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# TRUMBULL PUBLIC SCHOOLS

## TRUMBULL, CONNECTICUT

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**Regular Meeting – Tuesday, November 15, 2022, 7:00 p.m.**

**Long Hill Administration Building**

<https://us06web.zoom.us/j/82950293658?pwd=MEVGamwvN3pkWDF6aTlzYk5qeU1lUT09>

Webinar ID: 829 5029 3658

Password: 735069

Join by telephone: (312) 626-6799 or (877) 853-5257 (Toll Free) / Webinar ID: 829 5029 3658

### **I. CALL TO ORDER**

### **II. PRELIMINARY BUSINESS**

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

### **III. REPORTS/ACTION ITEMS**

- A. Approval/Minutes
  - Special Meeting/Executive Session, October 20, 2022
  - BOE Regular Meeting, October 25, 2022
- B. Personnel – Dr. Semmel
- C. Approval/Trumbull High School Golden Eagle Marching Band (THSGEMB) Winter Percussion Trip to Dayton, Ohio – Mr. Joshua Murphy
- D. Approval/2023 Board of Education Dates – Dr. Semmel
- E. Approval/Educational Specifications for Middlebrook Elementary HVAC Improvement Grant – Mr. Cote
- F. Bell Schedule Presentation – Mr. Jonathan Costa, Dr. Iwanicki, Mr. Guarino
- G. Curriculum Committee- Mrs. Petitti
  - Approval/Curriculum Guides/Texts
  - Grade 6 Reading New Texts Approval for Revised Course
    - Woodson, Jacqueline. *Harbor Me*, 2018.
    - Lai, Thanhha. *Inside Out & Back Again*, 2011.
  - Grade 7 ELA New Text Approval for Revised Course
    - Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015.
  - Trumbull High School (New Course Curriculum Guide Approvals)
    - Grades 9-12 – *Jazz Band*
    - Grades 10-12 – *African American/Black and Puerto Rican/Latino Course of Studies*
- H. Policy Committee Report – Mr. Gallo
  - Second Readings – Dr. Iwanicki
    - 5141.3 – Student Health Services, Health Assessments, and Immunizations
    - 1212.1 - Volunteers
- I. Financial Committee Report -Mrs. Norcel
  - Financials as of September 30, 2022 – Mr. Hendrickson

### **IV. OTHER**

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Special Meeting/Executive Session, October 20, 2022
- Regular Meeting, October 25, 2022

Recommendation:

Approve the minutes of the above noted meetings.

Trumbull Public Schools  
Trumbull Board of Education  
Thursday, October 20, 2022  
Special Meeting/Executive Session – 5:15 p.m.

Members present:

Lucinda Timpanelli, Board Chairman  
Jackie Norcel, Vice Chairman  
Julia McNamee - Secretary  
Tim Gallo  
Marie Petitti  
Alison Squicciarro

Members absent:

Chris Bandecchi  
Lisa Nuland

EXECUTIVE SESSION

It was moved (Squicciarro) and seconded (Norcel) to go into Executive Session at 5:20 p.m. for the purpose of interviewing the candidate for the position of Human Resources Director. The Superintendent and candidate were invited into Executive Session. Vote: All in favor.

It was moved (Gallo) and seconded (Norcel) to come out of Executive Session at 6:53 p.m. Vote: All in favor.

Unanimously Adjourned: 6:53 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
**Board of Education**  
Regular Meeting – October 25, 2022

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

Members present:

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

Agenda Item I—Call to Order

The meeting was called to order at 7:00 p.m.

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: Ann Martorana wrote in support of the reading and math specialists.
- C. Public Comment  
The following people spoke: Mike Ganino thanked the Board for their service and Dr. Semmel for the opportunity for our seniors to volunteer in our schools. Daniel Durden spoke of an open house at THS.
- D. Superintendent Report- Dr. Semmel
- Dr. Semmel is looking forward to this evening’s presentation from Tecton. Trumbull residents are encouraged to attend the following discussion groups with Tecton that will help impact the master plan for all of our schools:

Booth Hill	11/3/22	6-8 p.m.
Frenchtown	2/2/23	6-8 p.m.
Madison	3/22/23	6-8 p.m.
THS	4/26/23	6-8 p.m.
  - The District is working on a new more comprehensive user friendly TPS website. Our online payment process is being met with great success.
  - The grade 9 Underage Drinking and Drug Forum will take place on November 9 at 7:00 p.m. at THS. You can access TPAUD on our school website where you will find important information on building a healthy Trumbull.
  - Cold and flu season is upon us, so we are encouraging all students and staff to use good hand washing hygiene and to stay home if you are feeling sick.

- E. Board Chairman Report – Mrs. Timpanelli thanked the Board members who recently attended events at our schools- Booth Hill celebration of their Blue-Ribbon status and the Agriscience Farm Fair this past weekend. Congratulations to our THS boys’ soccer team who is currently ranked number one in the State.
- F. Teacher BOE Representative Report – there was no report this evening.

Agenda Item III—Reports/Action Items

A. Approval/Minutes:

Minutes of the BOE Regular Meeting– October 11, 2022

It was moved (Norcel) and seconded (Squiccimarro) to approve the minutes of the above noted meeting as presented. Vote: Unanimous in favor.

B. Personnel Report

Dr. Semmel reported the following certified resignations/retirements:

Hawkins, Debra; music teacher at Frenchtown Elementary School since August 1993, retiring effective June 30, 2023.

Hock, Jane; science teacher at Madison Middle School since August 1999, retiring effective June 30, 2023.

Netting, Jodi; language arts teacher at Madison Middle School since August 1996, retiring effective June 30, 2023.

Maffei, Eileen; family and consumer science teacher at Hillcrest Middle School since August 1995, retiring effective June 30, 2023.

Paklaian, Lauren; science teacher at Madison Middle School since August 1999, retiring effective June 30, 2023.

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

- C. Tecton Update on Master Plan- Antonia Ciaverella and Jeff Wyszynski from Tecton Architects presented an overview on the development of a Master Plan for TPS - all building sites have been visited and initial programming discussions have begun. The conditions analysis includes: building site, architectural exterior and interior, code requirements and building systems. Tecton cited specific examples at each of our buildings with safety being the primary concern. Discussed were demographic and enrollment projections, identification of priorities and planning options and the importance of community engagement which is critical to represent the needs across the District. Tecton will continue to update the Trumbull community and invites all Trumbull residents to attend the following discussion groups:

Booth Hill	11/3/22	6-8 p.m.
Frenchtown	2/2/23	6-8 p.m.
Madison	3/22/23	6-8 p.m.
THS	4/26/23	6-8 p.m.

D. iReady Date to Plan Future Learning

Dr. Iwanicki gave a presentation of Fall iReady data and the use of this universal assessment tool to monitor student progress. The data provides valuable information in terms of the impact of our curriculum and the strategies used in its delivery and monitors student progress and tells us where we need to concentrate our instruction. Dr. Iwanicki detailed math and reading results and compared them to last year as well as the next steps with iReady data as we continue to implement high quality curriculum instruction to our students.

E. Policy Committee Report

Policy Chairman Tim Gallo would like to recognize and thank the following volunteers for their work on this year's Policy Committee: Efralim Diaz, Roy Fuchs, Amanda Harmon, Katie Lynn and Cassandra Perrone.

Dr. Iwanicki presented the following policies for First Reading:

- 5141.3 – Student Health Services, Health Assessments and Immunizations
- 1212.1 - Volunteers

F. Approval/Substitute Teacher Rates

Dr. Semmel discussed the rationale for a pay increase for substitute teachers in our District.

It was moved (Gallo) and seconded (Bandecchi) to approve the daily substitute pay rate increase from \$100 to \$120 per day. Vote: Unanimous in favor.

G. Financial Committee Report

The Finance Committee of the Board of Education met on October 11, 2022 and reviewed financials through July and August, 2022. Included in the review was a proposed transfer of \$200,000 from the Non-Lapsing Account for the purchase of technology related items in 2022-2023.

It was moved (McNamee) and seconded (Bandecchi) to approve the financial reports through July and August 31, 2022 as presented. Vote: Unanimous in favor.

It was moved (McNamee) and seconded (Bandecchi) to approve the transfer from the Non-Lapsing Account in the amount of \$200,000 to purchase technology related items as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:50 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, November 15, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Resignations – Certified

Buckingham, Teresa; district elementary English/language arts program leader since August 1992, retiring effective June 30, 2023.

Gorton, Carolyn; kindergarten teacher at Middlebrook Elementary School since August 2000, retiring effective June 30, 2023.

Muralidharan, Malathi; math teacher at Madison Middle School since August 2001, retiring effective June 30, 2023.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Mr. Joshua Murphy

Agenda Item –III-C

Approval/Trumbull High School Overnight Field Trips

THS Winter Percussion to Dayton, OH. **The Winter Guard International (WGI)** trip will be held in Dayton, OH from April 18th to April 23rd (four days out of school and a Saturday, returning on Sunday). This experience will give students the opportunity to participate at the national level competition with their skills.

Funding for this trip is provided through parents and Band Booster fundraising. Accordingly, attached please review the field trip request submitted by Trumbull High School teacher Joshua Murphy along with the trip itinerary.

Administrative Recommendation:

Approve the overnight THS Winter Percussion Trip to the WGI Finals as presented.

**TRUMBULL PUBLIC SCHOOLS**  
**FIELD TRIP REQUEST**

1. FORWARD ONE COPY OF THE PRINCIPAL'S APPROVED REQUEST TO THE OFFICE OF THE ASSISTANT SUPERINTENDENT AT LEAST THREE (3) WEEKS PRIOR TO DATE OF TRIP FOR DAY TRIPS, AT LEAST NINETY (90) DAYS PRIOR FOR OVERNIGHT TRIPS AND TRIPS TO FOREIGN COUNTRIES.
2. IF SCHOOL OR COACH BUSES ARE INVOLVED THE APPROVED REQUEST WILL BE FORWARDED TO THE TRANSPORTATION DEPARTMENT.
3. CONFIRMATION WILL BE FORWARDED FOLLOWING APPROVAL.

Date Submitted 10/12/2022 Submitted By Joshua Murphy Trip Date 4/18-4/23/2023  
School THS Group THS Winter Percussion  
Destination WGI Finals Dayton, OH Address(Directions) 1801 S Edwin C Moses Blvd Dayton, OH  
Time: Leave School 11:30pm 4/18 Leave Destination 11:00pm 4/22  
Arrive Destination 1:00 pm 4/19 Arrive At School 10:00am 4/23  
Itinerary See Attached

*How will this activity enhance student learning and integrate curricular goals?*

Students will be afforded the opportunity to compete with groups from around the state and region

Number of Students 36 Grade Level 8-12 Number of Adults 5  
Teacher(s) Joshua Murphy

Substitute Required? Yes ☒ No ☐ Nurse Notified SS Date 10/12/22  
APRIL 19, 20, 21 - 1 SUB - MURPHY Initials

Transportation: School Buses ☐ Coaches ☒ Parents Driving ☐  
(parents must sign parent driver form)

To be arranged by: Transportation Office ☐ School Office ☒

Any Special Considerations Buses will be arranged by Josh Murphy and THSGEMB Band Parents

Costs:	Amount	To Be Paid By
Transportation <u>One Coach Bus</u>	<u>\$11,500</u>	<u>THSGEMB Band Parents</u>
Other <u>Hotel Accomodations</u>	<u>\$11,306.25</u>	<u>THSGEMB Band Parents</u>

Principal's Approval [Signature] Date 10/14/22  
Assistant Superintendent \_\_\_\_\_ Date \_\_\_\_\_

This section to be completed by Transportation Department. Confirmation will be forwarded.

The trip schedule will be as follows:

Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Arrive School \_\_\_\_\_  
Number of Vehicles \_\_\_\_\_ Cost per Vehicle \_\_\_\_\_ Total Cost \_\_\_\_\_

Supervisor of Transportation \_\_\_\_\_ Date \_\_\_\_\_

Revised 10/15/13

[Signature]  
[Signature]

**THS Winter Percussion WGI Finals Itinerary**  
**April 18-23, 2023**

**Hotel:** Holiday Inn Express & Suites-Cincinnati North – West Chester, an IHG Hotel, 5800 Muhlhauser Rd  
Westchester, OH 45069

**Buses:** Elite Limousine

**Tuesday - April 18,** <sup>2023</sup> ~~2022~~

5:00pm – Luggage Check  
6:00pm – Rehearsal  
9:00pm – Load Truck  
9:45pm – Students dismissed to go home  
11:15pm – Students, Chaperones, and Staff arrive at THS  
11:30pm – Load buses and depart for Dayton, OH

**Wednesday – April 19,** <sup>2023</sup> ~~2022~~

8:00am – Stop for breakfast along the way  
1:00pm – Arrive at Hotel  
2:30pm – Lunch  
3:00pm – Depart for rehearsal site  
4:00-7:00pm – Rehearsal  
7:00pm – Load Truck  
8:15pm – Return to Hotel  
8:30pm – Dinner at Hotel  
11:00pm – Lights out

**Thursday – April 20,** <sup>2023</sup> ~~2022~~ **(Prelims Day)**

7-10am – Breakfast provided by hotel  
10:30am – Depart for Performance Venue – Truist Arena Northern Kentucky University 196  
Louie B Nunn Drive Highland Heights, KY 41099  
-Eat Lunch En Route  
2:15pm – Performance Time  
2:30pm – Load Truck  
3:15pm – Depart for Hotel  
4:45pm – Dinner at Hotel  
5:30pm – Depart for Rehearsal  
7-10pm – Rehearsal  
10:15pm – Load Truck  
11:30pm – Depart for Hotel  
12:30am – Lights out

**Friday – April 21, <sup>2023</sup> (Semi-Finals Day)**

7-8am – Breakfast provided by hotel  
8am – Depart for Performance Venue – Truist Arena Northern Kentucky University 196 Louie B Nunn Drive Highland Heights, KY 41099 – (31 Miles)  
11:15am – Load Truck  
12:30pm – Depart for Lunch  
2:00pm – Return to Hotel  
4:00pm – Depart for Rehearsal  
5-7pm – Rehearsal  
7:15pm – Load Truck  
8:30pm – Arrive back at Hotel  
9:00pm – Dinner  
11:00pm – Lights Out

**Saturday – April 22, <sup>2023</sup> (Finals Day)**

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

**Sunday – April 23, <sup>2023</sup>**

8:00am – Stop for breakfast along the way  
12:00pm – Arrive at THS

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Board of Education

Agenda Item – III-D

Approval/2023 Board of Education Meeting Dates

In accordance with Section 10-218 of the  
Connecticut General Statutes and the By-laws  
of the Trumbull Board of Education, the  
Board shall adopt a meeting schedule for the  
upcoming year.

Administrative Recommendation:

Adopt the attached Board of Education  
Meeting Dates for calendar year 2023.

**TRUMBULL PUBLIC SCHOOLS**  
**TRUMBULL, CONNECTICUT**  
**BOARD OF EDUCATION**  
**MEETING DATES**  
**2023**

**DRAFT**

Tues.	January 10	7:00 p.m. Budget
Thurs.	January 12	7:00 p.m. Budget
Tues.	January 17	7:00 p.m. if needed Budget
Tues.	February 7	7:00 p.m.
Tues.	February 28	7:00 p.m.
Tues.	March 14	7:00 p.m.
Tues.	March 28	7:00 p.m.
Tues.	April 18	7:00 p.m.
Tues.	May 9	7:00 p.m.
Tues.	May 23	7:00 p.m.
Tues.	June 6	7:00 p.m.
Tues.	July 11	7:00 p.m.
Tues.	August 15	7:00 p.m.
Tues.	September 12	7:00 p.m.
Tues.	September 26	7:00 p.m.
Tues.	October 10	7:00 p.m.
Tues.	October 24	7:00 p.m.
Tues.	November 14	7:00 p.m.
Tues.	December 12	7:00 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – November 15, 2022

Mr. David P. Cote, P.E.

