence the work of a teacher.
- Types of curricula – student centered and subject centered curricula
- Instructional strategies
- Classroom management and student engagement
- Teaching for diverse learners
- The use of AI in instruction
- Micro teaching practice

Key Vocabulary

- Curriculum
- Instruction
- Differentiation
- Inclusion
- Formative assessment
- Summative assessment

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- Lesson plan preparation
- AI sites research
- DEI and the Education System
- Modified lesson plans for accommodations

Summative Assessments:

- Micro lesson presentation
- Teacher Journal: Reflection and Future in Teaching

Resources

Core

- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
    - Chapter 14 – Curriculum and Instruction

Supplemental

- AI resources
- Wong, Harry. (2018). The First Days if School (5th edition)
- Advantages-and-disadvantages-of-classroom-management
- Marzano, Robert J. (2017). The New Art and Science of Teaching. Solution Tree.
- Wiggins, Grant & McTighe, Jay. (2012). The Understanding by Design Guide. ASCD.
- Education Speaker Series: Ali Agnon, 1st grade teacher at Frenchtown
- Field Experience – Frenchtown, grades 1 & 2

Time Allotment

- Approximately 25 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	DEI and Education – Where does it Stand?
Communication	Lesson presentation
Collaboration	Research Project: AI tools for Teachers

CREDIT

One credit in Humanities
3 College Credits, UConn

PREREQUISITES

None

CURRENT REFERENCES

- Paris, D. & Alim, S. (Eds.) (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press.
- Canestrari, A.S., & Marlowe, B.A. (2021). *Educational Foundations: An Anthology of Critical Readings* (4th Edition). Sage Publications.
- Ornstein, A., Devine, D.U., & Gutek, G.L. (2017). *Foundations of education*. (13th ed.). Belmont, CA: Wadsworth.
- Spring, J. (2021). *American Education*. (20th ed.) New York, NY: McGraw-Hill

ASSURED STUDENT PERFORMANCE RUBRICS

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

OTHER RESOURCES

Teacher Journal
What is Your Frame (Reflection)
State Teacher Requirements Research
Teacher Organization Chart
The Founders of Education Project
"On My Way to School" Education in Different Parts of the World
Global Philosophies of Education Project
Governing and Administering Public Schools
Exploring Types of Curriculum – Research and Role Play
Final Portfolio Assignment: "Becoming a Teacher"

Skill Rubric: Communication 9-12

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. Cannot 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

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	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual	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.	

throughout the completion of the task.	contributions to the task.			
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	___/ 12

Skill Rubric: Critical Thinking/Problem Solving 9-12

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	

REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	___/ 12

Disposition Rubrics 9-12
Draft Rubrics

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

Self-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing	**Areas of Growth**

	● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

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

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

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

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

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

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

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

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

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

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

BUSINESS DEPARTMENT LEVEL OF ENGAGEMENT RUBRIC

Thinking Journals

The Thinking Journals are a way to engage with the topics, concepts, texts, and ideas in this course while developing your own thinking and perspectives. The Journals will be used in class to spark and drive discussions, may at times be counted as Activities for Learning or Assessments of Learning, and make up part of the Final Portfolio for this course. You will need a required total of 10 journal entries for your Final Portfolio, equating to roughly one journal every week and a half.

Goals and Expectations:

- Demonstrate an understanding of the assigned topics and themes
- Connect the material to our Big Ideas and Essential Questions of the course.
- Analyze an aspect of the material that is particularly interesting, troubling, or challenging to you
    - *Could be a quotation, something you saw or heard, something someone said in a discussion, and so forth*
- Draw connections to your own experiences with teaching and schooling, when possible

Look to the Rubric for more specific requirements.

Attending to Thinking Journal Entries & Posts

Style & Form:

- Type and save in Google Docs, even though you will be posting your entry on the discussion board.
- Type your name, the course title, and due date in the upper left of your paper.
- Create a title for your response and center it.
- Cite the text you are responding to in APA format.
- Single spaced, one page only (dropping font to 11 and minimizing margins will give you extra wiggle room)
- Always write in multiple paragraphs (¶); A minimum of 3 but no more than 6.
- Write in complete, grammatically correct and spell-checked, sentences (unless or except if you incorporate poetry).
- Beware of non-specific pronouns (e.g., if it is unclear who "it" or "they" are)
- Do not start sentences with "So" and do not address your readers specifically (as I am doing in this document). In other words, don't use "you" in your responses.

Content:

- Use these questions (as well as your own) to guide your thinking and response: **What? So What? Now What?**
    - **What** stood out to you?
    - **So what** does it mean or why does it matter?
    - **Now what** does it mean for you, education, your future, students' future, or so on?
- Pose questions/problems and attempt to answer/solve them where appropriate.
- **Synthesize** – avoid summary (i.e., don't spend much time detailing what the material is, but rather show how you're thinking about it.) Make connections between the reading(s) and yourself (i.e. personalize your learning).
- Make your thinking explicit (i.e., show your readers why you believe what you believe or how you are arriving at a current belief or possible explanation).
- Use logic and reasoning (e.g. "Because this happens, it could suggest or suggests").
- Your audience is the many and varied stakeholders in education (e.g., parents, administrators, teachers, students, the Public, etc.) so write accordingly.

- Use evidence to support your assertions, claims, or plausible explanations (e.g., it should come from multiple trustworthy sources).
- Use specific examples or quotes from the reading or activity to make your points and/or illustrate the connections you are making.

Scoring Rubric	0	.5	1.0
Form	Missing / Not attempted (0-2 bullets attended to)	Some application (3-7 bullets attended to)	Full application (8-9 bullets attended to)
Content	Missing / Not attempted (0-2 bullets attended to)	Some application (3-6 bullets attended to)	Full application (7-8 bullets attended to)

Example of a High-Scoring Journal:



Student Name
October 13, 2022
ECE 1100 If You Love It Teach it **Weeks 4 and 5**

Please ensure you've reviewed the Expectations and Guidance document for the Thinking Journal before beginning work.

Journal Entry #3 ~ Weeks 4 & 5

Throughout the last couple of weeks we focused and worked on many different things. We learned about classroom environments / decoration dos - and don'ts, how to discuss racism, and educational philosophies.

To begin, classroom environments are very important. Too distracting isn't good, but too empty doesn't provide anything for students. We learn in the text (Terada, 2018) that researchers studied different classroom environments and what is effective and what isn't. For example, some things that work according to studies is, displaying student work, featuring inspiring role models, avoiding clutter, and visual aids. In my personal life I have learned that little visual aids or "cheat helpers" that are posted in the classroom are definitely informal and can help us remember how to do certain things. For example in math I have had teachers who put different rhymes of some sort around the classroom based on the topic we are learning which helps us remember steps to complete our work. On the flip side I have also seen classrooms that display grades that should not be shown, have a wall of late hall passes, or things with not the greatest of intentions. These are definitely classroom don'ts in my opinion. It does not make me feel welcome in the classroom and does not make me stay engaged because I will have high anxiety.

Furthermore, we learned how to discuss racism. We watched a video by Jay Smooth. In the video he talks about how the most difficult and uncomfortable conversations we can have in our society has to do with race. Although, in some ways the conversation has more sore subjects from recent milestone situations in racial equality. I learned from him though that these milestones are exactly the reason why we need to communicate more effectively about race because there are still real inequalities that remain in our society today. Smooth also teaches how we can get better at communicating about race and not becoming so defensive and listening to one another. A huge thing I took from the video is that everyone can try as a society to improve in not taking what you said to what you are and find a way to make others understand we aren't trying to put down one another by just one person at a time. We can teach vocabulary, we can teach tolerance, and slowly we can break the cycle of ignorance.

Moving onto educational philosophies, we learned about Maria Montessori. Her teaching method was a method of education that is based on self-directed activity, hands-on learning and collaborative play. What I found interesting was the goal is to have the child learn through movement and gain an understanding of concrete concepts before moving onto more abstract ones. In my opinion, I think it is a very beautiful thing for children learning and exploring on their own. I also believe when I have been able to use this method I enjoy that it is self paced and it teaches us more about independence. It even taught me to enjoy learning more since it is about me, not necessarily following strict steps and not everyone uses the same approach. In the text (Ruhl, 2021) it talks about how it is still used in the modern day. I definitely benefit using this method at times but at other times I could need a bit more structure when it comes to certain things. This method is definitely beneficial for some students but not all due to different learning styles.

Ruhl, C. (2021, June 29). Montessori method of Education. Montessori Method of Education | Simply Psychology. Retrieved October 17, 2022, from https://www.simplypsychology.org/montessori-method-of-education.html

Terada, Y. (2018, October 24). DOS and don'ts of classroom decorations. Edutopia. Retrieved October 17, 2022, from https://www.edutopia.org/article/dos-and-donts-classroom-decorations

Worksheet - What is YOUR FRAME?

Valuing Differences

Discovering Your FRAME

All the things that make up who we are and how we view situations can be referred to as our FRAME. Our FRAME is made up of values we hold, our culture and background, and our life experiences. Life experiences include things that we choose to do, as well as things we do not have any choice about or control over.

Things that make up our frame include:

History/ancestral heritage Neighborhood we grew up in Family Neighborhood we live in now Religion Physical abilities	Age Values Gender Language Education Sexual orientation	Profession Ethnicity Culture/cultural traditions Economic class Nation/region

F — Figure out the facts. Not just what is apparent to you, but all the facts. Seek more information, ask questions and listen.

R — Reflect on reality. Is it my reality or their reality? Am I looking at this through my FRAME or trying to see it through their FRAME?

A — Acknowledge and challenge assumptions. Think about your expectations and whether they are appropriate. Are you making assumptions based on your FRAME?

M — Maintain an open mind. Just because someone else's FRAME differs from yours doesn't make them wrong. What can you learn from them? What can they learn from you? What do you have in common?

E — Expand your experiences. Explore, expose yourself, and encounter differences; expand your comfort zone; increase your cultural competence.

Explore your Frame:

In the following prompts, identify where you identify. **Please complete the prompts you feel comfortable** exploring but understand this work is supposed to feel uncomfortable.

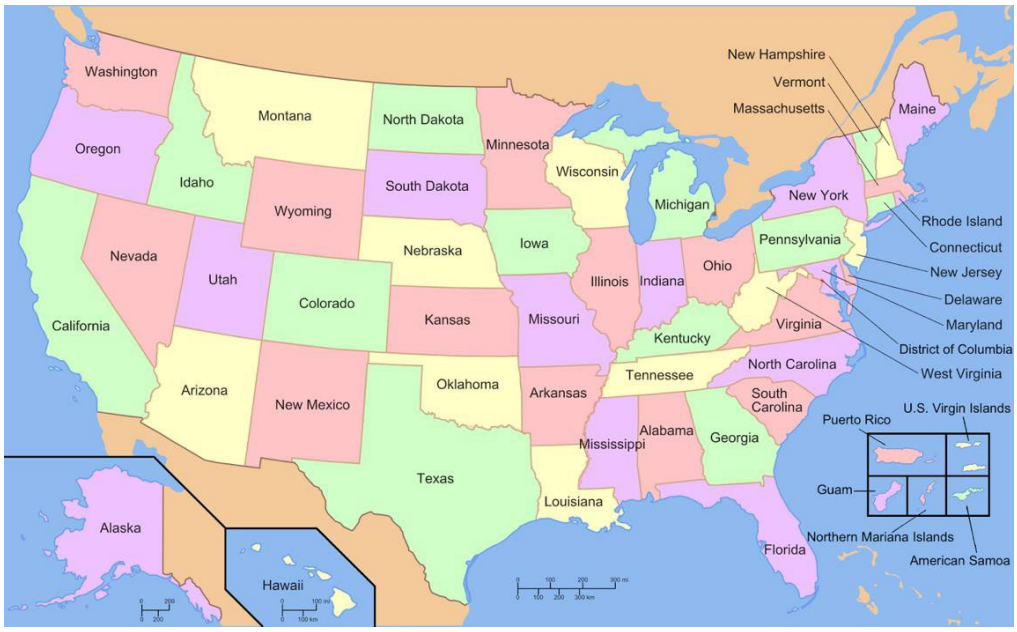
	Some answers are short! Others may take a bit more to answer complete. Fill these spaces below with your FRAME.
EXAMPLE ***Neighborhood we grew up in***	
Neighborhood we grew up in	
History/ancestral heritage	
Neighborhood we live in now	
Family	
Religion	

Physical abilities	
Age	
Values	
Gender	
Language	
Sexual orientation	
Ethnicity	
Culture/cultural traditions	
Economic class	
Location / Length of time Lived	

Controlling Requirements for Entry and Licensing

Requirements for entry and licensing have lacked consistency because each of the 50 states sets its own certification requirements. Adding to this, there are reports that suggest a significant number of secondary teachers appear to be teaching outside of their certified areas of expertise. This is partly due to the shortage of teachers and other issues such as alternative certification.

You will be researching the requirements for certification in various states. Prepare a slide show to present your findings to the class. We will be comparing and contrasting how these requirements vary from state to state. *You can work with one partner or solo - your choice!*



We will do Connecticut together to give you an idea of what we are looking for…

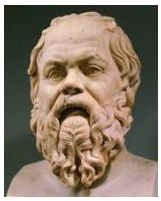
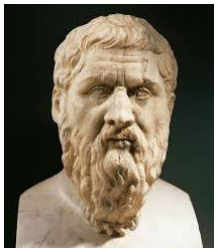
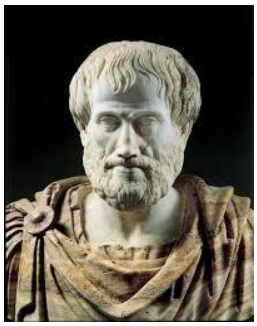
Bureau of Certification - CT.gov

1. What are the requirements for becoming a teacher in (CT) List the steps to becoming certified in that state?
2. What universities and/or colleges offer approved teacher preparation programs?
3. Are there alternate programs available?
4. Can I get certified in a different state? Can I get certified in CT if I am from a different state?
5. What is the procedure to apply for their teacher certificate?

The Founders of Education

Use text and other outside sources to complete the chart.

Part 1

Founder	**Brief Biography (background, country, reputation, etc…)**	**What they stood for (philosophy)**	**How does their belief fit in to today's educational practices?**
Socrates - text: page 60-61 			
Plato - text: page 61-63 			
Aristotle - text: 63-64 			
Confucius - text: 48-53			

Part 2
Read Taking Issue on page 62 in text. After reading Values in Education respond to the question *What is your stand?*

On My Way to School

1. **Personal Journeys**: How do the individual stories of the children in the documentary highlight the importance of education in their lives? Do you think these students value education? What evidence proves that?

2. **Challenges Faced**: What specific obstacles do the children encounter on their way to school, and how do these challenges reflect broader social or economic issues?

3. **Cultural Perspectives**: In what ways do the different cultural backgrounds of the children shape their experiences and aspirations related to education?

4. **Resilience**: What examples of resilience and determination do the children demonstrate throughout their journeys?

5. **Community Support**: How do the communities depicted in the documentary support or hinder the children's pursuit of education?

6. **Impact of Education**: How do the children's stories illustrate the potential impact of education on their futures and on their communities?

7. **Comparative Analysis**: How do the journeys of these children compare to those of students in more privileged circumstances? What lessons can we learn from these differences?

8. **Role of Adults**: What role do teachers, parents, and community leaders play in supporting or challenging the children's educational journeys?

9. **Emotional Resonance**: Which moments in the documentary resonated with you the most, and why?

10. **Global Perspective**: How does the documentary contribute to your understanding of global education issues? What actions can be taken to support children facing similar challenges worldwide?

Describe each of the students - where they are from, what they are like, what is unique about them, etc.… and how they get to school!

Jackson	
Zahira	
Carlos	
Samuel	

11. **Your Perspective**:

How does learning about different parts of the world and different cultures affect your perspective on life and education?

Pick one of the students in the documentary. Think about ways that you and that student are similar and different? Contrast your life to the student's life.

Global Philosophies of Education

Development, Diversity, and Effectiveness of Educational approaches worldwide.

Working with a partner, you will research and analyze various philosophies of education around the world, examining how historical influences shape current educational practices. Also included will be to compare international education systems based on rankings, critically evaluating what factors contribute to high-performing or unique systems.

Project Details

Part One - Research

1. **Choose Countries** You will choose a country from the diverse regions listed below.

- Finland
- Japan
- Kenya
- Brazil
- India
- United States

2. **Investigate Educational Philosophies**

Each group will research the historical roots of their country's educational philosophy. Key questions include:

- What were the early educational goals in this country?
- Who were the primary influencers (philosophers, leaders, movements)?
- How did the country's philosophy evolve with societal changes?

3. **Analyze Current Practices**

Outline the structure of their chosen country's modern education system:

- Key policies or reforms (e.g., national curriculum, access to education, focus on STEM).
- School structure (e.g., grade levels, testing, vocational vs. academic focus).
- Cultural aspects influencing the education system (e.g., importance of education in society, role of family, teacher status).

Part 2: Data Collection & Comparison

1. **Gather Data for Comparison**

Using sources like PISA rankings, OECD reports, or UNESCO data, students will compile information on:

- Academic performance in subjects like math, reading, and science.
- Educational equity (e.g., access disparities based on gender, socioeconomic
- Other factors such as class size, student-to-teacher ratio, and education expenditure.

2. **Compare and Contrast**

Have students prepare a comparative analysis of their country's educational outcomes versus another high-performing or similarly situated nation. This comparison should highlight:

- Differences in educational philosophies and their impact on current outcomes.
- Challenges faced by each system (e.g., funding issues, achievement gaps).
- Innovations or practices that might benefit other systems.

Part 3: Presentation and Reflection

1. **Prepare a Presentation using the trifold board provided.**

Each group will create a presentation that summarizes their findings, focusing on:

- Historical and philosophical influences on their chosen country's education system.
- Current educational practices and their effectiveness.
- How their country compares in global rankings and what this may indicate about its approach.

2. **Reflection** - **prepare a 2-page reflection on the following:**

- The role of culture, government, and economy in shaping education.
- Which aspects of other countries' systems could be applied to improve education locally.
- How a country's education philosophy aligns with or diverges from international standards.

Assessment Criteria

1. *Depth of Research* – Comprehensive investigation into the historical and present-day education system.
2. *Quality of Analysis* – Insightful comparisons with other countries and thoughtful connections to educational philosophy.
3. *Presentation Skills* – Clarity, organization, and engagement in presenting their findings.
4. *Reflection Paper* – Ability to thoughtfully evaluate the merits and challenges of different educational system

UConn HDCI 1100 Team Names: _____
Global Philosophies of Education Country of Focus: _____

Presentation, Style, Information, Applicably

Category	4	3	2	1
Knowledge Gained	**Students can accurately answer all questions related to the facts on the poster. Facts tied to Educational background and data.**	**Students can accurately answer most questions related to facts on the poster. Educational components are referenced but lacking connections to overall status of education in that country**	**Students can accurately answer about 75% of questions related to the poster. Attempts are made to tie facts & points to the educational system/ lacking accuracy.**	**Students appear to have insufficient knowledge about the facts or processes used on the poster. No reference or communication of understanding of the concepts and theories in relationship to the topic.**
Title	**Title is clearly related to topic and immediately catches reader's attention**	**Describes content well but not a standout.**	**Title does not connect well to the topic and is hard to read.**	**Title too small, and does not describe the content of the poster well.**
Mechanics	**Capitalization and punctuation are correct throughout the poster. Variety and creative use of different forms to communicate poster topics. Information is succinct. Handout summarizes the topic well.**	**There is one error in capitalization or punctuation. Handout is provided and accurately describes the poster.**	**Two errors in capitalization or punctuation. Handout contains errors and does not clearly explain the poster.**	**There are more than two errors. Handout is not provided.**
Content/ Accuracy	**All points listed are relevant to the education system. Central theme of the topic is clear.**	**5-6 items are related to the educational system. Central theme is stated.**	**2-3 items related to the educational system. Central theme is not clear and/or well communicated.**	**Less than two items are related to educational systems. No central theme or vague on what theme is.**
Attractiveness	**Poster exceptional in design, appearance, layout and neatness. Easy to read.**	**Poster is attractive in terms of design, layout and neatness. Some areas are confusing.**	**Poster is acceptable and attractive though it may be a bit messy, difficult to read.**	**Poster is distractingly messy or very poorly designed. It is not attractive.**

Things to keep in mind:

- You will present this information on a tri-fold board.
- Everything must be typed in 16-point font. Be sure that the audience can clearly read and understand what you have put on the board.
- Include a title that stands out at the top of the board
- Make it interesting - charts, graphs, pictures, etc…
- The boards will be on display in the media center.
- References must be included and taped to the back of the board.
- All group members must equally participate.
- Refer to grading rubric

Governing and Administering Public Schools

- **Roles and Responsibilities**:
  - Oversight of curriculum and instruction.
  - Budget approval and financial oversight.
  - Superintendent hiring and evaluation.
  - Policy creation and enforcement.
- **Member Demographics**:
  - Age, gender, education background, and professional experience.
  - Representation of diverse communities.
- **Election and Appointment**:
  - How members are chosen (elections vs. appointments).
  - Campaign processes and voter engagement.
- **Policy Impact**:
  - Contributions to major decisions (e.g., school safety, equity initiatives, etc.).
  - Relationships with local, state, and federal educational policies.
- **Community Engagement**:
  - Transparency and communication with constituents.
  - Public meeting attendance and input mechanisms.

3. Collect Data

- **Primary Sources**:
  - Official board meeting minutes (often found on the district's website).
  - Interviews with board members, teachers, or administrators.
  - Public statements, speeches, or reports.
- **Secondary Sources**:
  - News articles covering board activities or controversies.
  - Research studies on school governance.
  - Nonprofit reports on education policy trends.
- **Statistical Data**:
  - Election results or voter turnout rates.
  - School district performance metrics (graduation rates, standardized test scores, etc.).

4. Analysis

- Compare the qualifications and backgrounds of board members to other districts.
- Analyze policy outcomes to assess effectiveness and alignment with stated goals.
- Study the correlation between board decisions and district performance indicators.
  - Select two policies to research.

    Examples:

    - Dress code policy
    - Attendance and tardiness policies
    - Use of technology and social media policies
    - Anti-bullying or equity policies

2. **Research Phase**:
   - Your group will analyze the selected policies using the following sources:
     - The school district's official policy documents (available on the district website or from the school office).
     - Get thoughts from other students and even teachers.
     - Comparisons with similar policies in other school districts (if possible).

3. **Assessment**:
    - Evaluate the policy based on:
        - Purpose: Why was this policy implemented?
        - Effectiveness: Does the policy achieve its intended goal?
        - Inclusivity: Are all students affected fairly?
        - Student impact: How does it shape student behavior or school culture?
4. **Proposing Changes**:
    - Based on your research, students propose specific changes or draft a new policy:
        - Clearly state their rationale for changes.
        - Explain how the changes would benefit the school community.
        - Address potential challenges in implementing the new policy.
5. **Presentation**:
    - Groups will present their findings and proposed changes **Reflection**:
    - You will then write a reflection on what they learned about policymaking and how it applies to other areas of governance and decision-making.

Objective:

Explore the composition, roles, and effectiveness of local school boards in public education governance, focusing on their demographic characteristics and the implications for decision-making.

Tasks:

1. **Research Local Boards:**
    - Each group investigates a specific school district's board of education. This could include urban, suburban, or rural districts for diversity.
    - Identify whether board members are elected or appointed.
    - Analyze demographic data of the members (age, gender, race, and educational background).
2. **Compare and Contrast:**
    - Compare the composition of their chosen board to national trends (e.g., predominantly white males aged 40-59, volunteer roles).
    - Explore whether members are parents of school-aged children and how this impacts their decision-making.
3. **Conduct Interviews (Optional):**
    - If feasible, reach out to local school board members for interviews to understand their motivations, challenges, and perspectives on governance.
4. **Analyze Decision-Making:**
    - Research a major policy or decision the board has made recently (e.g., budget allocation, curriculum changes, COVID-19 measures).
    - Evaluate how the board's composition might have influenced the decision.

Deliverable Options:

- **Report:** A written report detailing the board's composition, a summary of their research findings, and an analysis of how the board's characteristics affect its governance.
- **Presentation:** Create a presentation or infographic that compares their findings to national averages and highlights key takeaways about diversity and governance.
- **Video:** Record a mock school board meeting based on real decisions to illustrate how board member characteristics influence policymaking.

In Connecticut, the District Reference Groups (DRGs) are a classification system used to group public school districts by student socioeconomic status (SES). The DRGs are used to compare districts and help policymakers and district leaders make resource decisions.
The DRGs were originally created in 2006 by the Connecticut State Department of Education (CSDE). The School and State Finance Project has updated the DRGs for 2023 using the most recent data. The 2023 DRGs are not official and are intended for research and reference purposes only.
The DRGs are based on variables such as median household income and the percentage of parents with a bachelor's degree or higher. The DRGs are classified by letters A through I, with DRG A being for very affluent districts and DRG I being for urban districts with high socioeconomic needs.

While the DRGs are a useful tool for comparing districts, they do not account for student experience or the barriers that lead to disparities in education.

UConn HDCI 1100
Curriculum and Instruction

Types of Curriculum

1. Formal Curriculum

This is the **official** curriculum designed by educational institutions, school districts, or government agencies. It includes:

✅ Subjects like Math, Science, English, and History
✅ Learning objectives, lesson plans, and assessments
✅ Standards set by state or national education departments

Example:

- A math textbook used in a classroom is part of the **formal curriculum** because it follows state-approved learning standards.
- A teacher's lesson plan on the Civil War aligns with **formal curriculum** expectations.

To Do:

- Review two of your course syllabus and identify what is part of the **formal curriculum**.

2. Informal Curriculum

This refers to **unstructured learning** that happens outside of the official curriculum but still plays a role in education. It includes:

✅ Extracurricular activities (clubs, sports, student government)
✅ Peer interactions and discussions
✅ Learning experiences outside the classroom (field trips, guest speakers)

Example:

- A student learns leadership skills by being part of the debate team.
- A discussion about current events in a history class, even though it's not in the textbook.

To Do:

Brainstorm **ways you've learned something important outside of your formal classes** and discuss how this shapes your education.

3. Hidden Curriculum

This is the **unwritten, unofficial, and often unintended** lessons students learn in school. It includes:

✅ Social norms, values, and expectations
✅ How students interact with teachers and peers
✅ School culture and unspoken rules

Example:

- A school that enforces strict dress codes teaches students about **conformity and discipline** (even if this isn't in a rulebook).

- A teacher encouraging students to be punctual teaches the **importance of responsibility** without explicitly stating it.

- If students see that only certain groups of people are in advanced classes, they might unconsciously learn about **social stratification**.

To Do:

- Work with your group to discuss:
  What are some hidden messages you've observed in our school?

    - Think about discipline policies, teacher expectations, or school traditions.

Matching Activity: Teaching Strategies and Real-Life Scenarios

Instructions:

Match each **teaching strategy** (1-5) with the most appropriate **real-life classroom scenario** (A-E). Write the correct number next to each scenario.

Teaching Strategies:

1. **Direct Instruction** – A structured, teacher-led approach where information is explicitly taught.
2. **Cooperative Learning** – Students work in small groups to help each other learn.
3. **Inquiry-Based Learning** – Students explore a question or problem, investigating and discovering answers on their own.
4. **Differentiated Instruction** – Teaching is adjusted to meet the diverse needs of students.
5. **Project-Based Learning (PBL)** – Students work on a long-term project to solve a real-world problem.

Real-Life Classroom Scenarios:

A. A science teacher assigns students a long-term project to create a model of an eco-friendly city and present their findings.

B. A history teacher divides the class into small groups to analyze different perspectives on a historical event and share their findings.

C. A math teacher gives a step-by-step lecture on solving algebraic equations and then assigns practice problems.

D. An English teacher provides multiple reading materials at different levels to accommodate students with varying reading abilities.

E. A social studies teacher asks students to research and answer their own questions about how government policies affect communities.

Reflection Question:

Which teaching strategy do you think is the most effective for your learning style? Why?

Answer: _____

Chapter 6 – Curriculum and Instruction

Classroom Management

Case Study 1: Managing Disruptive Behavior

Background: Mr. Thompson, a middle school science teacher, struggled with frequent disruptions in his class due to a few students talking and not following directions.
Challenge: Maintaining order while ensuring student engagement.

What is the problem?
What could the teacher do?
How would this affect student engagement?

Case Study 2: Encouraging Student Participation

Background: Ms. Patel, a middle school history teacher, noticed that many students remained silent during discussions.
Challenge: Low engagement and lack of participation.

What is the problem?
What could the teacher do?
How would this affect student engagement

Case Study 3: Handling Classroom Conflicts

Background: Mr. Lopez, an elementary school teacher, faced frequent conflicts between students, leading to distractions and tension in the classroom.
Challenge: Creating a harmonious learning environment.

What is the problem?
What could the teacher do?
How would this affect student engagement

Case Study 4: Supporting Students with Special Needs

Background: Ms. Brown, a kindergarten teacher, had students with ADHD and other learning differences in her class.
Challenge: Meeting diverse learning needs without disrupting overall classroom flow.

What is the problem?
What could the teacher do?
How would this affect student engagement?

Case Study 5: Managing Large Class Sizes

Background: Mr. Carter, a high school math teacher, struggled to maintain control and provide individualized attention in a class of 40 students.
Challenge: Balancing discipline and student engagement.

What is the problem?
What could the teacher do?
How would this affect student engagement?

Classroom management and student engagement go hand-in-hand. One impacts the other. After viewing the two videos demonstrating classroom management, read through the article linked below and respond to the questions also below.

Advantages-and-disadvantages-of-classroom-management

1. How does effective classroom management contribute to a positive learning environment, and what are some specific strategies teachers can use to achieve this?

2. What are the potential consequences of poor classroom management on student engagement and academic performance?

3. The article mentions the "3 Cs" of classroom management: consistency, communication, and collaboration. Can you explain how each of these elements plays a role in managing a classroom effectively?

4. In what ways can poor classroom management exacerbate inequities among students, and why is it important for teachers to implement equitable practices?

5. How does classroom management impact teacher well-being and job satisfaction, and what strategies can teachers employ to maintain a healthy work environment?

6. Reflecting on your own many classroom experiences, what classroom management techniques have you seen to be most effective or ineffective, and why?

What is DEI, the concept dividing America? | CNN

1. What does DEI stand for, and what are the main goals behind DEI programs in schools, colleges, or workplaces?

2. Why has DEI become such a controversial issue in the United States, according to the article?

3. Some critics argue that DEI programs promote division or unfair advantages. What are the counterarguments supporting DEI?

4. How might debates around DEI policies affect your own high school experience, including clubs, curriculum, or classroom discussions?

5. Do you think it's important for schools to reflect and celebrate diversity? Why or why not? Provide examples from your own school or community.

Based on the article, what are some ways young people can engage in conversations about DEI without escalating division or conflict?

If You Love It, Teach It

Final Portfolio Assignment: "Becoming a Teacher"

Objective:

Create a final portfolio that showcases your journey in this course. Your portfolio should highlight your understanding of teaching, personal growth, and insights from each unit of study.

Use this worksheet to check off each section as you complete it and double check the rubric. Turn this sheet in when you post your portfolio

Portfolio Components:

1. Cover Page
Include:

- Your name
- Course name: *Becoming a Teacher*
- Date
- A creative title for your portfolio

2. Introduction Page
Write a two-page reflection that:

- Summarizes your growth and learning in the course
- Discusses why you want to become a teacher (or what you've learned about teaching)
- Describes how your perspective on teaching has changed or deepened

3. Unit Reflections
For each of the 6 units, include:

- **Title of the unit**
- A **full-page reflection** discussing:
    - Key ideas/concepts you learned
    - Activities/assignments that were meaningful
    - How this unit has influenced your ideas about teaching

4. Journal Entry Highlights

- Choose **3 journal entries** that represent your best reflections.
- For each entry, include:
    - The **date** of the journal entry
    - A **short summary** of what you wrote
    - One or two sentences about why you chose this entry

5. Final Reflection: "My Teacher Identity"

- Write a one-page reflection about your personal vision for being a teacher.
- Answer these questions:
    - What kind of teacher do you want to be?
    - What values and beliefs will guide you?
    - How will you build relationships with students and create an inclusive classroom?

6. Visuals & Personal Touch

- Add **images, drawings, or graphics** that represent your teaching journey.
- Use color and creative design to make your portfolio visually engaging.

Grading Rubric

Criteria	**Possible Points**	**Points awarded and feedback**
Complete and Organized Portfolio	10	
Thoughtful reflections (all 6 units + intro and final	30	
Journal Highlights	10	
Visual creativity and design	10	
Final reflection "My Teacher Identity"	20	
Mechanics (spelling, grammar)	10	
Effort and authenticity	10	

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

March 17, 2026
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Robotics I (Grades 10-12)

Presenters: Mr. Cochrane & Mr. Amaturo

Course Highlights:

- Introduces foundational skills in coding and engineering.
- Utilizes a high-quality "digital engineering notebook," standardizing the practice across all Technology classes.
- Explicitly incorporates the district's "Vision of the Graduate" framework into the curriculum guide.



Requested Action: Motion to approve the revisions to the Robotics 1 Curriculum Guide as presented.

Digital Media 2 (Grades 10-12)

Presenters: Mr. Cochrane & Mr. Amaturo

Course Highlights: Extends foundational concepts from Digital Media I into advanced real-world applications.

- Students operate the THS TV studio for an intensive 6–9-week production cycle.
- Completed student products are broadcast on Trumbull's local TV channel and available on YouTube.

Department Goal: Produce a comprehensive video showcasing various THS course offerings.



Requested Action: Motion to approve the new Digital Media 2 Curriculum Guide as presented.

Culinary 1 (Grades 9-12)

Presenter:
Ms. Vittorio

Course Highlights:

- Shifted the cultural focus to a broader, global range for a wider audience.
- Incorporates real-world learning and fundamental techniques, including knife skills and sauce preparations.
- Revisions guarantee hands-on lab activities across all 4 course sections.
- Streamlined curriculum by removing advanced principles now dedicated to Culinary II.

Committee Notes:
Discussed THS restaurant hours and future opportunities for the Board to sample student food.



Requested Action: Motion to approve the revisions to the Culinary 1 Curriculum Guide as presented.

UConn ECE Honors 'If You Love It, Teach It' (Grades 11-12)

Presenter:
Ms. Richards

Course Highlights:

- Provides hands-on field experience through visits to Trumbull elementary and middle schools to observe K+ elementary and middle schools to observe K+ learning progression.
- Students maintain journals, study the history of education, and analyze current events impacting teaching.
- Enriched by frequent guest speakers from the educational field.



Requested Action: Motion to approve the revision to the "If You Love it, Teach It" Curriculum Guide as presented.

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – March 17, 2026 Dr. Iwanicki

Agenda Item – III-G First Reading
Policy for Review

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

a. Policy 5112.1 Kindergarten Enrollment and Early Entry Waiver (2026-2027)
b. Policy 6166.1 Selection of Instructional Material
c. Policy 1312.5 & 6161.14 Library Display and Program Policy
d. Policy 1312.4 & 6161.13 Library Collection Development and Maintenance Policy

Recommendation: Review Policies

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the
Trumbull Board of Education
Regular Meeting

Tuesday, March 10, 2026 at 5:30 p.m.
Ellie's Conference Room- Long Hill Administration Building

Minutes

I. Call to Order/Introduction The meeting was brought to order at 5:30 p.m.

Members Present

- A. Squiccimarro, Committee Chair
- M. Wycoff, Trumbull Community Member
- N. Banks, Trumbull Educator Association
- M. Ward, Trumbull Community Member
- S. Hepburn-James, Board of Education
- A. Quiles, Student Representative – THS
- S. Iwanicki- Assistant Superintendent, Facilitator

Members Absent

- M. Petitti, Board of Education
- G. Prisco, Trumbull Administrator Association
- G. Mathew, Parent Representative – Elementary School
- A. Hall, Parent Representative – High School Parent
- A. Parthasarathy, Student Representative – THS

Also Present

- C. Hefele, Director of Digital Learning/Library Supervisor
- J. Grib, Hillcrest Middle School Library Media Specialist
- C. Dwyer, Madison Middle School Library Media Specialist

II. **Correspondence/Public Comment**. No public comment was received.

III. **Approval of Minutes 10/24/2025**, The committee reviewed the minutes of the October 24, 2025, a special meeting. S. Hepburn-James made the motion to approve the minutes of October 24, 2025. A. Squiccimarro seconded. The motion passed unanimously.

IV. **New Business**

a. **Policy 5112.1 Kindergarten Enrollment and Early Entry Waiver (2026-2027): A New Policy**-The committee reviewed a new policy regarding the shift in the state-mandated kindergarten cutoff date from January 1 to September 1. The policy

establishes a transitional waiver process for the 2026-2027 school year for children turning five between September 2 and December 31, 2026. Enrollment is based on a determination of developmental readiness through a mandatory assessment of social, emotional, communication, and cognitive skills. The decision of the Principal and certified staff is final. After discussion and small edits to language and punctuation, S. Hepburn-James made the motion to move Policy 5112.1 Kindergarten Enrollment and Early Entry Waiver (2026-2027) to the full Board for review and approval. A. Squiccimarro seconded. The motion passed unanimously.

b. **Policy 6161.1 Selection and Reconsideration of Instructional Material: Revisions Needed -** Mrs. Hefele explained that revisions were prompted by new state legislation (effective July 1, 2025) requiring updated policies for library collection and reconsideration. The committee focused on key changes, such as:
    - Individuals with Vested Interest: As per CABE recommendations, defining those individuals who can prompt reconsideration requests as "individuals with a vested interest," defined as staff, board members, or currently enrolled students and their parents is important.
    - Definitions: Refined the definitions of "Library Material" and "Educational Material" to distinguish between library resources and classroom/curriculum texts.
    - Promptness: Added "prompt" and "timely" language to ensure the review process does not stall.

    After considerable discussion and edits to language as well as punctuation, S. Hepburn-James made the motion to move Policy 6161.1 Selection and Reconsideration of Instructional Material to the full Board for review and approval. A. Squiccimarro seconded. The motion passed unanimously.

c. **Policy 1312.5 & 6161.14 Library Display and Program Policy: A New Policy**- This new policy, recommended by CABE, addresses the curation of library displays and student programs, ensuring they represent diverse viewpoints and age-appropriate content. The committee performed minor word-smithing, adding colons and commas for clarity and replacing redundant uses of the word "provide" with "enable." S. Hepburn-James made the motion to move Policy 1312.5 & 6161.14 Library Display and Program Policy to the full Board for review and approval. A. Squiccimarro seconded. The motion passed unanimously.

d. **Policy 1312.4 and 6161.13 – Library Collection Development and Maintenance Policy: A New Policy**- This policy establishes a formal process for school library media specialists to conduct systematic reviews of collections to ensure relevance and quality. After discussion and small edits to language and punctuation, S. Hepburn-James made the motion to move Policy 1312.4 and 6161.13 – Library Collection Development and Maintenance Policy to the full Board for review and approval. A. Squiccimarro seconded. The motion passed unanimously.

The meeting was adjourned at 7:02 p.m.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **5000**
CATEGORY: **Students**
POLICY CODE: **Kindergarten Enrollment and Early Entry Waiver (2026-2027)**

Kindergarten Enrollment and Early Entry Waiver (2026-2027)

I. Purpose

In accordance with the Connecticut General Assembly's **March 2026 Emergency Legislation, §§26-27** and **Public Act 23-208,** this policy establishes the age requirements for enrollment in kindergarten and the specific, time-bound "transitional" waiver process available to families for the 2026-2027 academic school year.

The Trumbull Board of Education adopts the following and establishes the following procedures for the 2026-2027 school year.

II. Eligibility for "Automatic" Enrollment

To be eligible for kindergarten, a child must have reached the age of five (5) on or before September 1.

III. Transitional Waiver (2026-27)

The District recognizes that the shift in the state-mandated cutoff date (from January 1 to September 1) may place a hardship on families. Therefore, for the 2026-2027 school year, the District shall provide a waiver process for children who turn five between September 2, 2026, and December 31, 2026.

Note: A waiver is not a guarantee of enrollment; it is a request for an exception based on a determination of developmental readiness. However, students transferring to the District from other Connecticut districts and have been assessed in accordance with state requirements and subsequently granted a waiver for the 2026-2027 school year, shall also be granted a waiver from Trumbull Public Schools for the same academic year.

IV. Waiver Application Requirements

To apply for a waiver, parents or guardians must complete the following steps:

1. **Written Request**: Complete and submit their written request via the district Google Form "Written Request for Kindergarten & Assessment." This request must be submitted no later than October 1st, 2026.

2. **Mandatory Assessment**: Under state law, once a written request is received, the District shall provide an assessment of the child. The assessment will evaluate:

   a. Social and emotional maturity
   b. Communication and language skills
   c. Physical and cognitive development

V. Determination

The Principal, in consultation with the certified staff member, shall review the waiver requests and assessment to issue a written decision to the family. The decision of the Principal and the certified staff regarding whether early entry is "developmentally appropriate" is final and not subject to further appeal to the Board of Education.

VI. Sunset of "Transitional" Waiver

- Effective Dates: This policy applies to the 2026-2027 enrollment cycle.
- Expiration: The "transitional" waiver option described herein shall expire on June 30, 2027.

Legal References

Connecticut General Statutes

- 10-15c
- Public Act 23-208 An Act Making Certain Revisions to the Education Statutes
- 2026 Emergency Legislation (SB 298), §§ 26 &27 – Kindergarten Waivers

Adopted:0#/0#/2026

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **6000**
CATEGORY: **Instruction**
POLICY CODE: **6161.1/Selection and Reconsideration of Instructional Material**

SELECTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Policy Statement

It is the responsibility of the Trumbull Board of Education to provide appropriate instructional material.

Selection of texts, library books, and other materials, including software, will be guided by recommendation of appropriate members of the professional staff. District regulations will promote periodic Board review of instructional materials including textbooks and digital resources.

Ensuring equivalence of materials and instructional supplies provided by the Board is the responsibility of the Superintendent.

It is also Board policy that a procedure for prompt review of criticized or challenged material shall be in place.

~~Forms to support the implementation of this policy will be developed and reviewed periodically by the Superintendent of Schools or his/her designee.~~

Statement Regarding the Review and Reconsideration of Educational Materials

The Trumbull Public Schools Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any Library Materials or other educational materials, display, or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Trumbull Public Schools Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No Library Material or other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library Material or other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made, any Library Material or other educational material being challenged shall remain available in the curriculum or school library media center according to such material's catalog

record and be available for a student to reserve, check out, or access.

The Trumbull Public Schools may consolidate any requests for review and reconsideration of the same challenged Library Material and other educational material. Once a final decision has been made on any Library Material or other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

Definitions

"Library Materials" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

"Education Materials" means any material belonging to, on loan to or otherwise in the custody of a school, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material required as part of classroom instruction.

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by the Trumbull Public Schools or a parent or guardian of a student currently enrolled in the Trumbull Public Schools ~~a school~~ at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking materials out of a library's collection or classroom. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

General Library Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Adopted: 9/16/1980
Revised: 2/27/1991, 8/2/2005, 11/15/2016, XX/XX/2026

References

- 20 U.S.C. §6777 The No Child Left Behind Act
- Public Act 16-189: An Act Concerning Student Data Privacy
- Trumbull Board of Education Policy Code 3520.13: Student Data Protection
- Trumbull Board of Education Policy Code 4118.5: Staff Network/Internet Use
- Trumbull Board of Education Policy Code 6121: Equivalence in Staffing and Instructional Materials
- Trumbull Board of Education Policy Code 6121.4: Non-Discrimination in Instruction/Classroom
- Trumbull Board of Education Policy Code 6141: Curriculum Development
- Public Act No. 25-168

Regulations

I. Selection

A. Basic Criteria

1. Provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity of the students served.
2. Provide information and experiences that will stimulate growth in conceptual and factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. Provide information on opposing sides of controversial issues so that young citizens may develop, under guidance, skills in critical analysis.
5. Provide information which is non-discriminatory in terms of religion, race, sex, and ethnic background, and which is representative of the various viewpoints which contribute to our heritage and its role in the modern world.
6. Provide equivalent materials and instructional supplies to students in all schools.
7. Only ***"individuals with a vested interest"*** may initiate the review or reconsideration of any instructional materials.

B. Selection Procedures

1. Textbook Resources

i. Textbooks to be used in District schools must be selected in accordance with procedures articulated by the ~~Director of Curriculum, Instruction, and Assessments~~, Assistant Superintendent of Teaching and Learning, and must be reviewed by the Board Curriculum Committee and approved by the full Board of Education prior to purchase. Core textbooks are considered those that must be used by all students for attainment of curricular goals; supplemental textbooks are those that will be used by some students for attainment of curricular goals.

ii. Textbook(s) approved for any course of study will be integrated into the curriculum guide for that course of study during the ongoing course development process.

2. Digital Learning Resources

i. Digital learning resources to be used in District schools must be selected in accordance with procedures articulated by the ~~Director of Curriculum, Instruction, and Assessments,~~ Assistant Superintendent for Teaching and Learning and the Director of Digital Learning.

ii. Digital learning resources approved for any course of study will be integrated into the curriculum guide for that course of study during the ongoing course

development process.

iii. All Digital resources must be approved by the Director of Digital Learning as compliant with the current Connecticut Data Privacy Act.

~~3. Library Media Center and Learning Commons Resources~~

~~i. In each building, the library media specialist will recommend to the building principal instructional material for use in the library media center and learning commons.~~

~~4. Selection and use of instructional material are not to occur outside of the parameters indicated in Board-approved curriculum guides and the procedures delineated above. The Board of Education assumes no responsibility for the use of instructional material outside those parameters.~~

II. Review of Materials

A. Parents/guardians have the right to inspect any Library Materials and/or instructional materials, regardless of format, used as part of the educational curriculum.

B. Notification of the above regulation will be given to parents/guardians and students annually through the student handbook.

III. Review of Criticized or Challenged Materials

A. Individuals with a vested interest may initiate the review or reconsideration of any Library Materials and other educational materials, display, or student program by submitting the request for recommendation form to the principal of the school in which the library and other education materials are being challenged.

B. Criticized or challenged materials shall be brought to the attention of the building principal or the Assistant Superintendent of Teaching and Learning ~~Director of Curriculum, Instruction, and Assessments~~.

C. The complainant must complete the Request for Reconsideration of Materials form ~~document his/her concerns in writing~~, clearly identifying the source of the criticism or complaint. The form ~~written complaint~~ should be forwarded to the building principal or the Assistant Superintendent of Teaching and Learning ~~Director of Curriculum, Instruction, and Assessments~~. A building principal receiving such a complaint should forward it to the ~~Director of Curriculum, Instruction, and Assessments~~ Assistant Superintendent of Teaching and Learning.

D. Upon receipt of the ~~a written~~ complaint related to criticized or challenged materials, the ~~Director of Curriculum, Instruction, and Assessments~~ Assistant Superintendent of Teaching & Learning will promptly review the objections of the complainant, speak to the complainant, convene an ad hoc committee, if necessary, to review the appropriateness of the criticized or challenged material, and decide whether the criticized or challenged material should be removed from the instructional program.

~~The Director of Curriculum, Instruction, and Assessments~~ The Assistant Superintendent of Teaching and Learning will advise the Superintendent on the disposition of the complaint.

E. If the complainant's appeal is not resolved at the Assistant Superintendent of Teaching and Learning's level, an appeal may be made to the Superintendent.

F. If the complainant's appeal is not resolved at the Superintendent's level, an appeal may be made to the Board of Education.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **1000, 6000**
CATEGORY: **Community Relations/Instruction**
POLICY CODE: **1312.5 & 6161.14 Library Display and Program Policy**

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The Trumbull Board of Education recognizes that library displays: provide for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and enable access to content that is relevant to the research, independent interests and educational needs of students.

The Trumbull Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

References

- Public Act No. 25-168
- Trumbull Board of Education Policy Code 6161.1: Selection of Instructional Material
- Trumbull Board of Education Policy Code 6161.13: Library Collection Development and Maintenance

Adopted X/X/2026

TRUMBULL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY MANUAL	SECTION: **1000, 6000** CATEGORY: **Community Relations/Instruction** POLICY CODE: **1312.4 & 6161.1 3 Library Collection Development and Maintenance Policy**

Library Collection Development and Maintenance Policy

The Trumbull Board of Education recognizes that library and other educational materials should be provided for the interest, information, and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The Trumbull Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material, and continued demand for the material.

References

- Public Act No. 25-168
- Trumbull Board of Education Policy Code 6161.1: Selection and Reconsideration of Instructional Material
- Trumbull Board of Education Policy Code 6161.14: Library Display and Program Policy

Policy adopted: XX/XX/26

Library Collection Development and Maintenance Regulation

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center to ensure that they are relevant, in good condition, and age- or grade-level-appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. **Material relevance**
    a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
    b. Evaluate usage data to assess the material's relevance to student interests and research needs.
2. **Physical condition of the material**
    a. Assess whether the material is damaged or worn beyond reasonable use.
3. **Availability of duplicates or copies of the material**
    a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.
4. **Availability of more recent age-appropriate or grade-level appropriate material**
    a. Review the availability of newer editions or versions that offer more current and accurate information.
    b. Considering awards and recommended lists for recently recognized literature for addition to the collection.
    c. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
    d. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is developmentally appropriate for the intended student audience.
5. **Continued demand for the material**
    a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.
    b. Review usage data to determine whether the material is still being sought by students or teachers.

Regulation approved: XX/XX/2026

TRUMBULL PUBLIC SCHOOLS

Policy Committee

March 17, 2026

Susan Iwanicki, Ed.D.
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Policy 5112.1 / Kindergarten Enrollment and Early Entry Waiver (2026-2027)

First READING

The Trigger

Prompted by state mandate, the kindergarten enrollment age cutoff shifts from January 1 to **September 1.**

The Solution

Establishes a **transitional waiver process** (valid only for the 2026-2027 school year) for children turning five between September 2 and December 31, 2026.

The Mechanism

Waivers require a **mandatory developmental assessment** evaluating social, emotional, communication, and cognitive skills to determine readiness.

The Authority

The final determination regarding early entry is made by the Principal and certified staff, and this decision is final.

Policy 6161.1 / Selection and Reconsideration of Instructional Material

First READING

Revisions prompted by **new state legislation** (effective July 1, 2025) requiring updated library collection and reconsideration protocols.

Defines **individuals with a vested interest** (staff, board members, or currently enrolled students and their parents) as the sole parties who can prompt reconsideration requests, per CABE recommendations.

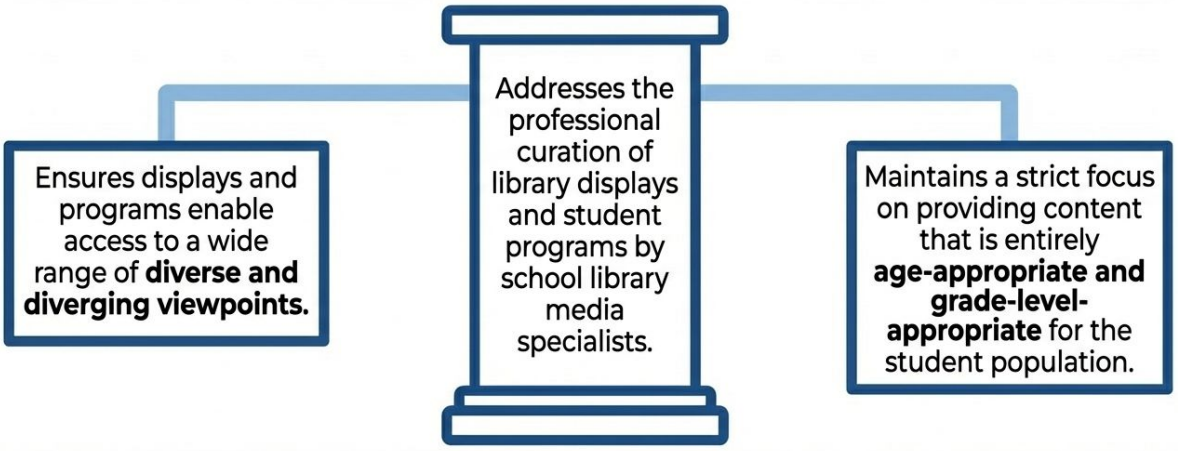
Refines definitions of "Library Material" versus "Educational Material" to clearly distinguish voluntary library resources from required classroom/curriculum texts.

Incorporates new **prompt and timely language** to ensure the material review process progresses efficiently and does not stall.

Policy 1312.5 & 6161.14 / Library Display and Program Policy

First READING

A **new** policy developed in alignment with **CABE recommendations**.



Policy 1312.4 & 6161.13 / Library Collection Development and Maintenance Policy

First **READING**

1. A new policy establishing a formal, **systematic review process** for library collections.
2. Empowers certified school library media specialists to continually review materials using professionally accepted standards.
3. Reviews will prioritize collection **relevance, physical condition, and overall quality.**
4. Evaluates continued demand, availability of updated editions, and ensures materials meet the educational and independent reading needs of students.

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - March 17, 2026

Ms. Pierce

Agenda Item - III-H-1

Approval of Financial Reports for the months ending January 31, 2026.

The Finance Committee of the Board of Education met on March 17, 2026, which included the review of the January 31st financial reports.

Recommendation:

To approve the Financial Reports for the month ending January 31, 2026.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Date:	March 17, 2026
Memorandum to:	Trumbull Board of Education
From:	Alison Pierce, Business Administrator
Re:	January 2026 Financial Reports

Attached for your review are the January 2026 Financial Reports, as presented to the Board of Education Finance Committee on March 17, 2026.

This report includes the January financial statements of all funds and the required budget transfers associated with the quarterly payments for the Annual Food Service Allocation and CSDE Agreement.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - March 17, 2026

Mrs. Pierce

Agenda Item - III-H-2

Approval of Transfers

The Finance Committee of the Board of Education met on March 17, 2026, which included the review of the budget transfers associated with the annual Food Service Allocation and CSDE Agreement.

Recommendation(s):

To approve the budget transfers as presented.

BUDGET TRANSFERS
The following budget transfers are required as part of our FY26 Adopted Budget.

Transfer #1 - Quarter 2 and 3 of CSDE Agreement ($260,392.32 over 5 years)

Payment 2 of 20 (Quarter 2)

Account 210-24006	Due to BOE	DR	$13,019.62
Account 210-40150	Miscellaneous Income	CR	$13,019.62
Account 01912520-58900	Business-Dues & Fees	DR	$13,019.62
Account 001-14902	Due From/To SLP	CR	$13,019.62

Payment 3 of 20 (Quarter 3)

Account 210-24006	Due to BOE	DR	$13,019.62
Account 210-40150	Miscellaneous Income	CR	$13,019.62
Account 01912520-58900	Business-Dues & Fees	DR	$13,019.62
Account 001-14902	Due From/To SLP	CR	$13,019.62

Transfer #2 - Quarter 2 and 3 of Food Service Operational Allocation ($101,555.06 per year)

Payment 2 of 4 (Quarter 2)

Account 001-11130	GF - Accounts Receivable	CR	$25,388.75
Account 01912520-59001	Intergovernmental Transfer	DR	$25,388.75

Payment 3 of 4 (Quarter 3)

Account 001-11130	GF - Accounts Receivable	CR	$25,388.75
Account 01912520-59001	Intergovernmental Transfer	DR	$25,388.75

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT
Finance Committee of the Trumbull Board of Education
Long Hill Administration Building - Ellie's Room
Tuesday, March 17, 2026
4:30pm

Meeting ID:

meet.google.com/tyf-gsfs-spm

Dial-in: (US) +1 331-251-3662

PIN: 206 682 764#

Meeting Agenda

- Approval of minutes of the February 10, 2025 Meeting
- Review of FY26 Financial Statements for the month ending January 31, 2026
    - Fund 001 - BOE General Fund (By Object & By Location)
    - Fund 009 - Town's Fund for Non-Public School Expenditures
    - Fund 100 - Student Activities
    - Fund 200 - State and Federal Grants
    - Fund 205 - Special Revenue
        i. THS Parking
        ii. ELITE
        iii. Continuing Education
        iv. Summer Explorations
    - Fund 210 - Food Service Fund
    - Fund 300 - Scholarships (formerly Expendable Trust)
- Budget Transfers
- Adjourn

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Meeting Minutes

Date: Tuesday, February 10, 2026
Location: Long Hill – Ellie's Room

Attendees:

- **Committee Members:** Julia McNamee (Chair), Tammy McGee, Chris Bandecchi (virtual)
- **Staff:** Alison Pierce
- **Other(s):** Rebecca Lopez (virtual), Mary Isaac (virtual) joined at 4:36pm

Call to Order: The meeting was called to order at 4:32 p.m.

Approval of Minutes: The minutes of the November 20, 2025 meeting were approved 3-0 (Motion: Mr. Bandecchi; Second: Ms. McGee).

Review of FY26 Financial Statements for the month ending November 30, 2025

The FY26 operating budget is progressing in line with expectations for this point in the fiscal year. Expenditures and encumbrances reflect approved staffing levels, contractual obligations, and known annual costs. The district continues to monitor expenditures closely and does not anticipate material budgetary concerns at this time.

As of this reporting period, $46,255,669.82 has been expended, representing approximately 35.8% of the total budget, consistent with expected spending patterns at this point in the year. An additional $81,744,876.29 has been encumbered, reflecting contractual obligations and planned expenditures that are committed but not yet fully paid. After accounting for expenditures and encumbrances, $1,177,094.16 remains available, meaning 99.1% of the budget has been spent or encumbered, leaving only a small amount of funding available for unplanned costs.

Year-over-year, overall budget expenditures for this month are lower than they were in the same month last year. While benefits are slightly higher compared to last year, salaries are comparable, and utilities have come in lower.

Ms. McNamee requested Ms. Pierce includes a month by month comparison moving forward in the monthly narratives, with a focus on substitutes, special education out-of-district tuition, and

DRAFT

Mr. Bandecchi requested Ms. Pierce provides prior-year expenditures for the parking lot attendant, as well as supplies and repair costs for the past several years, and include an analysis of the appropriate fee needed to cover costs without generating excess revenue.

Ms. McNamee requested that Ms. Pierce research the expenditures charged to Account 2051121 – Athletics, totaling $17,647.

Ms. McNamee requested Ms. Pierce invites the Food Services Director to the next meeting.

Review of FY26 Financial Statements for the month ending December 31, 2025

The overall budget remains stable, with total expenditures tracking to the FY26 budget. Salaries and benefits are well controlled, which together represent the majority of district spending, are approximately 99% encumbered and spent and reflect normal contractual and staffing patterns.

Special education–related costs are actively monitored. While certain special education salary and service accounts show higher utilization, these trends are consistent with historical experience and current student needs. No immediate corrective actions required.

Year-over-year, overall budget expenditures for this month are lower than they were in the same month last year. While benefits are slightly higher compared to last year, salaries are comparable, and utilities have come in lower again this month.

As of this reporting period, $525,283 remains available, meaning 99.9% of the budget has been spent or encumbered, leaving limited flexibility for unplanned costs. At this point in the fiscal year, no broad budget adjustments are anticipated, and current controls remain appropriate, however, a budget transfer is required to maintain fiscal viability through year-end. As approved in the FY26 Adopted Budget, $590,000 from the Non-Lapsing Account ($300,000 for Curriculum and $290,000 for Technology) will be transferred to the General Fund now that related expenditures have been incurred, ensuring the General Fund remains in the black for the remainder of the fiscal year.

Motion to approve and forward to the Board of Education: Mr. Bandecchi; Second: Ms. McGee. Motion passed 3-0.

Budget Transfers

Ms. Pierce reviewed the following budget transfers:

Transfer #1:
Bi-annual Due To/Due From: These occur at the end of Quarter 2 and Quarter 4. They represent expenses paid by the General Fund that belong to other funds. Twice a year, we “true-up” these accounts.