Agenda Item III-E

Middlebrook HVAC Improvement Project:

Funding for the HVAC Improvement project at Middlebrook Elementary School has been approved for the 2022-2023 Capital Improvement Plan by the Board of Education and Town Council.

The attached Educational Specifications information requires Board of Education approval as per the Department of School Construction of the Connecticut State Department of Education.

Recommendation:

The Board of Education to approve the “Educational Specifications” for the Middlebrook Elementary HVAC Improvement Project.

# EDUCATIONAL SPECIFICATIONS

## HVAC Grant Program

**Middlebrook Elementary School**  
**220 Middlebrook Avenue**  
**Trumbull, CT 06611**

### PROJECT RATIONALE

The long-range plan for the Middlebrook School calls for provision of a safe and appropriate learning environment. The current school was built in 1952 and only has a central steam heating system providing heating in the building, with operable windows the primary source of fresh air ventilation which were replaced around 2015. The building is hot in the shoulder seasons and particularly in each June and September. This project is to deliver modernized ventilation systems with new heating, cooling and ventilation that provides an important public health function that filtrates the air to reduce airborne contaminants, including particles containing viruses.

### LONG RANGE PLANS

The current long-range plan for the Middlebrook School calls for the current facility to be utilized in its current capacity as a school for in excess of 20 years. In order to comply with this aspect of the plan, and to provide a safe and healthy learning environment it is necessary to maintain the existing 2017 boilers, provide new heating and ventilation components, replace existing antiquated controls and installing new BMS technology systems related to HVAC operations and installing air conditioning and ventilation systems.

### THE PROJECT

#### Summary Project Need:

(A)Age and condition of the current HVAC system or equipment: There is no central ventilation or air conditioning in the school except for isolated window air conditioners for year-round staff and special needs student requirements (IEP mandated)

(B)Current air quality issues at the school: There is no fresh air ventilation other than rooftop units serving the office area and media center, unit ventilators serving the classrooms, opening windows, with no air conditioning. The ventilation air associated with the HVAC equipment stated above are inadequate per code requirements.

(C)Age and condition of the overall school building: Built in 1952, the school has only had light renovations over the years including code conformance work, window replacements. It is constructed with durable materials that are in good condition with a serviceable life exceeding 20 years.

(D)School district's master plan: See the information provided in related grant application documents. The long-range master plan is to continue using this school as part of it's preK-5 elementary school program for the long term, foreseeable future (8-year enrollment projections are part of the grant and justify the school's continued operation)

(E)Availability of maintenance records: See documents attached to this application

(F) Contract or plan for the professional maintenance and cleaning of the HVAC system: The District's maintenance plan already includes the maintenance schedule for quarterly, semi-annual and annual cleaning

## **EDUCATIONAL SPECIFICATIONS**

### **HVAC Grant Program**

Middlebrook Elementary School  
Trumbull Public Schools  
Page 2

and maintenance requirements, implemented by our custodians, licensed qualified maintenance staff and paid contractors.

The existing school will have its existing central steam boilers and steam distribution system preserved. Classroom, Corridors, Offices, and Toilet Rooms within Building B of the school will be provided with ventilation via dedicated outdoor air system. The upper floor, Level 2 will be provided with Variable Refrigerant Flow (VRF) ductless or ducted mini split systems; with rooftop outdoor, cold climate (hyper-heat) heat pumps; refrigerant circuit control boxes to serve multiple rooms in a zone and benefit from internal energy exchange (free cooling/heating).

Dedicated Outdoor Air Systems (DOAS) for central ventilation of tempered and humidity controlled fresh air and exhaust to the Classrooms Corridors and Restrooms; with refrigerant coil cooling and multi-stage natural gas heating; with energy recovery wheel; with 100% Outside Air Economizer; with Carbon Dioxide Sensing demand-controlled ventilation (DCV) controls.

The project will upgrade controls to the existing Building Management System (BMS) to support the monitoring and control of the new HVAC equipment through remote access and the internet.

Roof areas will be cut, patched, and flashed for the DOAS ducted systems and the pitch boxes passing the piping between the rooftop heat pumps and the VRF system. Small areas of new ceilings in the corridors and other ducted DOAS areas will be created to conceal the duct systems and provide security for these systems.

The main electrical service will be upgraded to 600 amps including main switchgear and two sub-panels. Branch circuit feeds will be provided to all new HVAC equipment.

The main natural gas distribution system will be upgraded to support new HVAC equipment located on roof.

The building roof areas will be replaced under a current approved state construction grant, State project #144-0106 RR. Construction for the roof replacement will begin the summer of 2023. The roof work associated with the DOAS and VRF Systems project can most efficiently be coordinated and constructed concurrently with the roof replacement.

Other work includes the following:

1. Installation of ceiling systems where required to conceal systems
2. Installation of new chase wall construction for risers
3. Installation of vertical chases for pipe runs and controls circuitry

## **BUILDING SYSTEMS**

Security:	Not applicable
Public Address:	Not applicable
Technology:	Not applicable
Phone System:	Not applicable
Clocks:	Not applicable
Security camera:	Not applicable

## **INTERIOR BUILDING ENVIRONMENT**

Acoustics:	Not applicable
Lighting:	Not applicable
HVAC:	Replacement per this grant application
Electrical:	The primary power system will be upgraded for the additional power requirements and distribution equipment as required, related to this grant application

## **EDUCATIONAL SPECIFICATIONS**

### **HVAC Grant Program**

Middlebrook Elementary School  
Trumbull Public Schools  
Page 3

Plumbing:	The natural gas distribution system will be upgraded for the additional fuel requirements related to this grant application
Windows/Doors	Not applicable

## **SITE DEVELOPMENT**

Site Acquisition:	Not applicable.
Parking:	Not applicable.
Drives:	Not applicable.
Walkways:	Not applicable.
Outdoor Athletic: Facilities	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

## **CONSTRUCTION BONUS REQUEST**

Middlebrook Elementary School does not house any of the special programs eligible for a school construction bonus which can be designated for this project.

School Readiness:	C.G.S. 10-285a(e) – Not applicable
Lighthouse Schools;	C.G.S. 10-285a(f) – Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended – Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h) – Not applicable
Reduced Class Size:	C.G.S. 10-285a(h) – Not applicable
Regional Vo-Ag Center:	C.G.S. 10-65 – Not applicable
Interdistrict Magnet School:	C.G.S. 10-264h – Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a – Not applicable
Regional Special Education Center:	C.G.S. 10-76e – Not applicable

## **FACILITY USES**

The Middlebrook Elementary School will be designated to facilitate activities during school hours, before and after school hours, and throughout the entire calendar year.

Occasionally various Town Departments and local community organizations will utilize facilities at the Middlebrook Elementary School for activities when it is not being used by the students, in accordance with Board of Education Policy.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Jonathan Costa, Dr. Iwanicki, and Mr. Guarino

Agenda Item –III-F

Bell Schedule Presentation

Jonathan Costa of Ed Advance will present options to improve the Trumbull High School Bell Schedule including any scheduling, financial, and transportation impacts.

Recommendation:

Review and approve.



**EdAdvance**  
Educate • Collaborate • Innovate



# Exploring Bell Schedules in Trumbull Public Schools

## The Benefits of Creating <sup>1</sup> Opportunities for Students

Jonathan P. Costa, Sr.  
November 15th, 2022

# THS Schedule Revision Process

## 2022 Scheduling Committee Revival

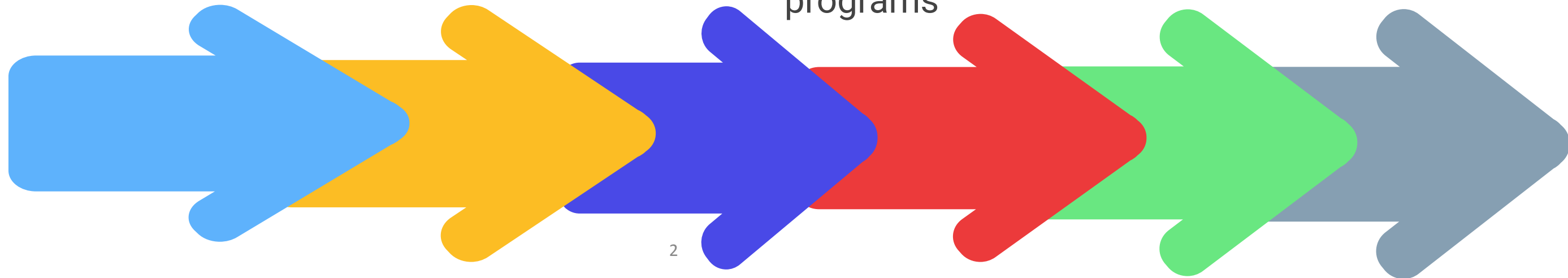
- Partnered with Leadership Team
- Met to analyze next steps and gather input

## Neighboring District Reachout

- Emails, phone calls, and school visits regarding scheduling and delivery of programs

## Consultation

- Worked with consultant to analyze results and best practices



## 2019 Scheduling Committee Forms

- Gathered and analyzed many iterations of block, 8, Drop 2 and Hybrid schedules

## Survey DRG A & B Guidance

- Collected information about schedules and relationship to Science, Magnet Programs, and other key factors

## Infinite Campus Sandbox

- Ran mock schedules to analyze impact and share community; both student and faculty

# The Current THS Schedule

## *The Basic Facts*

### School Day

- 418 minutes total
- 80 Non-instructional minutes in the day (passing time, homeroom, lunch)
- 336 Instructional minutes in the day
- Every teacher has at least 1 preparation period per day

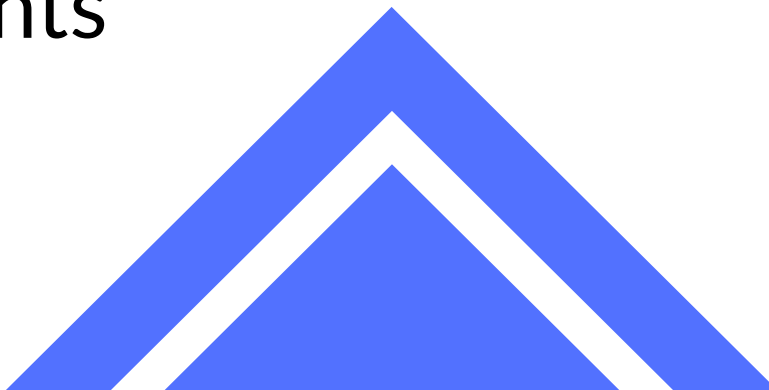
### Lunch

- Each student is scheduled for lunch for 1 period during periods 4 -7
- Turns an 8 period schedule to a 7 instructional period day for students trying to meet graduation requirements and explore choice throughout our comprehensive Program of Studies

	Start	End	Minutes
Period 1	7:27	8:17	50
Period 2	8:21	9:09	48
Period 3	9:13	10:01	48
Period 4	10:06	10:54	48
Period 5	10:59	11:47	48
Period 6	11:52	12:40	48
Period 7	12:45	1:33	48
Period 8	1:37	2:25	48

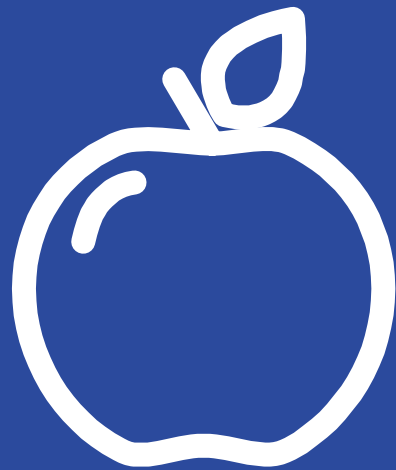
# Challenges with Current Schedule

Our current schedule does not allow all students the flexibility to maximize their learning opportunities

- A student's lunch period limits their opportunity to fully explore interests over their 4 years
  - New graduation requirements further limit student flexibility and choice in a 7 period day
  - Passing time (non instructional, non-engaging) between periods takes away from instructional time
  - Possible intervention time is lost when students have a full 7 period academic schedule
  - Extra science lab requirements in combination with lunch and PE/Health requirements limit student flexibility to take more courses.
  - Fewer instructional minutes per period decrease the potential for creative and critical thinking opportunities for students
- 

# Benefits of an Updated Bell Schedule

Health &  
Wellness



Academic  
Opportunities



Student  
Agency



# THS Scheduling Considerations

*Regardless of the time change, updating the THS Schedule could have multiple needed benefits to strengthen student programming.*

- **Allows for Breadth and Depth of Coursework:** Improved options in terms of quantity and quality of programming offerings
- **Improved Ability To Provide Intervention:** and reduce learning gaps
- **Competitive with Other High Schools:** On par with DRG A & B High School Bell Schedules
- **Compatible with Specialized Programs in Our Community:** Aqua and RCA programs
- **Allows for more Elective Choices:** Agri Science students have additional elective outside of Agri Science
- **Increases Well-Being/Mental Health:** Overall reduction in course load for students decreases demand for students

# THS Top 3 Scheduling Models

1 8 PERIODS, DROP 2

2 ~~A/B BLOCK SCHEDULE~~

3 ~~NO CHANGE - CURRENT THIS MODEL~~

# 8, Drop 2 Schedule

## *The Basic Facts*

### School Day

- 418 minutes total
- 60 Non-instructional minutes in the day (passing time, 30 minute lunch)
- 358 Instructional minutes in the day
- Every teacher has at least 1 preparation period per day

### Lunch

- 4th block longer to accommodate multiple lunch waves
- Each student has lunch embedded into period 4 or 6, depending on the day
- Teachers have their lunch when students have lunch
- Keeps an 8 period schedule as an 8 period schedule

7:27 am - 2:25 pm					
	A	B	C	D	Minutes
7:27 - 8:26	1	1	1	3	59
8:31 - 9:30	2	2	2	4	59
9:35 - 10:34	3	3	5	5	59
10:39 - 12:17 Lunch 1 10:39 - 11:09 (30) Class 11:14 - 12:17 (63)	4	4	6	6	63
Class 10:39 - 11:13 (34) Lunch 2 11:15 - 11:46 (31) Class 11:48 - 12:17 (29)					63
Class 10:39 - 11:42 (63) Lunch 3 11:47 - 12:17 (30)					63
12:22 - 1:21	5	7	7	7	59
1:26 - 2:25	6	8	8	8	59
	Drop 7/8	Drop 5/6	Drop 3/4	Drop 1/2	

# Strengths and Concerns of the 8,Drop 2 Model

## STRENGTHS

- **Wellness** - credits all 4 years , continuity across the PE/Health Curriculum
- **Increased Instructional Time**- reduces passing time, decrease in discipline referrals
- **Stress Reduction**- Fewer classes per day would reduce stress
- **Increased Intervention Time**- addition periods can allow space to schedule intervention
- **More Opportunity**- Integration of science lab into 1.0 credit classes, allows full access to each period

## CONCERNS

- **Additional Staffing Needed**- At least 1.0 additional FTE to reduce study halls
- **Alignment with Specialty Programs**- Challenges exist (but manageable) with scheduling Aqua/RCA/AgriScience
- **Shift in Laboratories for Science**-Integration of separate science lab in general science classes will require an analysis of science curriculum and science labs