Transfer #2:
Non-Lapsing Account to General Fund: As part of the FY26 Adopted Budget, the BOE approved

DRAFT

using $590,000 from the Non-Lapsing Account to support the FY26 budget ($300k for Curriculum and $290k for Technology). Now that expenditures have been realized against the General Fund, we will perform a transfer from the Non-Lapsing Account to the General Fund. This ensures the General Fund remains in the black for the remainder of the fiscal year.

Motion to approve and forward to the Board of Education: Ms. McGee; Second: Mr. Bandecchi. Motion passed 3-0.

SAF Name Change Request

THS Student Activity Account #100-20741
Staff reported that Account #100-20741, previously titled "SAVE Promise Club," was established in prior school years with a mission to prevent violence in schools. As part of a new initiative and updated mission, the THS Student Activity Club requested that the account be renamed.

The account will be retitled "My Friend Abby," focusing on peer-to-peer connections to support students' mental and emotional health. The account number and existing funds will remain unchanged.

The Finance Committee agreed with the change and expressed appreciation for the information.

Adjournment: Motion to adjourn: Mr. Bandecchi, Second: Ms. McGee. Motion passed 3-0. The meeting adjourned at 5:50 p.m.

Respectfully submitted,
Alison Pierce

DRAFT

Board of Education Finance Committee Report

Financial Report - **ending January 31, 2026**

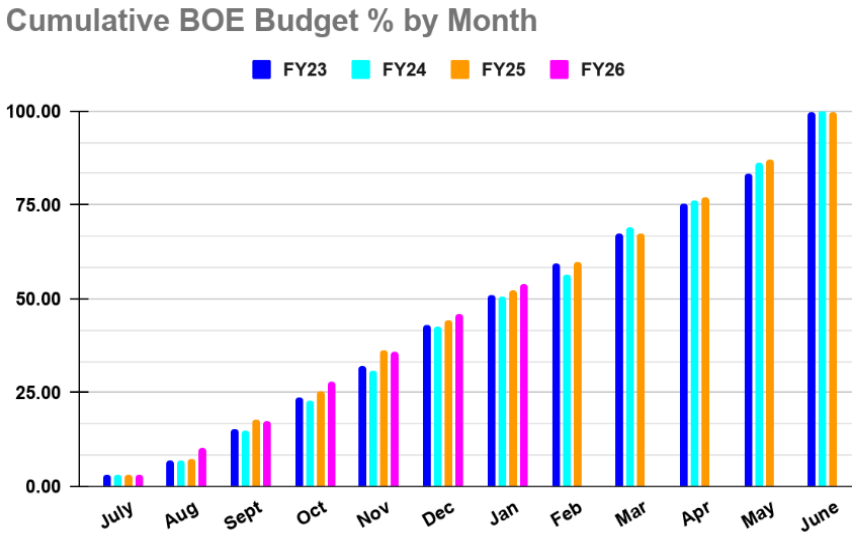
**The package is presented by both Object and Location.*

001 Fund - General Fund

Period 7 of 12

58.33% through FY26

Budget	$127,177,640
YTD	$69,731,906.46
Encumbrances	$59,436,293.16
Available	$9,440.65
% Used	100.0%



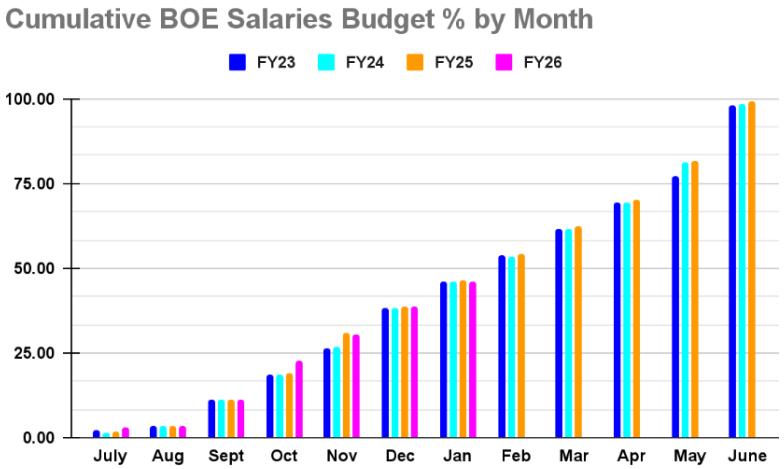
As of Period 7 (58.33%) of FY26, the General Fund budget of $127,177,640 is fully committed, with expenditures and encumbrances totaling nearly the entire appropriation and leaving a remaining balance of $9,440.65. The decrease in available balance since last month is largely attributable to retroactive payments related to recently settled union contracts for the Custodial, Maintenance, & Security and Paraeducator bargaining units.

Several object categories are currently exceeding their budgeted capacity, primarily driven by increased costs associated with special education services, out-of-district tuition and transportation, and emergency facilities repairs. These overages are expected to be partially offset by accounts projected to finish the year under budget, as well as transfers approved by the Board of Education at the February 10, 2026 meeting.

In response to the limited remaining flexibility in the General Fund, the district has implemented a spending freeze and is actively reviewing outstanding purchase orders with administrators to ensure that only essential obligations remain in place for the remainder of the fiscal year.

KEY TAKEAWAYS

1. The General Fund is essentially fully committed with several object categories over budget driven primarily by Special Education and Facilities costs.
2. The district has already implemented a General Fund spending freeze and is reviewing purchase orders to limit additional obligations
3. Transfers and offsets are planned to stabilize the budget (the $590,000 transfer approved at the February 10, 2026 BOE meeting will appear in the February financials)

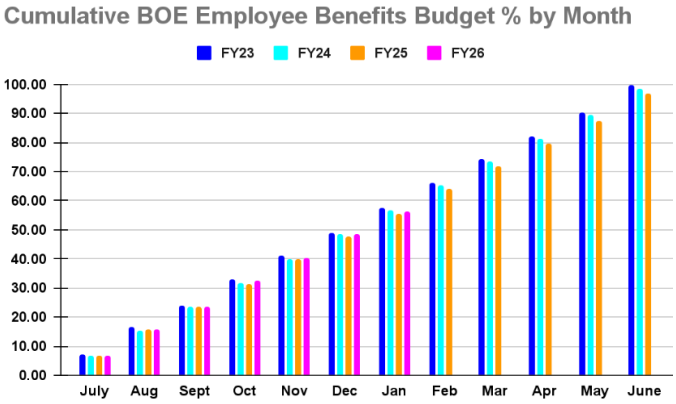


REVIEW BY OBJECT

51XX - Salaries

Budget	$82,097,667
YTD	$37,935,940.47
Encumbrances	$43,321,325.40
Available	$840,401.16
% Used	99.0%

The available balance reflects an increase of $50,197.94 compared to last month, due in part to careful oversight to control overtime costs and fluctuations in staffing levels. Wages for snow removal rose to $18,343.89, up from $9,195.43 the previous month.



52XX - Employee Benefits

Budget	$24,075,741
YTD	$13,535,701.88
Encumbrances	$10,348,507.22
Available	$191,531.62
% Used	99.2%

The available balance reflects an increase of $2,676.75 compared to last month, fluctuating due to the monthly reconciliation of health insurance benefits and eligible qualifying life events that affect health insurance coverage.

53XX - Purchased Professional & Technical Services

Budget	$2,920,856
YTD	$1,680,151.35
Encumbrances	$1,475,751.55
Available	($235,046.90)
% Used	108.0%

The available balance reflects a decrease of $86,278.02 compared to last month, primarily due to account 01011200-53230 Consultants PPS. These services include OT/PT, Homebound, SLP, AT, Psychological Evaluations, Coaching/Therapy, Behavioral Therapy, and related support. This account

line is currently at 145.5% of its budgeted capacity and will be offset by other accounts coming in under budget.

54XX - Purchased Property Services

Budget	$2,257,703
YTD	$1,323,687.66
Encumbrances	$1,061,990.68
Available	($127,975.34)
% Used	105.7%

The available balance reflects a decrease of $64,180.73 compared to last month primarily due to account 01852647-54300 Emergency Repairs being overspent by $98,175.26, which is 754.5% of capacity. This account is responsible for all emergency repairs districtwide. This winter the district experienced a number of emergency repairs resulting in over spending.

- Madison - Vestibule Repairs for Security Doors
- TECEC - HVAC service (VFD Replacement)
- Middlebrook - HVAC service (compressor/fans/exchanges)
- Long Hill - Replacement of Daikin Water Source Heat Pump (WSHP) unit
- Facilities - Engine Repair for Heavy Machinery

55XX - Purchased Other Services

Budget	$13,587,912
YTD	$12,083,622.84
Encumbrances	$2,098,018.22
Available	($593.729.54)
% Used	104.4%

The available balance reflects a decrease of $64,180.77 compared to last month with the majority of costs attributed to 01396110-55600 Out of District SpEd Tuition (117.6% of budget capacity) and 01882701-55105 Sped Out-of-District Transportation (117.5% of budget capacity). Payments for Fall Semester Interns were completed under Object 55500, while Spring Semester Intern costs will be encumbered in February.

56XX - Supplies

Budget	$3,326,113
YTD	$2,429,985.15
Encumbrances	$794,000.23
Available	$102,127.62
% Used	96.9%

The available budget reflects a decrease of $75,199.12 compared to last month due to purchases of supplies for the second half of the year. This overage will be offset by a $300,000 transfer from the

Non-Lapsing Fund, approved at the February 10, 2026 BOE meeting, and will be reflected in the February financials under account 01412210-56411 Textbooks.

57XX - Property & Equipment

Budget	$650,128
YTD	$700,690.45
Encumbrances	$95,343.58
Available	($145,906.03)
% Used	122.4%

The available balance reflects a decrease of $48,466.70 compared to last month, bringing the overall budget in Object 57XX to -$145,906.03. This overage will be offset by the $290,000 transfer from the Non-Lapsing Fund, approved at the February 10, 2026 BOE meeting, and will be reflected in the February financials against account #01421001-57310 DW Equipment.

58XX - Debt Service & Miscellaneous

Budget	$574,376
YTD	$329,592.91
Encumbrances	$241,356.28
Available	$3,426.81
% Used	99.4%

The available budget reflects a decrease of $6,024.70 compared to last month primarily due to the timing of annual membership fees.

OTHER ACCOUNTS

TOWN SUPPORT FOR EDUCATION FUND
FUND 009

Budget	$1,347,569
YTD	$1,060,036.78
Encumbrances	$134,480.10
Available	$153,052.12
% Used	88.6%

This account covers Town support for education, including salaries and transportation for Non-Public School staff, as well as funding for Town-sponsored activities within the schools.

STUDENT ACTIVITIES FUND
FUND 100

Student activities recorded monthly transactions totaling $129,681.79, with the majority of activity related to THS Model Congress, Hillcrest Middle School, Madison Middle School, DECA, THS Model UN, THS Caps & Gowns, THS Boys Golf, THS Girls Golf, and THS Future Health Professionals.

GRANT FUND
FUND 200

Grant funds are requested after all related expenditures are incurred, with supporting documentation submitted to the grant management agency for reimbursement. In January, the district received $259,327.15, bringing year-to-date reimbursements to $789,349.82. Each grant is governed by strict guidelines, actively monitored by the Connecticut State Department of Education.

SPECIAL REVENUE FUND
FUND 205

The 205 Fund contains revenue accounts used to offset General Fund expenditures. While all accounts within this fund are managed, the Finance Committee specifically reviews the following 205 accounts: Athletics, Continuing Education, Strings & Band, ELITE, Summer Explorations, and THS Parking.

Athletics	2051121
PY Balance	$216,173
YTD Revenue	$295,847
YTD Expenses	$389,334 ($365,000 Intergovernmental transfer to GF; and $24,334 for wages, FICA, championship rings, and site improvements)
Available Balance	$122,685

Continuing Education	2051650
PY Balance	($66,112)
YTD Revenue	$71,568
YTD Expenses	$56,562
Encumbrances	$30,752
Available Balance	($81,857)

Strings & Band	2051717
PY Balance	$11,190
YTD Revenue	$235,673
YTD Expenses	$115,976
Encumbrances	$154,349
Available Balance	($23,462)

ELITE Business Program	2051713
PY Balance	($63,570)
YTD Revenue	$87,419
YTD Expenditures	$98,380
Encumbrances	$56,747
Available Balance	($297,210)

Summer Explorations	2051600
PY Balance	$204,498
YTD Revenue	$37,218
YTD Expenditures	$186,440
Encumbrances	$26,829
Available Budget	$28,447

THS Student Parking	2051709
PY Balance	$15.,275
YTD Revenue	$28,860
YTD Expenditures	$11,148
Encumbrances	$6,273
Available Budget	$26,715

SCHOLARSHIP FUND
FUND 300

PY Balance	$170,854.84
PY Bal (Restricted)	$39,575
PY Bal (Unrestricted)	$131,279.84
Monthly Revenue	$5,374.40
Monthly Rev (Restricted)	$0
Monthly Rev (Unrestricted)	$5,374.40
YTD Expenses	$0
Balance	$179,303.94
Balance (Restricted)	$39,575
Balance (Unrestricted)	$139,728.94

The Scholarship Fund began the year with $39,575 in restricted funds and $131,279.84 in unrestricted funds, totaling $170,854.84. Monthly transactions of $5,374.40 to the Chelsea Cunha Scholarship increased the unrestricted balance to $139,728.94, bringing the total fund to $179,303.94.

CAFETERIA / FOOD SERVICES FUND
FUND 210

Food Sales

Monthly Food Sales (Aspire)	$800
YTD Food Sales (Aspire)	$3,930
Monthly Food Sales	$242,994, an increase of $32,376 over the previous month
YTD Food Sales	$1,259,565, an increase of $242,995
YOY Comparison	Food Sales are 2.73% higher than January 2025

P&L

Revenue:	
Monthly Revenue	$348,640
YTD Revenue	$1,847,163
YOY Comparison	Revenue is 5.78% higher than January 2025
Expenses:	
Monthly Expenses	$262,710
YTD Expenses	$1,933,558
Monthly Profit/(Loss)	$85,930
YOY Comparison	Profit for the month is 61.60% higher than January 2025

Fund Balance

PY Fund Balance	$1,657,393
Ending Fund Balance	$1,570,998.04
YOY Comparison	End of Period Fund Balance is 9.64% lower than January 2025

BUDGET TRANSFERS

The following budget transfers are required as part of our FY26 Adopted Budget.

Transfer #1 - Quarter 2 and 3 of CSDE Agreement ($260,392.32 over 5 years)

Payment 2 of 20 (Quarter 2)

Account 210-24006	Due to BOE	DR	$13,019.62
Account 210-40150	Miscellaneous Income	CR	$13,019.62
Account 01912520-58900	Business-Dues & Fees	DR	$13,019.62
Account 001-14902	Due From/To SLP	CR	$13,019.62

Payment 3 of 20 (Quarter 3)

Account 210-24006	Due to BOE	DR	$13,019.62
Account 210-40150	Miscellaneous Income	CR	$13,019.62
Account 01912520-58900	Business-Dues & Fees	DR	$13,019.62
Account 001-14902	Due From/To SLP	CR	$13,019.62

Transfer #2 - Quarter 2 and 3 of Food Service Operational Allocation ($101,555.06 per year)

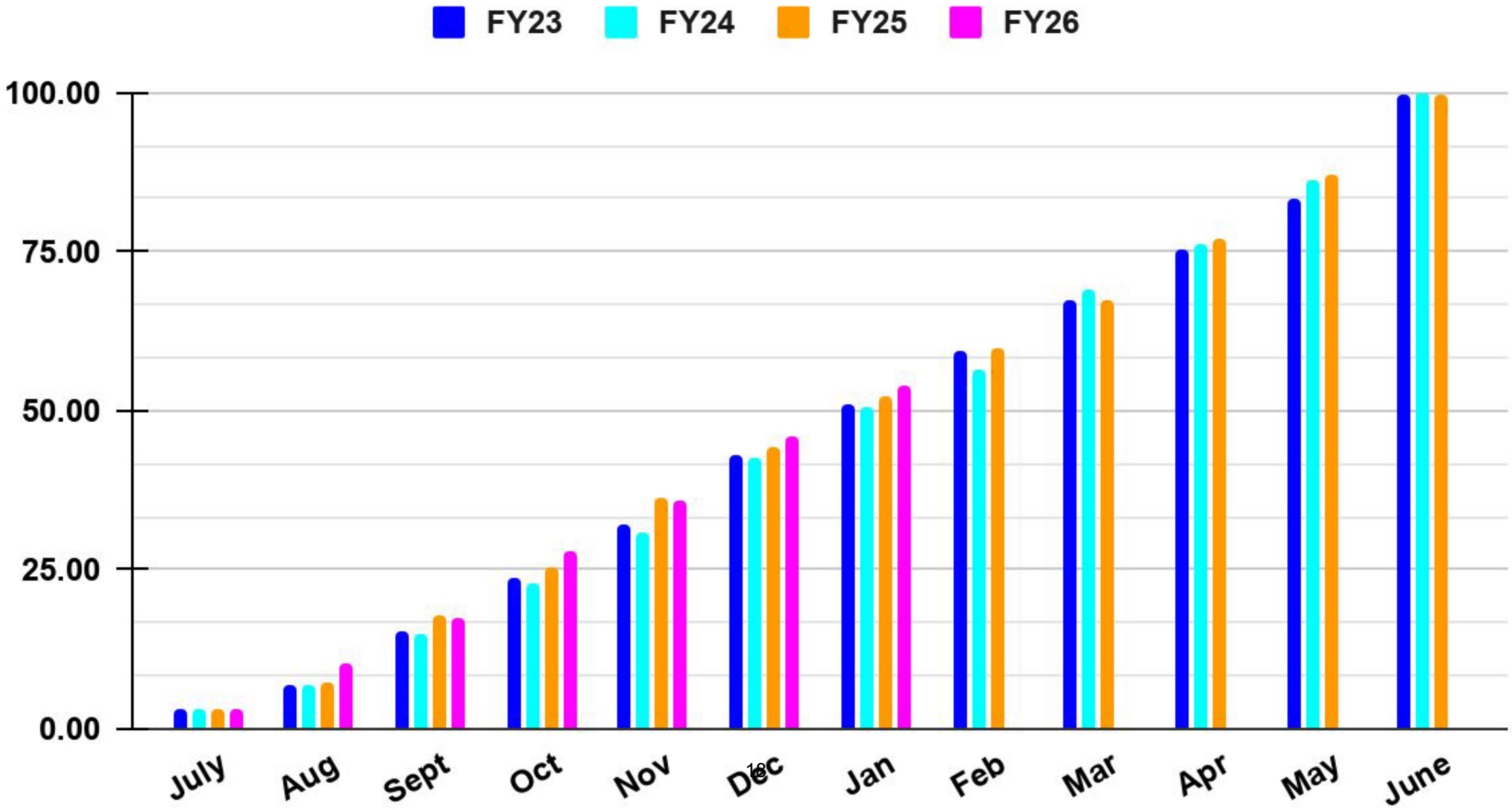
Payment 2 of 4 (Quarter 2)

Account 001-11130	GF - Accounts Receivable	CR	$25,388.75
Account 01912520-59001	Intergovernmental Transfer	DR	$25,388.75

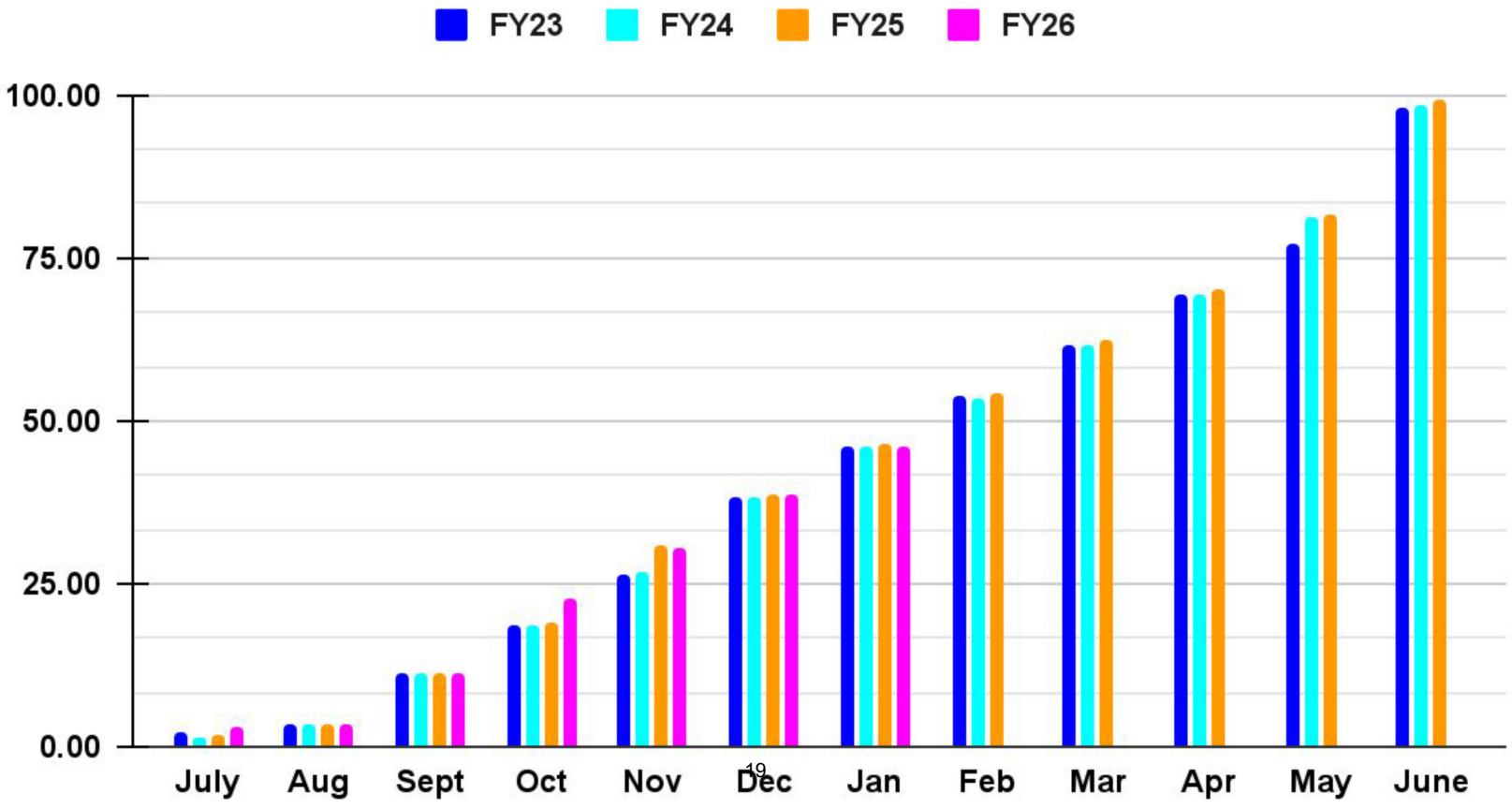
Payment 3 of 4 (Quarter 3)

Account 001-11130	GF - Accounts Receivable	CR	$25,388.75
Account 01912520-59001	Intergovernmental Transfer	DR	$25,388.75

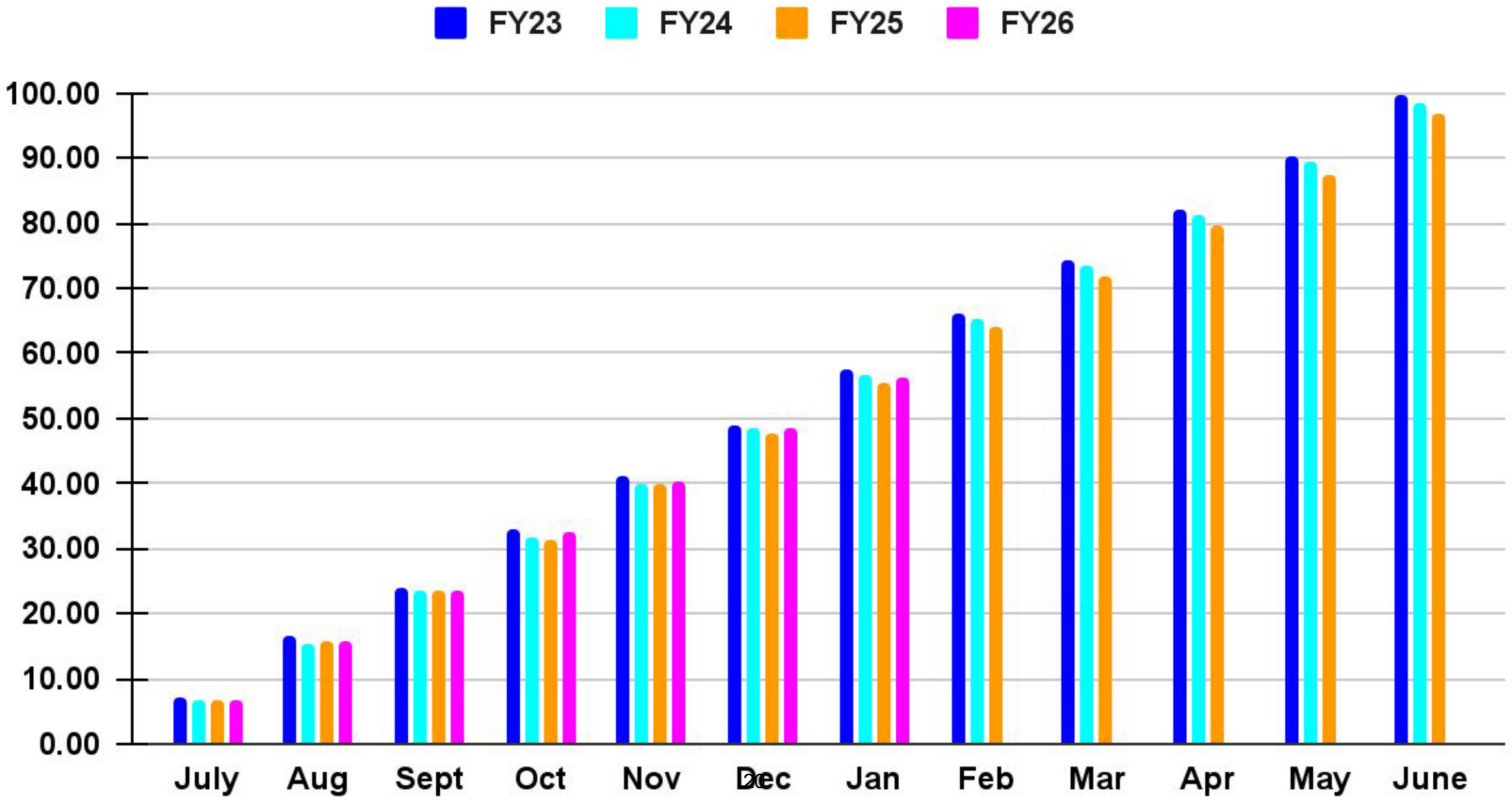
Cumulative BOE Budget % by Month



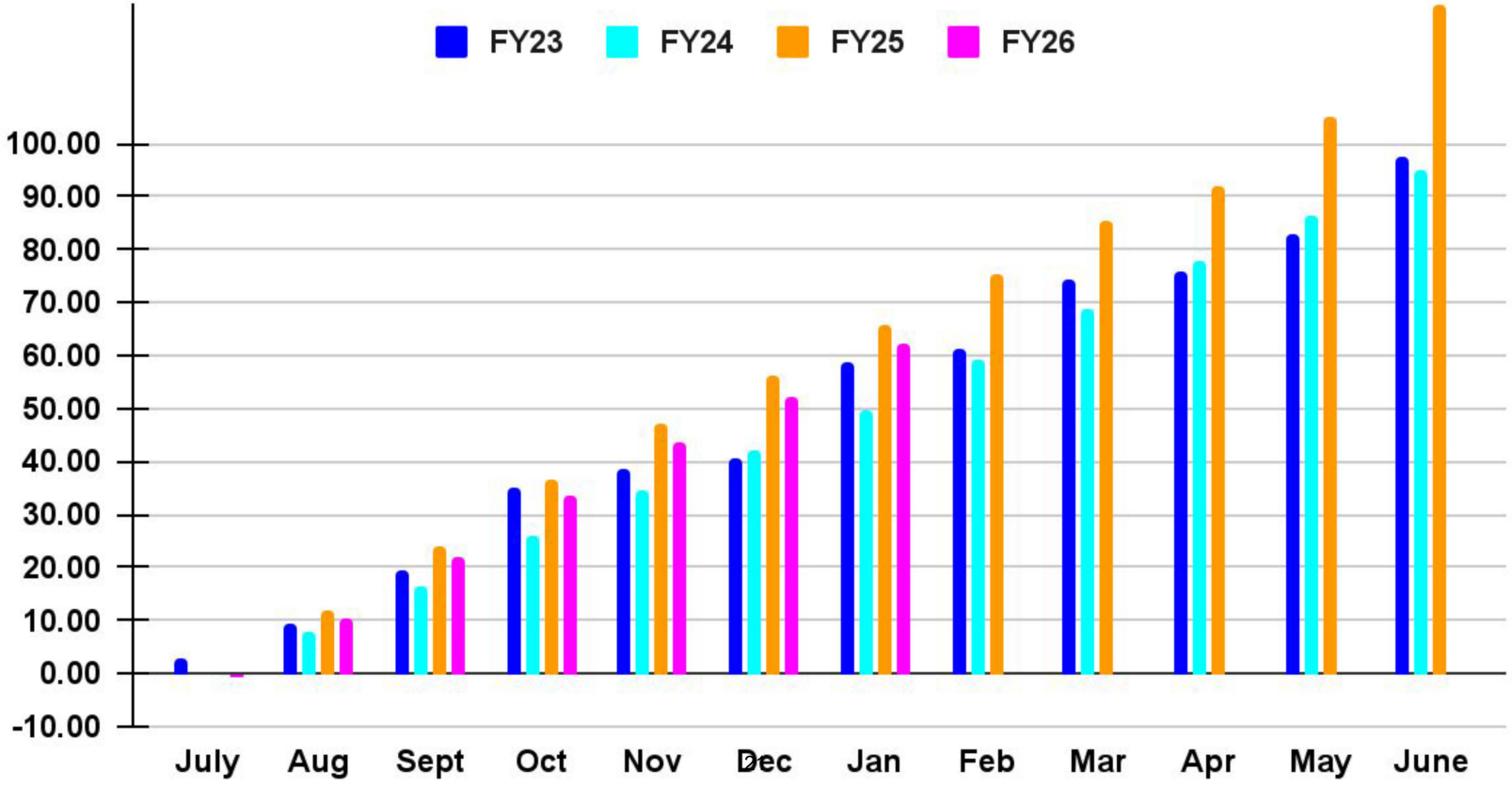
Cumulative BOE Salaries Budget % by Month