# Shift in Science

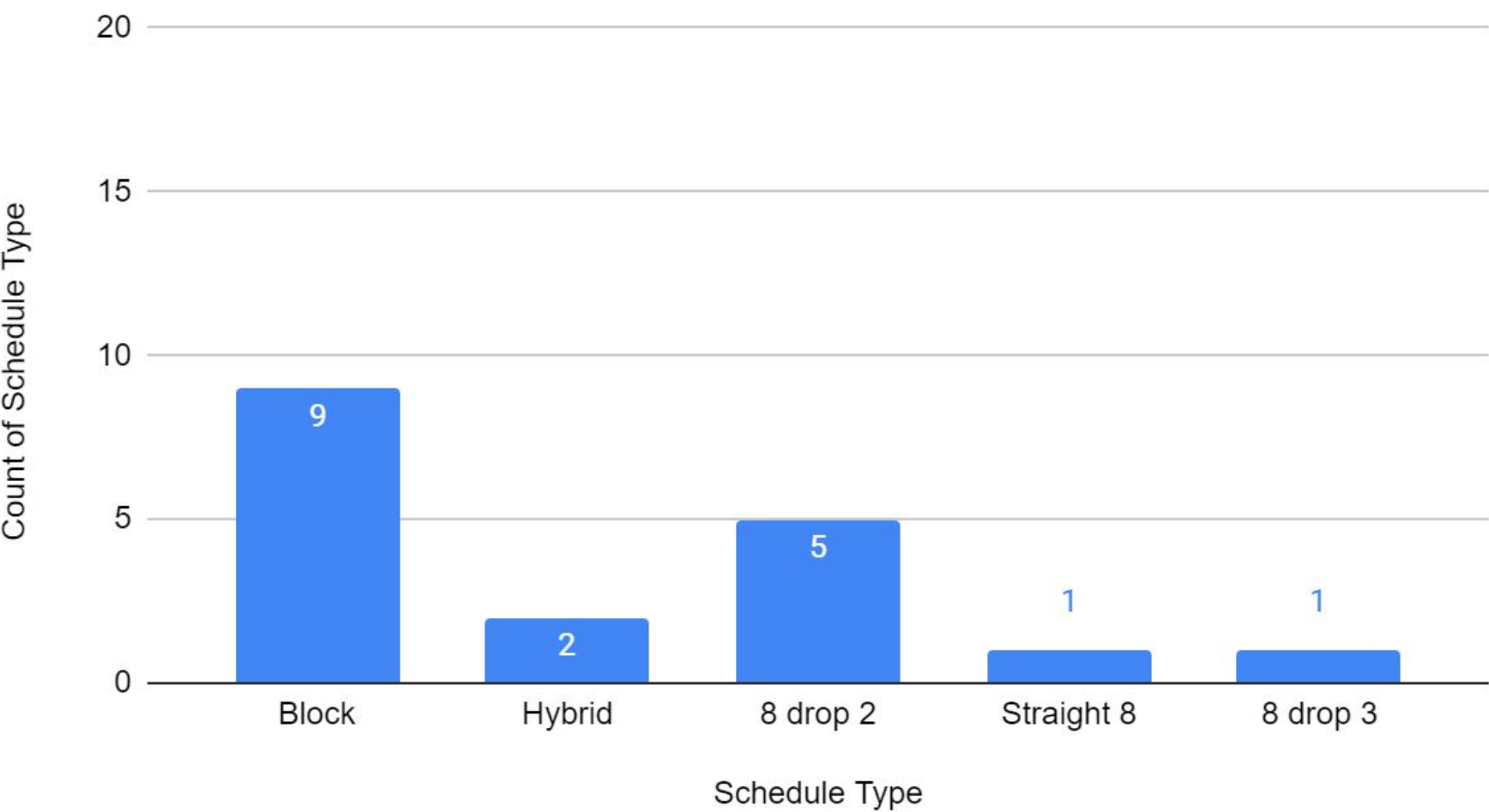
Right now Science classes have .25 credits more in time for Science Labs

- In an 8 Drop 2, students in the majority of Science classes would now take 1.0 full credits of Science and laboratory lessons would be integrated into the class time.
- Some higher level science classes will still have **additional** laboratory time.
- This aligns most Science classes with the all other 1.0 content areas courses.
- Professional development will be used to address this shift.


TOWN or Region	Schedule Type	Notes
Avon	Block	(85 minutes)
Brookfield	Block	(80 minutes)
Cheshire	Block	(85 minutes)
Fairfield	Block	(88 minutes)
Farmington	Block	(84 minutes)
Glastonbury (Agriscience)	Block	(87 minutes)
Granby	Hybrid	(M, T & Th Straight 8/W Advisory Block/Thurs PLC Block)
Greenwich	8 drop 2	(53 minutes-8 day rotation)
Guilford	8 drop 2	(57 minutes-4 day rotation)
Madison	Block	(62 minutes-trimesters)
Monroe	Block	(75 minutes) 11
New Fairfield	Block	(80 minutes)
Newtown	8 drop 2	(48 minutes -8 day rotation)
Simsbury	8 drop 2	(58 minutes -4 day rotation)
South Windsor	Hybrid	(Straight 8 - 35 minutes/T-F 8 drop 2)
West Hartford	Straight 8	
Region 5 (Amity)	8 drop 2	(57 minutes)
Region 15 (Pomperaug)	8 drop 3	(69 minutes-5 day rotation)

# Comparing Schedule Model Use

Count of Schedule Type in DRG B



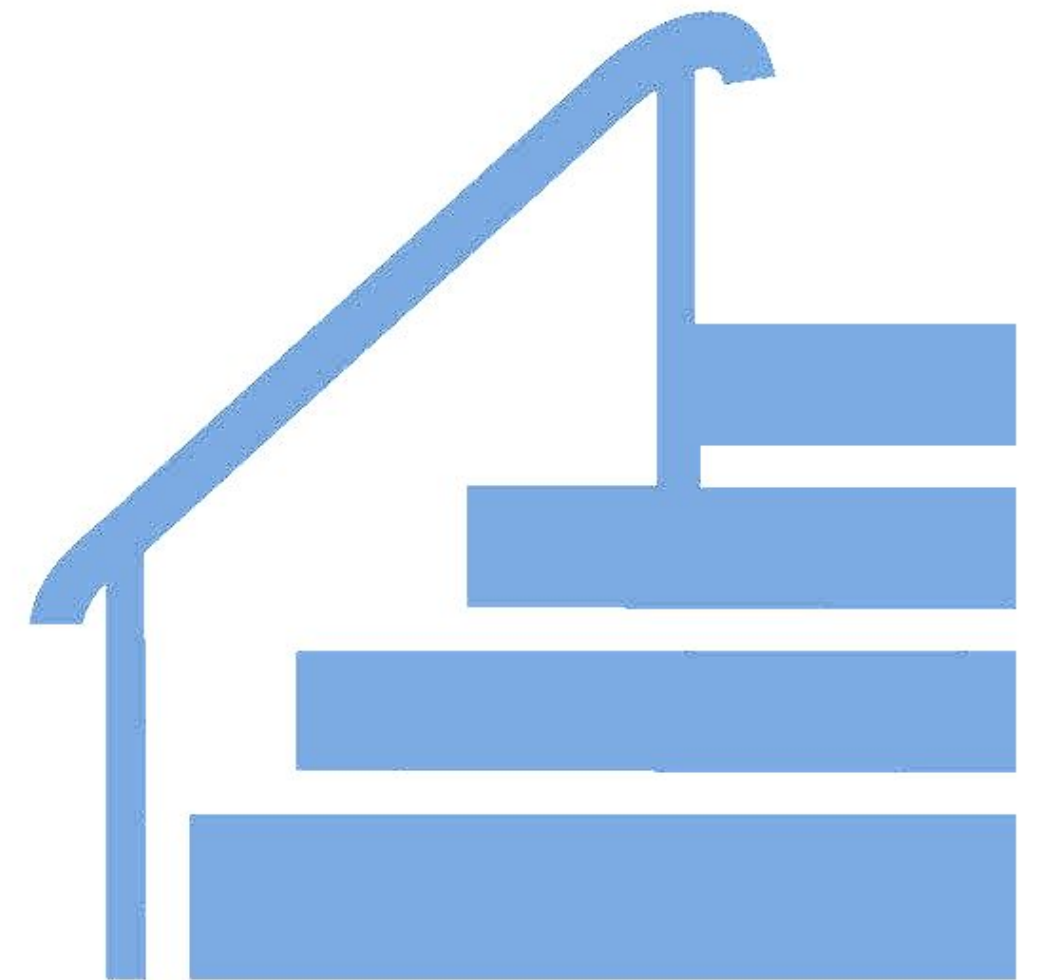
# Financial Impacts of an 8, Drop 2

Impact	Costs	Notes
- 2.0 FTE Science Teachers	- \$160,000	<ul style="list-style-type: none"> <li>Reduction in Science Labs and distribution of courses (AP labs remain)</li> <li>\$80,000 per teacher estimate</li> </ul>
+ 3.0 FTE Additional Teachers Technical Educational , Art, Social Studies ( <i>currently identified</i> )	+ \$240,000	<ul style="list-style-type: none"> <li><b>New elective possibilities</b></li> <li>\$80,000 per teacher estimate ; not including benefits</li> <li>1.0 Technical Education (+ 216 students in STEM)</li> <li>1.0 Art (+264 student in Fine Arts elective)</li> <li>1.0 Social Studies (+250 students in ½ yr electives)</li> </ul>
+ Furniture & Instructional Supplies \$64,535	Paid through Food Service Account	<ul style="list-style-type: none"> <li>Supplies for added electives- estimates (\$13,500)</li> <li>Lunch Tables- extra wave (\$31,035)</li> <li>Lunch Aides (\$20,000)</li> </ul>
+ Professional Development \$4,000	Paid through Existing Budget	<ul style="list-style-type: none"> <li>Training for use of longer blocks and interweaving lab times efficiently</li> </ul>
+ Curriculum Revisions \$30,000	Paid through Existing Budget	<ul style="list-style-type: none"> <li>Reduction of Lab in foundational Science Classes</li> <li>3 Science classes with multiple levels</li> <li>Wellness Revisions</li> </ul>
	\$80,000	

## If approved...

- Proceed with communication to THS staff and school community
- Prepare the scheduling process for enrollment of students in the 2023-2024 school year
- Meet with department heads and administration to begin professional development and plan any training needed to shift into the new schedule
- Develop scheduling options for students enrolled in AgriScience, Aqua, and RCA in preparation of master schedule build

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*At the May 24th, 2022 Board of Education Meeting, The Board directed TPS Administration to focus consideration on the **30-minute Later School Start Option** (specifically in terms of scheduling, transportation, traffic, staffing, and financial impact)*

- THS has gathered information regarding an 8 Drop, 2 schedule with a 30 minute later start.
- TPS plans to present information regarding a 30-Minute Later School Start at a future Board of Education meeting.

# Questions





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Educate • Collaborate • Innovate



# Exploring Bell Schedules in Trumbull Public Schools

Thank you

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Jonathan P. Costa, Sr.  
November 15h, 2022

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Agenda Item –III-G

Mrs. Petitti

Curriculum Committee Report

Curriculum Committee Meeting – October 20, 2022

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Guides

Based on the Curriculum Committee’s meeting on October 20, 2022, the Board of Education will be asked to adopt texts and curriculum guides for use as noted below:

Grade 6 Reading New Texts Approval for Revised Course:

- Woodson, Jacqueline. *Harbor Me*, 2018.
- Lai, Thanhha. *Inside Out & Back Again*, 2011.

Grade 7 ELA New Text Approval for Revised Course:

- Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015.

Trumbull High School (New Course Curriculum Guide Approvals):

- Grades 9-12– *Jazz Band*
- Grades 10-12–*African American/ Black and Puerto Rican/Latino Course of Studies*

# TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

## Curriculum Committee of the Trumbull Board of Education

### Regular Meeting

Thursday, October 20, 2022, 8:30 a.m.  
Trumbull High School Main Office Conference Room

### MINUTES

- I. Call to Order/Introduction- Mrs. Petitti called the meeting to order at 8:30am.  

<u>Members Present</u>	<u>Members Absent</u>
M. Petitti, BOE Curriculum Committee Chair	L.Nuland, BOE Member
J.McNamee BOE Member	
S. Iwanicki, Ed.D., administrative designee	
- II. Public Comment- Trumbull parent Tara Figueroa shared that she attended to support the work being done to diversify our curriculum. No other public comment was received.
- III. Approval/Minutes – A motion was received by Lucinda Timpanelli to approve the minutes of August 18<sup>th</sup> Curriculum Committee. Mrs. Petitti seconded. Ms. McNamee abstained. The motion passed. A second motion was made by Ms. McNamee to approve the minutes of the Regular Meeting 09/22/2022. Mrs. Petitti seconded. The motion passed.
- IV. New Business
  - a. Grade 6– Reading
    1. New Text Approval for Revised Course: Woodson, Jacqueline. *Harbor Me*, 2018-Grade 6 Reading teachers, Kristen Heffernan (Hillcrest) and Morgan Mancini Madison,) presented the text. They shared the setting and plot of the novel and the accessibility of the text for 6<sup>th</sup> graders. They highlighted that it also teaches standards around themes of struggle and narration. Ms. McNamee noted that it is “a modern classic” and the author has earned the National Book Award for another book she wrote *Brown Girl Dreaming*. Mrs. Petitti shared that the real-life experiences are good for students. Ms. McNamee made a motion to approve the book *Harbor Me* and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.
    2. New Text Approval for Revised Course: Lai, Thanhha. *Inside Out & Back Again*, 2011. It was shared that both *Harbor Me* and *Inside Out & Back Again* will be used in Book Clubs with students. *Inside Out & Back Again* highlights the personal experience of a child-refuge and helps students to experience another perspective.

The teachers highlighted that it helps students to understand how much change can happen in just one year in addition to touching on a theme of resilience and hope and teaching standards that involve inference and comprehension. Winner of the National Book Award as well as a Newbury Honor Book, this memoir features a strong protagonist that appeals to 6<sup>th</sup> grade students and allows them to reflect deeply on themes which they can relate to at their grade level. Mrs. Petitti commented that the book touches another culture and yet anyone can relate to the experience. Ms. McNamee noted that both books could be core books as well as supplemental. Ms. McNamee made a motion to approve the book *Inside Out & Back Again*, and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

b. Grade 7–English Language Arts

New Text Approval for Revised Course: Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015. Grade 7 Language Arts Teacher, Jeanne Malgioglio (Madison) presented the text joined by ELA Instructional Team Leaders Leigh Gabriel (Hillcrest) and Valentina Cenatiempo (Madison). It was shared that this book will be read right after a unit on Africa in the student Social Studies class and because it is narrated by the voice of teens, it really counteracts stereotypes and shows authentic perspectives about Zimbabwe. In addition to the cultural exposure, the different points of view in the book and the themes of kindness and generosity fit well with both the standards and the social emotional development of seventh grade students. Ms. McNamee highlighted that non-fiction is important and standards aligned. Mrs. Petitti stated it was relatable, and that we also need to maintain challenge. A short discussion regarding maintaining rigor and balancing new authors with classic authors, such as Mark Twain was held. It was agreed that there are formats within book clubs and ways to engage readers in reading higher level text that can ensure that rigor is in place. Ms. McNamee made a motion to approve the book *I Will Always Write Back: How One Letter Changed Two Lives*. and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

c. Grades 9-12– New Curriculum Guide Approval: Jazz Band

THS music teacher Josh Murphy presented the new Jazz Band Curriculum. He shared that the course outlines the study of Jazz which is anything that is not classical instrumental and band music; it could incorporate Latin Music, for example. He reviewed that the guide compliments the two concerts that students get to perform and that students learn basic Jazz Band and a host of concepts and skills around rhythms, the Blues, improvisation and more. Ms. McNamee mentioned that she loved the assignment where students listen to the music and get to analyze it. Mr. Murphy responded that 90% of Jazz is just listening. Mrs. Petitti shared that “it looks like a fun course!” Ms. McNamee made a motion to approve the *Grades 9-12–Jazz Band Curriculum Guide* and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

d. Grades 10-12– New Curriculum Guide Approval: African American/ Black and Puerto Rican/Latino Course of Studies. Social Studies Department Chair Kathy Rubano shared that the course for this guide is required by the state and that Sean and she had been

attended modules offered by the state to develop its curriculum. The course ran two sections last year and is running two more this year. The students study African American/Black History the first semester and Puerto/Rican Latino the second semester. Mr. Cafferty shared that the reception has been very positive. Ms. McNamee asked the students ever use Spanish in the Latino semester as it is the native language of many of our students. It was shared that while many of our students are fluent in oral Spanish, they struggle with reading and writing academic Spanish. Nevertheless, Mr. Cafferty has incorporated elements into the course, such as magical realism poetry, that students read and translated. He was grateful for the Board's support in working with the state to synthesize all the resources provided to develop the curriculum guide within the History Department and its offerings. Ms. McNamee shared that offering an AP African American History course may be a good follow-up. Ms. McNamee made a motion to approve the curriculum guide for *Grades 10-12 African American/ Black and Puerto Rican/Latino Course of Studies*—and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

The meeting was adjourned at 9:15a.m.