Cumulative BOE Employee Benefits Budget % by Month



Cumulative BOE Utilities Budget % by Month



FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
001 BOE GENERAL FUND		129,177,640	0	129,177,640	69,731,906.46	59,436,293.16	9,440.65	100.0%
	TOTAL EXPENSES	129,177,640	0	129,177,640	69,731,906.46	59,436,293.16	9,440.65	
009 TOWN ACCOUNTS FUND		0	748,907	748,907	922,932.30	134,480.10	-308,505.40	141.2%
	TOTAL REVENUES	0	-598,662	-598,662	-137,104.48	.00	-461,557.52	
	TOTAL EXPENSES	0	1,347,569	1,347,569	1,060,036.78	134,480.10	153,052.12	
200 GRANTS FUND		0	660,143	660,143	789,349.82	1,448,058.76	-1,577,265.30	338.9%
	TOTAL REVENUES	0	-2,983,966	-2,983,966	-736,161.84	.00	-2,247,804.29	
	TOTAL EXPENSES	0	3,644,109	3,644,109	1,525,511.66	1,448,058.76	670,538.99	
205 SPECIAL REVENUE FUND		0	1,236,919	1,236,919	-229,873.11	736,024.27	730,768.09	40.9%
	TOTAL REVENUES	0	0	0	-1,437,880.70	500.00	1,437,380.70	
	TOTAL EXPENSES	0	1,236,919	1,236,919	1,208,007.59	735,524.27	-706,612.61	
210 SCHOOL LUNCH FUND		0	-159,740	-159,740	86,395.32	2,167,482.21	-2,413,617.53	-1411.0%
	TOTAL REVENUES	0	-1,861,726	-1,861,726	-1,847,163.10	.00	-14,562.90	
	TOTAL EXPENSES	0	1,701,986	1,701,986	1,933,558.42	2,167,482.21	-2,399,054.63	
300 SCHOLARSHIP FUND		0	0	0	-8,449.10	.00	8,449.10	100.0%
	TOTAL REVENUES	0	0	0	-8,449.10	.00	8,449.10	
	GRAND TOTAL	129,177,640	2,486,230	131,663,870	71,292,261.69	63,922,338.50	-3,550,730.39	102.7%

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

51 Salaries

01011000	51110	PPS Salary	554,558	0	554,558	234,620.43	319,936.91	.16	100.0%
01011000	51113	PPS Tecec	152,158	0	152,158	87,783.75	64,374.73	-.08	100.0%*
01011000	51120	TECEC Para	252,350	0	252,350	126,423.18	130,690.13	-4,763.28	101.9%*
01011000	51122	ABA Paras	282,030	0	282,030	142,097.16	145,643.66	-5,711.00	102.0%*
01011000	51130	SEC-CALYR	25,949	0	25,949	15,337.63	11,247.59	-636.42	102.5%*
01011000	51131	SEC-SCHLYR	43,977	0	43,977	20,907.49	24,392.06	-1,322.89	103.0%*
01011000	51135	CLER. CO	1,500	0	1,500	1,587.27	.00	-87.27	105.8%*
01011200	51114	PPS Admin	950,560	0	950,560	468,189.30	343,338.84	139,032.34	85.4%
01011200	51119	Tch Salary	50,000	0	50,000	22,445.14	27,554.86	.00	100.0%
01011200	51120	Instr Para	2,539,957	0	2,539,957	1,214,874.77	1,258,484.12	66,598.56	97.4%
01011200	51121	Extra Time	95,000	0	95,000	46,756.78	48,243.22	.00	100.0%
01011200	51122	ABA Paras	1,625,493	0	1,625,493	745,969.41	748,463.52	131,059.81	91.9%
01011200	51130	Admin Sec	163,963	0	163,963	98,051.84	71,470.52	-5,559.36	103.4%*
01011200	51135	CLER PT	750	0	750	60.69	.00	689.31	8.1%
01011201	51117	Homebnd	60,000	0	60,000	26,903.66	33,096.34	.00	100.0%
01011203	51117	Tutorial	75,000	0	75,000	23,739.18	51,260.82	.00	100.0%
01011204	51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130	51123	Therapists	580,776	0	580,776	255,917.17	348,661.20	-23,802.27	104.1%*
01032130	51128	PPS Aides	83,490	0	83,490	42,720.27	44,003.74	-3,233.79	103.9%*
01062140	51111	PPSPsy&Beh	1,775,346	0	1,775,346	740,511.11	981,524.06	53,310.63	97.0%
01062145	51111	TCHR-SPEC	367,324	0	367,324	158,505.49	216,143.85	-7,325.24	102.0%*
01072110	51111	PPS Soc Wr	1,272,973	0	1,272,973	553,433.98	725,719.20	-6,180.18	100.5%*
01082150	51111	PPS Speech	1,533,436	0	1,533,436	701,569.11	882,517.06	-50,650.62	103.3%*
01121200	51111	PPS SPED	181,236	0	181,236	89,674.64	89,985.36	1,576.20	99.1%
01161200	51110	PPS Salary	2,513,492	0	2,513,492	1,104,118.35	1,459,074.38	-49,700.53	102.0%*
01231200	51110	PPS Salary	1,574,486	0	1,574,486	680,581.29	888,154.90	5,749.81	99.6%
01331200	51110	PPS Salary	2,248,092	0	2,248,092	973,772.40	1,281,822.75	-7,503.15	100.3%*
01331200	51126	Work Exp	8,000	0	8,000	2,539.86	.00	5,460.14	31.7%
01371200	51118	Tch Salary	175,000	0	175,000	159,615.91	.00	15,384.09	91.2%
01371200	51122	ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200	51128	PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200	51129	PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01401201	51117	Tutor	1,500	0	1,500	4,731.88	.00	-3,231.88	315.5%*
01401203	51117	Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401204	51117	Tutors	5,000	0	5,000	538.78	.00	4,461.22	10.8%
01402210	51110	Curr Salar	819,237	0	819,237	358,703.93	453,325.64	7,207.18	99.1%
01402320	51114	HR Dir	181,038	0	181,038	110,189.55	80,805.67	-9,957.22	105.5%*
01402320	51130	Admin Sec	77,165	0	77,165	46,845.16	33,913.11	-3,593.47	104.7%*
01402320	51200	MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%
01412210	51111	Curr Prog	379,383	0	379,383	180,880.86	198,760.10	-257.96	100.1%*

01412210	51114	Asst Super	210,443	0	210,443	124,959.75	91,637.15	-6,153.90	102.9%*
01412210	51117	Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210	51118	PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210	51119	Curr Write	70,000	0	70,000	48,451.05	.00	21,548.95	69.2%
01412210	51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210	51129	Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210	51130	Admin Sec	68,890	0	68,890	38,888.55	30,133.07	-132.02	100.2%*
01412210	51135	CLER PT	500	0	500	166.28	.00	333.72	33.3%
01422520	51125	Tech Supv	148,899	0	148,899	85,903.20	62,995.68	.12	100.0%
01422520	51129	Tech Other	540,573	0	540,573	317,010.48	228,703.75	-5,141.70	101.0%*
01422520	51130	Admin Sect	66,955	0	66,955	39,946.20	29,293.88	-2,284.88	103.4%*
01422520	51141	TECH OT	8,500	0	8,500	1,441.93	.00	7,058.07	17.0%
01511001	51110	BHE Salary	2,429,259	0	2,429,259	992,523.84	1,333,049.20	103,685.96	95.7%
01511001	51120	AIDE-CLSRM	59,021	0	59,021	21,424.05	23,678.60	13,918.45	76.4%
01511002	51110	Spec	659,645	0	659,645	276,000.56	368,750.90	14,893.92	97.7%
01512220	51110	BHE Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01512400	51113	BHE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01512400	51120	BHE Paras	21,643	0	21,643	10,902.45	10,038.15	702.60	96.8%
01512400	51130	Admin Sec	67,265	0	67,265	40,256.20	29,293.88	-2,284.88	103.4%*
01512400	51131	SEC-SCHLYR	43,393	0	43,393	20,740.38	23,952.04	-1,299.54	103.0%*
01512400	51135	CLER. CO	0	0	0	24.87	.00	-24.87	100.0%*
01521001	51110	FTE Teach	2,420,499	0	2,420,499	1,057,079.10	1,355,537.95	7,881.95	99.7%
01521001	51120	FTE Paras	60,428	0	60,428	29,702.03	31,218.44	-492.31	100.8%*
01521002	51110	Spec	879,541	0	879,541	378,502.05	483,280.04	17,759.09	98.0%
01522220	51110	FT Teacher	113,845	0	113,845	48,165.15	65,679.75	.10	100.0%
01522400	51113	FTE Admin	361,821	0	361,821	208,742.85	153,078.09	.06	100.0%
01522400	51120	FTE Paras	41,382	0	41,382	21,580.46	18,720.44	1,081.53	97.4%
01522400	51130	Admin Sec	67,555	0	67,555	40,537.91	29,293.88	-2,276.59	103.4%*
01522400	51131	SEC-SCHLYR	44,082	0	44,082	24,939.73	20,406.20	-1,263.93	102.9%*
01522400	51135	CLER. CO	0	0	0	1,953.68	.00	-1,953.68	100.0%*
01531001	51110	DFE Salary	2,305,418	0	2,305,418	1,023,716.84	1,363,261.29	-81,560.13	103.5%*
01531001	51120	DFE Paras	40,604	0	40,604	22,275.93	27,970.80	-9,643.05	123.7%*
01531002	51110	Spec	660,000	0	660,000	320,819.12	347,775.25	-8,594.12	101.3%*
01532220	51110	DFE Salary	93,855	0	93,855	39,707.91	54,147.15	-.06	100.0%*
01532400	51113	DFE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01532400	51120	DFE Paras	22,898	0	22,898	9,281.02	8,839.17	4,778.21	79.1%
01532400	51130	SEC-CALYR	67,555	0	67,555	32,001.50	23,163.03	12,390.67	81.7%
01532400	51131	SEC-SCHLYR	43,183	0	43,183	20,371.20	23,952.04	-1,140.36	102.6%*
01532400	51135	CLER. CO	0	0	0	651.32	.00	-651.32	100.0%*
01541001	51110	MBE Salary	2,413,364	0	2,413,364	1,044,008.46	1,369,354.60	.94	100.0%
01541001	51120	MBE Para	54,138	0	54,138	25,191.47	27,970.80	975.97	98.2%
01541002	51110	Spec	890,841	0	890,841	397,491.71	483,321.54	10,027.68	98.9%
01542220	51110	MBE Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01542400	51113	MBE Admin	359,821	0	359,821	207,588.90	152,231.86	.24	100.0%

FOR 2026 07

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	51120	MBE Paras	13,530	0	13,530	6,900.37	6,295.12	334.03	97.5%
01542400	51130	SEC-CALYR	67,205	0	67,205	40,196.20	29,293.88	-2,284.88	103.4%*
01542400	51131	SEC-SCHLYR	42,580	0	42,580	20,243.93	23,617.86	-1,281.59	103.0%*
01542400	51135	CLER. CO	0	0	0	225.84	.00	-225.84	100.0%*
01551001	51110	JRE Salary	2,044,434	0	2,044,434	892,087.01	1,096,111.25	56,235.74	97.2%
01551001	51120	JRE Paras	58,308	0	58,308	20,117.80	21,507.64	16,682.68	71.4%
01551002	51110	TCHR-CLSRM	688,390	0	688,390	290,667.41	346,345.36	51,377.01	92.5%
01552220	51110	JRE Salary	104,494	0	104,494	44,209.00	60,285.00	.00	100.0%
01552400	51113	JRE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01552400	51120	JRE Paras	23,512	0	23,512	11,574.64	10,975.87	961.09	95.9%
01552400	51130	SEC-CALYR	67,225	0	67,225	40,207.91	29,293.88	-2,276.59	103.4%*
01552400	51131	SEC-SCHLYR	43,393	0	43,393	20,740.40	23,952.04	-1,299.56	103.0%*
01552400	51135	CLER. CO	500	0	500	560.06	.00	-60.06	112.0%*
01581001	51110	TSE Salary	1,844,259	0	1,844,259	769,209.43	1,028,548.60	46,500.97	97.5%
01581001	51120	TSE Paras	46,894	0	46,894	28,970.87	31,218.44	-13,295.71	128.4%*
01581002	51110	Spec	635,718	0	635,718	261,397.41	324,263.60	50,057.07	92.1%
01582220	51110	TSE Salary	107,587	0	107,587	45,517.56	62,069.40	.04	100.0%
01582400	51113	TSE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01582400	51120	TSE Paras	23,047	0	23,047	9,324.38	10,787.99	2,934.83	87.3%
01582400	51130	SEC-CALYR	67,285	0	67,285	40,276.20	29,293.88	-2,284.88	103.4%*
01582400	51131	SEC-SCHLYR	43,183	0	43,183	20,530.37	23,952.04	-1,299.53	103.0%*
01582400	51135	CLER. CO	0	0	0	94.04	.00	-94.04	100.0%*
01611001	51110	HMS Salary	4,163,874	0	4,163,874	1,781,866.33	2,400,436.53	-18,429.16	100.4%*
01611001	51111	TCHR-SPEC	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01611016	51110	HMS Salary	353,559	0	353,559	161,050.56	192,508.45	-.01	100.0%*
01611019	51110	HMS Salary	385,516	0	385,516	169,592.28	215,923.40	.32	100.0%
01612120	51110	HMS Salary	322,855	0	322,855	144,718.47	178,136.55	-.02	100.0%*
01612120	51131	SEC-SCHLYR	53,345	0	53,345	25,466.62	29,477.70	-1,599.28	103.0%*
01612120	51135	CLER. CO	0	0	0	572.94	.00	-572.94	100.0%*
01612220	51110	HMS Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01612400	51110	TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400	51113	HMS Admin	372,146	0	372,146	214,699.50	157,446.30	.20	100.0%
01612400	51120	HMS Paras	13,830	0	13,830	7,759.19	6,437.28	-365.99	102.6%*
01612400	51130	SEC-CALYR	59,592	0	59,592	35,549.25	26,069.45	-2,026.70	103.4%*
01612400	51131	SEC-SCHLYR	49,489	0	49,489	23,529.72	27,451.34	-1,492.40	103.0%*
01612400	51135	CLER. CO	0	0	0	982.83	.00	-982.83	100.0%*
01613202	51116	HMS Advis	45,000	0	45,000	.00	45,000.00	.00	100.0%
01621001	51110	MMS Salary	4,427,571	0	4,427,571	1,869,785.93	2,456,420.42	101,364.35	97.7%
01621001	51111	TCHR-SPEC	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01621016	51110	MMS Salary	326,880	0	326,880	149,763.24	177,116.65	.11	100.0%
01621019	51110	MMS Salary	397,322	0	397,322	183,973.46	220,615.50	-7,266.96	101.8%*
01622120	51110	MMS Salary	301,776	0	301,776	138,781.00	170,040.00	-7,045.00	102.3%*
01622120	51131	SEC-SCHLYR	43,835	0	43,835	21,041.07	24,392.06	-1,597.91	103.6%*
01622220	51110	MMS Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%

01622400	51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400	51113	MMS Admin	377,045	0	377,045	198,324.52	155,435.83	23,284.65	93.8%
01622400	51120	MMS Paras	15,817	0	15,817	7,235.67	5,270.30	3,311.15	79.1%
01622400	51130	SEC-CALYR	67,265	0	67,265	40,256.20	29,293.88	-2,284.88	103.4%*
01622400	51131	SEC SCH YR	49,489	0	49,489	27,807.96	23,173.30	-1,492.48	103.0%*
01622400	51135	CLER. CO	0	0	0	235.13	.00	-235.13	100.0%*
01623202	51116	MMS Advis	42,500	0	42,500	.00	42,500.00	.00	100.0%
01711001	51110	THS Salary	12,615,763	0	12,615,763	5,479,830.59	7,108,440.08	27,492.33	99.8%
01711001	51111	TCHR-SPEC	102,330	0	102,330	54,116.59	73,795.35	-25,582.34	125.0%*
01711006	51110	THS Salary	592,649	0	592,649	235,970.68	251,353.20	105,325.12	82.2%
01711006	51129	THS Ag Sci	5,000	0	5,000	1,986.98	.00	3,013.02	39.7%
01711006	51131	SEC-SCHLYR	40,684	0	40,684	19,578.60	22,316.70	-1,211.08	103.0%*
01711006	51135	CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711016	51110	THS Salary	305,334	0	305,334	139,787.23	166,377.75	-830.98	100.3%*
01711019	51110	THS Salary	895,463	0	895,463	388,191.19	522,949.35	-15,677.24	101.8%*
01711019	51114	Sports Dir	181,073	0	181,073	104,465.25	76,607.85	-.10	100.0%*
01711022	51110	THS Salary	284,835	0	284,835	121,193.60	165,264.00	-1,622.70	100.6%*
01712120	51110	THS Salary	1,278,125	0	1,278,125	604,575.16	681,174.60	-7,625.26	100.6%*
01712120	51114	DIR/COORD	0	0	0	88,940.70	65,223.18	-154,163.88	100.0%*
01712120	51130	SEC-CALYR	193,796	0	193,796	116,012.14	84,356.91	-6,573.05	103.4%*
01712120	51135	CLER. CO	0	0	0	119.73	.00	-119.73	100.0%*
01712220	51110	THS Salary	102,171	0	102,171	43,226.15	58,944.75	.10	100.0%
01712400	51110	THS Deten	3,500	0	3,500	1,874.08	.00	1,625.92	53.5%
01712400	51113	THS Admin	940,470	0	940,470	536,846.81	391,771.38	11,851.81	98.7%
01712400	51120	THS Paras	61,263	0	61,263	31,350.73	31,635.89	-1,723.66	102.8%*
01712400	51130	SEC-CALYR	124,880	0	124,880	62,969.64	49,665.33	12,245.03	90.2%
01712400	51131	SEC-SCHLYR	155,979	0	155,979	74,239.99	86,406.74	-4,667.99	103.0%*
01712400	51135	CLER. CO	350	0	350	181.04	.00	168.96	51.7%
01713201	51111	TCHR-SPEC	137,700	0	137,700	76,079.25	64,374.75	-2,754.00	102.0%*
01713201	51116	Coaches	650,000	0	650,000	244,134.80	405,865.20	.00	100.0%
01713201	51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201	51131	SEC-SCHLYR	49,489	0	49,489	23,499.66	27,451.34	-1,462.34	103.0%*
01713201	51135	Sec-Extra	4,500	0	4,500	1,567.62	.00	2,932.38	34.8%
01713201	51170	GameStaff	57,500	0	57,500	28,363.60	.00	29,136.40	49.3%
01713202	51116	THS Advis	145,987	0	145,987	9,565.73	136,421.27	.00	100.0%
01802320	51113	SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320	51115	Sup Pers	225,260	0	225,260	131,016.10	95,602.65	-1,358.85	100.6%*
01802320	51117	Sub Teach	0	0	0	82,692.33	75,000.00	-157,692.33	100.0%*
01802320	51119	Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320	51127	SEC. GRD	0	0	0	11,009.04	.00	-11,009.04	100.0%*
01802320	51129	Super-Para	0	0	0	1,503.01	.00	-1,503.01	100.0%*
01802320	51135	Extra	0	0	0	6,590.25	.00	-6,590.25	100.0%*
01802320	51139	SEC- SUB	0	0	0	6,504.06	.00	-6,504.06	100.0%*
01802320	51140	CustSubs	55,000	0	55,000	16,585.28	38,414.72	.00	100.0%

FOR 2026 07

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230	51125	Plant Supv	393,488	0	393,488	209,663.34	168,220.91	15,603.75	96.0%
01822230	51127	Sec Guard	818,000	0	818,000	413,741.29	390,583.05	13,675.66	98.3%
01822230	51128	Sec OT	25,000	0	25,000	12,802.14	.00	12,197.86	51.2%
01822230	51130	SEC-CALYR	97,351	0	97,351	57,246.49	42,327.01	-2,222.30	102.3%*
01822230	51135	CLER. CO	0	0	0	144.17	.00	-144.17	100.0%*
01842610	51140	CUST.MAINT	3,023,942	0	3,023,942	1,590,965.83	1,172,119.20	260,856.57	91.4%
01842610	51141	OT/SCHOOLS	100,000	0	100,000	64,421.12	35,578.88	.00	100.0%
01842610	51142	OT/sch eve	110,000	0	110,000	44,345.51	65,654.49	.00	100.0%
01842610	51143	Snow	0	0	0	18,343.89	.00	-18,343.89	100.0%*
01842610	51145	HELP 19.5	9,791	0	9,791	4,894.99	5,120.31	-224.74	102.3%*
01842610	51149	CUST NGTDF	0	0	0	5,080.98	.00	-5,080.98	100.0%*
01852620	51140	CUST.MAINT	830,066	0	830,066	335,705.34	285,350.78	209,009.48	74.8%
01852620	51141	OT/SCHOOLS	25,000	0	25,000	6,005.43	.00	18,994.57	24.0%
01852620	51145	SUMMER GR	32,000	0	32,000	21,571.78	.00	10,428.22	67.4%
01882700	51125	Tran Supv	80,520	0	80,520	35,940.99	91,735.34	-47,155.89	158.6%*
01882700	51130	SEC-CALYR	108,723	0	108,723	64,932.77	47,466.10	-3,675.87	103.4%*
01882700	51135	CLERICAL	0	0	0	2,574.36	.00	-2,574.36	100.0%*
01902310	51136	CLER. MTGS	3,000	0	3,000	1,400.00	.00	1,600.00	46.7%
01902320	51115	Sup Admin	301,330	0	301,330	182,531.10	133,856.14	-15,057.00	105.0%*
01902320	51130	SEC-FT	166,880	0	166,880	91,320.09	71,388.35	4,171.56	97.5%
01912520	51113	Bus Admin	183,471	0	183,471	99,947.09	77,423.06	6,100.85	96.7%
01912520	51129	Bus-Asst	95,669	0	95,669	55,193.70	40,475.40	.10	100.0%
01912520	51130	SEC-CALYR	311,870	0	311,870	186,184.27	135,288.45	-9,602.91	103.1%*
01912520	51135	CLERICAL	8,500	0	8,500	1,560.92	.00	6,939.08	18.4%
01912520	51196	RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520	51197	DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520	51198	Retire Pay	360,000	0	360,000	319,699.62	40,300.38	.00	100.0%
01912520	51199	RSV. ALLOC	474,919	0	474,919	51,735.78	.00	423,183.22	10.9%
01922530	51125	AS-Supv	168,866	0	168,866	97,422.75	71,443.35	-.10	100.0%*
01922530	51129	AS-Other	81,640	0	81,640	46,581.25	34,011.34	1,047.41	98.7%
01922530	51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
TOTAL Salaries			82,097,667	0	82,097,667	37,935,940.47	43,321,325.40	840,401.16	99.0%
		TOTAL EXPENSES	82,097,667	0	82,097,667	37,935,940.47	43,321,325.40	840,401.16	
52 Employee Benefits									
01912520	52001	FICA-MC	2,081,296	0	2,081,296	999,498.44	1,081,797.78	.00	100.0%
01912520	52002	HEALTH/DEN	21,159,945	0	21,159,945	15,724,135.04	11,512,781.52	-6,076,972.06	128.7%*
01912520	52003	WAIVER	210,000	0	210,000	106,634.37	103,365.63	.00	100.0%
01912520	52004	DISABILITY	23,500	0	23,500	13,698.65	10,301.35	-500.00	102.1%*
01912520	52005	Life	115,000	0	115,000	67,019.05	50,332.45	-2,351.50	102.0%*

FOR 2026 07

52 Employee Benefits			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	52006	UNEMPLOY	20,000	0	20,000	434.00	5,000.00	14,566.00	27.2%
01912520	52008	Admin Fee	16,000	0	16,000	8,122.50	4,441.50	3,436.00	78.5%
01912520	52010	401A TBOE	450,000	0	450,000	231,177.17	218,822.83	.00	100.0%
01912520	52011	Med WH	0	0	0	-3,460,415.23	-2,549,534.89	6,009,950.12	100.0%
01912520	52012	Dental WH	0	0	0	-154,602.11	-88,800.95	243,403.06	100.0%
TOTAL Employee Benefits			24,075,741	0	24,075,741	13,535,701.88	10,348,507.22	191,531.62	99.2%
TOTAL EXPENSES			24,075,741	0	24,075,741	13,535,701.88	10,348,507.22	191,531.62	
53 Prchsd Prof Services									
01011200	53230	CONSLT-PPS	325,000	0	325,000	259,705.39	231,320.61	-166,026.00	151.1%*
01011200	53300	OTHER PROF	58,000	0	58,000	24,469.02	36,316.00	-2,785.02	104.8%*
01011200	53308	LEGALSPED	115,000	0	115,000	61,071.16	53,928.84	.00	100.0%
01011201	53210	INSTR. SRV	0	0	0	4,911.10	9,888.90	-14,800.00	100.0%*
01052130	53305	Svc Cont	90,000	0	90,000	56,863.20	72,336.80	-39,200.00	143.6%*
01401201	53210	INSTR. SRV	5,000	0	5,000	2,500.00	2,500.00	.00	100.0%
01412210	53300	OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01422214	53300	OTHER PROF	4,500	0	4,500	1,366.69	675.48	2,457.83	45.4%
01422220	53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422520	53300	OTHER PROF	6,000	0	6,000	.00	2,151.00	3,849.00	35.9%
01422520	53305	DP-COMPUT	42,000	0	42,000	25,008.50	2,500.00	14,491.50	65.5%
01613202	53301	POLICE	800	0	800	.00	.00	800.00	.0%
01623202	53301	POLICE	1,250	0	1,250	.00	.00	1,250.00	.0%
01711016	53300	OTHER PROF	47,575	0	47,575	29,335.43	11,785.00	6,454.57	86.4%
01712120	53220	INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712400	53301	POLICE	90,000	0	90,000	55,488.00	34,512.00	.00	100.0%
01713201	53300	Prch Srvcs	227,575	0	227,575	80,398.69	91,915.00	55,261.31	75.7%
01713201	53301	POLICE	20,000	0	20,000	11,880.00	8,120.00	.00	100.0%
01802130	53401	SubTeach	840,000	0	840,000	293,779.20	539,340.04	6,880.76	99.2%
01802130	53402	SubPara	450,000	0	450,000	201,141.93	253,301.40	-4,443.33	101.0%*
01802130	53403	SubSec	20,000	0	20,000	3,621.21	16,038.97	339.82	98.3%
01852647	53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01882700	53303	Software	8,256	0	8,256	13,551.49	.00	-5,295.49	164.1%*
01882700	53405	SubCoor	0	0	0	21,787.50	11,087.50	-32,875.00	100.0%*
01902310	53300	OTHER PROF	27,000	0	27,000	24,754.76	835.35	1,409.89	94.8%
01902310	53308	LEGAL GEN	110,000	0	110,000	66,075.50	73,306.50	-29,382.00	126.7%*
01912520	53300	OTHER PROF	0	0	0	21,000.00	15,000.00	-36,000.00	100.0%*
01912520	53310	Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%
01922530	53301	FINANCIALS	90,000	0	90,000	101,195.31	.00	-11,195.31	112.4%*
01922530	53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530	53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%

FOR 2026 07

53 Prchsd Prof Services	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
TOTAL Prchsd Prof Services	2,920,856	0	2,920,856	1,680,151.35	1,475,751.55	-235,046.90	108.0%
TOTAL EXPENSES	2,920,856	0	2,920,856	1,680,151.35	1,475,751.55	-235,046.90	
54 Prchsd Property Srvc							
01052130 54300 REPAIRS	2,000	0	2,000	965.00	235.00	800.00	60.0%
01422214 54300 REPAIRS	800	0	800	.00	.00	800.00	.0%
01422220 54300 REPAIRS	500	0	500	.00	.00	500.00	.0%
01422520 54300 REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520 54409 Copiers	243,820	0	243,820	145,490.71	110,199.39	-11,870.10	104.9%*
01512400 54900 PROP SERV	300	0	300	.00	.00	300.00	.0%
01552400 54900 PROP SERV	500	0	500	.00	.00	500.00	.0%
01582400 54900 PROP SERV	300	0	300	.00	.00	300.00	.0%
01611016 54900 PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01612400 54900 PROP SERV	500	0	500	.00	.00	500.00	.0%
01621016 54900 PROP SERV	900	0	900	.00	745.35	154.65	82.8%
01622400 54900 PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01711006 54300 REPAIRS	3,000	0	3,000	1,578.49	4,193.80	-2,772.29	192.4%*
01711006 54900 PROP SERV	3,000	0	3,000	969.25	45.00	1,985.75	33.8%
01711016 54201 UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01713201 54200 CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01842610 54103 RUBBISH	83,000	0	83,000	47,754.12	31,333.15	3,912.73	95.3%
01842610 54202 SER.CUST.	4,000	0	4,000	2,212.40	1,771.60	16.00	99.6%
01842610 54300 REPAIRS	15,000	0	15,000	57.30	10,877.20	4,065.50	72.9%
01842611 54101 Electricty	1,273,398	0	1,273,398	820,915.43	493,601.32	-41,118.75	103.2%*
01842611 54105 WATER	130,000	0	130,000	53,280.47	52,196.28	24,523.25	81.1%
01852622 54300 REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852623 54300 REPAIRS	3,000	0	3,000	687.34	3,571.66	-1,259.00	142.0%*
01852625 54300 REPAIRS	10,000	0	10,000	2,400.00	750.00	6,850.00	31.5%
01852627 54300 REPAIRS	5,000	0	5,000	564.80	7,000.00	-2,564.80	151.3%*
01852631 54300 REPAIRS	50,000	0	50,000	39,216.07	61,803.26	-51,019.33	202.0%*
01852631 54301 ELEVATORS	40,000	0	40,000	14,601.48	15,398.52	10,000.00	75.0%
01852632 54300 REPAIRS	5,000	0	5,000	1,659.75	.00	3,340.25	33.2%
01852633 54300 Services	35,000	0	35,000	3,592.32	39,935.08	-8,527.40	124.4%*
01852633 54301 SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852634 54300 REPAIRS	30,000	0	30,000	11,188.75	14,553.00	4,258.25	85.8%
01852635 54300 REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852637 54300 REPAIRS	6,000	0	6,000	3,300.00	6,400.00	-3,700.00	161.7%*
01852638 54300 REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*
01852639 54300 REPAIRS	135,000	0	135,000	62,819.92	89,873.47	-17,693.39	113.1%*
01852643 54300 REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*