**TRUMBULL PUBLIC SCHOOLS  
NEW TEXT REVIEW/APPROVAL PROCESS**

**Date Submitted:** June 23, 2022

**Title of Text:** *Harbor Me*

**Author:** Jacqueline Woodson

**Publisher:** Nancy Paulsen Books; Reprint edition

**Year Published:** 2020

**ISBN Number:** 0525515143

**Core<sup>1</sup> or Supplemental:** Supplemental

**Course:** Reading

**Grade Level:** 6

**(If applicable) Replaces text:** N/A

**Rationale for adopting new text:** This book embraces 21st century diversity in a text that offers insight into a variety of different cultures, and is told through the voices of 6 different narrators.

**Text Description:** In this contemporary novel, six kids have to meet for a weekly chat--by themselves, with no adults to listen in. There, they discover it's safe to talk about what's bothering them--everything from Esteban's father's deportation and Haley's father's incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. Together, they can grow braver and more ready for the rest of their lives. Together they forge a connection that will change their lives forever.

**Strengths:** This is a contemporary book that is age appropriate and has both male and female protagonists. It offers insight into different cultures and teaches a valuable lesson about the power of communication and forging strong bonds.

**Weaknesses:** Some students may need support as they navigate the multi-voiced narrators.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;  
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

Reviewed by: Leigh Gabriel  
Principal/Designee

10/20/22  
Date

Susan Colwanich  
Assistant Superintendent of Curriculum, Instruction, & Assessments

10/20/2022  
Date

---

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

*Marie Kelly*

Board of Education Curriculum Committee Member

*10/20/22*  
Date

*Julia McNamee*

Board of Education Curriculum Committee Member

*10/20/22*  
Date

Board of Education Curriculum Committee Member

Date

**TRUMBULL PUBLIC SCHOOLS  
NEW TEXT REVIEW/APPROVAL PROCESS**

**Date Submitted:** June 24, 2022

**Title of Text:** *Inside Out and Back Again*

**Author:** Thanhha Lai

**Publisher:** Harper Collins

**Year Published:** 2013

**ISBN Number:** ISBN-10 : 0061962791  
ISBN-13 : 978-0061962790

**Core<sup>1</sup> or Supplemental:** Supplemental

**Course:** Grade 6 Reading

**Grade Level:** 6

**(If applicable) Replaces text:**

**Rationale for adopting new text:** This book embraces 21st century diversity as it addresses a family leaving the war-torn country of Vietnam to relocate to the United States. It is an accessible text that would be a good choice to start the year off.

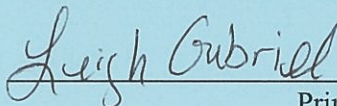
**Text Description:** This book tells the story of Hà, a young girl who has only ever known Saigon: the thrills of its markets, the joy of its traditions, and the warmth of her friends close by. But now the Vietnam War has reached her home. Hà and her family are forced to flee as Saigon falls, and they board a ship headed toward hope—toward America.

**Strengths:** This is a contemporary book that is age appropriate and offers insight into a different culture and teaches a valuable lesson about how we can heal and grow from change..

**Weaknesses:** The book is written in free verse, which may challenge some students.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;  
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

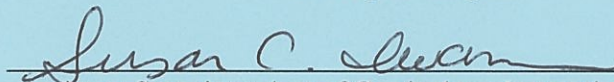
Reviewed by:



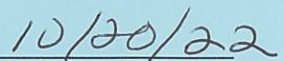
Principal/Designee



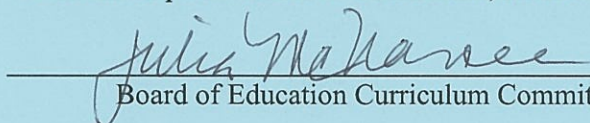
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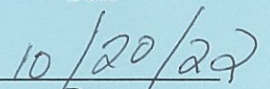
Assistant Superintendent of Curriculum, Instruction, & Assessments



Date



Board of Education Curriculum Committee Member



Date

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

Marie Pittman

Board of Education Curriculum Committee Member

10/20/22

Date

\_\_\_\_\_  
Board of Education Curriculum Committee Member

\_\_\_\_\_  
Date

**TRUMBULL PUBLIC SCHOOLS  
NEW TEXT REVIEW/APPROVAL PROCESS**

**Date Submitted:** May 31, 2022

**Title of Text:** *I Will Always Write Back*

**Author:** Caitlin Alifirenka, Martin Ganda

**Publisher:** Little, Brown and Company

**Year Published:** 2015

**ISBN Number:** 978-0-316 -24133-5

**Core<sup>1</sup> or Supplemental:** Core

**Course:** Grade 7 Language Arts

**Grade Level:** 7

**(If applicable) Replaces text:** *The Adventures of Tom Sawyer*

**Rationale for adopting new text:** This book embraces 21st century diversity in a nonfiction text that addresses the unique educational experiences of a young man in Zimbabwe and a young woman in the United States. It provides insight into the cultural, social and economic differences between the two countries. Because it is a rich, nonfiction text that includes such commentary, it is an excellent addition to the current grade 7 curriculum. There is also a cross-discipline with grade 7 Social Studies curriculum and its focus on Africa. In addition, it supports the growth mindset service project that the students do in grade 8.

**Text Description:** This book tells the story of two students in different parts of the world who meet because of a pen-pal assignment. The first letter sent by Caitlin, a 7th grader, reaches Martin, and begins a lifelong friendship between these two very different individuals who become best friends, and whose lives are changed forever because of it.

**Strengths:** This is a contemporary book that is age appropriate and has both a male and female protagonist. It offers insight into a different culture and teaches a valuable lesson about the power of the written word.

**Weaknesses:** The book is a bit long at 400 pages which may challenge some students.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;  
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

Reviewed by: Leigh Gabriel 10/20/22  
Principal/Designee Date  
Susan C. Clever 10/20/22

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

Assistant Superintendent of Curriculum, Instruction, & Assessments

Date

name *Pat H*  
Board of Education Curriculum Committee Member

*10/20/22*  
Date

*Julia McNamee*  
Board of Education Curriculum Committee Member

*10/20/22*  
Date

\_\_\_\_\_  
Board of Education Curriculum Committee Member

\_\_\_\_\_  
Date

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**Jazz Band Curriculum**  
**Grades 9-12**

**2022**

**(Last revision date: 2011)**

**Curriculum Writing Team**

**Joshua Murphy**

**Music Teacher, Trumbull High School**

**Vincent DiScala**

**Wellness and Fine Arts Department Chair**

**Susan C. Iwanicki, Ed.D.**

**Assistant Superintendent**

**Jazz Band**  
**Grades 9-12**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

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

Approved 8/26/2011

We believe:

Music is an inextricable part of the human experience, and every individual is inherently musical

Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

Music is a pillar of cultural heritage and a means for interdisciplinary learning.

Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

## INTRODUCTION & PHILOSOPHY

Jazz band is an elective course offered by the Trumbull Public Schools Music Department. This is a half year course that requires an audition to enroll. Jazz band meets two evenings per week. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, music festivals/adjudication and other community performances.

The Jazz band is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, guitar, and percussion instruments can play a wide range of music in concerts, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding,

make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

## COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards - Music.

MU:Cr1.1.E.IIIa	<b>Creating/Imagine:</b> Compose and improvise musical ideas for a variety of purposes and contexts
ME:Cr2.1.E.8a	<b>Creating/Plan and Make:</b> Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or text(s) studied in rehearsal.
MU:Cr.w.1.E.IIb	<b>Creating/Plan and Make:</b> Preserve draft compositions and improvisations through standard notation, audio or video recording.
MU:Cr3.1.E.Ia	<b>Creating/Evaluate and Refine:</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU:Cr3.2.E.Ia	<b>Creating/Present:</b> Share personally developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes.
MU.Pr4.1.E.IIa	<b>Performing/Select:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	<b>Performing/Analyze:</b> Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	<b>Performing/Interpret:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU.Pr5.1.E.IIIa	<b>Performing/Rehearse, Evaluate, and Refine:</b> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	<b>Performing/Present:</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	<b>Performing/Present:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU.Re7.1.E.IIa	<b>Responding/Select:</b> Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	<b>Responding/Analyze:</b> Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	<b>Responding/Interpret:</b> Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	<b>Responding/Evaluate:</b> Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Cn10.0.H.IIIa	<b>Connecting (synthesis; personal/individual):</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.T.IIIa	<b>Connecting (relating):</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

## **COURSE ESSENTIAL QUESTIONS**

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

## **COURSE KNOWLEDGE & SKILLS**

- Students will know . . .
  - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
  - How to improve their ability to play an instrument.
  - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
  - How to demonstrate musical citizenship within the ensemble, the school, the greater community, and throughout life.
- Students will be able to . . .
  - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
  - Gain skills needed for participation in college and community bands after high school.
  - Develop aural skills and music theory concepts within the context of jazz improvisation and large ensemble repertoire
  - Demonstrate large and small ensemble skills by studying performance practices of many jazz styles, with a focus on swing, bebop, and hard-bop
  - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
  - Perform a wide variety of historically significant repertoire of multiple styles
  - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.

## **COURSE SYLLABUS**

### **Course Name**

Jazz Band

### **Level**

ACP

### **Prerequisites**

This course is intended for students in grades 9-12 with prior elementary and/or middle school experience on a traditional jazz band instrument, including instruments such as: saxophone, trumpet, trombone, Piano, Guitar, Drum set, and Bass Guitar. An audition is required for entrance to this ensemble.

### **General Description of the Course**

The Jazz Band is open to students who play a brass, woodwind, or percussion instrument. This course will provide instruction in playing these instruments and provide opportunities for performance. Students will continue developing playing technique, rhythm counting, improvisation, jazz styles, reading musical notation, rehearsal etiquette, music theory knowledge, and other skills required to perform in this ensemble. This ensemble will perform at all instrumental concerts in the second semester and selected Concert Festivals. Students will also be offered the opportunity to participate in the CMEA Western Region and All-State festivals.

### **Assured Assessments**

Formative Assessments:

- Playing Assessments
- Class Participation
- Performance Reflections
- Professional Musician Review
- Concert Review
- Music Theory Worksheets

Summative Assessments:

- Performances
- Playing Assessments
- Final Examination

### **Supplemental Texts**

- Jazz Band music
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Instrumental technique supplements as necessary

- Additional Improvisational supplements as necessary
- Additional Jazz Stylistic interpretation supplements as necessary

## UNIT 1

### Skill Development, Spring Concert Preparation and Performance

#### Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	<b>Performing/Select:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	<b>Performing/Analyze:</b> Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	<b>Performing/Interpret:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	<b>Performing/Rehearse, Evaluate, and Refine:</b> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	<b>Performing/Present:</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

**MU.Pr6.1.E.IIIb**

**Performing/Present:** Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

**MU:Re7.2.E.IIa**

**Responding/Analyze:** Explain how the analysis of structures and contexts inform the response to music.

**MU:RE9.1.E.Ia**

**Responding/Evaluate:** Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

### **Unit Essential Questions**

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

### **Unit Scope and Sequence**

- Concert Preparation
- Sight reading appropriate sheet music, grade 2-3
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Idiomatic Jazz Styles
- Improvisational Technique
- Blues Form
- Major, Minor, Dominant 7<sup>th</sup> Chords
- Rehearsal expectations and etiquette, procedures, practice habits,
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations

## **Unit Assured Assessments**

### **Formative Assessments:**

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will also be required to fill out performance reflections following each concert to reflect on the performance of themselves as well as their peers in relation to our rehearsals and seek areas for improvement.

### **Summative Assessments:**

Students will perform at the Spring Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concert.

## **Resources**

### Core

- Concert Music

### Supplemental

- Rhythm supplements
- Full Ensemble Warmups
- Scale Supplements
- Instrumental Technique Supplements
- Improvisational Supplements
- Jazz Style Supplements

## **Time Allotment**

- Approximately 8-10 Weeks

## UNIT 2

### Pops Concert Preparation and Performance

#### Unit Goals

At the completion of this unit, students will:

- |                        |  |
|------------------------|--|
| <b>MU.Pr4.1.E.IIa</b>  | <b>Performing/Select:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. |
| <b>MU.Pr4.2.E.Ia</b>   | <b>Performing/Analyze:</b> Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.  |
| <b>MU.Pr4.3.E.IIa</b>  | <b>Performing/Interpret:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.  |
| <b>MU.Pr5.1.E.IIIa</b> | <b>Performing/Rehearse, Evaluate, and Refine:</b> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music  |
| <b>MU.Pr6.1.E.IIIa</b> | <b>Performing/Present:</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.                |
| <b>MU.Pr6.1.E.IIIb</b> | <b>Performing/Present:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.   |

MU:Re7.2.E.IIa

**Responding/Analyze:** Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

**Responding/Evaluate:** Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

### Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

### Unit Scope and Sequence

- Concert Preparation of music grades 3-4.5
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Idiomatic Jazz Styles
- Rehearsal expectations and etiquette, procedures, practice habits
- Improvisational Technique
- Major, Minor, Dominant, Half Diminished, and Diminished 7<sup>th</sup> Chords
- Bb, F, C, G, D, Eb Blues Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

## **Unit Assured Assessments**

### **Formative Assessments:**

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be required to listen to several recordings of professionals who play the same instrument as them and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

### **Summative Assessments:**

Students will perform at the Pops Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

## **Resources**

### Core

- Concert Music

### Supplemental

- Rhythm supplements
- Scale Supplements
- Full Ensemble Warmups
- Instrumental Technique Supplements
- Improvisational Supplements
- Jazz Style Supplements

## **Time Allotment**

- Approximately 8-10 Weeks

## **CREDIT**

One half credit in the Arts  
Two evenings per week during Semester Two

## **PREREQUISITES**

This course is intended for students who have completed at least two years of previous playing experience on a traditional jazz band instruments and have previous jazz experience. These include Saxophone, Trumpet, Trombone, Piano, Bass guitar, Electric Guitar, and Drum Set.