FOR 2026 07

54 Prchsd Property Srvc			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852644	54300	REPAIRS	5,000	0	5,000	3,692.89	2,266.56	-959.45	119.2%*
01852645	54300	REPAIRS	30,000	0	30,000	9,954.00	20,046.00	.00	100.0%
01852646	54300	REPAIRS	10,000	0	10,000	10,540.00	4,470.00	-5,010.00	150.1%*
01852647	54300	REPAIRS	15,000	0	15,000	41,416.26	71,759.00	-98,175.26	754.5%*
01852648	54300	REPAIRS	20,000	0	20,000	13,906.25	7,453.75	-1,360.00	106.8%*
01852649	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01882700	54900	PROP SERV	523	0	523	.00	.00	523.00	.0%
TOTAL Prchsd Property Srvc			2,257,703	0	2,257,703	1,323,687.66	1,061,990.68	-127,975.34	105.7%
TOTAL EXPENSES			2,257,703	0	2,257,703	1,323,687.66	1,061,990.68	-127,975.34	
55 Prchsd Other Srvcs									
01011000	55800	PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000	55900	OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000	55906	PRT-P ACC	200	0	200	.00	.00	200.00	.0%
01011200	55800	PROF DEVEL	20,000	0	20,000	2,860.80	4,133.00	13,006.20	35.0%
01011200	55801	Mileage	10,000	0	10,000	3,342.14	.00	6,657.86	33.4%
01011200	55906	PRINTING	500	0	500	.00	292.50	207.50	58.5%
01396110	55600	Tuit-SPED	5,568,903	0	5,568,903	4,025,202.94	2,221,403.74	-677,704.16	112.2%*
01396110	55601	ECR	-2,087,315	0	-2,087,315	.00	-2,087,315.00	.00	100.0%
01401000	55502	Intern HS	48,750	0	48,750	7,820.00	.00	40,930.00	16.0%
01401203	55801	Mileage	10,000	0	10,000	3,770.98	.00	6,229.02	37.7%
01402320	55600	TUITION	327,960	0	327,960	145,745.38	239,778.37	-57,563.75	117.6%*
01402320	55800	PROF DEVEL	20,000	0	20,000	18,930.84	.00	1,069.16	94.7%
01402320	55906	PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01412210	55800	PROF DEVEL	62,000	0	62,000	34,264.37	26,438.00	1,297.63	97.9%
01422520	55800	PROF DEVEL	1,000	0	1,000	50.00	.00	950.00	5.0%
01422520	55804	Mileage	1,200	0	1,200	368.20	.00	831.80	30.7%
01422520	55903	Tel Cell	38,000	0	38,000	4,566.50	27,475.64	5,957.86	84.3%
01422520	55904	PHONE-LAND	107,895	0	107,895	48,687.66	31,021.93	28,185.41	73.9%
01422520	55907	INTERNET	228,300	0	228,300	139,386.49	46,550.00	42,363.51	81.4%
01511001	55500	BHE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01512400	55800	PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01521001	55500	FTE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01522400	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01531001	55500	DFE Intern	32,000	0	32,000	11,739.00	.00	20,261.00	36.7%
01532400	55800	PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01541001	55500	MBE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01542400	55800	PROF DEVEL	500	0	500	131.90	200.00	168.10	66.4%
01551001	55500	JRE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01581001	55500	TSE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%

FOR 2026 07

55 Prchsd Other Srvcs			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01582400	55800	PROF DEVEL	500	0	500	76.17	.00	423.83	15.2%
01611001	55500	HMS Intern	48,000	0	48,000	22,950.00	.00	25,050.00	47.8%
01612400	55800	PROF DEVEL	1,100	0	1,100	.00	.00	1,100.00	.0%
01621001	55500	MMS Intern	48,000	0	48,000	22,950.00	.00	25,050.00	47.8%
01622400	55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01711006	55809	FIELD TRIP	2,629	0	2,629	.00	2,500.00	129.00	95.1%
01711006	55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711016	55809	FIELD TRIP	22,000	0	22,000	9,063.98	3,051.96	9,884.06	55.1%
01712400	55800	PROF DEVEL	3,500	0	3,500	445.00	.00	3,055.00	12.7%
01712400	55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906	PRT-P ACC	7,000	0	7,000	712.00	3,535.36	2,752.64	60.7%
01713201	55809	TRANSPORTA	188,300	0	188,300	62,528.66	75,171.34	50,600.00	73.1%
01713202	55807	FieldTrips	45,000	0	45,000	.00	45,000.00	.00	100.0%
01713202	55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01741200	55600	OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
01802130	55800	PD	9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130	55900	OTHER PURC	85,000	0	85,000	69,960.12	7,630.00	7,409.88	91.3%
01802130	55903	ADVERT.	1,500	0	1,500	1,500.00	.00	.00	100.0%
01822230	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230	55910	Other	17,000	0	17,000	13,949.55	1,499.00	1,551.45	90.9%
01842610	55803	Mileage	1,500	0	1,500	650.02	.00	849.98	43.3%
01882700	55101	REG RTS	4,264,460	0	4,264,460	4,317,056.14	.00	-52,596.14	101.2%*
01882700	55102	Ace	3,762	0	3,762	.00	.00	3,762.00	.0%
01882700	55105	Summer	313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700	55109	Fuel	337,485	0	337,485	153,214.53	214,596.01	-30,325.54	109.0%*
01882700	55809	FIELD TRIP	9,405	0	9,405	3,808.51	6,034.61	-438.12	104.7%*
01882701	55101	Sped IN	1,895,845	0	1,895,845	1,543,107.80	352,737.20	.00	100.0%
01882701	55105	Sped Out	1,120,066	0	1,120,066	577,483.20	739,137.80	-196,555.00	117.5%*
01882701	55108	Monitors	460,005	0	460,005	441,220.80	18,784.20	.00	100.0%
01902310	55800	PROF DEVEL	1,000	0	1,000	486.72	.00	513.28	48.7%
01902320	55800	PROF DEVEL	11,000	0	11,000	248.97	.00	10,751.03	2.3%
01902320	55900	POSTAGE	33,000	0	33,000	14,798.88	22,276.56	-4,075.44	112.3%*
01902320	55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01922530	55804	Digital	10,000	0	10,000	599.00	4,287.00	5,114.00	48.9%
TOTAL Prchsd Other Srvcs			13,587,912	0	13,587,912	12,083,622.84	2,098,018.22	-593,729.54	104.4%
TOTAL EXPENSES			13,587,912	0	13,587,912	12,083,622.84	2,098,018.22	-593,729.54	
56 Supplies									
01011000	56110	Off Supp	4,000	0	4,000	3,607.19	204.51	188.30	95.3%
01011000	56111	Class Supp	13,050	0	13,050	10,951.78	.00	2,098.22	83.9%

01011000	56411	TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%	
01011000	56904	TEST-IND	4,000	0	4,000	2,967.73	.00	1,032.27	74.2%	
01011200	56110	Off Supp	2,500	0	2,500	790.87	153.97	1,555.16	37.8%	
01011200	56111	Class Supp	30,000	0	30,000	62,864.23	4,595.07	-37,459.30	224.9%*	
01011200	56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%	
01011200	56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%	
01011200	56904	TEST-IND	62,000	0	62,000	48,660.41	1,645.30	11,694.29	81.1%	
01052130	56110	Off Supp	9,000	0	9,000	2,932.91	4,067.09	2,000.00	77.8%	
01402320	56110	Off Supp	25,000	0	25,000	11,145.58	2,036.45	11,817.97	52.7%	
01412210	56118	Software	5,000	0	5,000	3,006.75	.00	1,993.25	60.1%	
01412210	56411	TEXTBOOKS	217,000	0	217,000	405,338.10	5,402.37	-193,740.47	189.3%*	
01412210	56904	TEST-IND	150,460	0	150,460	110,499.33	18,934.09	21,026.58	86.0%	
01412214	56111	Class Supp	100,000	0	100,000	19,201.07	23,939.80	56,859.13	43.1%	
01412214	56426	On Line Re	341,900	0	341,900	325,491.25	3,705.00	12,703.75	96.3%	
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%	
01422214	56118	Software	248,800	0	248,800	219,177.57	2,314.30	27,308.13	89.0%	
01422214	56900	PARTS	10,500	0	10,500	3,979.84	2,020.16	4,500.00	57.1%	
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%	
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%	
01422520	56110	Off Supp	1,200	0	1,200	560.62	.00	639.38	46.7%	
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%	
01422520	56900	PARTS	4,150	0	4,150	172.03	.00	3,977.97	4.1%	
01511001	56111	Class Supp	30,276	0	30,276	34,568.18	283.43	-4,575.61	115.1%*	
01511001	56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%	
01512220	56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%	
01512220	56425	SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*	
01512220	56901	MEDIA MAT.	3,132	0	3,132	2,193.24	127.75	811.01	74.1%	
01512400	56110	Off Supp	3,654	0	3,654	1,041.59	105.72	2,506.69	31.4%	
01521001	56111	Class Supp	29,928	0	29,928	22,752.51	7,028.38	147.11	99.5%	
01521001	56411	TEXTBOOKS	31,992	0	31,992	31,018.12	.00	973.88	97.0%	
01522220	56420	LIBR BKS	5,160	0	5,160	4,468.99	581.06	109.95	97.9%	
01522220	56425	SUBSCRIPTN	903	0	903	34.95	839.78	28.27	96.9%	
01522220	56901	MEDIA MAT.	3,096	0	3,096	2,020.65	1,772.11	-696.76	122.5%*	
01522400	56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%	
01531001	56111	Class Supp	28,072	0	28,072	24,518.06	1,803.86	1,750.08	93.8%	
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,738.07	118.80	4,151.13	86.2%	
01532220	56420	LIBR BKS	4,840	0	4,840	8,009.67	275.84	-3,445.51	171.2%*	
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%	
01532220	56901	MEDIA MAT.	2,904	0	2,904	627.45	161.84	2,114.71	27.2%	
01532400	56110	Off Supp	3,388	0	3,388	2,649.62	93.64	644.74	81.0%	
01541001	56111	Class Supp	29,116	0	29,116	23,614.90	.00	5,501.10	81.1%	
01541001	56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*	
01542220	56420	LIBR BKS	5,020	0	5,020	4,956.08	.00	63.92	98.7%	
01542220	56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%	

01542220	56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%	
01542400	56110	Off Supp	3,514	0	3,514	1,723.49	114.92	1,675.59	52.3%	
01551001	56111	Class Supp	25,404	0	25,404	23,921.83	1,392.47	89.70	99.6%	
01551001	56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97	100.0%	
01552220	56420	LIBR BKS	4,380	0	4,380	3,933.44	446.56	.00	100.0%	
01552220	56425	SUBSCRIPTN	767	0	767	357.65	409.35	.00	100.0%	
01552220	56901	MEDIA MAT.	2,628	0	2,628	2,401.03	161.97	65.00	97.5%	
01552400	56110	Off Supp	3,066	0	3,066	2,114.53	923.99	27.48	99.1%	
01581001	56111	Class Supp	22,852	0	22,852	17,469.43	3,914.21	1,468.36	93.6%	
01581001	56411	TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%	
01582220	56420	LIBR BKS	3,940	0	3,940	3,815.14	124.86	.00	100.0%	
01582220	56425	SUBSCRIPTN	690	0	690	410.75	279.25	.00	100.0%	
01582220	56901	MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*	
01582400	56110	Off Supp	2,758	0	2,758	1,170.63	69.00	1,518.37	44.9%	
01611001	56111	Class Supp	34,056	0	34,056	26,355.43	3,060.92	4,639.65	86.4%	
01611001	56411	TEXTBOOKS	11,880	0	11,880	8,583.34	125.00	3,171.66	73.3%	
01611016	56111	Class Supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%	
01611019	56111	Class Supp	3,424	0	3,424	1,608.54	1,775.00	40.46	98.8%	
01612220	56111	Class Supp	1,980	0	1,980	656.65	1,319.46	3.89	99.8%	
01612220	56420	LIBR BKS	2,376	0	2,376	1,342.58	1,032.74	.68	100.0%	
01612220	56425	SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%	
01612400	56110	Off Supp	3,960	0	3,960	3,917.88	35.00	7.12	99.8%	
01613202	56119	Supplies	4,200	0	4,200	749.98	.00	3,450.02	17.9%	
01621001	56111	Class Supp	36,851	0	36,851	19,945.25	5,215.29	11,690.46	68.3%	
01621001	56411	TEXTBOOKS	12,855	0	12,855	4,159.58	792.87	7,902.55	38.5%	
01621016	56111	Class Supp	2,750	0	2,750	1,882.50	347.80	519.70	81.1%	
01621019	56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%	
01622220	56420	LIBR BKS	2,571	0	2,571	1,449.97	1,071.93	49.10	98.1%	
01622220	56425	SUBSCRIPTN	1,714	0	1,714	550.10	974.90	189.00	89.0%	
01622220	56901	MEDIA MAT.	2,143	0	2,143	1,748.13	281.30	113.57	94.7%	
01622400	56110	Off Supp	4,285	0	4,285	9.42	2,055.82	2,219.76	48.2%	
01623202	56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%	
01711001	56111	Class Supp	32,500	0	32,500	14,688.60	7,902.71	9,908.69	69.5%	
01711002	56112	SP CLSRM	24,000	0	24,000	11,729.65	5,506.99	6,763.36	71.8%	
01711003	56112	SP CLSRM	2,200	0	2,200	1,558.15	104.43	537.42	75.6%	
01711003	56411	TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%	
01711006	56112	SP CLSRM	37,000	0	37,000	18,824.38	16,423.52	1,752.10	95.3%	
01711006	56411	TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%	
01711010	56112	SP CLSRM	1,150	0	1,150	1,000.00	.00	150.00	87.0%	
01711010	56411	TEXTBOOKS	22,147	0	22,147	12,147.26	9,973.20	26.54	99.9%	
01711011	56112	SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%	
01711011	56411	TEXTBOOKS	37,691	0	37,691	32,778.71	.00	4,912.29	87.0%	
01711013	56112	SP CLSRM	19,060	0	19,060	8,595.75	6,466.13	3,998.12	79.0%	
01711014	56112	SP CLSRM	28,965	0	28,965	12,367.55	6,135.63	10,461.82	63.9%	

01711015	56112	SP CLSRM	1,550	0	1,550	1,130.88	.00	419.12	73.0%	
01711015	56411	TEXTBOOKS	5,050	0	5,050	2,798.65	1,760.71	490.64	90.3%	
01711016	56112	SP CLSRM	5,400	0	5,400	3,958.66	1,436.07	5.27	99.9%	
01711019	56112	SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%	
01711022	56112	SP CLSRM	500	0	500	.00	.00	500.00	.0%	
01711027	56112	SP CLSRM	12,893	0	12,893	5,243.54	850.14	6,799.32	47.3%	
01711027	56411	TEXTBOOKS	12,761	0	12,761	2,054.90	.00	10,706.10	16.1%	
01711028	56112	SP CLSRM	990	0	990	804.97	177.79	7.24	99.3%	
01711028	56411	TEXTBOOKS	9,614	0	9,614	907.63	.00	8,706.37	9.4%	
01712120	56112	SP CLSRM	450	0	450	279.05	.00	170.95	62.0%	
01712120	56903	TEST-SYS	650	0	650	124.08	20.17	505.75	22.2%	
01712220	56420	LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%	
01712220	56425	SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%	
01712220	56901	MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%	
01712221	56900	PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%	
01712400	56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%	
01712400	56112	SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*	
01712400	56116	SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%	
01712400	56270	M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%	
01712400	56425	SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%	
01712400	56907	GRAD. EXP	25,000	0	25,000	269.62	21,986.45	2,743.93	89.0%	
01713201	56112	SP CLSRM	135,000	0	135,000	76,969.02	49,472.83	8,558.15	93.7%	
01713203	56906	AWARDS	1,500	0	1,500	71.72	161.53	1,266.75	15.6%	
01802130	56110	SUPPLIES	3,500	0	3,500	2,496.38	859.75	143.87	95.9%	
01822230	56110	Ofc Supp	1,500	0	1,500	1,367.34	2,830.66	-2,698.00	279.9%*	
01842610	56130	Supplies	196,000	0	196,000	102,005.57	71,458.08	22,536.35	88.5%	
01842610	56132	SUPP/EQUIP	0	0	0	157.95	2,342.05	-2,500.00	100.0%*	
01842611	56202	Nat Gas	600,000	0	600,000	222,132.68	312,452.32	65,415.00	89.1%	
01852622	56134	Snow Rem	10,000	0	10,000	4,951.56	14,004.32	-8,955.88	189.6%*	
01852623	56133	Gas/Diesel	50,000	0	50,000	24,503.73	2,872.31	22,623.96	54.8%	
01852623	56134	Veh Supp	15,000	0	15,000	13,325.01	11,228.18	-9,553.19	163.7%*	
01852625	56134	Grnds-Supp	20,000	0	20,000	8,363.70	18,160.44	-6,524.14	132.6%*	
01852626	56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%	
01852627	56134	PARTS-SUPP	7,500	0	7,500	3,745.81	4,411.21	-657.02	108.8%*	
01852631	56134	PARTS-SUPP	2,000	0	2,000	680.10	.00	1,319.90	34.0%	
01852632	56134	PARTS-SUPP	20,000	0	20,000	4,878.18	13,732.06	1,389.76	93.1%	
01852633	56134	PARTS-SUPP	30,000	0	30,000	15,471.80	12,101.07	2,427.13	91.9%	
01852635	56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%	
01852636	56134	PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*	
01852638	56134	PARTS-SUPP	1,000	0	1,000	281.44	2,817.56	-2,099.00	309.9%*	
01852639	56134	PARTS-SUPP	35,000	0	35,000	49,941.76	38,707.26	-53,649.02	253.3%*	
01852642	56134	PARTS-SUPP	5,000	0	5,000	1,776.65	5,723.35	-2,500.00	150.0%*	
01852643	56900	PARTS	0	0	0	854.00	.00	-854.00	100.0%*	
01852644	56134	PARTS-SUPP	40,000	0	40,000	24,453.83	20,349.17	-4,803.00	112.0%*	

FOR 2026 07

56 Supplies			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852646	56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852648	56134	PARTS-SUPP	15,000	0	15,000	8,898.89	5,601.11	500.00	96.7%
01852649	56134	PARTS-SUPP	0	0	0	.00	1,099.00	-1,099.00	100.0%*
01882700	56110	Off Supp	3,762	0	3,762	195.65	7,227.75	-3,661.40	197.3%*
01902320	56110	Off Supp	4,000	0	4,000	3,633.89	1,571.45	-1,205.34	130.1%*
01902320	56425	SUBSCRIPTN	850	0	850	347.90	1,152.10	-650.00	176.5%*
01912520	56110	Off Supp	5,000	0	5,000	4,827.76	2,873.88	-2,701.64	154.0%*
TOTAL Supplies			3,326,113	0	3,326,113	2,429,985.15	794,000.23	102,127.62	96.9%
		TOTAL EXPENSES	3,326,113	0	3,326,113	2,429,985.15	794,000.23	102,127.62	

57 Property

01011000	57301	EQUIPMENT	4,000	0	4,000	3,225.19	.00	774.81	80.6%
01011000	57308	Furniture	3,200	0	3,200	436.96	.00	2,763.04	13.7%
01032130	57303	EQU-NEWINS	15,000	0	15,000	12,329.03	975.00	1,695.97	88.7%
01052130	57304	Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01402320	57308	FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01412210	57301	EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01421001	57310	DW EQUIP	352,544	0	352,544	496,078.55	62,149.97	-205,684.52	158.3%*
01422214	57301	EQUIP INST	8,000	0	8,000	5,067.21	.00	2,932.79	63.3%
01422220	57301	EQUIP INST	12,600	0	12,600	570.00	893.01	11,136.99	11.6%
01422520	57301	EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
01511001	57301	EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001	57308	Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01512220	57302	EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01521001	57301	EQUIP INST	1,548	0	1,548	994.58	.00	553.42	64.2%
01521001	57308	Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01522220	57302	EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01531001	57301	EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308	Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01532220	57302	EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01541001	57301	EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001	57308	Furniture	1,757	0	1,757	118.66	243.69	1,394.65	20.6%
01542220	57302	EQU-NONINS	1,506	0	1,506	1,249.42	260.27	-3.69	100.2%*
01551001	57301	EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26	99.9%
01551001	57308	Furniture	1,533	0	1,533	1,522.70	.00	10.30	99.3%
01552220	57302	EQU-NONINS	1,314	0	1,314	915.83	398.17	.00	100.0%
01581001	57301	EQUIP INST	1,182	0	1,182	458.78	30.00	693.22	41.4%
01581001	57308	Furniture	1,379	0	1,379	50.99	68.00	1,260.01	8.6%
01582220	57302	EQU-NONINS	1,182	0	1,182	951.12	230.58	.30	100.0%
01611001	57301	EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%

FOR 2026 07

57 Property			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01611001	57308	Furniture	396	0	396	280.09	70.00	45.91	88.4%
01611016	57301	EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01612220	57302	EQU-NONINS	1,188	0	1,188	.00	1,185.00	3.00	99.7%
01621001	57301	EQUIP INST	3,857	0	3,857	875.43	1,276.65	1,704.92	55.8%
01621001	57308	Furniture	429	0	429	236.64	.00	192.36	55.2%
01621016	57301	EQUIP INST	3,200	0	3,200	1,683.04	.00	1,516.96	52.6%
01622220	57302	EQU-NONINS	1,286	0	1,286	567.08	305.91	413.01	67.9%
01711001	57308	Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002	57301	EQUIP INST	11,000	0	11,000	123.46	4.50	10,872.04	1.2%
01711006	57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711011	57301	EQUIP INST	9,780	0	9,780	8,425.56	.00	1,354.44	86.2%
01711013	57301	EQUIP INST	4,125	0	4,125	7,504.79	6,798.60	-10,178.39	346.7%*
01711014	57301	EQUIP INST	2,100	0	2,100	1,148.08	1,000.00	-48.08	102.3%*
01711016	57301	EQUIP INST	3,000	0	3,000	1,704.32	.00	1,295.68	56.8%
01711019	57301	EQUIP INST	6,000	0	6,000	4,915.99	1,083.32	.69	100.0%
01711027	57301	EQUIP INST	9,132	0	9,132	2,928.40	4,297.90	1,905.70	79.1%
01712220	57302	EQU-NONINS	775	0	775	584.55	.00	190.45	75.4%
01712221	57301	EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	57308	Furniture	6,500	0	6,500	499.43	.00	6,000.57	7.7%
01713201	57301	EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01822230	57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01842610	57301	EQUIP INST	7,000	0	7,000	6,307.56	575.00	117.44	98.3%
01852622	57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852623	57307	Equipment	2,000	0	2,000	2,526.42	2,526.42	-3,052.84	252.6%*
01852625	57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852627	57307	EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852632	57307	Equipment	3,000	0	3,000	-12.00	.00	3,012.00	-.4%
01852633	57306	EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852650	57200	FF&E SPACE	10,000	0	10,000	5,396.00	4,604.00	.00	100.0%
01852651	57100	IMPRV-BLG	0	0	0	348.00	1,652.00	-2,000.00	100.0%*
TOTAL Property			650,128	0	650,128	700,690.45	95,343.58	-145,906.03	122.4%
		TOTAL EXPENSES	650,128	0	650,128	700,690.45	95,343.58	-145,906.03	

58 Debt Srvc & Misc

01011000	58900	DUES	700	0	700	429.00	.00	271.00	61.3%
01011200	58900	DUES	5,000	0	5,000	2,125.81	7,468.49	-4,594.30	191.9%*
01402320	58900	DUES	7,000	0	7,000	7,274.36	.00	-274.36	103.9%*
01512400	58900	DUES	534	0	534	548.00	.00	-14.00	102.6%*
01522400	58900	DUES	350	0	350	238.00	.00	112.00	68.0%
01532400	58900	DUES	0	0	0	152.00	.00	-152.00	100.0%*

FOR 2026 07

58 Debt Srvc & Misc			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	58900	DUES	350	0	350	.00	.00	350.00	.0%
01582400	58900	DUES	534	0	534	456.95	.00	77.05	85.6%
01612400	58900	DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01622400	58900	DUES	800	0	800	754.00	.00	46.00	94.3%
01711006	58900	DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01712220	58900	DUES	230	0	230	190.00	.00	40.00	82.6%
01712400	58900	DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713201	58900	DUES	47,500	0	47,500	28,651.92	15,547.00	3,301.08	93.1%
01802130	58900	DUES	1,300	0	1,300	300.00	150.00	850.00	34.6%
01822230	58900	DUES	1,500	0	1,500	540.00	.00	960.00	36.0%
01882700	58900	DUES	392	0	392	.00	.00	392.00	.0%
01902320	58900	DUES	30,000	0	30,000	25,276.50	4,268.50	455.00	98.5%
01912520	58310	PrinPymnt	358,614	0	358,614	179,307.00	179,307.00	.00	100.0%
01912520	58320	IntPymnt	81,296	0	81,296	48,832.76	32,463.29	-.05	100.0%*
01912520	58900	DUES	7,000	0	7,000	15,369.62	800.00	-9,169.62	231.0%*
01912520	58904	Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
TOTAL Debt Srvc & Misc			574,376	0	574,376	329,592.91	241,356.28	3,426.81	99.4%
TOTAL EXPENSES			574,376	0	574,376	329,592.91	241,356.28	3,426.81	
59 Other Objects									
01912520	59001	IntXfer	-312,855	0	-312,855	-287,466.25	.00	-25,388.75	91.9%*
TOTAL Other Objects			-312,855	0	-312,855	-287,466.25	.00	-25,388.75	91.9%
TOTAL EXPENSES			-312,855	0	-312,855	-287,466.25	.00	-25,388.75	
GRAND TOTAL			129,177,640	0	129,177,640	69,731,906.46	59,436,293.16	9,440.65	100.0%

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

FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
Adult Adult Education								
01741200 55600	OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL Adult Education		85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL EXPENSES		85,000	0	85,000	.00	85,000.00	.00	
AsstS Assistant Superintendent								
01401201 51117	Tutor	1,500	0	1,500	4,731.88	.00	-3,231.88	315.5%*
01401201 53210	INSTR. SRV	5,000	0	5,000	2,500.00	2,500.00	.00	100.0%
01401203 51117	Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401203 55801	Mileage	10,000	0	10,000	3,770.98	.00	6,229.02	37.7%
01401204 51117	Tutors	5,000	0	5,000	538.78	.00	4,461.22	10.8%
01402210 51110	Curr Salar	819,237	0	819,237	358,703.93	453,325.64	7,207.18	99.1%
01402320 51130	Admin Sec	77,165	0	77,165	46,845.16	33,913.11	-3,593.47	104.7%*
01402320 51200	MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%
01402320 55600	TUITION	327,960	0	327,960	145,745.38	239,778.37	-57,563.75	117.6%*
01402320 55800	PROF DEVEL	20,000	0	20,000	18,930.84	.00	1,069.16	94.7%
01402320 55906	PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01402320 56110	Off Supp	25,000	0	25,000	11,145.58	2,036.45	11,817.97	52.7%
01402320 57308	FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01402320 58900	DUES	7,000	0	7,000	7,274.36	.00	-274.36	103.9%*
01412210 51111	Curr Prog	379,383	0	379,383	180,880.86	198,760.10	-257.96	100.1%*
01412210 51114	Asst Super	210,443	0	210,443	124,959.75	91,637.15	-6,153.90	102.9%*
01412210 51117	Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51118	PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210 51119	Curr Write	70,000	0	70,000	48,451.05	.00	21,548.95	69.2%
01412210 51129	Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210 51130	Admin Sec	68,890	0	68,890	38,888.55	30,133.07	-132.02	100.2%*
01412210 51135	CLER PT	500	0	500	166.28	.00	333.72	33.3%
01412210 53300	OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01412210 55800	PROF DEVEL	62,000	0	62,000	34,264.37	26,438.00	1,297.63	97.9%
01412210 56118	Software	5,000	0	5,000	3,006.75	.00	1,993.25	60.1%
01412210 56411	TEXTBOOKS	217,000	0	217,000	405,338.10	5,402.37	-193,740.47	189.3%*
01412210 56904	TEST-IND	150,460	0	150,460	110,499.33	18,934.09	21,026.58	86.0%
01412210 57301	EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01412214 56111	Class Supp	100,000	0	100,000	19,201.07	23,939.80	56,859.13	43.1%
01412214 56426	On Line Re	341,900	0	341,900	325,491.25	3,705.00	12,703.75	96.3%
01922530 51125	AS-Supv	168,866	0	168,866	97,422.75	71,443.35	-.10	100.0%*