## **CURRENT REFERENCES**

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - [www.jwpepper.com](http://www.jwpepper.com)

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Jazz Band Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Final Examination Grading Criteria

## Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	<b>Student work:</b> <ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<b>Student work:</b> <ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<b>Student work:</b> <ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<b>Student work:</b> <ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

### Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

### **Jazz Band Participation Rubric**

5

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Offers insightful feedback to the ensemble
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Sometimes offers feedback to the ensemble
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

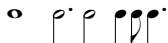




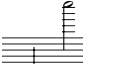
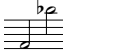





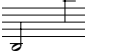
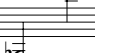


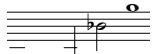




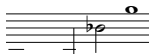











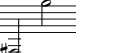

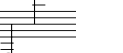



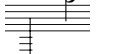








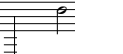


2

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

# American Band College Music Grading Chart

Grade	1	2	3	4	5
Meter	Simple: 2/4, 3/4, 4/4, C, C	2/4, 3/4, 4/4, C, C, 6/8 (easy compound)	2/4, 3/4, 4/4, C, C, 6/8, 9/8, easy changing/asymmetrical meter	Add: 3/8, 6/8, 9/8, asymmetrical (5/8, 7/8), changing meter	Any meter or combination of meter.
Key Signature	One to three flats (Key of C-end of year)	None to four flats	None to five flats	One sharp to six flats	Any key
Tempo	Andante-Moderato (72-120)	Andante-Allegro (72-132) ritard, accel.	Largo-Allegro (56-144) ritard, accel., rall.	Largo-Presto (44-168) ritard, accel., rall.	Largo-Prestissimo (44-208) ritard, accel., rall.
Note/Rest Value		As in Grade 1 plus simple 16th note patterns and triplets	All values in duple excluding complex syncopation plus easy compound rhythms.	All values in duple All values in compound	Complex duple and compound rhythms
Rhythm	Simple; mostly unison rhythm (dotted rhythm end of year)	Add simple syncopation & well-prepared dotted rhythms. More use of non-unison rhythms.	Basic duple and triple syncopation, dotted rhythms.	All rhythms except complex compound or complex 16th note syncopation.	All rhythms
Dynamics	<i>p</i> to <i>f</i>	<i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> short cresc, decresc.	<i>pp</i> to <i>ff</i> cresc., decresc., sfz, fp	<i>ppp</i> to <i>fff</i> broad cresc, decresc.	<i>ppp</i> to <i>fff</i> , cross dynamics, broad cresc., decresc.
Articulation	Attack, release, slurs, staccato, accent	Attack, release, slurs, staccato, accent, legato	Attack, release, slurs, staccato, accent, legato, tenuto.	Two or more articulations simultaneous in the ensemble.	All forms of articulation.
Ornaments	None	Simple trills and single grace notes.	Trills with entry or exit grace notes, double or triple grace note figures.	Trills, turns, mordents	Trills, turns, mordents
Scoring	Limited color combinations (clar-tpt, sax-tpt) Very limited part division within sections	Independent contrapuntal lines, limited exposed parts, 1 (possibly 2) horn parts.	Solos (fl, cl, sax, tpt, bar) Exposed woodwind or brass. 2-part horns.	Full range of instrumentation, exposed parts for any instrument.	Full range of instrumentation, exposed parts for any instrument, multiple solo/contrapuntal lines.
Length	1 to 3 minutes	2 to 5 minutes	3 to 7 minutes	6 minutes +	Any length
Things to Avoid	Exposed solos, divisi tbn or horn parts, clarinet crossing the break, frequent meter changes, key changes, changing syncopated rhythms.	Frequent key changes, frequent meter changes, wide range for 3rd parts.	Extreme low and high registers, technical playing for 3rd players. Difficult oboe or bassoon solos.	Extremes of range	Limited only by player ability.
Percussion Usage	Pitched: bells. Non-pitched: triangle, tambourine, cymbals, woodblock, snare, bass drum. Limited use of special effects.	Add: Pitched: chimes, xylophone. Non-pitched: timpani. Special effects on cymbals.	All common non-pitched Latin and traditional percussion. Limit range of special effects.	All instruments. Wide range of special effects.	All instruments. Wide range of special effects with diverse requirements for each member of section.
Flute <small>Whole notes indicate end-of-year, advanced range.</small>					
Oboe					
Bassoon <small>Whole notes indicate end-of-year, advanced range.</small>					
Clarinet <small>Whole notes indicate end-of-year, advanced range.</small>					
Alto/Bass Clarinet <small>Whole notes indicate end-of-year, advanced range.</small>					
Saxophones <small>Whole notes indicate end-of-year, advanced range.</small>					
Trumpet <small>Whole notes indicate end-of-year, advanced range.</small>					
Horn <small>Whole notes indicate end-of-year, advanced range.</small>					
Trombone/Baritone					
Tuba					

Revised 3/1/00

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **African American/Black and Puerto Rican/Latino Course of Studies**

**2022**

**Social Studies Elective Grades 10-12**

### **Curriculum Writing Team**

**Katherine Rubano**

**Social Studies Department Chair**

**Sean Cafferty**

**Social Studies Teacher Trumbull High School**

**Susan C. Iwanicki, Ed.D.**

**Assistant Superintendent**

# **African American/Black and Puerto Rican/Latino Course of Studies**

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

## CORE VALUES AND BELIEFS

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

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-minded competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

## COURSE GOALS

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

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women).

INQ 9-12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women).

HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9-12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

CIV 9-12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

INQ 9-12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. Dimension 4 Communicating concluding and taking informed action

INQ 9-12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9-12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.

HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9-12.10 Detects possible limitations in various kinds of historical evidence and differing secondary interpretations.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population

WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion human population.

GEO 9-11.06 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban and rural regions.

## **COURSE ENDURING UNDERSTANDINGS**

Students will ...

**UNDERSTAND** the construct of race and why and how it was developed.

**INVESTIGATE** the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.

**ANALYZE** how race, power, and privilege influence group access to citizenship, civil rights, and economic power.

**EXAMINE** the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.

**ARTICULATE** the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.

**REIMAGINE** new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/ Latino experiences, intellectual thought, and culture.

**EXPLORE** local and regional African American/ Black and Puerto Rican/Latino communities and compare/contrast them with national histories.

**EXAMINE** examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.

**IDENTIFY** resources and opportunities for active engagement, learning, and civic responsibility.

**USE** the inquiry cycle to take informed action.

## **COURSE ESSENTIAL QUESTIONS**

**EQ1 RACIAL FORMATIONS** How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people?

**Q2 DIASPORAS** Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?

**EQ3 POWER** What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?

**EQ4 FREEDOM, JUSTICE, RESISTANCE** How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?

**EQ5 SOCIETY, ECONOMY, AND CULTURE** How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?

**EQ6 RADICAL IMAGINATIONS** What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?

**EQ7 SPACE AND PLACE** In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?

**EQ8 AGENCY AND CIVIC ENGAGEMENT** In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?

## **COURSE KNOWLEDGE & SKILLS**

### **Semester 1**

Students will ...

- Examine the impact of various aspects of African culture and world civilizations in the past and present.
- Analyze the factors that have contributed to racialized global conflict and change in the modern world.
- Develop a positive and accurate identity, including an awareness of and comfort with ones' membership in multiple groups in society.
- Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice.
- Explore the ways in which slavery was embedded in legislation.
- Investigate how multiple racial and cultural perspectives influence the interpretation of slavery.
- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence.
- Explore various perspectives of enslavement from free and enslaved Africans.
- Analyze the impact of the cotton economy on the development of the domestic slave trade.
- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence.
- Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks.
- Identify tactics, mission, and accomplishments of major groups involved in the movement for equality.
- Investigate the causes, consequences, and historical context of key events in this time period.
- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice.
- Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements.
- Analyze the role of women of color in the women's rights movement.
- Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Reimagine new possibilities and more just futures for our country and our world drawn from the common good, and protecting rights.
- Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture.

## Semester 2

Students will ...

- Explore Latinos' and Puerto Ricans' identity.
- Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican.
- Explore Latinos' understanding of race.
- Understand how Latinos "show up in the color line that created a Black and White bin".
- Examine Puerto Rican Migration.
- Learn about the strengths and contributions of the African diaspora in Latin America and in the Caribbean
- Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind.
- Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression.
- Become more aware of the contributions of Latino people to American history in spite of oppression.
- Explore how colonialism impacted the development of Latin America societies during a period of social, economic "transformation."
- Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico.
- Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth.
- Examine the specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation.
- Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently.
- Explore the Latinos' fight for independence against Spain.
- Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century.
- Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world.
- Examine the arts as a form of resistance, strength, and community.
- Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut.
- Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture.
- Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Latinos and Puerto Ricans.

## **COURSE SYLLABUS**

### **Course Name**

African American/Black/Puerto Rican and Latino Studies

### **Level**

Elective

### **Prerequisites**

Successful completion of grade 9 Global Civilizations

### **General Description of the Course**

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-minded competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

### **Assured Assessments**

Formative Assessments:

- Journal Entries
- Personal Identity Flag Assignment
- Christopher Columbus Mock Trial
- Identity Poem Assignment
- Latin American Revolution Activity
- Latino Poster Assignment
- Class Participation

Summative Assessments:

- Black Member of Congress Museum Exhibit
- End of Unit Exit Tickets
- Indigenous American Museum Project
- Status of Puerto Rico Assignment
- Interview Assignment
- Radical Imagination Through the Arts Assignment

## **SEMESTER 1: FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY**

### **UNIT 1**

Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

#### **Performance Standards**

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- **HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.**
- GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

#### **Unit Essential Questions**

- What impact did the people of Ancient Africa have on early and modern civilizations?
- Why has this impact been largely ignored through much of history?
- How has the concept of race been socially constructed over time?

#### **Essential Understandings**

- Collectively, there are aspects of Ancient Africa that impact modern civilization (i.e. Ancient Egypt).
- Due to the racial and the ethnic representation of those in power, Ancient African history has not held the same value as other groups in the United States.
- The concept of race is manufactured and has changed over time by society.

#### **Content (Scope and Sequence)**

- 1.0 Course Introduction
- 1.1 African Origins
- 1.2 African Empires to the Demise of Songhai
- 1.3 The Moors
- 1.4 The Social Construction of Race and the Transatlantic Slave Trade

#### **Academic or Key Vocabulary**

- “Safe Space”
- Mali
- Benin
- Nefertiti

#### **Unit Assured Assessments**

- Social Identity Wheel

<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/732/2020/07/Social-Identity-WheelDefinitions.pdf>

- Personal Identity Wheel  
<https://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>
- Scavenger Hunt of Ancient Egypt  
[https://docs.google.com/presentation/d/1PfJKPznMItaowddp7kQjuBxNyfg9HhWZwOZ\\_Zj\\_v312k/edit#slide=id.gecc1e3e0a3\\_0\\_107](https://docs.google.com/presentation/d/1PfJKPznMItaowddp7kQjuBxNyfg9HhWZwOZ_Zj_v312k/edit#slide=id.gecc1e3e0a3_0_107)
- Untold Story of Native American Enslavement Podcast Assignment  
<https://www.npr.org/2017/11/20/565410514/an-american-secret-the-untold-story-of-native-american-enslavement>
- Slave Voyages Database Assignment  
[https://www.slavevoyages.org/?xid=PS\\_smithsonian](https://www.slavevoyages.org/?xid=PS_smithsonian)

## **Time Allotment**

Early-Mid September (2.5 weeks/12 days)

## **UNIT 2**

How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency  
(1619 to 1819)

### **Unit Goals**

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

**GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.**

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

### **Unit Essential Questions**

- How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?

### **Essential Understandings**

- There are various themes of enslavement and forms of resistance to the institution of slavery.

### **Content (Scope and Sequence)**

- 2.1 Slavery and Freedom in Their Own Words
- 2.2 Agency and Resistance: Fort Mose and Haiti
- 2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data

### **Academic or Key Vocabulary**

- Five Themes of Slavery
- Fort Mose
- Toussaint Louverture
- Nero Hawley

### **Unit Assured Assessments**

Five Themes of Slavery/CT Black Governors Assignment

<https://museumofcthistory.org/connecticuts-black-governors/>

Haitian Revolution Assignment

[https://www.teachingforchange.org/wp-content/uploads/2012/07/Haiti-History\\_1.pdf](https://www.teachingforchange.org/wp-content/uploads/2012/07/Haiti-History_1.pdf)

Nero Hawley (Trumbull, CT) Assignment

<https://hawleysociety.org/biographies/nero-hawley/>

### **Time allotment**

Mid-Late September (1.5 weeks/8 days)

## **UNIT 3**

Black Literacy, Organizations, and Liberation (1820-1865)

### **Unit Goals**

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

**HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past**

### **Unit Essential Questions**

- When is resistance and/or revolution justified/glorified/condemned?
- How effective were the actions of abolitionists and the slave rebellions of this period?
- Are individual contributions or collective efforts more effective in actualizing social change?

### **Essential Understandings**

- Resistance to injustice can consist of various methods.
- Abolitionists emerged from several social, economic and ethnic backgrounds.
- The struggle for social change is an ongoing challenge that continues in the modern world.

### **Content (Scope and Sequence)**

- 3.1 The Age of Abolition: The Gradualist Period (1800 to 1830)
- 3.2 The Militant Period (1830 to 1840)
- 3.3 The Early & Late Political Periods (1840 to 1860)

### **Academic or Key Vocabulary**

- Denmark Vesey
- Underground Railroad

- Harriet Tubman
- Fredrick Douglass
- Abolitionists
- Amistad
- Bleeding Kansas
- John Brown
- Emancipation Proclamation

### **Unit Assured Assessments**

Denmark Vesey Conspiracy Assignment

<https://teachinghistory.org/history-content/beyond-the-textbook/24126>

Black Churches in CT/Underground Railroad Assignment

The Abolitionists: Frederick Douglass and Harriet Tubman Assignment

<https://edsitement.neh.gov/lesson-plans/harriet-tubman-and-underground-railroad>

<https://www.history.com/topics/black-history/frederick-douglass>

Flag Assignment

Amistad Assignment

<https://www.archives.gov/education/lessons/amistad>

CT African American Volunteers in the Civil War Assignment

<https://connecticuthistory.org/the-29th-regiment-connecticut-volunteers-fought-more-than-one-war/>

Robert Smalls Assignment

<https://www.blackpast.org/african-american-history/smalls-robert-1839-1915/>

### **Time allotment**

October (3 weeks/15 days)

## **UNIT 4**

Long, Long History for Equality (1865- 1915)

### **Unit Goals**

**CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.**

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women).

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

### **Unit Essential Questions**

- How was Reconstruction a success or failure?
- How did Reconstruction impact Africans, African Americans, and Blacks?

### **Essential Understandings**

- Reconstruction was a continuation of the American Civil War.
- Former slaves adapted to challenging conditions after emancipation.

### **Content (Scope and Sequence)**

- 4.1 The African American Experience During the Reconstruction Era (1865-1877)
- 4.2 The African American Experience in the Years Following Reconstruction (1877-1898)
- 4.3 The Struggle Against Jim Crow
- 4.4 The Education and Entrepreneurship of Blacks

### **Academic or Key Vocabulary**

- Exodusters
- Jim Crow
- Booker T. Washington
- W.E.B. DuBois
- Sharecropping

### **Unit Assured Assessments**

Black Americans in Congress Assignment

<https://history.house.gov/People/Search?Term=Search&SearchIn=LastName&ShowNonMember=true&ShowNonMember=false&Office=&Leadership=&State=&Party=>

African Americans Westward Migration Assignment

<https://dp.la/primary-source-sets/exodusters-african-american-migration-to-the-great-plains>

Photo Analysis Assignment

<https://www.loc.gov/classroom-materials/jim-crow-segregation/>

Black Inventors and Scientists Assignment

<https://www.biography.com/people/groups/black-inventors>

Reconstruction End of Unit Exit Ticket

### **Time allotment**

Late October-Mid November (3 weeks/14 days)

## **UNIT 5**

Unit 5 Black Movement for Equality (1915- 1965)

### **Unit Goals**

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

**CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.**

**CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.**

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

### **Unit Essential Questions**

- How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

### **Essential Understandings**

- American History cannot be understood without insight on contributions of African Americans.

### **Content (Scope and Sequence)**

- 5.1 Great Migration and the "Nadir of Race Relations" and the Juxtaposition of Hope
- 5.2 The Power of Black Art: The Empowerment of Black People Through the Arts
- 5.3 Remnants of the Jim Crow South
- 5.4 Resistance and Revolution Through Organized Efforts
- 5.5 World War II - Tuskegee Airmen
- 5.6 How the Women Organized and Agitated
- 5.8 How the Youth Organized and Agitated

### **Academic or Key Vocabulary**

- Great Migration
- Redlining
- Segregation
- Harlem Renaissance
- Tuskegee Airmen
- SCLC
- CORE
- NAACP
- SNCC

### **Unit Assured Assessments**

Great Migration Hartford Primary Source Assignment

<https://connecticuthistory.org/hartfords-great-migration-through-charles-s-johnsons-eyes/>

Housing Segregation/Redlining Assignment

Harlem Renaissance Assignment

<https://www.history.com/news/harlem-renaissance-photos>

African Americans in WWII/Tuskegee Airmen Assignment

<https://www.nbcconnecticut.com/on-air/as-seen-on/new-haven-honors-last-living-tuskegee-airman-in-connecticut-hartford/1936359/>

Desegregating the Lunch Counter Newspaper Assignment

<https://www.pbs.org/opb/historydetectives/educators/lessonplan/african-american-history-lunch-counter-closed?>

*Brown v. Board of Education* Assignment

<https://www.pbs.org/newshour/education/linda-brown-central-figure-in-school-segregation-case-dies>

### **Time allotment**

Mid November-Mid December (3 weeks/16 days)

## UNIT 6

### Unit 6 Protest, Politics, and Power (1965- Present)

#### Unit Goals

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.**

**CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.**

#### Unit Essential Questions

- What are the greatest human rights issues facing America today and in the future?
- What does radically reimagining new possibilities and more just futures look and sound like now?