FOR 2026 07

AsstS	Assistant Superintendent	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530 51129	AS-Other	81,640	0	81,640	46,581.25	34,011.34	1,047.41	98.7%
01922530 51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
01922530 53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530 55804	Digital	10,000	0	10,000	599.00	4,287.00	5,114.00	48.9%
TOTAL Assistant Superintendent		3,559,833	0	3,559,833	2,322,060.46	1,249,137.00	-11,364.31	100.3%
	TOTAL EXPENSES	3,559,833	0	3,559,833	2,322,060.46	1,249,137.00	-11,364.31	
Athle	Athletics Dept							
01711019 51114	Sports Dir	181,073	0	181,073	104,465.25	76,607.85	-.10	100.0%*
01713201 51111	TCHR-SPEC	137,700	0	137,700	76,079.25	64,374.75	-2,754.00	102.0%*
01713201 51116	Coaches	650,000	0	650,000	244,134.80	405,865.20	.00	100.0%
01713201 51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201 51131	SEC-SCHLYR	49,489	0	49,489	23,499.66	27,451.34	-1,462.34	103.0%*
01713201 51135	Sec-Extra	4,500	0	4,500	1,567.62	.00	2,932.38	34.8%
01713201 51170	GameStaff	57,500	0	57,500	28,363.60	.00	29,136.40	49.3%
01713201 53300	Prch Srvcs	227,575	0	227,575	80,398.69	91,915.00	55,261.31	75.7%
01713201 53301	POLICE	20,000	0	20,000	11,880.00	8,120.00	.00	100.0%
01713201 54200	CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01713201 55809	TRANSPORTA	188,300	0	188,300	62,528.66	75,171.34	50,600.00	73.1%
01713201 56112	SP CLSRM	135,000	0	135,000	76,969.02	49,472.83	8,558.15	93.7%
01713201 57301	EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01713201 58900	DUES	47,500	0	47,500	28,651.92	15,547.00	3,301.08	93.1%
TOTAL Athletics Dept		1,778,178	0	1,778,178	794,646.59	821,501.20	162,029.87	90.9%
	TOTAL EXPENSES	1,778,178	0	1,778,178	794,646.59	821,501.20	162,029.87	
BH	Booth Hill School							
01511001 51110	BHE Salary	2,429,259	0	2,429,259	992,523.84	1,333,049.20	103,685.96	95.7%
01511001 51120	AIDE-CLSRM	59,021	0	59,021	21,424.05	23,678.60	13,918.45	76.4%
01511001 55500	BHE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01511001 56111	Class Supp	30,276	0	30,276	34,568.18	283.43	-4,575.61	115.1%*
01511001 56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%
01511001 57301	EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001 57308	Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01511002 51110	Spec	659,645	0	659,645	276,000.56	368,750.90	14,893.92	97.7%
01512220 51110	BHE Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01512220 56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%

FOR 2026 07

BH	Booth Hill School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512220 56425	SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*
01512220 56901	MEDIA MAT.	3,132	0	3,132	2,193.24	127.75	811.01	74.1%
01512220 57302	EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01512400 51113	BHE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01512400 51120	BHE Paras	21,643	0	21,643	10,902.45	10,038.15	702.60	96.8%
01512400 51130	Admin Sec	67,265	0	67,265	40,256.20	29,293.88	-2,284.88	103.4%*
01512400 51131	SEC-SCHLYR	43,393	0	43,393	20,740.38	23,952.04	-1,299.54	103.0%*
01512400 51135	CLER. CO	0	0	0	24.87	.00	-24.87	100.0%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01512400 55800	PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01512400 56110	Off Supp	3,654	0	3,654	1,041.59	105.72	2,506.69	31.4%
01512400 58900	DUES	534	0	534	548.00	.00	-14.00	102.6%*
TOTAL Booth Hill School		3,713,640	0	3,713,640	1,620,506.31	1,943,462.75	149,670.70	96.0%
	TOTAL EXPENSES	3,713,640	0	3,713,640	1,620,506.31	1,943,462.75	149,670.70	
Busin Business Dept								
01912520 51113	Bus Admin	183,471	0	183,471	99,947.09	77,423.06	6,100.85	96.7%
01912520 51129	Bus-Asst	95,669	0	95,669	55,193.70	40,475.40	.10	100.0%
01912520 51130	SEC-CALYR	311,870	0	311,870	186,184.27	135,288.45	-9,602.91	103.1%*
01912520 51135	CLERICAL	8,500	0	8,500	1,560.92	.00	6,939.08	18.4%
01912520 51196	RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520 51197	DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520 51198	Retire Pay	360,000	0	360,000	319,699.62	40,300.38	.00	100.0%
01912520 51199	RSV. ALLOC	474,919	0	474,919	51,735.78	.00	423,183.22	10.9%
01912520 52001	FICA-MC	2,081,296	0	2,081,296	999,498.44	1,081,797.78	.00	100.0%
01912520 52002	HEALTH/DEN	21,159,945	0	21,159,945	15,724,135.04	11,512,781.52	-6,076,972.06	128.7%*
01912520 52003	WAIVER	210,000	0	210,000	106,634.37	103,365.63	.00	100.0%
01912520 52004	DISABILITY	23,500	0	23,500	13,698.65	10,301.35	-500.00	102.1%*
01912520 52005	Life	115,000	0	115,000	67,019.05	50,332.45	-2,351.50	102.0%*
01912520 52006	UNEMPLOY	20,000	0	20,000	434.00	5,000.00	14,566.00	27.2%
01912520 52008	Admin Fee	16,000	0	16,000	8,122.50	4,441.50	3,436.00	78.5%
01912520 52010	401A TBOE	450,000	0	450,000	231,177.17	218,822.83	.00	100.0%
01912520 52011	Med WH	0	0	0	-3,460,415.23	-2,549,534.89	6,009,950.12	100.0%
01912520 52012	Dental WH	0	0	0	-154,602.11	-88,800.95	243,403.06	100.0%
01912520 53300	OTHER PROF	0	0	0	21,000.00	15,000.00	-36,000.00	100.0%*
01912520 53310	Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%
01912520 56110	Off Supp	5,000	0	5,000	4,827.76	2,873.88	-2,701.64	154.0%*
01912520 58310	PrinPymnt	358,614	0	358,614	179,307.00	179,307.00	.00	100.0%
01912520 58320	IntPymnt	81,296	0	81,296	48,832.76	32,463.29	-.05	100.0%*
01912520 58900	DUES	7,000	0	7,000	15,369.62	800.00	-9,169.62	231.0%*

FOR 2026 07

Busin	Business Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	58904	Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
01912520	59001	IntXfer	-312,855	0	-312,855	-287,466.25	.00	-25,388.75	91.9%*
01922530	53301	FINANCIALS	90,000	0	90,000	101,195.31	.00	-11,195.31	112.4%*
01922530	53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%
TOTAL Business Dept			25,293,725	0	25,293,725	14,422,589.46	10,872,438.68	-1,303.41	100.0%
		TOTAL EXPENSES	25,293,725	0	25,293,725	14,422,589.46	10,872,438.68	-1,303.41	
DF Daniels Farm School									
01531001	51110	DFE Salary	2,305,418	0	2,305,418	1,023,716.84	1,363,261.29	-81,560.13	103.5%*
01531001	51120	DFE Paras	40,604	0	40,604	22,275.93	27,970.80	-9,643.05	123.7%*
01531001	55500	DFE Intern	32,000	0	32,000	11,739.00	.00	20,261.00	36.7%
01531001	56111	Class Supp	28,072	0	28,072	24,518.06	1,803.86	1,750.08	93.8%
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,738.07	118.80	4,151.13	86.2%
01531001	57301	EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308	Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01531002	51110	Spec	660,000	0	660,000	320,819.12	347,775.25	-8,594.12	101.3%*
01532220	51110	DFE Salary	93,855	0	93,855	39,707.91	54,147.15	-.06	100.0%*
01532220	56420	LIBR BKS	4,840	0	4,840	8,009.67	275.84	-3,445.51	171.2%*
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%
01532220	56901	MEDIA MAT.	2,904	0	2,904	627.45	161.84	2,114.71	27.2%
01532220	57302	EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01532400	51113	DFE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01532400	51120	DFE Paras	22,898	0	22,898	9,281.02	8,839.17	4,778.21	79.1%
01532400	51130	SEC-CALYR	67,555	0	67,555	32,001.50	23,163.03	12,390.67	81.7%
01532400	51131	SEC-SCHLYR	43,183	0	43,183	20,371.20	23,952.04	-1,140.36	102.6%*
01532400	51135	CLER. CO	0	0	0	651.32	.00	-651.32	100.0%*
01532400	55800	PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01532400	56110	Off Supp	3,388	0	3,388	2,649.62	93.64	644.74	81.0%
01532400	58900	DUES	0	0	0	152.00	.00	-152.00	100.0%*
TOTAL Daniels Farm School			3,536,142	0	3,536,142	1,659,582.64	1,934,473.89	-57,914.12	101.6%
		TOTAL EXPENSES	3,536,142	0	3,536,142	1,659,582.64	1,934,473.89	-57,914.12	
Facil Facilities Dept									
01802320	51140	CustSubs	55,000	0	55,000	16,585.28	38,414.72	.00	100.0%
01822230	51125	Plant Supv	393,488	0	393,488	209,663.34	168,220.91	15,603.75	96.0%
01822230	51127	Sec Guard	818,000	0	818,000	413,741.29	390,583.05	13,675.66	98.3%

FOR 2026 07

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230 51128	Sec OT	25,000	0	25,000	12,802.14	.00	12,197.86	51.2%
01822230 51130	SEC-CALYR	97,351	0	97,351	57,246.49	42,327.01	-2,222.30	102.3%*
01822230 51135	CLER. CO	0	0	0	144.17	.00	-144.17	100.0%*
01822230 55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230 55910	Other	17,000	0	17,000	13,949.55	1,499.00	1,551.45	90.9%
01822230 56110	Ofc Supp	1,500	0	1,500	1,367.34	2,830.66	-2,698.00	279.9%*
01822230 57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01822230 58900	DUES	1,500	0	1,500	540.00	.00	960.00	36.0%
01842610 51140	CUST.MAINT	3,023,942	0	3,023,942	1,590,965.83	1,172,119.20	260,856.57	91.4%
01842610 51141	OT/SCHOOLS	100,000	0	100,000	64,421.12	35,578.88	.00	100.0%
01842610 51142	OT/sch eve	110,000	0	110,000	44,345.51	65,654.49	.00	100.0%
01842610 51143	Snow	0	0	0	18,343.89	.00	-18,343.89	100.0%*
01842610 51145	HELP 19.5	9,791	0	9,791	4,894.99	5,120.31	-224.74	102.3%*
01842610 51149	CUST NGTDF	0	0	0	5,080.98	.00	-5,080.98	100.0%*
01842610 54103	RUBBISH	83,000	0	83,000	47,754.12	31,333.15	3,912.73	95.3%
01842610 54202	SER.CUST.	4,000	0	4,000	2,212.40	1,771.60	16.00	99.6%
01842610 54300	REPAIRS	15,000	0	15,000	57.30	10,877.20	4,065.50	72.9%
01842610 55803	Mileage	1,500	0	1,500	650.02	.00	849.98	43.3%
01842610 56130	Supplies	196,000	0	196,000	102,005.57	71,458.08	22,536.35	88.5%
01842610 56132	SUPP/EQUIP	0	0	0	157.95	2,342.05	-2,500.00	100.0%*
01842610 57301	EQUIP INST	7,000	0	7,000	6,307.56	575.00	117.44	98.3%
01842611 54101	Electricty	1,273,398	0	1,273,398	820,915.43	493,601.32	-41,118.75	103.2%*
01842611 54105	WATER	130,000	0	130,000	53,280.47	52,196.28	24,523.25	81.1%
01842611 56202	Nat Gas	600,000	0	600,000	222,132.68	312,452.32	65,415.00	89.1%
01852620 51140	CUST.MAINT	830,066	0	830,066	335,705.34	285,350.78	209,009.48	74.8%
01852620 51141	OT/SCHOOLS	25,000	0	25,000	6,005.43	.00	18,994.57	24.0%
01852620 51145	SUMMER GR	32,000	0	32,000	21,571.78	.00	10,428.22	67.4%
01852622 54300	REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852622 56134	Snow Rem	10,000	0	10,000	4,951.56	14,004.32	-8,955.88	189.6%*
01852622 57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852623 54300	REPAIRS	3,000	0	3,000	687.34	3,571.66	-1,259.00	142.0%*
01852623 56133	Gas/Diesel	50,000	0	50,000	24,503.73	2,872.31	22,623.96	54.8%
01852623 56134	Veh Supp	15,000	0	15,000	13,325.01	11,228.18	-9,553.19	163.7%*
01852623 57307	Equipment	2,000	0	2,000	2,526.42	2,526.42	-3,052.84	252.6%*
01852625 54300	REPAIRS	10,000	0	10,000	2,400.00	750.00	6,850.00	31.5%
01852625 56134	Grnds-Supp	20,000	0	20,000	8,363.70	18,160.44	-6,524.14	132.6%*
01852625 57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852626 56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627 54300	REPAIRS	5,000	0	5,000	564.80	7,000.00	-2,564.80	151.3%*
01852627 56134	PARTS-SUPP	7,500	0	7,500	3,745.81	4,411.21	-657.02	108.8%*
01852627 57307	EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852631 54300	REPAIRS	50,000	0	50,000	39,216.07	61,803.26	-51,019.33	202.0%*
01852631 54301	ELEVATORS	40,000	0	40,000	14,601.48	15,398.52	10,000.00	75.0%
01852631 56134	PARTS-SUPP	2,000	0	2,000	680.10	.00	1,319.90	34.0%

FOR 2026 07

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852632 54300	REPAIRS	5,000	0	5,000	1,659.75	.00	3,340.25	33.2%
01852632 56134	PARTS-SUPP	20,000	0	20,000	4,878.18	13,732.06	1,389.76	93.1%
01852632 57307	Equipment	3,000	0	3,000	-12.00	.00	3,012.00	-.4%
01852633 54300	Services	35,000	0	35,000	3,592.32	39,935.08	-8,527.40	124.4%*
01852633 54301	SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852633 56134	PARTS-SUPP	30,000	0	30,000	15,471.80	12,101.07	2,427.13	91.9%
01852633 57306	EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852634 54300	REPAIRS	30,000	0	30,000	11,188.75	14,553.00	4,258.25	85.8%
01852635 54300	REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852635 56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852636 56134	PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*
01852637 54300	REPAIRS	6,000	0	6,000	3,300.00	6,400.00	-3,700.00	161.7%*
01852638 54300	REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*
01852638 56134	PARTS-SUPP	1,000	0	1,000	281.44	2,817.56	-2,099.00	309.9%*
01852639 54300	REPAIRS	135,000	0	135,000	62,819.92	89,873.47	-17,693.39	113.1%*
01852639 56134	PARTS-SUPP	35,000	0	35,000	49,941.76	38,707.26	-53,649.02	253.3%*
01852642 56134	PARTS-SUPP	5,000	0	5,000	1,776.65	5,723.35	-2,500.00	150.0%*
01852643 54300	REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*
01852643 56900	PARTS	0	0	0	854.00	.00	-854.00	100.0%*
01852644 54300	REPAIRS	5,000	0	5,000	3,692.89	2,266.56	-959.45	119.2%*
01852644 56134	PARTS-SUPP	40,000	0	40,000	24,453.83	20,349.17	-4,803.00	112.0%*
01852645 54300	REPAIRS	30,000	0	30,000	9,954.00	20,046.00	.00	100.0%
01852646 54300	REPAIRS	10,000	0	10,000	10,540.00	4,470.00	-5,010.00	150.1%*
01852646 56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852647 53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01852647 54300	REPAIRS	15,000	0	15,000	41,416.26	71,759.00	-98,175.26	754.5%*
01852648 54300	REPAIRS	20,000	0	20,000	13,906.25	7,453.75	-1,360.00	106.8%*
01852648 56134	PARTS-SUPP	15,000	0	15,000	8,898.89	5,601.11	500.00	96.7%
01852649 54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01852649 56134	PARTS-SUPP	0	0	0	.00	1,099.00	-1,099.00	100.0%*
01852650 57200	FF&E SPACE	10,000	0	10,000	5,396.00	4,604.00	.00	100.0%
01852651 57100	IMPRV-BLG	0	0	0	348.00	1,652.00	-2,000.00	100.0%*
TOTAL Facilities Dept		8,624,535	0	8,624,535	4,484,483.61	3,698,355.77	441,695.58	94.9%
	TOTAL EXPENSES	8,624,535	0	8,624,535	4,484,483.61	3,698,355.77	441,695.58	

FT Frenchtown School

01521001 51110	FTE Teach	2,420,499	0	2,420,499	1,057,079.10	1,355,537.95	7,881.95	99.7%
01521001 51120	FTE Paras	60,428	0	60,428	29,702.03	31,218.44	-492.31	100.8%*
01521001 55500	FTE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01521001 56111	Class Supp	29,928	0	29,928	22,752.51	7,028.38	147.11	99.5%

FOR 2026 07

FT	Frenchtown School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01521001 56411	TEXTBOOKS	31,992	0	31,992	31,018.12	.00	973.88	97.0%
01521001 57301	EQUIP INST	1,548	0	1,548	994.58	.00	553.42	64.2%
01521001 57308	Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01521002 51110	Spec	879,541	0	879,541	378,502.05	483,280.04	17,759.09	98.0%
01522220 51110	FT Teacher	113,845	0	113,845	48,165.15	65,679.75	.10	100.0%
01522220 56420	LIBR BKS	5,160	0	5,160	4,468.99	581.06	109.95	97.9%
01522220 56425	SUBSCRIPTN	903	0	903	34.95	839.78	28.27	96.9%
01522220 56901	MEDIA MAT.	3,096	0	3,096	2,020.65	1,772.11	-696.76	122.5%*
01522220 57302	EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01522400 51113	FTE Admin	361,821	0	361,821	208,742.85	153,078.09	.06	100.0%
01522400 51120	FTE Paras	41,382	0	41,382	21,580.46	18,720.44	1,081.53	97.4%
01522400 51130	Admin Sec	67,555	0	67,555	40,537.91	29,293.88	-2,276.59	103.4%*
01522400 51131	SEC-SCHLYR	44,082	0	44,082	24,939.73	20,406.20	-1,263.93	102.9%*
01522400 51135	CLER. CO	0	0	0	1,953.68	.00	-1,953.68	100.0%*
01522400 55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01522400 56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%
01522400 58900	DUES	350	0	350	238.00	.00	112.00	68.0%
TOTAL Frenchtown School		4,101,597	0	4,101,597	1,891,241.49	2,168,708.11	41,647.37	99.0%
TOTAL EXPENSES		4,101,597	0	4,101,597	1,891,241.49	2,168,708.11	41,647.37	

HC Hillcrest Middle School

01611001 51110	HMS Salary	4,163,874	0	4,163,874	1,781,866.33	2,400,436.53	-18,429.16	100.4%*
01611001 51111	TCHR-SPEC	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01611001 55500	HMS Intern	48,000	0	48,000	22,950.00	.00	25,050.00	47.8%
01611001 56111	Class Supp	34,056	0	34,056	26,355.43	3,060.92	4,639.65	86.4%
01611001 56411	TEXTBOOKS	11,880	0	11,880	8,583.34	125.00	3,171.66	73.3%
01611001 57301	EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%
01611001 57308	Furniture	396	0	396	280.09	70.00	45.91	88.4%
01611016 51110	HMS Salary	353,559	0	353,559	161,050.56	192,508.45	-.01	100.0%*
01611016 54900	PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01611016 56111	Class Supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%
01611016 57301	EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01611019 51110	HMS Salary	385,516	0	385,516	169,592.28	215,923.40	.32	100.0%
01611019 56111	Class Supp	3,424	0	3,424	1,608.54	1,775.00	40.46	98.8%
01612120 51110	HMS Salary	322,855	0	322,855	144,718.47	178,136.55	-.02	100.0%*
01612120 51131	SEC-SCHLYR	53,345	0	53,345	25,466.62	29,477.70	-1,599.28	103.0%*
01612120 51135	CLER. CO	0	0	0	572.94	.00	-572.94	100.0%*
01612220 51110	HMS Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01612220 56111	Class Supp	1,980	0	1,980	656.65	1,319.46	3.89	99.8%
01612220 56420	LIBR BKS	2,376	0	2,376	1,342.58	1,032.74	.68	100.0%

FOR 2026 07

HC	Hillcrest Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01612220 56425	SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%
01612220 57302	EQU-NONINS	1,188	0	1,188	.00	1,185.00	3.00	99.7%
01612400 51110	TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400 51113	HMS Admin	372,146	0	372,146	214,699.50	157,446.30	.20	100.0%
01612400 51120	HMS Paras	13,830	0	13,830	7,759.19	6,437.28	-365.99	102.6%*
01612400 51130	SEC-CALYR	59,592	0	59,592	35,549.25	26,069.45	-2,026.70	103.4%*
01612400 51131	SEC-SCHLYR	49,489	0	49,489	23,529.72	27,451.34	-1,492.40	103.0%*
01612400 51135	CLER. CO	0	0	0	982.83	.00	-982.83	100.0%*
01612400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01612400 55800	PROF DEVEL	1,100	0	1,100	.00	.00	1,100.00	.0%
01612400 56110	Off Supp	3,960	0	3,960	3,917.88	35.00	7.12	99.8%
01612400 58900	DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01613202 51116	HMS Advis	45,000	0	45,000	.00	45,000.00	.00	100.0%
01613202 53301	POLICE	800	0	800	.00	.00	800.00	.0%
01613202 56119	Supplies	4,200	0	4,200	749.98	.00	3,450.02	17.9%
TOTAL Hillcrest Middle School		6,193,683	0	6,193,683	2,749,530.59	3,430,200.75	13,951.54	99.8%
	TOTAL EXPENSES	6,193,683	0	6,193,683	2,749,530.59	3,430,200.75	13,951.54	
HR Human Resources Dept								
01402320 51114	HR Dir	181,038	0	181,038	110,189.55	80,805.67	-9,957.22	105.5%*
01802130 53401	SubTeach	840,000	0	840,000	293,779.20	539,340.04	6,880.76	99.2%
01802130 53402	SubPara	450,000	0	450,000	201,141.93	253,301.40	-4,443.33	101.0%*
01802130 53403	SubSec	20,000	0	20,000	3,621.21	16,038.97	339.82	98.3%
01802130 55800	PD	9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130 55900	OTHER PURC	85,000	0	85,000	69,960.12	7,630.00	7,409.88	91.3%
01802130 55903	ADVERT.	1,500	0	1,500	1,500.00	.00	.00	100.0%
01802130 56110	SUPPLIES	3,500	0	3,500	2,496.38	859.75	143.87	95.9%
01802130 58900	DUES	1,300	0	1,300	300.00	150.00	850.00	34.6%
01802320 51113	SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320 51115	Sup Pers	225,260	0	225,260	131,016.10	95,602.65	-1,358.85	100.6%*
01802320 51117	Sub Teach	0	0	0	82,692.33	75,000.00	-157,692.33	100.0%*
01802320 51119	Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320 51127	SEC. GRD	0	0	0	11,009.04	.00	-11,009.04	100.0%*
01802320 51129	Super-Para	0	0	0	1,503.01	.00	-1,503.01	100.0%*
01802320 51135	Extra	0	0	0	6,590.25	.00	-6,590.25	100.0%*
01802320 51139	SEC- SUB	0	0	0	6,504.06	.00	-6,504.06	100.0%*
TOTAL Human Resources Dept		1,816,598	0	1,816,598	934,995.13	1,071,453.48	-189,850.71	110.5%
	TOTAL EXPENSES	1,816,598	0	1,816,598	934,995.13	1,071,453.48	-189,850.71	
JR Jane Ryan School								
01551001 51110	JRE Salary	2,044,434	0	2,044,434	892,087.01	1,096,111.25	56,235.74	97.2%

FOR 2026 07

JR	Jane Ryan School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01551001 51120	JRE Paras	58,308	0	58,308	20,117.80	21,507.64	16,682.68	71.4%
01551001 55500	JRE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01551001 56111	Class Supp	25,404	0	25,404	23,921.83	1,392.47	89.70	99.6%
01551001 56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97	100.0%
01551001 57301	EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26	99.9%
01551001 57308	Furniture	1,533	0	1,533	1,522.70	.00	10.30	99.3%
01551002 51110	TCHR-CLSRM	688,390	0	688,390	290,667.41	346,345.36	51,377.01	92.5%
01552220 51110	JRE Salary	104,494	0	104,494	44,209.00	60,285.00	.00	100.0%
01552220 56420	LIBR BKS	4,380	0	4,380	3,933.44	446.56	.00	100.0%
01552220 56425	SUBSCRIPTN	767	0	767	357.65	409.35	.00	100.0%
01552220 56901	MEDIA MAT.	2,628	0	2,628	2,401.03	161.97	65.00	97.5%
01552220 57302	EQU-NONINS	1,314	0	1,314	915.83	398.17	.00	100.0%
01552400 51113	JRE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01552400 51120	JRE Paras	23,512	0	23,512	11,574.64	10,975.87	961.09	95.9%
01552400 51130	SEC-CALYR	67,225	0	67,225	40,207.91	29,293.88	-2,276.59	103.4%*
01552400 51131	SEC-SCHLYR	43,393	0	43,393	20,740.40	23,952.04	-1,299.56	103.0%*
01552400 51135	CLER. CO	500	0	500	560.06	.00	-60.06	112.0%*
01552400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01552400 56110	Off Supp	3,066	0	3,066	2,114.53	923.99	27.48	99.1%
TOTAL	Jane Ryan School	3,326,290	0	3,326,290	1,512,154.71	1,675,114.73	139,020.14	95.8%
	TOTAL EXPENSES	3,326,290	0	3,326,290	1,512,154.71	1,675,114.73	139,020.14	

MAD Madison Middle School

01621001 51110	MMS Salary	4,427,571	0	4,427,571	1,869,785.93	2,456,420.42	101,364.35	97.7%
01621001 51111	TCHR-SPEC	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01621001 55500	MMS Intern	48,000	0	48,000	22,950.00	.00	25,050.00	47.8%
01621001 56111	Class Supp	36,851	0	36,851	19,945.25	5,215.29	11,690.46	68.3%
01621001 56411	TEXTBOOKS	12,855	0	12,855	4,159.58	792.87	7,902.55	38.5%
01621001 57301	EQUIP INST	3,857	0	3,857	875.43	1,276.65	1,704.92	55.8%
01621001 57308	Furniture	429	0	429	236.64	.00	192.36	55.2%
01621016 51110	MMS Salary	326,880	0	326,880	149,763.24	177,116.65	.11	100.0%
01621016 54900	PROP SERV	900	0	900	.00	745.35	154.65	82.8%
01621016 56111	Class Supp	2,750	0	2,750	1,882.50	347.80	519.70	81.1%
01621016 57301	EQUIP INST	3,200	0	3,200	1,683.04	.00	1,516.96	52.6%
01621019 51110	MMS Salary	397,322	0	397,322	183,973.46	220,615.50	-7,266.96	101.8%*
01621019 56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%
01622120 51110	MMS Salary	301,776	0	301,776	138,781.00	170,040.00	-7,045.00	102.3%*
01622120 51131	SEC-SCHLYR	43,835	0	43,835	21,041.07	24,392.06	-1,597.91	103.6%*
01622220 51110	MMS Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01622220 56420	LIBR BKS	2,571	0	2,571	1,449.97	1,071.93	49.10	98.1%

FOR 2026 07

MAD	Madison Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01622220 56425	SUBSCRIPTN	1,714	0	1,714	550.10	974.90	189.00	89.0%
01622220 56901	MEDIA MAT.	2,143	0	2,143	1,748.13	281.30	113.57	94.7%
01622220 57302	EQU-NONINS	1,286	0	1,286	567.08	305.91	413.01	67.9%
01622400 51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400 51113	MMS Admin	377,045	0	377,045	198,324.52	155,435.83	23,284.65	93.8%
01622400 51120	MMS Paras	15,817	0	15,817	7,235.67	5,270.30	3,311.15	79.1%
01622400 51130	SEC-CALYR	67,265	0	67,265	40,256.20	29,293.88	-2,284.88	103.4%*
01622400 51131	SEC SCH YR	49,489	0	49,489	27,807.96	23,173.30	-1,492.48	103.0%*
01622400 51135	CLER. CO	0	0	0	235.13	.00	-235.13	100.0%*
01622400 54900	PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01622400 55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01622400 56110	Off Supp	4,285	0	4,285	9.42	2,055.82	2,219.76	48.2%
01622400 58900	DUES	800	0	800	754.00	.00	46.00	94.3%
01623202 51116	MMS Advis	42,500	0	42,500	.00	42,500.00	.00	100.0%
01623202 53301	POLICE	1,250	0	1,250	.00	.00	1,250.00	.0%
01623202 56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%
TOTAL Madison Middle School		6,425,967	0	6,425,967	2,804,972.18	3,461,419.06	159,575.78	97.5%
	TOTAL EXPENSES	6,425,967	0	6,425,967	2,804,972.18	3,461,419.06	159,575.78	

MB Middlebrook School

01541001 51110	MBE Salary	2,413,364	0	2,413,364	1,044,008.46	1,369,354.60	.94	100.0%
01541001 51120	MBE Para	54,138	0	54,138	25,191.47	27,970.80	975.97	98.2%
01541001 55500	MBE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01541001 56111	Class Supp	29,116	0	29,116	23,614.90	.00	5,501.10	81.1%
01541001 56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*
01541001 57301	EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001 57308	Furniture	1,757	0	1,757	118.66	243.69	1,394.65	20.6%
01541002 51110	Spec	890,841	0	890,841	397,491.71	483,321.54	10,027.68	98.9%
01542220 51110	MBE Salary	123,538	0	123,538	52,266.06	71,271.90	.04	100.0%
01542220 56420	LIBR BKS	5,020	0	5,020	4,956.08	.00	63.92	98.7%
01542220 56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%
01542220 56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%
01542220 57302	EQU-NONINS	1,506	0	1,506	1,249.42	260.27	-3.69	100.2%*
01542400 51113	MBE Admin	359,821	0	359,821	207,588.90	152,231.86	.24	100.0%
01542400 51120	MBE Paras	13,530	0	13,530	6,900.37	6,295.12	334.03	97.5%
01542400 51130	SEC-CALYR	67,205	0	67,205	40,196.20	29,293.88	-2,284.88	103.4%*
01542400 51131	SEC-SCHLYR	42,580	0	42,580	20,243.93	23,617.86	-1,281.59	103.0%*
01542400 51135	CLER. CO	0	0	0	225.84	.00	-225.84	100.0%*
01542400 55800	PROF DEVEL	500	0	500	131.90	200.00	168.10	66.4%
01542400 56110	Off Supp	3,514	0	3,514	1,723.49	114.92	1,675.59	52.3%