#### Essential Understandings

- Inequity exists both globally and domestically here in the United States.
- Understanding our past gives us opportunities to envision an improvement for future generations.

#### Content (Scope and Sequence)

- 6.1 Black Power (1965-1975)
- 6.2 Black Politics
- 6.3 Black Cultural Production
- 6.4 Systemic Racism: 1965-Present
- 6.5 Black Lives Matter Movement

#### Academic or Key Vocabulary

- Black Power
- Black Panther Party
- Eldridge Cleaver
- Bobby Seale
- Stokely Carmichael
- Huey Newton
- Fred Hampton
- COINTELPRO

#### Unit Assured Assessments

Black Power Assignment

<https://artsandculture.google.com/story/dQUhrcaDvDqQLg>

Black Panther Party in CT Assignment

<https://connecticuthistory.org/the-rise-of-the-black-panther-party-in-connecticut/>

Soundbreaking: History of Hip Hop Assignment

<https://apps.musedlab.org/soundbreaking/sampling/>

End of Semester Assignment

## **Time allotment**

Mid-December to Mid-January (3 weeks 15 days)

## **SEMESTER 2: FOCUS ON PUERTO RICAN/ LATINO HISTORY**

### **UNIT 1**

Early Beginnings: Who Are We?

#### **Unit Goals**

HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.

HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.**

#### **Unit Essential Questions**

- How has Latino and Puerto Rican identity evolved over time?
- Is there a single “Latino identity”?
- Is there a Latino “race”?

#### **Essential Understandings**

- The origins of the Latino people originate from three continents.
- Latinos share commonalities and also possess unique cultural traits which differ according to geography.
- The concept of “race” in Latin America differs from the North American interpretation.

#### **Content (Scope and Sequence)**

- 1.0 Introduction/Review of Semester Themes
- 1.1 Latinos on Race while living in between the Black and White Binary
- 1.2 Latino Culture: The Multiple and Evolving Identities of Latinos
- 1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America
- 1.4 Geography: Puerto Rican and Latin American Migration

#### **Academic or Key Vocabulary**

- 2.1 The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history
- 2.2 Columbus and His Actions in the Caribbean
- 2.3 Bartolomé de Las Casas
- 2.4 Treatment of Indigenous by the Spaniards
- 2.5 Anti-Latino Massacre Timeline

- 2.6 Scientific Experiments: Puerto Rico and Guatemala
- 2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.

### **Academic or Key Vocabulary**

- Borinquen
- La Operacion
- Vieques

### **Unit Assured Assessments**

Columbus Day and Statue Assignment

[https://drive.google.com/file/d/1YP\\_4uojDdYv1W4bk2161mMjp2HoiqGrx/view](https://drive.google.com/file/d/1YP_4uojDdYv1W4bk2161mMjp2HoiqGrx/view)

<https://abcnews.go.com/US/christopher-columbus-statue-debate-rises-controversial-statues-fall/story?id=71172075>

Columbus Mock Trial

<https://newsela.com/read/lib-christopher-columbus-taino/id/46867/write?collection=2000000224>

Anti-Latino Violence Timeline Activity & Poster

<https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states>

Language Suppression Interview

<https://www.grin.com/document/177588>

<https://www.theguardian.com/us-news/2018/may/22/speaking-spanish-dangerous-america-aaron-schlossberg-ice>

<https://qz.com/1195658/spanish-to-english-us-is-increasingly-monolingual-despite-latino-immigration/>

### **Time allotment**

Mid-February-Mid March (3.5 weeks/18 days)

## **UNIT 3**

Sweat

### **Unit Goals**

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.**

**ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.**

### **Unit Essential Questions**

- How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?

- Has the United States' relations with Puerto Rico, and Latin America help or hinder social and economic growth?

### **Essential Understandings**

- The Encomienda System has endured as a de facto institution in Latin America for over 400 years.
- The legacy of colonial intervention in Latin America persists into the present day.

### **Content (Scope and Sequence)**

- 3.1-1 The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)
- 3.1-2 Bringing the New Labor Force
- 3.1-3 Race in Latin America: Caste or Social Hierarchy?
- 3.1-3 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution
- 3.2 Political Economy of Latin America
- 3-2.1 The Uneasy Neighbors: U.S. and Latin America Relations
- 3.3 Puerto Rican Sweat: Legacy of U.S. Colonialism
- 3.3-1 Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important?

### **Academic or Key Vocabulary**

- Encomienda System
- De Facto
- De Jure
- Caste
- Hierarchy
- Real Cedula de Gracia
- Garifuna
- Commonwealth

### **Unit Assured Assessments**

Encomienda System Assignment

<https://sites.google.com/a/spartanpride.net/j-baade/latin-american-studies---social-studies-and-literature/focus-on-encomienda>

The Garifuna Story

<https://www.npr.org/2015/01/23/379420599/garifuna-a-u-s-honduran-story>

<https://vimeo.com/53030654>

Status of Puerto Rico Project

### **Time allotment**

Late March-Late April (4 weeks/22 days)

## **UNIT 4**

Resistance and Defiance

### **Unit Goals**

HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts.  
HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.

**CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.**

### **Unit Essential Questions**

- With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battle for equity?

### **Essential Understandings**

- The struggle for equality for Latinos has been influenced by the Black American Civil Rights Movement.

### **Content (Scope and Sequence)**

- 4.1 Latin American Revolutions from Spain
  - 4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)
  - 4.1-2 Revolt, Defiance, and Resistance from Spain
- 4.2 20th Century Latin American Revolutions
  - 4.2-1 Revolutions from Latin America
  - 4.2-2 Puerto Rican Resistance and Defiance Throughout History
  - 4.2-3 Resistance in Puerto Rican and Latin American History: Timeline of the Movers and the Shakers
- 4.3 Resistance in the U.S.
  - 4.3-1 Latino Resistance in the U.S.
- 4.4 Latino Civil Rights Movement

### **Academic or Key Vocabulary**

- Simon Bolivar
- Che Guevara
- Sandinista
- Pedro Albizu Campos
- Ponce Massacre
- Las Carpetas
- Young Lords
- Los Macheteros
- El Grito de Lares
- Chicano
- La Raza
- Cesar Chavez

### **Unit Assured Assessments**

Resistance and Defiance: Latin American Revolutions Assignment

<https://www.youtube.com/watch?v=ZBw35Ze3bg8&t=31s>

Roots of Revolution Entry Ticket

Guatemalan Revolution Activity

[https://docs.google.com/presentation/d/1gNkfRFXh37E6yFW9tQJ3L5E\\_1M1748VhL5MmysviFX8/edit#slide=id.p](https://docs.google.com/presentation/d/1gNkfRFXh37E6yFW9tQJ3L5E_1M1748VhL5MmysviFX8/edit#slide=id.p)

Puerto Rican Resistance Activity

<https://www.youtube.com/watch?v=9B2Asn1BUgc>

Latino Protest in Art Virtual Tour Activity

<https://resources.depaul.edu/art-museum/exhibitions/latinx-american/Pages/default.aspx>

Latino Civil Rights Timeline Assignment

<https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006>

Young Lords & Chicanismo/East L.A. Blowout Proposal

<https://www.kcet.org/shows/departures/east-l-a-blowouts-walking-out-for-justice-in-the-classrooms>

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/Young\\_Lords\\_platform.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html)

## **Time allotment**

May-Early June (4.5 weeks/23 days)

## **UNIT 5**

Where Are We Now?

### **Unit Goals**

HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.**

### **Unit Essential Questions**

- What impact have Puerto Ricans and Latinos had on Connecticut, and what impact might they (and you) have on the future?

### **Essential Understandings**

- Puerto Ricans and Latinos have and continue to contribute to the identity of the state of Connecticut

### **Content (Scope and Sequence)**

- 5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States

- 5.2 Migration from other Latin American Countries to Connecticut and the United States
- 5.3 Accomplishments and Contributions of Latinos/Latinas in the Military
- 5.4 Accomplishments and Contributions of Latino/Latina Inventors, Musicians and Athletes/Sports
- 5.5 Accomplishments and Contributions of Latino Community Organizers, Politicians, Justices, etc.
- 5.6 Latino Challenges in the U.S.: Immigration Stories from the Border

### **Academic or Key Vocabulary**

- I.C.E.
- Proposition 187
- Nuyorican Poets

### **Unit Assured Assessments**

Latino Experience in CT Interview Assignment

<https://www.homesnacks.com/most-hispanic-cities-in-connecticut/>

Spoken Word Poetry Assignment

<https://www.masterclass.com/articles/how-to-write-spoken-word-poetry#how-to-write-spoken-word-poetry>

End of Year Radical Imaginations Through the Arts Performance Task Assignment

### **Time allotment**

June (3 weeks/14 days)

## **REFERENCES/RESOURCES**

### **Book Bundle Recommendations**

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Denis, Nelson A. War against All Puerto Ricans: Revolution and Terror in America's Colony. Nation Books, 2016.

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Gates, Henry Louis, et al. The African Americans : Many Rivers To Cross. PBS Distribution, 2015, <https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/>. Film.

Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press, 2020.  
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Latin American Youth Center Writers. *Voces Sin Fronteras: Our Stories Our Truth: Nuestras Historias Nuestra Verdad: True Comics from the Latin American Youth Center*. Translated by Santiago Casares, 2nd ed., Shout Mouse Press, Inc., 2018.  
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Lincoln, C. Eric, and Lawrence H. Mamiya. *The Black Church and the African American Experience*. 1st ed., Duke University Press, 1990.  
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Newlevant, Hazel, et al. *Puerto Rico Strong*. First ed., Oni Press, 2018.  
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Ramirez, Mark D., and David A. M. Peterson. Ignored Racism: White Animus toward Latinos. Cambridge University Press, 2020.  
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Washington, Williams. A New Negro for a New Century: An Accurate and Up to Date Record of the Upward Struggles of the Negro Race. Franklin Classics, 2018.

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**Optional Student Resources** (not to be considered texts for class)

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## **Time Allotment**

### **Semester 1: Unit 1 At-A-Glance: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora**

#### Lesson 1.0 - Course Introduction: Who are We? (2 days)

In this lesson, students create a safe space for learning and examine who they are as individuals. Students begin their Identity Development Journals. Students complete an exit ticket sharing support they will need as a learner in this course. (Journal Entry: What factors shape my identity? What parts of identity do I choose for myself? What parts of my identity are developed for me?)

#### Lesson 1.1 - African Origins (2 days)

In this lesson, students discuss the implications of the “Lucy” fossils discovered in Ethiopia. In small groups, students plan their claim/counterclaim of how humanity began using evidence from primary and secondary sources (e.g., maps, articles) and present claims and counterclaims to class.

#### Lesson 1.2 - African Empires to the Demise of Songhai (2 days)

In this lesson, students explore various African Empires. Students use an exit ticket to answer questions pertaining to the wealth of a civilization, the role of women in governing an empire, and leadership styles. Students complete an exit ticket reflecting on their learning.

#### Lesson 1.3 - The Moors (1 day)

In this lesson, students examine why the Moors are important to the study of African American history. Students use an exit ticket to answer how the identities of the Moors in Africa are relevant to African Americans and Black people today.

#### Lesson 1.4 - The Social Construction of Race and Transatlantic Slave Trade (5 days)

In this lesson, students discuss the social construct of race and the understanding of race in context of the history of slavery in America and globally. Students complete a reflection of the impact of race on their lives and Early American culture. In small groups, students report on an individual or topic in the format of choice. (Journal Entry: What have I learned that has impacted my thinking on race?)

This unit concludes with an End-of-Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of Ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept map or matrix, etc.).

## **Semester 2: Unit 2 At-A-Glance: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency**

### Lesson 2.1 - Slavery and Freedom in Their Own Words (2 days)

In this lesson, students are introduced to the Five Themes of Slavery (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency, and Resistance). Using these same five themes, students can evaluate the stories of:

- Moses
- Venture Smith
- James Mars, and
- Gad Asher

### Lesson 2.2 - Agency and Resistance: Fort Mose and Haiti (2 days)

In this lesson, students explore acts of agency depicted in Fort Mose and the Haitian Revolution and Independence. They will identify examples of agency used by Francisco Menendez, Toussaint L'Ouverture, and other people who experienced forced migration, as part of the beginning movement for freedom, justice, and change. They will analyze maps for global perspective. How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this? Students apply the themes of agency and resistance to Fort Mose and Haiti. Students provide a short essay response to explain the impact of Fort Mose and the Haitian revolution in the Americas, especially among blacks? (Journal Entry: How has the information I learned in this lesson impacted me?)

### Lesson 2.3 - Understanding Slavery as an Institution in Connecticut: Laws and Census Data (4 days)

In this lesson, students explore slavery in Connecticut through the examination of: personal narrative of Nero Hawley, Connecticut laws, and Connecticut data. Students complete an exit ticket summarizing three new facts learned about Nero Hawley as they related to Themes of Slavery and/or migration. As a compilation of new knowledge, at the end of this unit students write an explanation of the changes in societal structures during this era and the impact on life in Connecticut communities. (Journal Entry: Write about the place you grew up. How has that experience shaped your life?)

This unit concludes with an End-of-Unit Performance Task in which students write a fictional interview of an Africa/African descendant (living in the time period explored) explaining how he/she asserted their agency and resistance to spark revolutionary change, preserve their own humanity, and resist slavery.

## **Semester 1: Unit 3 At-A-Glance: Black Literacy, Organizations, and Liberation**

### Lesson 3.1 - The Age of Abolition: The Gradualist Period (1800–1830) (5 days)

In this lesson, students collaboratively analyze and evaluate major forms of slave resistance using primary and secondary sources. Utilizing exit tickets, students summarize the impacts of cotton, Denmark Vesey, Black Churches, Abolitionists, and Free Blacks on slavery resistance and revolution.

### Lesson 3.2 - The Militant Period (1830-1840) (3 days)

In this lesson, students analyze how African descendants organized and fought for freedom from slavery studying historical accounts of race riots from 1830-1840 (e.g., Nat Turner Slave Rebellion, Amistad Rebellion, Underground Railroad). Students create and share a presentation (e.g., TikTok video) stating their claims and evidence regarding their argument representing the captain of the American ship, two Spanish officers, or the Spanish Government. (Journal Entry: What motivates you?)

### Lesson 3.3 - The Early and Late Political Periods (1840–1860) (3 days)

In this lesson, students explore accounts of resistance occurring from 1840-1850 (e.g., Frederick Douglass, Fugitive Slave Act of 1850, Bleeding Kansas, Dred Scott Decision, John Brown). Students compose a written response to explain the acts of resistance during this time and reflect upon the compelling question.

### Lesson 3.4 - The Road to Freedom (1861– 65) (4 days)

In this lesson, students consider the role of Black soldiers in the Civil War and impact of the Emancipation Proclamation. Students complete exit tickets to share their learning. (Journal Entry: What challenges have you overcome? How did you overcome them?)

This unit concludes with an End-of-Unit Performance Task in which students individually answer the compelling question: In the face of overwhelming injustice, is resistance and/or revolution justified? Students define resistance and reference at least three resources explored in the Unit to support their claims. Students can represent learning in an alternative medium of choice (video, podcast, etc.).

## **Semester 1: Unit 4 At-A-Glance: Long, Long History for Equality**

### Lesson 4.1 - The African American Experience During the Reconstruction Era (1865–1877) (2 days)

In this lesson, students consider how history may have been different if alternate plans for the Reconstruction of the South had been put in place. Then, students analyze the impact of Reconstruction on the Black Family and Explore the Amendments. Students complete exit tickets as evidence of learning. (Journal Entry: Who is American? How might America's character be different today if Lincoln had lived to implement his Reconstruction plan?)

### Lesson 4.2 - The African American Experience in the Years Following Reconstruction (1877–1898) (3 days)

In this lesson, students collaboratively research Black Americans in Congress and the westward movement of African Americans. Students participate in a poster session and document their

questions/answers. Students write a short response to answer the impact of the Spanish-American War on African American communities.

#### Lesson 4.3 - Struggle Against Jim Crow (3 days)

In this lesson, students analyze photos and text to develop an understanding of Jim Crow laws and the racial trauma experienced. They will design/create a “Freedom Dream” about what changes are needed now to end racial violence and trauma. Students will compare/contrast the beliefs of two Black scholars of the day (e.g., W.E.B. Du Bois and Booker T. Washington) and reflect on W.E.B. Du Bois’ belief in Reconstruction. (Journal Entry: As a result of your reflection on Jim Crow, what is the residue left today and what actions will you take?)

#### Lesson 4.4 - The Education and Entrepreneurship of Blacks (4 days)

In this lesson, students discuss the growth and development of Black Wall Street, Black entrepreneurs, and historically Black Colleges and Universities (HBCUs) as a conduit to greater freedom. The last two days of this lesson are devoted to the Socratic Seminar End-of-Unit Performance Task.

This unit concludes with an End-of-Unit Performance Task in which students return to the compelling and pre-assessment questions (e.g., How was the Reconstruction a success or failure?). These questions guide students as they participate in a Socratic Seminar. After the Socratic Seminar, students individually write a response answering the compelling questions and integrating information from the unit. Students may also represent learning using a medium of choice (drawing sketch, infographic, poem, etc.)

### **Semester 1: Unit 5 At-A-Glance: Black Movement for Equality**

#### Lesson 5.1 - Great Migration, “Nadir of Race Relations” and the Juxtaposition of Hope (4 days)

In this lesson, students analyze text in an exploration of the Nadir of African American History, including the aftereffects of the Reconstruction era and the Great Migration to explore the question “is the dream still being deferred?” Students examine black soldiers, veterans, riot vs. massacre, and Red Summer 1919. Students compare Summer of 1919 to Summer of 2020 and reflect daily through the use of exit tickets. Students will provide a response to: How is the juxtaposition of hope manifested in the past and present history of Blacks and African Americans in the long battle for equality and ultimately continued existence? (Journal Entry: What are your dreams? Have you ever had a dream deferred? Explain.)

#### Lesson 5.2 - The Power of Black Art- The Empowerment of Black People Through the Arts (3 days)

In this lesson, students examine the societal impacts of Black and African American writers, artists, and scientists of the time. They reflect on their learning using exit tickets and class discussions. (Journal Entry: What kinds of art do you love? How does the art you love connect back to the Harlem Renaissance?)

#### Lesson 5.3 - Remnants of the Jim Crow South (2 days)

In this lesson, students are introduced to the 20th-century housing policies that bankrolled white capital accumulation while halting Black social mobility through text, videos, and a role-play activity. Students complete exit slips to reflect on their learning.

Lesson 5.4 - Resistance and Revolution Through Organized Efforts (2 days)

In this lesson, students investigate influential Black organizations developed 1909-1950 and their impact on decisions such as Brown v BOE. Students will use an exit ticket to identify what they think is significant about the Brown decision.

Lesson 5.5 - WWII - Tuskegee Airmen (1 day)

In this lesson, students analyze information and oral and written histories to gain insight into the Black/African American experience during WWII. Students use an exit ticket to reflect on the irony of African American men fighting for freedom in comparison to lived experience in the U.S.

Lesson 5.6 - How The Women Organized and Agitated (2 days)

In this lesson, students focus on the Women's movement during the Civil Rights Era and explore how racial discrimination was compounded by gender discrimination and how this negatively affected women's opportunities and rights. Students create a poster and oral story about a Black female historical figure from CT to share contributions and notable accomplishments from a range of professions, including sciences, arts, culinary, and sports. (Journal Entry: Write about a time you encountered racism.)

Lesson 5.7 - How The Youth Organized and Agitated (2 days)

In this lesson, students examine the role and contributions of youth through a series of role-plays that explore the history and evolution of the Student Nonviolent Coordinating Committee.

Using a medium of choice (e.g., artistic expression, literary work, print or virtual), students create a presentation to answer the compelling question: How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

**Semester 1: Unit 6 At-A-Glance: Protest, Politics, and Power, 1965–Present**

Lesson 6.1 - Black Power (1965–1975) (5 days)

In this lesson, students transform the traditional understanding of the "Civil Rights Movement" as a domestic movement for political rights to an understanding of it as a struggle for human rights that is connected to broader struggles including political freedom, human dignity, and economic stability for marginalized and oppressed people around the world. Students explore Malcolm X, Martin Luther King, Jr., the Black Panthers, and the FBI's war on the Black Freedom Movement. Students create their own 10 Point Program and "Freedom Dream" representation in response to summer 2020 protests.

Lesson 6.2 - Black Politics (2 days)

In this lesson, students analyze the expansion, organization, and rising influence of African Americans in the United States Senate and House of Representatives. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are an African American Member of Congress or candidate for either the House or

Senate. (Journal Entry: What are your personal interests? What are your dreams beyond high school?)

### Lesson 6.3 - Black Cultural Production (3 days)

In this lesson, students explore the idea that music is a reflection of the values and beliefs of the time period in which it was created. Specifically, students analyze maps, photos, and lyrics to understand the historical roots of hip-hop and the social/political messages found in hip-hop. Students analyze the role of blacks in movies and television and answer question, What role did Blacks play in shaping American culture during this time?

### Lesson 6.4 - Systemic Racism 1965-Present (3 days)

In this lesson, students discuss the meaning of institutional racism and dig deep into the effects of wealth and race on housing. Students learn about the Voting Rights Act of 1965 and think about this Act as being one of the most important pieces of civil rights legislation in U.S. history. Students participate in conversations and write a “Collective” response to address a local/national issue related to Systemic Racism as evidence of learning. (Journal Entry: What assumptions do people make about you?)

### Lesson 6.5 - Black Lives Matter Movement (3 days)

In this lesson, students gain an understanding of the history of the Black Lives Matter Movement, the Kaepernick protest and how Blacks and other groups came together to fight for justice. They will learn about reparations and present arguments for/against a Reparations Bill. They will work on the end of semester Radical Imagination through the Arts Project.

Students look through the social justice lens and showcase how African American/Black history and culture teach us about radically reimagining new possibilities and more just futures for school-wide viewing. Course project: Radical Imagination Through the Arts Assignment

## **Semester 2: Unit One-At-A-Glance: Early Beginnings**

### Lesson 1.0 - Semester Introduction/Review of Semester 1 (2 days)

In this lesson, students re-examine their safe space for learning and continue their investigation into who they are racially, ethnically and culturally. Students also explore the collective and individual identities of Latinos and Puerto Ricans and create an “I Am From Poem.”

### Lesson 1.1 - Latinos on Race while living in between the Black and White Binary (2 days)

In this lesson, students reexamine the concept of race and culture through the lens of Latinos. Students complete a series of activities about Latinos’ understanding of their own racial identity. Students utilize the Four Corners activity to examine common misperceptions regarding race for Latinos.

### Lesson 1.2 - Latino Culture: The Multiple and Evolving Identities of Latinos (3 days)

In this lesson, students study identity and the differences between the terms Hispanic, Latino/a, Spanish, and LatinX. They create a TikTok or PSA on the differences.

Lesson 1.3 - Where do we come from? African and Indigenous Diaspora in Puerto Rico and in Latin America (3 days)

In this lesson, students examine the contributions of the African and Indigenous contributions to Puerto Rican and Latino diaspora. Students create a discussion post about how the contributions from the African and Indigenous shaped Latino identity.

Lesson 1.4 - Geography: Puerto Rican and Latin American Migration (3 days)

In this lesson, students learn about the geography, immigration and migrations of Puerto Ricans and other Latinos from the 1800s-present. Students create an image/graphic/picture that summarizes what they learned. They discuss with one another how family identity influenced the people who migrated to the USA.

This unit concludes with an End-of Unit Performance Task in which students create an “I am From” poem about their background, family, home, life, and traditions.

## **Semester 2: Unit 2 At-A-Glance: Blood and Resilience**

Lesson 2.1 - The Taínos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history (5 days)

In this lesson, students study the Indigenous [Taínos, Incas, Mayan Kalina, Triple Alliance (Aztec), Olmecs, Mayas] presence in Puerto Rican and other Latino/a cultures and contributions of Indigenous societies. Students create an online museum or news broadcast focusing on a specific Indigenous group from Latin America.

Lesson 2.2 - Columbus and His Actions in the Caribbean (2 days)

In this lesson, students engage in a debate and/or role-play regarding the actions of Columbus in Puerto Rico and Latin America. Students complete an exit ticket to answer what more they need to learn about the impact that Columbus’ actions had in Puerto Rico and in Latin America.

Lesson 2.3 - Bartolomé de Las Casas (1 day)

In this lesson, students gain an understanding of the impact that Bartolomé de Las Casas had on exposing the atrocities of Columbus’ treatment of Indigenous People while at the same he was promoting that the Spaniards had enslaved people from the African Continent do the work. Students prepare an editorial (op-ed) regarding treatment of the Indigenous population.

Lesson 2.4 - Treatment of Indigenous by the Spaniards (1 day)

In this lesson, the students conduct research to learn and investigate the factors for colonizing and the treatment of Indigenous populations, discussing if assimilation or acculturation more accurately describes the treatment of Indigenous people historically and over time.

Lesson 2.5 - Anti-Latino Massacre Timeline (2 days)

In this lesson, students review and discuss how violence manifested toward the Indigenous populations after the arrival of Columbus in 1492 and compare it to the current anti-Latino violence happening currently in the United States. Students explore various forms of anti-Latino

treatment focusing on Police brutality. Students write a journal entry (note journal entry can be done in different formats).

### Lesson 2.6 - Scientific Experiments: Puerto Rico and Guatemala (3 days)

In this lesson, students read articles and watch documentaries about the experiments done by the USA to Puerto Ricans and Guatemalans. Students create a Remembrance poster for a victim of violence. Students discuss and write about the following: How should we acknowledge the atrocities of our past when we tell our history?

### Lesson 2.7 - Language Suppression in Puerto Rico, Latin America, and the US (2 days)

In this lesson, students read an article to understand how policies created to suppress the language spoken by Puerto Ricans and other Latinos ensured the continuation of power and privilege of the colonizers. Students respond to questions in an op-ed format regarding the intersection of language and identity and language suppression in the United States.

This unit concludes with an End-of Unit Performance Task in which students create a remembrance poster (or bio, poem, or drawing, etc.). This could be about a person (Latino killed in massacre or by research) or about a concept (death of language/cultural aspect). The purpose of these posters is to create discourse of impact and to ensure stories regarding the challenges of the current Puerto Rican and Latino generations in the U.S. are being told in order to interrupt perpetuation of future acts of violence.

## **Semester 2: Unit 3-At-A-Glance: Sweat**

### 3.1: The Emergence of Latin American People

#### Lesson 3.1-1 - The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s) (3 days)

In this lesson, students examine the history of colonization from Spain and from the United States impacted the social and economic development of Puerto Rico and Latin America, while also demonstrating the perseverance, optimism and fortitude of Puerto Ricans and other Latinos. Students end with a discussion and create a post (different formats can be used) on their understanding of how issues with inequality and desire for freedom influence culture and/or new cultural patterns in different countries of Latin America and in Puerto Rico.

#### Lesson 3.1-2 - Bringing the New Labor Force (2 days)

In this lesson, students research the system of labor that existed among Indigenous, enslaved Africans, and “free people” and the impact on Latin America and the Caribbean. Students complete a Venn diagram comparing/contrasting Slavery in North American and Central/South America and analyze primary source photographs and paintings. (Journal Entry: Why do you think obviously incorrect race and/or gender stereotypes, like that all girls like pink, remain in society?)

#### Lesson 3.1-3 - Race in Latin America: Caste or Social Hierarchy? (2 days)

In this lesson, students gain an understanding of the racial or social caste of Latin America as a way to enforce slavery and a racial hierarchy among different groups in Latin America. Students compare and contrast the Spanish caste system with the American racial caste system, answering

how Latinos fit in this racial caste system of the United States.

Lesson 3.1-4 - Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution (2 days)

In this lesson, students examine and demonstrate an understanding on the evolution of multiple social and ethnic identities that evolved in Puerto Rican and in Latin America. Students also explore the history of Afro-Latinos in Puerto Rico and in Latin America.

### 3.2: Political Economy of Latin America

Lesson 3.2-1 - The Uneasy Neighbors: United States and Latin America relations (2 days)

In this lesson, students examine and analyze U.S. and Latin American relations, policies and interventions that have helped or hindered economic development.

### 3.3: Puerto Rican Sweat: The Legacy of U.S. Colonialism

Lesson 3.3-1 - Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important? (1 day)

In this lesson, students learn the impact that Cedula de Gracia had in the economic development and growth of Puerto Rico. Students reflect on the following questions: How did this change the economic climate in Puerto Rico? What did autonomy look like for families?

Lesson 3.3-2 - U.S. Occupation of the Island (2 days)

In this lesson, students learn about the history of U.S. colonization of Puerto Ricans and determine if the U.S. influence on Puerto Rico has been negative, positive, or a combination of both. Students debate as to whether the U.S. occupied, invaded, and/or acquired the island.

Lesson 3.3-3 - All of these Acts: Jones Act, the Foraker Act: Who benefits? (2 days)

In this lesson, students learn whether the acts only benefited the United States or not. Students research and complete an argumentative essay or create a graphic memoir claiming whether U.S. citizenship was earned or given to Puerto Ricans.

Lesson 3.3-4 - The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies (2 days)

In this lesson, students research the past, present, and future of Puerto Rico in relation to it being a territory. Students reflect and communicate their thoughts on Puerto Rico as a state or as an independent nation and on Puerto Ricans being considered "second class" citizens.

Lesson 3.3-5 - The Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake (4 days)

In this lesson, students revisit the perpetuation of SWEAT and economic influences on Puerto Rican community and culture. Students create and discuss a social-political-economic timeline of how the economic crisis evolved that demonstrates the lived experiences of Puerto Ricans (Operation Bootstrap, PROMESA, Hurricane Maria, etc.). Students then engage in a close read of Sonia Sotomayor's Supreme Court decision regarding bankruptcy status.

This unit concludes with an End-of Unit Performance Task with the Status of Puerto Rico Project.

## **Semester 2: Unit 4 At-A-Glance: Resistance and Defiance**

### 4.1 Latin American Revolutions from Spain

Lesson 4.1-1 - Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (1 day)

In this lesson, students understand how the Haitian Revolution served as the framework for other revolutions in Latin America. Students engage in a close analysis of artwork depicting the Haitian Revolution to develop a deeper awareness of the historical context and gain insight on the perspective of the artist.

Lesson 4.1-2 - Revolt, Defiance, and Resistance From Spain (5 days)

In this lesson, students work collaboratively to research a Latin American revolution and create a Crash Course video to teach classmates about the researched revolution.

### 4.2 20th Century Latin American Revolutions

Lesson 4.2-1 - Revolutions from Latin America (4 days)

In this lesson, students analyze the suffering and pain that fueled revolutions in Latin America. Students do a case study using Guatemala as an example. Students share their answers with each other on the following question: How does Guatemalan revolution demonstrate resistance and defiance?

Lesson 4.2-2 - Puerto Rican Resistance and Defiance Throughout History (4 days)

In this lesson, students engage with different historical events of Puerto Rican resistance and defiance (Grito de Lares, Gag Law, Utuado Uprising, etc.) Using Google Jamboard or any other application, students compare and contrast different Puerto Rican resistance groups and events that happened. Students use the Four Corner protocol to understand the role of the FBI during resistance events. Students end by documenting their new learnings and share with their classmates.