FOR 2026 07

MB	Middlebrook School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400 58900	DUES	350	0	350	.00	.00	350.00	.0%
TOTAL Middlebrook School		4,075,301	0	4,075,301	1,876,365.92	2,164,176.44	34,758.73	99.1%
	TOTAL EXPENSES	4,075,301	0	4,075,301	1,876,365.92	2,164,176.44	34,758.73	
PPS PPS Department								
01011200 51114	PPS Admin	950,560	0	950,560	468,189.30	343,338.84	139,032.34	85.4%
01011200 51119	Tch Salary	50,000	0	50,000	22,445.14	27,554.86	.00	100.0%
01011200 51120	Instr Para	2,539,957	0	2,539,957	1,214,874.77	1,258,484.12	66,598.56	97.4%
01011200 51121	Extra Time	95,000	0	95,000	46,756.78	48,243.22	.00	100.0%
01011200 51122	ABA Paras	1,625,493	0	1,625,493	745,969.41	748,463.52	131,059.81	91.9%
01011200 51130	Admin Sec	163,963	0	163,963	98,051.84	71,470.52	-5,559.36	103.4%*
01011200 51135	CLER PT	750	0	750	60.69	.00	689.31	8.1%
01011200 53230	CONSLT-PPS	325,000	0	325,000	259,705.39	231,320.61	-166,026.00	151.1%*
01011200 53300	OTHER PROF	58,000	0	58,000	24,469.02	36,316.00	-2,785.02	104.8%*
01011200 53308	LEGALSPED	115,000	0	115,000	61,071.16	53,928.84	.00	100.0%
01011200 55800	PROF DEVEL	20,000	0	20,000	2,860.80	4,133.00	13,006.20	35.0%
01011200 55801	Mileage	10,000	0	10,000	3,342.14	.00	6,657.86	33.4%
01011200 55906	PRINTING	500	0	500	.00	292.50	207.50	58.5%
01011200 56110	Off Supp	2,500	0	2,500	790.87	153.97	1,555.16	37.8%
01011200 56111	Class Supp	30,000	0	30,000	62,864.23	4,595.07	-37,459.30	224.9%*
01011200 56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%
01011200 56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200 56904	TEST-IND	62,000	0	62,000	48,660.41	1,645.30	11,694.29	81.1%
01011200 58900	DUES	5,000	0	5,000	2,125.81	7,468.49	-4,594.30	191.9%*
01011201 51117	Homebnd	60,000	0	60,000	26,903.66	33,096.34	.00	100.0%
01011201 53210	INSTR. SRV	0	0	0	4,911.10	9,888.90	-14,800.00	100.0%*
01011203 51117	Tutorial	75,000	0	75,000	23,739.18	51,260.82	.00	100.0%
01011204 51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130 51123	Therapists	580,776	0	580,776	255,917.17	348,661.20	-23,802.27	104.1%*
01032130 51128	PPS Aides	83,490	0	83,490	42,720.27	44,003.74	-3,233.79	103.9%*
01032130 57303	EQU-NEWINS	15,000	0	15,000	12,329.03	975.00	1,695.97	88.7%
01052130 53305	Svc Cont	90,000	0	90,000	56,863.20	72,336.80	-39,200.00	143.6%*
01052130 54300	REPAIRS	2,000	0	2,000	965.00	235.00	800.00	60.0%
01052130 56110	Off Supp	9,000	0	9,000	2,932.91	4,067.09	2,000.00	77.8%
01052130 57304	Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01062140 51111	PPSPsy&Beh	1,775,346	0	1,775,346	740,511.11	981,524.06	53,310.63	97.0%
01062145 51111	TCHR-SPEC	367,324	0	367,324	158,505.49	216,143.85	-7,325.24	102.0%*
01072110 51111	PPS Soc Wr	1,272,973	0	1,272,973	553,433.98	725,719.20	-6,180.18	100.5%*
01082150 51111	PPS Speech	1,533,436	0	1,533,436	701,569.11	882,517.06	-50,650.62	103.3%*
01161200 51110	PPS Salary	2,513,492	0	2,513,492	1,104,118.35	1,459,074.38	-49,700.53	102.0%*

FOR 2026 07

PPS	PPS Department	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01231200 51110	PPS Salary	1,574,486	0	1,574,486	680,581.29	888,154.90	5,749.81	99.6%
01331200 51110	PPS Salary	2,248,092	0	2,248,092	973,772.40	1,281,822.75	-7,503.15	100.3%*
01331200 51126	Work Exp	8,000	0	8,000	2,539.86	.00	5,460.14	31.7%
01371200 51118	Tch Salary	175,000	0	175,000	159,615.91	.00	15,384.09	91.2%
01371200 51122	ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200 51128	PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200 51129	PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01396110 55600	Tuit-SPED	5,568,903	0	5,568,903	4,025,202.94	2,221,403.74	-677,704.16	112.2%*
01396110 55601	ECR	-2,087,315	0	-2,087,315	.00	-2,087,315.00	.00	100.0%
01412210 51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
TOTAL PPS Department		22,093,226	0	22,093,226	12,742,526.16	9,970,978.69	-620,278.69	102.8%
	TOTAL EXPENSES	22,093,226	0	22,093,226	12,742,526.16	9,970,978.69	-620,278.69	
Super Superintendent Dept								
01902310 51136	CLER. MTGS	3,000	0	3,000	1,400.00	.00	1,600.00	46.7%
01902310 53300	OTHER PROF	27,000	0	27,000	24,754.76	835.35	1,409.89	94.8%
01902310 53308	LEGAL GEN	110,000	0	110,000	66,075.50	73,306.50	-29,382.00	126.7%*
01902310 55800	PROF DEVEL	1,000	0	1,000	486.72	.00	513.28	48.7%
01902320 51115	Sup Admin	301,330	0	301,330	182,531.10	133,856.14	-15,057.00	105.0%*
01902320 51130	SEC-FT	166,880	0	166,880	91,320.09	71,388.35	4,171.56	97.5%
01902320 55800	PROF DEVEL	11,000	0	11,000	248.97	.00	10,751.03	2.3%
01902320 55900	POSTAGE	33,000	0	33,000	14,798.88	22,276.56	-4,075.44	112.3%*
01902320 55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01902320 56110	Off Supp	4,000	0	4,000	3,633.89	1,571.45	-1,205.34	130.1%*
01902320 56425	SUBSCRIPTN	850	0	850	347.90	1,152.10	-650.00	176.5%*
01902320 58900	DUES	30,000	0	30,000	25,276.50	4,268.50	455.00	98.5%
TOTAL Superintendent Dept		688,360	0	688,360	410,874.31	308,654.95	-31,169.02	104.5%
	TOTAL EXPENSES	688,360	0	688,360	410,874.31	308,654.95	-31,169.02	
TA Tashua School								
01581001 51110	TSE Salary	1,844,259	0	1,844,259	769,209.43	1,028,548.60	46,500.97	97.5%
01581001 51120	TSE Paras	46,894	0	46,894	28,970.87	31,218.44	-13,295.71	128.4%*
01581001 55500	TSE Intern	32,000	0	32,000	15,300.00	.00	16,700.00	47.8%
01581001 56111	Class Supp	22,852	0	22,852	17,469.43	3,914.21	1,468.36	93.6%
01581001 56411	TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%
01581001 57301	EQUIP INST	1,182	0	1,182	458.78	30.00	693.22	41.4%

FOR 2026 07

TA	Tashua School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01581001 57308	Furniture	1,379	0	1,379	50.99	68.00	1,260.01	8.6%
01581002 51110	Spec	635,718	0	635,718	261,397.41	324,263.60	50,057.07	92.1%
01582220 51110	TSE Salary	107,587	0	107,587	45,517.56	62,069.40	.04	100.0%
01582220 56420	LIBR BKS	3,940	0	3,940	3,815.14	124.86	.00	100.0%
01582220 56425	SUBSCRIPTN	690	0	690	410.75	279.25	.00	100.0%
01582220 56901	MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*
01582220 57302	EQU-NONINS	1,182	0	1,182	951.12	230.58	.30	100.0%
01582400 51113	TSE Admin	195,972	0	195,972	113,060.70	82,911.18	.12	100.0%
01582400 51120	TSE Paras	23,047	0	23,047	9,324.38	10,787.99	2,934.83	87.3%
01582400 51130	SEC-CALYR	67,285	0	67,285	40,276.20	29,293.88	-2,284.88	103.4%*
01582400 51131	SEC-SCHLYR	43,183	0	43,183	20,530.37	23,952.04	-1,299.53	103.0%*
01582400 51135	CLER. CO	0	0	0	94.04	.00	-94.04	100.0%*
01582400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01582400 55800	PROF DEVEL	500	0	500	76.17	.00	423.83	15.2%
01582400 56110	Off Supp	2,758	0	2,758	1,170.63	69.00	1,518.37	44.9%
01582400 58900	DUES	534	0	534	456.95	.00	77.05	85.6%
TOTAL Tashua School		3,058,054	0	3,058,054	1,355,314.84	1,597,761.03	104,978.09	96.6%
	TOTAL EXPENSES	3,058,054	0	3,058,054	1,355,314.84	1,597,761.03	104,978.09	

TECEC TECEC School

01011000 51110	PPS Salary	554,558	0	554,558	234,620.43	319,936.91	.16	100.0%
01011000 51113	PPS Tecec	152,158	0	152,158	87,783.75	64,374.73	-.08	100.0%*
01011000 51120	TECEC Para	252,350	0	252,350	126,423.18	130,690.13	-4,763.28	101.9%*
01011000 51122	ABA Paras	282,030	0	282,030	142,097.16	145,643.66	-5,711.00	102.0%*
01011000 51130	SEC-CALYR	25,949	0	25,949	15,337.63	11,247.59	-636.42	102.5%*
01011000 51131	SEC-SCHLYR	43,977	0	43,977	20,907.49	24,392.06	-1,322.89	103.0%*
01011000 51135	CLER. CO	1,500	0	1,500	1,587.27	.00	-87.27	105.8%*
01011000 55800	PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000 55900	OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000 55906	PRT-P ACC	200	0	200	.00	.00	200.00	.0%
01011000 56110	Off Supp	4,000	0	4,000	3,607.19	204.51	188.30	95.3%
01011000 56111	Class Supp	13,050	0	13,050	10,951.78	.00	2,098.22	83.9%
01011000 56411	TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%
01011000 56904	TEST-IND	4,000	0	4,000	2,967.73	.00	1,032.27	74.2%
01011000 57301	EQUIPMENT	4,000	0	4,000	3,225.19	.00	774.81	80.6%
01011000 57308	Furniture	3,200	0	3,200	436.96	.00	2,763.04	13.7%
01011000 58900	DUES	700	0	700	429.00	.00	271.00	61.3%
01121200 51111	PPS SPED	181,236	0	181,236	89,674.64	89,985.36	1,576.20	99.1%
TOTAL TECEC School		1,530,707	0	1,530,707	745,644.69	786,974.95	-1,912.23	100.1%
	TOTAL EXPENSES	1,530,707	0	1,530,707	745,644.69	786,974.95	-1,912.23	

FOR 2026 07

Tech	Technology Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
Tech Technology Dept									
01421001	57310	DW EQUIP	352,544	0	352,544	496,078.55	62,149.97	-205,684.52	158.3%*
01422214	53300	OTHER PROF	4,500	0	4,500	1,366.69	675.48	2,457.83	45.4%
01422214	54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%
01422214	56118	Software	248,800	0	248,800	219,177.57	2,314.30	27,308.13	89.0%
01422214	56900	PARTS	10,500	0	10,500	3,979.84	2,020.16	4,500.00	57.1%
01422214	57301	EQUIP INST	8,000	0	8,000	5,067.21	.00	2,932.79	63.3%
01422220	53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422220	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%
01422220	57301	EQUIP INST	12,600	0	12,600	570.00	893.01	11,136.99	11.6%
01422520	51125	Tech Supv	148,899	0	148,899	85,903.20	62,995.68	.12	100.0%
01422520	51129	Tech Other	540,573	0	540,573	317,010.48	228,703.75	-5,141.70	101.0%*
01422520	51130	Admin Sect	66,955	0	66,955	39,946.20	29,293.88	-2,284.88	103.4%*
01422520	51141	TECH OT	8,500	0	8,500	1,441.93	.00	7,058.07	17.0%
01422520	53300	OTHER PROF	6,000	0	6,000	.00	2,151.00	3,849.00	35.9%
01422520	53305	DP-COMPUT	42,000	0	42,000	25,008.50	2,500.00	14,491.50	65.5%
01422520	54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520	54409	Copiers	243,820	0	243,820	145,490.71	110,199.39	-11,870.10	104.9%*
01422520	55800	PROF DEVEL	1,000	0	1,000	50.00	.00	950.00	5.0%
01422520	55804	Mileage	1,200	0	1,200	368.20	.00	831.80	30.7%
01422520	55903	Tel Cell	38,000	0	38,000	4,566.50	27,475.64	5,957.86	84.3%
01422520	55904	PHONE-LAND	107,895	0	107,895	48,687.66	31,021.93	28,185.41	73.9%
01422520	55907	INTERNET	228,300	0	228,300	139,386.49	46,550.00	42,363.51	81.4%
01422520	56110	Off Supp	1,200	0	1,200	560.62	.00	639.38	46.7%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	172.03	.00	3,977.97	4.1%
01422520	57301	EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
TOTAL Technology Dept			2,124,636	0	2,124,636	1,603,952.80	608,944.19	-88,261.26	104.2%
		TOTAL EXPENSES	2,124,636	0	2,124,636	1,603,952.80	608,944.19	-88,261.26	
THS Trumbull High School									
01401000	55502	Intern HS	48,750	0	48,750	7,820.00	.00	40,930.00	16.0%
01711001	51110	THS Salary	12,615,763	0	12,615,763	5,479,830.59	7,108,440.08	27,492.33	99.8%
01711001	51111	TCHR-SPEC	102,330	0	102,330	54,116.59	73,795.35	-25,582.34	125.0%*

FOR 2026 07

THS		Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711001	56111	Class Supp	32,500	0	32,500	14,688.60	7,902.71	9,908.69	69.5%
01711001	57308	Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002	56112	SP CLSRM	24,000	0	24,000	11,729.65	5,506.99	6,763.36	71.8%
01711002	57301	EQUIP INST	11,000	0	11,000	123.46	4.50	10,872.04	1.2%
01711003	56112	SP CLSRM	2,200	0	2,200	1,558.15	104.43	537.42	75.6%
01711003	56411	TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%
01711006	51110	THS Salary	592,649	0	592,649	235,970.68	251,353.20	105,325.12	82.2%
01711006	51129	THS Ag Sci	5,000	0	5,000	1,986.98	.00	3,013.02	39.7%
01711006	51131	SEC-SCHLYR	40,684	0	40,684	19,578.60	22,316.70	-1,211.08	103.0%*
01711006	51135	CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711006	54300	REPAIRS	3,000	0	3,000	1,578.49	4,193.80	-2,772.29	192.4%*
01711006	54900	PROP SERV	3,000	0	3,000	969.25	45.00	1,985.75	33.8%
01711006	55809	FIELD TRIP	2,629	0	2,629	.00	2,500.00	129.00	95.1%
01711006	55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711006	56112	SP CLSRM	37,000	0	37,000	18,824.38	16,423.52	1,752.10	95.3%
01711006	56411	TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%
01711006	57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711006	58900	DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01711010	56112	SP CLSRM	1,150	0	1,150	1,000.00	.00	150.00	87.0%
01711010	56411	TEXTBOOKS	22,147	0	22,147	12,147.26	9,973.20	26.54	99.9%
01711011	56112	SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%
01711011	56411	TEXTBOOKS	37,691	0	37,691	32,778.71	.00	4,912.29	87.0%
01711011	57301	EQUIP INST	9,780	0	9,780	8,425.56	.00	1,354.44	86.2%
01711013	56112	SP CLSRM	19,060	0	19,060	8,595.75	6,466.13	3,998.12	79.0%
01711013	57301	EQUIP INST	4,125	0	4,125	7,504.79	6,798.60	-10,178.39	346.7%*
01711014	56112	SP CLSRM	28,965	0	28,965	12,367.55	6,135.63	10,461.82	63.9%
01711014	57301	EQUIP INST	2,100	0	2,100	1,148.08	1,000.00	-48.08	102.3%*
01711015	56112	SP CLSRM	1,550	0	1,550	1,130.88	.00	419.12	73.0%
01711015	56411	TEXTBOOKS	5,050	0	5,050	2,798.65	1,760.71	490.64	90.3%
01711016	51110	THS Salary	305,334	0	305,334	139,787.23	166,377.75	-830.98	100.3%*
01711016	53300	OTHER PROF	47,575	0	47,575	29,335.43	11,785.00	6,454.57	86.4%
01711016	54201	UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01711016	55809	FIELD TRIP	22,000	0	22,000	9,063.98	3,051.96	9,884.06	55.1%
01711016	56112	SP CLSRM	5,400	0	5,400	3,958.66	1,436.07	5.27	99.9%
01711016	57301	EQUIP INST	3,000	0	3,000	1,704.32	.00	1,295.68	56.8%
01711019	51110	THS Salary	895,463	0	895,463	388,191.19	522,949.35	-15,677.24	101.8%*
01711019	56112	SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%
01711019	57301	EQUIP INST	6,000	0	6,000	4,915.99	1,083.32	.69	100.0%
01711022	51110	THS Salary	284,835	0	284,835	121,193.60	165,264.00	-1,622.70	100.6%*
01711022	56112	SP CLSRM	500	0	500	.00	.00	500.00	.0%
01711027	56112	SP CLSRM	12,893	0	12,893	5,243.54	850.14	6,799.32	47.3%
01711027	56411	TEXTBOOKS	12,761	0	12,761	2,054.90	.00	10,706.10	16.1%
01711027	57301	EQUIP INST	9,132	0	9,132	2,928.40	4,297.90	1,905.70	79.1%
01711028	56112	SP CLSRM	990	0	990	804.97	177.79	7.24	99.3%

FOR 2026 07

THS		Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711028	56411	TEXTBOOKS	9,614	0	9,614	907.63	.00	8,706.37	9.4%
01712120	51110	THS Salary	1,278,125	0	1,278,125	604,575.16	681,174.60	-7,625.26	100.6%*
01712120	51114	DIR/COORD	0	0	0	88,940.70	65,223.18	-154,163.88	100.0%*
01712120	51130	SEC-CALYR	193,796	0	193,796	116,012.14	84,356.91	-6,573.05	103.4%*
01712120	51135	CLER. CO	0	0	0	119.73	.00	-119.73	100.0%*
01712120	53220	INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712120	56112	SP CLSRM	450	0	450	279.05	.00	170.95	62.0%
01712120	56903	TEST-SYS	650	0	650	124.08	20.17	505.75	22.2%
01712220	51110	THS Salary	102,171	0	102,171	43,226.15	58,944.75	.10	100.0%
01712220	56420	LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%
01712220	56425	SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%
01712220	56901	MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%
01712220	57302	EQU-NONINS	775	0	775	584.55	.00	190.45	75.4%
01712220	58900	DUES	230	0	230	190.00	.00	40.00	82.6%
01712221	56900	PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%
01712221	57301	EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	51110	THS Deten	3,500	0	3,500	1,874.08	.00	1,625.92	53.5%
01712400	51113	THS Admin	940,470	0	940,470	536,846.81	391,771.38	11,851.81	98.7%
01712400	51120	THS Paras	61,263	0	61,263	31,350.73	31,635.89	-1,723.66	102.8%*
01712400	51130	SEC-CALYR	124,880	0	124,880	62,969.64	49,665.33	12,245.03	90.2%
01712400	51131	SEC-SCHLYR	155,979	0	155,979	74,239.99	86,406.74	-4,667.99	103.0%*
01712400	51135	CLER. CO	350	0	350	181.04	.00	168.96	51.7%
01712400	53301	POLICE	90,000	0	90,000	55,488.00	34,512.00	.00	100.0%
01712400	55800	PROF DEVEL	3,500	0	3,500	445.00	.00	3,055.00	12.7%
01712400	55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906	PRT-P ACC	7,000	0	7,000	712.00	3,535.36	2,752.64	60.7%
01712400	56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400	56112	SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*
01712400	56116	SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%
01712400	56270	M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%
01712400	56425	SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%
01712400	56907	GRAD. EXP	25,000	0	25,000	269.62	21,986.45	2,743.93	89.0%
01712400	57308	Furniture	6,500	0	6,500	499.43	.00	6,000.57	7.7%
01712400	58900	DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713202	51116	THS Advis	145,987	0	145,987	9,565.73	136,421.27	.00	100.0%
01713202	55807	FieldTrips	45,000	0	45,000	.00	45,000.00	.00	100.0%
01713202	55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01713203	56906	AWARDS	1,500	0	1,500	71.72	161.53	1,266.75	15.6%
TOTAL Trumbull High School			18,545,152	0	18,545,152	8,328,639.74	10,095,156.98	121,355.50	99.3%
TOTAL EXPENSES			18,545,152	0	18,545,152	8,328,639.74	10,095,156.98	121,355.50	
Trans Transportation Dept									
01882700	51125	Tran Supv	80,520	0	80,520	35,940.99	91,735.34	-47,155.89	158.6%*

FOR 2026 07

Trans		Transportation Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01882700	51130	SEC-CALYR	108,723	0	108,723	64,932.77	47,466.10	-3,675.87	103.4%*
01882700	51135	CLERICAL	0	0	0	2,574.36	.00	-2,574.36	100.0%*
01882700	53303	Software	8,256	0	8,256	13,551.49	.00	-5,295.49	164.1%*
01882700	53405	SubCoor	0	0	0	21,787.50	11,087.50	-32,875.00	100.0%*
01882700	54900	PROP SERV	523	0	523	.00	.00	523.00	.0%
01882700	55101	REG RTS	4,264,460	0	4,264,460	4,317,056.14	.00	-52,596.14	101.2%*
01882700	55102	Ace	3,762	0	3,762	.00	.00	3,762.00	.0%
01882700	55105	Summer	313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700	55109	Fuel	337,485	0	337,485	153,214.53	214,596.01	-30,325.54	109.0%*
01882700	55809	FIELD TRIP	9,405	0	9,405	3,808.51	6,034.61	-438.12	104.7%*
01882700	56110	Off Supp	3,762	0	3,762	195.65	7,227.75	-3,661.40	197.3%*
01882700	58900	DUES	392	0	392	.00	.00	392.00	.0%
01882701	55101	Sped IN	1,895,845	0	1,895,845	1,543,107.80	352,737.20	.00	100.0%
01882701	55105	Sped Out	1,120,066	0	1,120,066	577,483.20	739,137.80	-196,555.00	117.5%*
01882701	55108	Monitors	460,005	0	460,005	441,220.80	18,784.20	.00	100.0%
TOTAL Transportation Dept			8,607,016	0	8,607,016	7,471,824.83	1,492,380.51	-357,188.90	104.1%
TOTAL EXPENSES			8,607,016	0	8,607,016	7,471,824.83	1,492,380.51	-357,188.90	
GRAND TOTAL			129,177,640	0	129,177,640	69,731,906.46	59,436,293.16	9,440.65	100.0%

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

FOR 2026 07

	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	14,000.00	.00	10,000.00	58.3%
TOTAL NO PROJECT	0	24,000	24,000	14,000.00	.00	10,000.00	58.3%
09005000 COMMUNITY SERVICES							
09005000 51141 OT/SCHOOLS	0	65,578	65,578	27,784.04	.00	37,793.96	42.4%
TOTAL NO PROJECT	0	65,578	65,578	27,784.04	.00	37,793.96	42.4%
09006001 NON PUBLIC SCHOOLS							
09006001 51111 NP Teach	0	128,091	128,091	54,192.38	73,898.74	-.12	100.0%
TOTAL NO PROJECT	0	128,091	128,091	54,192.38	73,898.74	-.12	100.0%
09007001 NON PUBLIC TRANSPORTATION							
09007001 51125 NP Admin	0	16,732	16,732	5,437.74	10,939.84	354.42	97.9%
09007001 51130 SEC-CALYR	0	15,827	15,827	9,188.40	6,722.32	-83.72	100.5%
09007001 55102 NP Bus	0	1,097,341	1,097,341	949,434.22	42,919.20	104,987.58	90.4%
GRAND TOTAL	0	1,347,569	1,347,569	1,060,036.78	134,480.10	153,052.12	88.6%

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

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	487,506.71	60,953.52	28,608.61	32,344.91	519,851.62
100 11130 ACCTS RECEIVABLE	945.00	4,834.56	450.00	4,384.56	5,329.56
100 20032 THS Model Congress	3,285.97	.00	4,029.41	-4,029.41	-743.44
100 20063 THS WELLNESS CENTER	-400.00	.00	.00	.00	-400.00
100 20068 MATH HONOR SOCIETY	-2,410.64	.00	.00	.00	-2,410.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-5,513.57	.00	.00	.00	-5,513.57
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20121 THS-ATHLETICS GENERAL	-1,000.00	.00	.00	.00	-1,000.00
100 20133 THS NEWSPAPER	-129.01	.00	.00	.00	-129.01
100 20139 THS TRILLIUM YEARBOOK	-11,585.53	161.50	.00	161.50	-11,424.03
100 20140 THS Unified Basketball	-3,849.40	.00	.00	.00	-3,849.40
100 20152 HILLCREST MIDDLE SCHOOL	-10,561.88	1,950.11	3,690.80	-1,740.69	-12,302.57
100 20153 Hillcrest Robotics Club	-1,524.75	.00	.00	.00	-1,524.75
100 20155 Madison Robotics Club	-1,528.20	275.00	.00	275.00	-1,253.20
100 20156 MADISON MIDDLE SCHOOL	-48,486.06	3,393.47	5,332.95	-1,939.48	-50,425.54
100 20167 THS Class of 2020	-220.00	.00	.00	.00	-220.00
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	-13,380.20	.00	.00	.00	-13,380.20
100 20172 THS Class of 2025	-5,413.97	.00	.00	.00	-5,413.97
100 20173 THS Class of 2026	-14,139.07	.00	.00	.00	-14,139.07
100 20174 THS Class of 2027	-14,968.75	.00	.00	.00	-14,968.75
100 20175 THS Class of 2028	-836.11	.00	.00	.00	-836.11
100 20176 THS Class of 2029	-1,000.00	.00	.00	.00	-1,000.00
100 20180 THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 20190					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS VOAG FARM 100 20251	-49,279.09	39.89	707.00	-667.11	-49,946.20
BOOTH HILL SCHOOL 100 20252	-4,358.26	427.44	1,183.00	-755.56	-5,113.82
FRENCHTOWN SCHOOL 100 20253	-10,776.99	304.00	190.00	114.00	-10,662.99
DANIELS FARM 100 20254	-6,631.37	1,882.32	2,637.00	-754.68	-7,386.05
MIDDLEBROOK SCHOOL 100 20255	-4,475.91	641.18	20.00	621.18	-3,854.73
JANE RYAN SCHOOL 100 20258	-879.22	.00	.00	.00	-879.22
TASHUA SCHOOL 100 20261	-6,225.27	354.25	.00	354.25	-5,871.02
Middlebrook Mentors 100 20510	-736.31	.00	.00	.00	-736.31
THS STUDENT COUNCIL 100 20550	-4,889.04	.00	.00	.00	-4,889.04
GENERAL FUND 100 20590	-26,675.83	.00	1,500.27	-1,500.27	-28,176.10
THS HABITAT FOR HUMANITY 100 20599	-799.11	.00	.00	.00	-799.11
THS HISTORY HONOR SOCIETY 100 20603	-1,152.51	.00	60.00	-60.00	-1,212.51
THS Bookstore/DECA(Marketing) 100 20604	-30,508.46	13,632.00	13,092.58	539.42	-29,969.04
THS BAND 100 20605	-723.54	.00	.00	.00	-723.54
THS KEY CLUB 100 20606	-398.26	.00	.00	.00	-398.26
THS BEST BUDDIES 100 20607	-1,946.57	.00	.00	.00	-1,946.57
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-7,955.01	.00	15.99	-15.99	-7,971.00
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	-618.13	.00	.00	.00	-618.13
THS CHORAL GROUP 100 20615	-5,185.65	.00	.00	.00	-5,185.65
THS ITALIAN CLUB 100 20617	-469.09	.00	.00	.00	-469.09
THS FUTURE BUSINESS LEADERS 100 20619	-3,960.65	.00	4,273.95	-4,273.95	-8,234.60
FRENCH HONOR SOCIETY 100 20620	-831.91	.00	.00	.00	-831.91
THS FRENCH CLUB 100 20621	-764.34	.00	.00	.00	-764.34
THS MISCELLANEOUS	-5,711.40	185.38	10.59	174.79	-5,536.61

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20622 THS IN/OUT	-3,204.52	.00	2,796.65	-2,796.65	-6,001.17
100 20624 THS SPANISH CLUB	-300.72	.00	.00	.00	-300.72
100 20625 THS SODA MACHINE	-595.15	.00	.00	.00	-595.15
100 20627 THS World Lang.HONOR SOCIETIES	-2,977.29	.00	.00	.00	-2,977.29
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 20637 THS Ethics Club	-555.89	250.00	540.00	-290.00	-845.89
100 20639 THS MODEL U.N. CLUB	-4,774.82	4,770.81	7,943.00	-3,172.19	-7,947.01
100 20640 THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 20641 THS THESPIAN SOCIETY	-10,260.83	60.22	85.00	-24.78	-10,285.61
100 20642 THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 20643 THS GRADUATION-CAP & GOWNS	-27,906.48	2.96	14,325.00	-14,322.04	-42,228.52
100 20644 THS ROBOTICS CLUB	-1,139.05	.00	.00	.00	-1,139.05
100 20645 THS LINK CREW LEADERS	-7,390.11	66.70	.00	66.70	-7,323.41
100 20646 THS CHEERLEADING	-9,073.51	.00	.00	.00	-9,073.51
100 20647 THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648 THS Shades Club	-1,771.87	.00	.00	.00	-1,771.87
100 20649 THS Dance Team	-9,930.48	906.71	499.00	407.71	-9,522.77
100 20650 THS Geography Club	-538.50	.00	.00	.00	-538.50
100 20702 THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 20703 THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 20704 THS BOYS TENNIS	-414.16	.00	.00	.00	-414.16
100 20706 THS NATIONAL ENGLISH HONOR SOC	-4,259.87	.00	.00	.00	-4,259.87
100 20707 THS NATIONAL HONOR SOCIETY	-3,721.92	.00	.00	.00	-3,721.92
100 20708					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS POETRY 100 20711	-55.40	.00	.00	.00	-55.40
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GSA-GAY STRAIGHT ALLIANCE 100 20713	-333.00	.00	.00	.00	-333.00
THS GRAPHIC DESIGN 100 20714	-94.05	.00	.00	.00	-94.05
THS GYMNASTICS 100 20715	-1,937.83	1,540.80	.00	1,540.80	-397.03
THS BUS.ED.ENTREPRENEUR 100 20718	-774.44	.00	.00	.00	-774.44
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GIRLS GOLF 100 20720	-365.89	.00	2,222.70	-2,222.70	-2,588.59
THS Athletic Fundraiser 100 20721	-5,926.44	.00	.00	.00	-5,926.44
THS BOYS GOLF 100 20727	1.53	.00	4,924.80	-4,924.80	-4,923.27
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	-4,263.17	.00	.00	.00	-4,263.17
THS Allies for Angels 100 20737	-1,281.16	.00	.00	.00	-1,281.16
THS Science Honor Society 100 20738	-2,369.62	.00	.00	.00	-2,369.62
THS SEAL OF BILITERACY 100 20739	-480.72	.00	.00	.00	-480.72
THS HOSA Future Health Prof 100 20741	-2,211.37	1,641.22	250.00	1,391.22	-820.15
THS Save Promise Club 100 20810	-460.50	.00	.00	.00	-460.50
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 24008	-40,542.74	1,323.57	209.31	1,114.26	-39,428.48
Due to Fund 205/BOE Programs 100 29280	1,021.95	.00	.00	.00	1,021.95
ACCOUNTS PAYABLE	.00	30,084.18	30,084.18	.00	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	129,681.79	129,681.79	.00	.00

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
REPORT TOTALS	.00	129,681.79	129,681.79	.00	

FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2008200 PRIVATE FUNDS/GRANTS		0	7,471	7,471	-160,257.10	.00	167,728.12	-2145.0%
	TOTAL REVENUES	0	-266,358	-266,358	-278,358.11	.00	12,000.00	
	TOTAL EXPENSES	0	273,829	273,829	118,101.01	.00	155,728.12	
2009010 IDEA-611 20977		0	119,842	119,842	711,281.57	852,482.39	-1,443,921.84	1304.9%
	TOTAL REVENUES	0	-1,681,136	-1,681,136	-43,550.00	.00	-1,637,585.50	
	TOTAL EXPENSES	0	1,800,978	1,800,978	754,831.57	852,482.39	193,663.66	
2009011 IDEA-611 NP 20977		0	46,151	46,151	3,069.12	23,018.40	20,063.63	56.5%
	TOTAL REVENUES	0	-40,987	-40,987	-13,811.06	.00	-27,175.44	
	TOTAL EXPENSES	0	87,138	87,138	16,880.18	23,018.40	47,239.07	
2009060 ARPA-SumMnlHth ends 6.30.26		0	2,292	2,292	17,700.00	.00	-15,408.20	772.3%
	TOTAL REVENUES	0	-52,700	-52,700	-31,000.00	.00	-21,700.00	
	TOTAL EXPENSES	0	54,992	54,992	48,700.00	.00	6,291.80	
2009067 SEED-Spec.Ed.Expansion&Devl		0	0	0	-13,686.00	.00	13,686.00	100.0%
	TOTAL REVENUES	0	0	0	-19,088.00	.00	19,088.00	
	TOTAL EXPENSES	0	0	0	5,402.00	.00	-5,402.00	
2009080 TITLE III-A 20868		0	0	0	13,261.38	18,083.71	-31,345.11	%
	TOTAL REVENUES	0	-4,831	-4,831	.00	.00	-4,830.67	
	TOTAL EXPENSES	0	4,831	4,831	13,261.38	18,083.71	-26,514.44	
2009081 TITLE III-A NP		0	0	0	.00	.00	.00	.0%
	TOTAL REVENUES	0	-394	-394	.00	.00	-394.33	
	TOTAL EXPENSES	0	394	394	.00	.00	394.33	
2009140 TITLE I 20679		0	0	0	97,469.97	103,846.14	-201,316.10	%
	TOTAL REVENUES	0	-244,155	-244,155	.00	.00	-244,154.60	
	TOTAL EXPENSES	0	244,155	244,155	97,469.97	103,846.14	42,838.50	
2009300 TITLE IV-A 20873		0	-170	-170	-589.56	769.00	-349.60	-105.5%
	TOTAL REVENUES	0	-13,078	-13,078	-1,589.56	.00	-11,488.31	
	TOTAL EXPENSES	0	12,908	12,908	1,000.00	769.00	11,138.71	
2009301 TITLE IV-A NP 20873		0	0	0	419.40	.00	-419.40	100.0%
	TOTAL REVENUES	0	-2,539	-2,539	.00	.00	-2,538.98	
	TOTAL EXPENSES	0	2,539	2,539	419.40	.00	2,119.58	
2009350 HEADSTART - Alliance		0	0	0	-23,210.42	171,225.92	-148,015.50	100.0%
	TOTAL REVENUES	0	-515,107	-515,107	-206,521.00	.00	-308,586.00	
	TOTAL EXPENSES	0	515,107	515,107	183,310.58	171,225.92	160,570.50	
2009370 HEADSTARTFOOD-CACFP 10/1-9/		0	-5,282	-5,282	-2,069.19	28,000.00	-31,213.21	-490.9%
	TOTAL REVENUES	0	0	0	-18,271.62	.00	18,271.62	
	TOTAL EXPENSES	0	-5,282	-5,282	16,202.43	28,000.00	-49,484.83	
2009450 IDEA PRE-K 20983		0	1	1	20,493.75	20,905.10	-41,397.85	*******%
	TOTAL REVENUES	0	-45,294	-45,294	.00	.00	-45,293.87	
	TOTAL EXPENSES	0	45,295	45,295	20,493.75	20,905.10	3,896.02	
2009460 OPEN CHOICE		0	460,419	460,419	36,897.30	174,325.23	249,196.33	45.9%
	TOTAL REVENUES	0	0	0	-100,206.99	.00	100,206.99	
	TOTAL EXPENSES	0	460,419	460,419	137,104.29	174,325.23	148,989.34	
2009470 PERKINS GRANT 20742		0	0	0	4,735.01	4,370.00	-9,105.01	100.0%
	TOTAL EXPENSES	0	0	0	4,735.01	4,370.00	-9,105.01	

FOR 2026 07

2009480 TITLE II PART A 20858	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009480 TITLE II PART A 20858	0	0	0	34,336.59	49,615.37	-83,951.96	100.0%
TOTAL REVENUES	0	-90,887	-90,887	-2,048.00	.00	-88,838.78	
TOTAL EXPENSES	0	90,887	90,887	36,384.59	49,615.37	4,886.82	
2009481 TITLE II-A NP 20858	0	0	0	2,048.00	1,417.50	-3,465.50	100.0%
TOTAL REVENUES	0	-26,502	-26,502	-2,867.50	.00	-23,634.42	
TOTAL EXPENSES	0	26,502	26,502	4,915.50	1,417.50	20,168.92	
2009520 MAGNET TRANSPORTATION	0	29,420	29,420	47,450.00	.00	-18,030.10	161.3%
TOTAL REVENUES	0	0	0	-18,850.00	.00	18,850.00	
TOTAL EXPENSES	0	29,420	29,420	66,300.00	.00	-36,880.10	
GRAND TOTAL	0	660,143	660,143	789,349.82	1,448,058.76	-1,577,265.30	338.9%

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Trumbull Board of Education											
Special Revenue BOE Programs											
		7/1/25 to 1/31/26			Fund Balance(Deficit) as of						
Org#	Description	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2025	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	1/31/2026	Balance	
2051660	ACE Foundation	-	-	-	-	-	58	-	58		
2059530	Agriscience	-	-	17,312	-	(17,312)	216,497	-	199,186		
2051121	Athletics	295,847	(365,000)	389,334	-	(93,487)	216,173	-	122,685		
2052651	Building Use	31,136	-	18,921	876	11,339	86,212	-	97,551		
2051650	Continuing Ed	71,568	-	56,562	30,752	(15,746)	(66,112)	-	(81,857)		
2051100	Driver's Education	11,747	-	3,596	32,820	(24,669)	43,889	-	19,220		
2051711	E Sports	-	-	1,120	880	(2,000)	18,326	-	16,326		
2051717	Elementary Strings/Band	235,673	150,000	115,976	154,349	(34,652)	11,190	-	(23,462)		
2051713	ELITE Business Program	87,419	70,000	98,380	56,747	(67,708)	(63,570)	-	(131,278)		
2056230	Guidance/Testing	1,545	-	5,926	-	(4,381)	11,690	-	7,310		
2059240	Interdistrict (TECEC*/REACH*/IIP*)	387,403	-	185,303	244,206	(42,106)	195,270	-	153,164		
2059540	Madison Grant	-	-	-	-	-	368	-	368		
2059490	Miscellaneous	-	-	-	-	-	2,401	-	2,401		
2051019	PE Day	-	-	-	-	-	247	-	247		
2051200	PPS Medicaid Program (SBCH)	69,765	-	47,157	38,183	(15,575)	279,906	-	264,332		
2055904	Rebates	112,797	-	7,000	-	105,797	(10,543)	-	95,254		
2051600	Summer Explorations 26-27 (begins 1/1/26)	0	-	5,086	26,829	(31,915)	-	-	(31,915)		
2051600	Summer Explorations 25-26 (ends 12/31/25)	37,218	-	181,354	-	(144,136)	204,498	-	60,362	28,447	Summer Exploration Balance
2052221	Take Home Device Insurance	48,840	-	18,297	11,796	18,747	21,058	-	39,805		
2057100	THS AP Testing	-	-	-	-	-	21,850	-	21,850		
2051380	THS Auditorium	-	-	3,672	-	(3,672)	3,070	-	(602)		
2059400	THS Connections	-	-	-	-	-	1,125	-	1,125		
2059450	THS Culinary Kitchen Catering	4,496	-	4,271	2,746	(2,521)	6,186	-	3,664		
2055400	THS Musical	13,565	-	14,714	3,152	(4,301)	7,101	-	2,800		
2051709	THS Student Parking	28,860	-	11,148	6,273	11,440	15,275	-	26,715		
2059510	Typical or Troubled Grant	-	-	-	-	-	643	-	643		
2056207	Used Book Sales	-	-	-	-	-	2,145	-	2,145		
2055213	Voluntary Insurance	-	-	22,879	126,417	(149,295)	11,968	-	(137,327)		
	Total Special Revenue Fund	**1,437,881**	**(145,000)**	**1,208,008**	**736,024**	**(506,151)**	**1,236,919**	**-**	**730,768**		
*	TECEC-Trumbull Early Childhood Education Center										
*	REACH-Regional Educational Academic and Counseling Help										
*	IIP-Interim Instructional (transition) Program										

FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051709 THS Student Parking								
2051709 40150	IC FEE REV	0	0	0	-.42	.00	.42	100.0%
2051709 40400	Parking	0	0	0	-28,860.00	.00	28,860.00	100.0%
2051709 51127	SEC. GRD	0	0	0	5,113.35	6,272.64	-11,385.99	100.0%*
2051709 52001	FICA/MEDIC	0	0	0	125.73	.00	-125.73	100.0%*
2051709 57202	SITE IMPR	0	0	0	5,900.00	.00	-5,900.00	100.0%*
2051709 58900	DUES	0	0	0	8.83	.00	-8.83	100.0%*
2051709 59998	PY Surplus	0	15,275	15,275	.00	.00	15,274.87	.0%
	GRAND TOTAL	0	15,275	15,275	-17,712.51	6,272.64	26,714.74	-74.9%

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

FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051713 ELITE Business Program								
2051713 40205	DONATIONS	0	0	0	-750.00	.00	750.00	100.0%
2051713 40400	REVENUE	0	0	0	-15,455.74	.00	15,455.74	100.0%
2051713 40401	Transfer	0	0	0	-70,000.00	.00	70,000.00	100.0%
2051713 40410	GCRev	0	0	0	-1,213.46	.00	1,213.46	100.0%
2051713 51120	AIDE-CLSRM	0	0	0	12,595.12	.00	-12,595.12	100.0%*
2051713 52001	FICA/MEDIC	0	0	0	364.26	.00	-364.26	100.0%*
2051713 53402	SubPara	0	0	0	.00	450.00	-450.00	100.0%*
2051713 54000	PURCH.PROP	0	0	0	6,246.92	6,792.48	-13,039.40	100.0%*
2051713 54101	ELECTRIC	0	0	0	5,106.48	1,393.52	-6,500.00	100.0%*
2051713 54410	RENT	0	0	0	49,881.71	36,114.05	-85,995.76	100.0%*
2051713 54900	PROP SERV	0	0	0	10,495.18	5,444.82	-15,940.00	100.0%*
2051713 55000	Other Purc	0	0	0	3,573.02	2,485.61	-6,058.63	100.0%*
2051713 55800	ELITE TRAV	0	0	0	52.00	.00	-52.00	100.0%*
2051713 56000	Supplies	0	0	0	7,377.56	3,761.44	-11,139.00	100.0%*
2051713 56202	NATUR. GAS	0	0	0	2,194.80	305.20	-2,500.00	100.0%*
2051713 58900	DUES	0	0	0	493.00	.00	-493.00	100.0%*
2051713 59999	PR YR DEF	0	-63,570	-63,570	.00	.00	-63,570.38	.0%*
	GRAND TOTAL	0	-63,570	-63,570	10,960.85	56,747.12	-131,278.35	-106.5%

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

FOR 2026 07

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051650 Continuing Ed								
2051650 40400	CONT ED	0	0	0	-71,568.43	.00	71,568.43	100.0%
2051650 51110	TeachSal	0	0	0	3,893.26	.00	-3,893.26	100.0%*
2051650 51130	Sec	0	0	0	8,738.10	6,407.91	-15,146.01	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	327.89	.00	-327.89	100.0%*
2051650 52002	INSURANCE	0	0	0	10,568.60	7,548.94	-18,117.54	100.0%*
2051650 53300	OTHER PROF	0	0	0	11,541.20	16,395.00	-27,936.20	100.0%*
2051650 55900	PRINTERS	0	0	0	5,855.81	.00	-5,855.81	100.0%*
2051650 55990	OthPurSer	0	0	0	2,581.00	.00	-2,581.00	100.0%*
2051650 56110	InsSupplie	0	0	0	1,219.37	.00	-1,219.37	100.0%*
2051650 56112	Admin Supp	0	0	0	949.76	400.00	-1,349.76	100.0%*
2051650 58900	DUES	0	0	0	10,887.15	.00	-10,887.15	100.0%*
2051650 59999	PR YR DEF	0	-66,112	-66,112	.00	.00	-66,111.75	.0%*
	GRAND TOTAL	0	-66,112	-66,112	-15,006.29	30,751.85	-81,857.31	-23.8%

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

FOR 2026 07

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051600 SUMMER EXPLORATIONS							
2051600 51130 SEC	0	0	0	.00	19,223.74	-19,223.74	100.0%*
2051600 59998 PY Surplus	0	204,498	204,498	.00	.00	204,497.60	.0%
TOTAL NO PROJECT	0	204,498	204,498	.00	19,223.74	185,273.86	9.4%
25-26 25-26 Project Period							
2051600 40150 25-26 MISC. INC.	0	0	0	-34.41	.00	34.41	100.0%
2051600 40400 25-26 REVENUE	0	0	0	-37,183.80	.00	37,183.80	100.0%
2051600 51110 25-26 TCHR-CLSRM	0	0	0	99,100.66	.00	-99,100.66	100.0%*
2051600 51116 25-26 STIPENDS	0	0	0	10,375.00	.00	-10,375.00	100.0%*
2051600 51120 25-26 AIDE-CLSRM	0	0	0	14,064.87	.00	-14,064.87	100.0%*
2051600 51129 25-26 OTHER NC	0	0	0	9,534.76	.00	-9,534.76	100.0%*
2051600 51130 25-26 SEC-CALYR	0	0	0	22,718.93	.00	-22,718.93	100.0%*
2051600 52001 25-26 FICA/MEDIC	0	0	0	4,931.45	.00	-4,931.45	100.0%*
2051600 52002 25-26 INSURANCE	0	0	0	9,058.68	.00	-9,058.68	100.0%*
2051600 53300 25-26 PROF SERV	0	0	0	2,491.00	.00	-2,491.00	100.0%*
2051600 56112 25-26 Supp	0	0	0	4,421.31	56.00	-4,477.31	100.0%*
2051600 58900 25-26 DUES	0	0	0	4,656.86	.00	-4,656.86	100.0%*
TOTAL 25-26 Project Period	0	0	0	144,135.31	56.00	-144,191.31	100.0%
26-27 26-27 Project Period							
2051600 51130 26-27 SEC-CALYR	0	0	0	3,495.22	.00	-3,495.22	100.0%*
2051600 52001 26-27 FICA/MEDIC	0	0	0	81.59	.00	-81.59	100.0%*
2051600 52002 26-27 INSURANCE	0	0	0	1,509.78	7,548.90	-9,058.68	100.0%*
TOTAL 26-27 Project Period	0	0	0	5,086.59	7,548.90	-12,635.49	100.0%
GRAND TOTAL	0	204,498	204,498	149,221.90	26,828.64	28,447.06	86.1%

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

School Lunch Financials for 2025-2026 School Year - FUND 210

	7/31/2025 YTD	7/31/2025 Month	8/31/2025 YTD	8/31/2025 Month	9/30/2025 YTD	9/30/2025 Month	10/31/2025 YTD	10/31/2025 Month	11/30/2025 YTD	11/30/2025 Month	12/31/2025 YTD	12/31/2025 Month	1/31/2026 YTD	1/31/2026 Month
Balance Sheet														
Assets:														
Cash	2,673,947		2,761,520		1,679,552		1,659,296		1,875,731		2,058,552		2,238,388	
Receivables	104,742		171,720		271,493		380,714		354,308		315,398		347,182	
Inventory	67,779		89,886		84,524		89,952		98,013		110,605		120,733	
Prepaid Expense	-		-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-		-	
Total Assets:	2,846,468		3,023,126		2,035,569		2,129,962		2,328,052		2,484,556		2,706,303	
Liabilities:														
Accounts Payable	-		-		-		-		-		-		-	
Deferred Revenue	93,734		188,566		179,058		166,937		161,803		164,255		161,175	
Due to Town	1,152,840		1,209,329		281,798		502,239		663,666		835,232		974,130	
Due To 205 Fund	31		31		-		-		-		-		-	
Medical/Dental Premium WH	2,726		-		-		-		-		-		-	
Reserve for Encumbrance	-		-		-		-		-		-		-	
Total Liabilities:	1,249,331		1,397,926		460,856		669,176		825,469		999,488		1,135,305	
Fund Balances:	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998	
Statement of Revenues, Expenditures and Changes in Fund Balances														
Revenue/increases:														
Food Sales/Charges for Service	-	-	34,997	34,997	293,981	258,984	570,909	276,927	805,953	235,044	1,016,570	210,618	1,259,565	242,994
Food Sales/Aspire					859	859	1,922	1,063	2,485	564	3,130	645	3,930	800
Intergovernmental	-	-	18,350	18,350	128,591	110,241	241,208	112,616	336,939	95,731	425,482	88,543	523,557	98,075
Other Income/Interest	19,168	19,168	25,540	6,372	33,734	8,194	39,882	6,148	46,303	6,422	53,340	7,037	60,111	6,771
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	19,168	19,168	78,887	59,719	457,165	378,278	853,920	396,755	1,191,680	337,761	1,498,523	306,843	1,847,163	348,640
Expenses/decreases					-				-				-	
Wages	22,815	22,815	29,955	7,140	138,074	108,119	304,572	166,498	419,905	115,333	540,322	120,417	630,870	90,548
FICA	513	513	999	486	6,923	5,924	16,336	9,413	22,640	6,305	29,476	6,836	34,561	5,084
Medical	45,751	45,751	91,692	45,941	130,758	39,065	171,227	40,470	207,842	36,615	249,403	41,562	290,612	41,208
Other Expenses	9,261	9,261	9,456	195	54,086	44,630	72,230	18,144	86,555	14,325	101,120	14,565	114,872	13,752
Supplies	891	891	(1,721)	(2,612)	13,827	15,548	28,219	14,393	41,337	13,118	49,036	7,699	61,395	12,358
Cost of Food	-	-	(19,495)	(19,495)	110,709	130,204	267,443	156,735	363,351	95,908	475,542	112,190	570,864	95,322
Equipment/Capital	194	194	194	-	85,468	85,275	190,499	105,030	204,860	14,361	225,949	21,089	230,385	4,437
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	79,425	79,425	111,080	31,656	539,845	428,765	1,050,527	510,682	1,346,490	295,963	1,670,848	324,358	1,933,558	262,710
Incr/(Decr) in fund balances before operating transfers	(60,257)		(32,193)		(82,680)		(196,607)		(154,810)		(172,325)		(86,395)	
Operating Transfers in/(out)	-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	**(60,257)**		**(32,193)**		**(82,680)**		**(196,607)**		**(154,810)**		**(172,325)**		**(86,395)**	
Fund Balances:														
Beginning of year	1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-							
End of period	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998	
Months Revenue Control	19,168		59,719		378,278		396,755		337,761		306,843		348,640	
Month Expenditure Control	79,425		31,656		428,765		510,682		295,963		324,358		262,710	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-							
Profit (Loss) for the month	(60,257)		28,064		(50,487)		(113,928)		41,797		(17,515)		85,930	

School Lunch Financials As of January 31, 2026 - FUND 210

Balance Sheet as of 1/31	Budget	1/31/26 School Lunch	Encumbered	Available/ (Over)	1/31/25 School Lunch	YTY Diff.	% Change
Assets:							
Cash		2,238,388			2,595,639	(357,251)	-13.76%
Receivables		347,182			344,598	2,584	0.75%
Inventory		120,733			104,552	16,180	15.48%
Prepaid Expense							
Due From Others							
Total Assets:		2,706,303			3,044,789	(338,486)	-11.12%
Liabilities:							
Accounts Payable		-			217,462	(217,462)	-100.00%
Deferred Revenue		161,175			160,769	406	0.25%
Due to Town		974,130			927,982	46,148	4.97%
Due to 205 Fund							
Medical/Dental Premium WH							
Reserve for Encumbrance						-	
Total Liabilities:		1,135,305			1,306,213	(170,908)	-13.08%
Fund Balances:		1,570,998			1,738,577	(167,579)	-9.64%
Statement of Revenues, Expenditures and Changes in Fund Balances for the 5 months ended 1/31							
Revenue/increases:							
Food Sales/Charges for Service	1,292,200	1,259,565		32,635	1,226,034	33,531	2.73%
Food Sales/Aspire	-	3,930		(3,930)	-	-	
Intergovernmental	503,026	523,557		(20,531)	492,535	31,022	6.30%
Other Income/Interest	66,500	60,111		6,389	27,592	32,519	117.86%
Intergovernmental (Town) Transfer				-		-	
Increases				-		-	
Total revenue/increases	1,861,726	1,847,163	-	14,563	1,746,161	101,002	5.78%
Expenses/decreases						-	
Wages	590,700	630,870	652,261	(692,431)	606,224	24,646	4.07%
FICA	41,700	34,561	-	7,139	34,514	47	0.14%
Medical	300,328	290,612	258,793	(249,077)	269,308	21,303	7.91%
Other Expenses	114,878	114,872	66,993	(66,987)	117,082	(2,210)	-1.89%
Supplies	67,000	61,395	72,588	(66,983)	63,575	(2,180)	-3.43%
Cost of Food	531,880	570,864	1,073,657	(1,112,641)	654,768	(83,904)	-12.81%
Equipment/Capital	55,500	230,385	43,190	(218,075)	207,163	23,222	11.21%
Intergovernmental (Town) Transfer						-	
Decreases						-	
Total Expenditures/Increases	1,701,986	1,933,558	2,167,482	(2,399,055)	1,952,634	(19,076)	-0.98%
Incr/(Decr) in fund balances before operating transfers		(86,395)			(206,473)	120,078	-58.16%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		**(86,395)**			**(206,473)**	120,078	-58.16%
Fund Balances:							
Beginning of year		1,657,393			1,945,049	(287,656)	-14.79%
End of period		1,570,998			1,738,577	(167,579)	-9.64%
Months Revenue Control		348,640			380,549	(31,908)	
Months Exp Control		262,710			327,375	(64,665)	
Profit (Loss) for the month		**85,930**			**53,173**	32,757	61.60%

				Trumbull Board of Education						
				Scholarship Details						
Fund Balance as of 7/1/25				7/1/25 to 1/31/26				Fund Balance as of 1/31/26		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	237.39	1,922.39	Brewster	-	-	33.55	33.55	1,685.00	270.94	1,955.94
-	6,090.46	6,090.46	Peter Burke	-	-	106.30	106.30	-	6,196.76	6,196.76
-	1,067.51	1,067.51	K. Capobianco	-	-	18.63	18.63	-	1,086.15	1,086.15
-	5,609.04	5,609.04	Donna Cassidy	-	-	97.90	97.90	-	5,706.94	5,706.94
-	40.54	40.54	Citizenship/Holdsworth	-	-	0.71	0.71	-	41.25	41.25
-	38,839.27	38,839.27	Chelsea Cunha	5,374.40	-	770.49	6,144.89	-	44,984.16	44,984.16
-	5,100.20	5,100.20	Mary Curtiss	-	-	89.02	89.02	-	5,189.22	5,189.22
10,000.00	1,387.02	11,387.02	S. Dick Electronics	-	-	198.75	198.75	10,000.00	1,585.77	11,585.77
-	1,118.27	1,118.27	Ran Grinnell	-	-	19.52	19.52	-	1,137.79	1,137.79
-	3,979.14	3,979.14	Clare Hampford	-	-	69.45	69.45	-	4,048.59	4,048.59
-	10.20	10.20	G. Hartz	-	-	0.18	0.18	-	10.38	10.38
-	11,671.53	11,671.53	Peter Horton	-	-	203.72	203.72	-	11,875.25	11,875.25
-	3,315.17	3,315.17	Klein/ Danaher	-	-	57.86	57.86	-	3,373.03	3,373.03
-	79.98	79.98	Lorimer	-	-	1.40	1.40	-	81.37	81.37
-	569.38	569.38	Dr. Gloria Maina	-	-	9.94	9.94	-	579.32	579.32
-	168.75	168.75	Frances S. Mallett	-	-	2.95	2.95	-	171.69	171.69
-	13,518.67	13,518.67	Loretta McDougall	-	-	235.96	235.96	-	13,754.62	13,754.62
-	7,171.74	7,171.74	Middlebrook Wings	-	-	125.18	125.18	-	7,296.91	7,296.91
-	9,678.56	9,678.56	Karen Mraz	-	-	168.93	168.93	-	9,847.49	9,847.49
-	549.44	549.44	National Merit	-	-	9.59	9.59	-	559.03	559.03
-	523.82	523.82	Ralph Pascale	-	-	9.14	9.14	-	532.96	532.96
8,000.00	1,240.98	9,240.98	PHNA	-	-	161.29	161.29	8,000.00	1,402.27	9,402.27
-	14,749.43	14,749.43	Jill Resnick	-	-	257.44	257.44	-	15,006.86	15,006.86
5,190.00	1,109.05	6,299.05	R. Rossomando	-	-	109.94	109.94	5,190.00	1,218.99	6,408.99
2,500.00	377.18	2,877.18	R. Simses	-	-	50.22	50.22	2,500.00	427.39	2,927.39
2,200.00	332.13	2,532.13	R. Stowe	-	-	44.20	44.20	2,200.00	376.33	2,576.33
-	1,138.71	1,138.71	Trumbull High	-	-	19.88	19.88	-	1,158.58	1,158.58
-	216.36	216.36	Jennie N. Villano	-	-	3.78	3.78	-	220.14	220.14
10,000.00	1,389.93	11,389.93	Zink	-	-	198.80	198.80	10,000.00	1,588.73	11,588.73
39,575.00	131,279.84	170,854.84	Total Scholarship Fund	5,374.40	-	3,074.70	8,449.10	39,575.00	139,728.94	179,303.94

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education Regular Meeting March 17, 2026

Agenda Item IV — Status of Negotiations

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

Recommendation: Receive and file.

STATUS OF NEGOTIATIONS

Bargaining Unit	Member of Board's Negotiating Team	Status of Negotiations
Teachers TEA	Attorney Floyd Dugas, Marie Petitti, Alison Squiccimaro	The TEA agreement covers the period from July 1, 2026 to June 30, 2029.
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 (TASS)	Attorney Floyd Dugas	The Trumbull Administrative Support Staff agreement covers the period from July 1, 2025 to June 30, 2029.
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 continue.
Paraeducators and Health Aides UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraeducator and Health Aides agreement covers the period from July 1, 2025 to June 30, 2028.
School Lunch Program Employees UPSEU Local 424	Attorney Floyd Dugas	The School Lunch Program Employees agreement covers the period from July 1, 2024 to June 30, 2028.
UE Sub Local 21 Supervisors and Support Staff	Attorney Floyd Dugas	The UE Sub Local 21 agreements cover the period of July 1, 2024 to June 30, 2027.