Lesson 4.2-3 - Resistance in Latin American and Puerto Rican History: Timeline of the Movers and the Shakers (1 day)

In this lesson, students individually research a Puerto Rican or Latina/o who is considered a resistance hero. Students create a monologue about the individual and share the monologue with the class.

### 4.3 Resistance in the U.S

Lesson 4.3-1 - Latino Resistance in the U.S. (4 days)

In this lesson, students examine the role of the Young Lords, Chicano Movement and other Latino resistance in the United States. Students reflect back to compare and contrast activity from Semester One, Lesson 6.1 (Compare and contrast Black Panther 10-point program and the Young Lords 13 point program).

### 4.4 Latino Civil Rights Movement

Lesson 4.4-1 - The History of the Latino Civil Rights Movement in the United States (2 days)

In this lesson, students learn about the history of the Latino Civil rights movement in the United States by creating a timeline of events from 1900s-current. Students complete a graphic organizer using the Zoot Suit Riots as one of the events that propel Latino Civil Rights in the USA.

Lesson 4.4-2 - The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S. (1 day)

In this lesson, students learn about the power of art as a source of history and protest, and as a way to learn about people's history and culture. Students analyze protest art created by Puerto Rican and Latino artists.

Lesson 4.4-3 - Protest and resistance in Puerto Rican and other Latinos in the arts and music (1 day)

In this lesson, students learn how Puerto Ricans and Latinos throughout history have used music as a form of resistance. Students analyze different resistance songs created by Puerto Ricans and Latino artists.

This unit concludes with an End-of Unit Performance Task in which students collectively select countries to research, and create their own Crash Course video (max 5 min). The video should include the involvement of allies (countries) with other Latin American countries. Options also for an Art Piece representing present-day equity issues.

## **Semester 2: Unit 5 At-A-Glance: Where are we now?**

Lesson 5.1 - Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States (2 days)

In this lesson, students add to the charts they created previously. Students analyze census information and the economic contributions of Hispanics to the United States Economy. As a class, students analyze demographic data about Puerto Ricans in Connecticut and share and journal their learning regarding the contributions of Puerto Ricans to CT.

Lesson 5.2 - Immigration from other Latin American Countries to Connecticut and the United States (1 day)

In this lesson, students learn about the reason different Latinos emigrated to Connecticut and the USA.

Lesson 5.3 - Accomplishments and Contributions of Puerto Ricans and Latinos/Latinas in the Military (2 days)

In this lesson, students work collaboratively to research the Puerto Rican and Latino experience using the Borinqueneers as an example. Students create magazine covers to capture their new learning.

Lesson 5.4 - Accomplishments and Contributions of Latino/Latina Inventors, Musicians, and Athletes/Sports (1 day)

In this lesson, students individually research a Latino inventor, artist, or athlete. Students produce a video, poem, or artwork to highlight their individual's accomplishments and challenges.

Lesson 5.5 - Accomplishments and Contributions of Latino/Latina Community Organizers, Politicians, Justices, etc. (1 day)

In this lesson, students analyze the expansion, organization, and rising influence of national and local Community Organizers, Politicians and Justices. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are a Latino member of Congress or candidate for either the House of Senate. Journal Entry: What accomplishments and contributions would you like to make now and throughout your life?

Lesson 5.6 - Latino/Latina Challenges in the U.S.: Immigration Stories from the Border (2 days)

In this lesson, students delve into their own perceptions of immigrants while learning about the personal stories of “dreamers” and uncover any misperceptions/myths. Students “jigsaw an article” about the myths regarding immigration and present them in groups. Then using an Exit Ticket, students reflect on the challenges/benefits of immigration.

Lesson 5.7 - Latino/Latina Challenges in the U.S.: Labor and Health (1 day)

In this lesson, students explore the challenges and opportunities experienced by Latinos regarding occupations and health. Students analyze data and discuss the implications for Latinos/Latinas in comparison to other racial groups.

Lesson 5.8 - Latino/Latina Challenges in the U.S.: Education and Incarceration (2 days)

In this lesson, students examine data regarding education and incarceration rates disaggregated by race and gender and analyze how the media reflect on Puerto Rican/Latino youth/people who have been incarcerated. Students create recommendations to present to a potential external audience.

Lesson 5.9 - The Beauty of Being Latino and the Future (2 days)

In this lesson, students analyze the future for Puerto Ricans and Latinos in terms of identity, culture, and consciousness. Students present their Latino Project.

This unit concludes with an End-of Unit Performance Task: Latino Experience Interview Project. Students finalize their Radical Imaginations Through the Arts and Be The Change Projects spotlighting their experience with the course and impact on their identity development. Projects should showcase contributions of African American/Black and Puerto Rican/Latino people individually and collectively, and how they have shaped students’ life personally and why. Projects should be exhibited in a way that can be shared with the full school community.

**CREDIT**

1 full credit in Social Studies  
1 class period daily for a full year

**PREREQUISITES**

Successful completion of Grade 9 Global Civilizations

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Black Member of Congress Assignment and Rubric
- Indigenous American Museum Exhibit Rubric
- Status of Puerto Rico Assessment Rubric

### Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond  X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straight forward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret  X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Student is able to interpret text by : <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Student is able to interpret text by : <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some main ideas of text</li> <li>Guided interpretation of text by answering questions locating answers in text</li> </ul>	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect  X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>
Evaluate  X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text <ul style="list-style-type: none"> <li>Synthesis of text</li> <li>Express a personal opinion.</li> </ul> </li> </ul>	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> <li>critical analysis to form a conclusion from the text</li> <li>thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> <li>Forms a superficial conclusion from the text</li> <li>Assesses the quality of the text</li> <li>Uses text to express personal opinion(s)</li> </ul>	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> <li>Forming a conclusion from the text</li> <li>Assessing the quality of the text</li> <li>Using text to express personal opinion(s)</li> </ul>

## Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	<b>Student work:</b>	<b>Student work:</b>	<b>Student work:</b>	<b>Student work:</b>
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

**Trumbull High School School-Wide Social and Civic Expectations Rubric:**

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respect for Others	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

## **AFRICAN AMERICAN, BLACK, PUERTO RICAN AND LATINO STUDIES**

**Using Google Slides (You may work with a partner, not a group).**

**A.) Choose a black Member of Congress from 1870-1887**

<https://history.house.gov/People/Search?Term=Search&SearchIn=LastName&ShowNonMember=true&ShowNonMember=false&Office=&Leadership=&State=&Party=&ContinentalCongress=false&BlackAmericansInCongress=true&BlackAmericansInCongress=false&WomenInCongress=false&HispanicAmericansInCongress=false&AsianPacificAmericansInCongress=false&CongressNumberList=41-42-43-44-45-46-47-48-49&PreviousSearch=Search%2cLastName%2c%2c%2c%2cFalse%2cTrue%2cFalse%2c41-42-43-44-45-46-47-48-49%2cLastName&CurrentPage=2&SortOrder=LastName&ResultType=Grid&Command=Prev>

**B.) 1. Write down any important notes.**

### ***SCENARIO***

You have been assigned the task of designing a museum exhibit to describe the life of Congressman \_\_\_\_\_. The exhibit should include information about all aspects of his life, but should focus on the Member's congressional service. Using Google Slides, create:

- Original title of exhibit that helps explain his legacy (Cover slide)  
*10 Points*
- 50 Word exhibit label that summarizes his congressional career (may need more than one slide for this portion).  
*25 Points*
- Three artifacts chosen by you that best represent the Member's legacy.  
*15 Points*
- A creative teaching tool for museum visitors that covers the highlights of his career in Congress (committees, key legislation, state or district represented, etc.).  
*15 Points*
- A works cited slide.  
*5 Points*

70 Points Total -

## Indigenous American Museum Exhibit Google Sites Rubric

### Score Point 4:

- Website includes all 8 required Exhibits.
- Facts & paragraphs are clear, comprehensive, and accurate in coverage of the history of group.
- All writing follows required conventions. Has 0-4 glaring mistakes.
- Includes at least 4 primary sources properly analyzed
- All images accurately depict indigenous group.
- Bibliography includes at least 5 sources. Bibliography is in proper MLA format.

### Score Point 3:

- Website includes at least 6 required topics.
- Facts & paragraphs are fairly clear, comprehensive, and mostly accurate in coverage of the history of group. The mistakes that exist do not suggest a complete misunderstanding of information.
- Writing follows most required conventions. 5-10 glaring mistakes.
- Includes at least 3 primary sources properly analyzed
- Most images accurately depict indigenous group.
- Bibliography includes at least 4 sources. Bibliography may or may not be in proper MLA format.

### Score Point 2:

- Website includes at least 5 topics.
- Facts & paragraphs are somewhat clear but are lacking some needed information. As written, the responses suggest some confusion about the history of indigenous group
- Writing strays from conventions often enough to make comprehension difficult.
- Includes at least 2 primary sources properly analyzed
- Some images do not apply to topic being presented.
- Bibliography does not include enough sources and/or is not in proper format.

### Score Point 1:

- Website includes 4 or fewer topics. Responses to questions are unclear and lack significant amounts of information. As written, the student has not demonstrated an understanding of the indigenous group.
- Includes less than 2 primary sources properly analyzed
- No images or images are inaccurate depictions of group.
- Writing demonstrates lacking in command of conventions with frequent and severe mistakes, which obscure meaning.
- Bibliography is not present; referenced works are not cited.

### Grade Scale:

4+	A+	98	3+	B+	88	2+	C+	78	1+	D	67
4	A	95	3	B	85	2	C	75	1	F	50
4-	A-	92	3-	B-	82	2-	C-	72	1-	F	0

**STATUS OF PUERTO RICO REQUIREMENTS (100 points total)**

<b><u>Requirement</u></b>	<b><u>Description</u></b>	<b><u>Possible Points</u></b>	<b><u>Your Points</u></b>
<b>Format</b>	Your presentation follows the clear expectations for a video, essay, or Google Slides. <ul style="list-style-type: none"><li>• V: Includes text, audio, visuals, with at least one minute in length</li><li>• E: Includes Intro, body paragraphs, conclusion with at least 4 pages in length</li><li>• GS: Includes text, visuals, and creativity with at least 10 slides in length</li></ul>	<b>5</b>	
<b>Independence</b>	This section should clearly state the first argument: for PR independence.  It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	<b>20</b>	
<b>Statehood</b>	This section should clearly state the second argument: for PR statehood.  It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	<b>20</b>	
<b>Commonwealth</b>	This section should clearly state the third argument: for PR commonwealth.  It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	<b>20</b>	
<b>Position</b>	This piece should clearly state and explain your recommendation. It should include an explanation as to why this approach is better than the rest with at least 2 pieces of CITED evidence (quote, data, etc.) from your sources.	<b>20</b>	
<b>Multimedia</b>	There must be at least 5 visual images with url citations attached.	<b>5</b>	
<b>Works Cited</b>	You <b><u>must</u></b> have at least 5 sources. It must be in proper MLA format.	<b>5</b>	

<b>Spelling/Grammar</b>	Make sure you have spelled everything correctly and used proper capitals and punctuation. Be sure to use grammatically correct sentence structure.	<b>5</b>	
		<b><u>Total</u></b>	<b><u>/100</u></b>

**African American, Black, Puerto Rican and Latino Studies**  
**Flag Assignment**

Now that you have shared in your journals, the flag that best represents you, now you are going to create that flag. Be prepared to explain your flag and to give reasons to explain why you chose to design the flag the way you did.

**To clarify, you must:**

\*Create your own personal version of a flag on the provided piece of paper.

\*Be sure to use symbols and colors that you think represent your personal sense of your identity as explained in your journals.

\*Provide a rationale on the back of your flag that is 8 to 10 sentences long and in paragraph form.

\* Make sure your rationale explains (a) what symbols and colors on your flag represent (b) why you think your flag represents you.

## **AFRICAN AMERICAN, BLACK, PUERTO RICAN AND LATINO STUDIES**

**What strategies did the Civil Rights Movement employ in its efforts to end segregation? Were they effective? How so?**

### **Background**

The Civil Rights Movement was active from the mid-1950s to the end of the 1960s. African Americans used nonviolent protest in the form of sit-ins and marches in order to protest segregation laws and restore their voting rights. One popular strategy was the sit-in. In the South, drug stores had segregated lunch counters, one for Whites and one for Blacks. It was illegal for a Black person to sit at the White lunch counter. To protest this law, African-Americans sat at the Whites-only lunch counters day after day until they were taken away by the police. Staged mainly by students, both Black and White, sit-ins at lunch counters across the South succeeded in desegregating lunch counters; after months of protest, eventually Blacks were served at the Whites-Only counter. One successful sit-in spurred another. These protests did not change the laws, but they did draw national attention to the problem of segregation.

### **Activity**

After watching the clip Desegregating the Lunch Counters from the History Detectives Woolworth Sign, you will work individually or in pairs to create newspaper articles about the Winston-Salem sit-ins for one of two student newspapers:

**#1 \*The Wake Forest University “Old Black and Gold”**, the newspaper in the segregated university at the time of the sit-ins (Wake Forest was not desegregated until 1962).

**#2 \*The Winston-Salem Teachers College “Teachers College Informer,”** the newspaper of a historically black college founded in 1892 in Winston-Salem, NC. Winston-Salem Teachers College was the first African American institution in the United States to grant degrees in elementary teacher education.

Half of the class will be assigned to write for “Old Black and Gold”, from the perspective of white students and for an audience of white students. The other half of the class will write an article for “The Teachers College Informer,” from the perspective of African American students and for an African American audience.

(over)

**Included:**

**Analyzing Primary Sources** - you may take notes on The Civil Rights Movement slideshow.

<http://www.pbs.org/opb/historydetectives/slideshow/the-civil-rights-movement/>

**Newspaper Article Planner** - you can develop ideas for these articles.

**Resources:**

**Integration Report.** Full film of “Integration Report” on the Internet Archive

<https://archive.org/details/Integrat1960>

**The March in Washington.** Twenty-minute documentary made in 1963 about the March on Washington on the Internet Archive

<https://archive.org/details/gov.archives.arc.49737>

**Voices of Civil Rights.** Online exhibit with images and descriptions from the Library of Congress

<https://www.loc.gov/loc/lcib/0503/rights.html#:~:text=%22Voices%20of%20Civil%20Rights%2C%22,collaborative%20effort%20of%20AARP%2C%20the>

**Timeline: Civil Rights Era.** Timeline, with links to further information, tracing achievements of the Civil Rights Movement from PBS

[https://www.pbs.org/thisfarbyfaith/timeline/p\\_4.html](https://www.pbs.org/thisfarbyfaith/timeline/p_4.html)

**TOTAL LENGTH:** One **FULL PAGE** Google Doc, 12” font, single-spaced.

## African American, Black, Puerto Rican and Latino Studies

### End of Unit Assignment

This is the time when as students of history, we should reflect upon and appreciate the achievements and progress made by individuals of African descent. With this as our goal, you will do the following project.

#### **Your Task:**

You will create a Google Slides Presentation, or another form of visual representation (i.e. Video, Poster, etc.) on an individual of African descent who has impacted the world. In your visual representation you must discuss the following:

- \*Background information of the person (name, year of birth, where he/she is from.)
- \*Significant events in their childhood or adolescence that impacted their life.
- \*Major achievements
- \***Impact of their achievements on society**
- \***Why it is important to remember their lives**

After you submit your work, you may be asked any or all of the following questions if they were not adequately answered in your visual representation and/or paragraph explanation slide. . Be prepared to answer these questions with detail. Saying “I don’t know” will lose you points.

- \*What would your person say is the achievement they are most proud of and why?*
- \*In your opinion, what is your person’s most important contribution to society?*
- \*If our school was named after your person, what values and ideas would the community associate with what occurs inside our school?*
- \*If you could meet this person, what one question would you ask them? How do you think they will answer it?*
- \*Of all the incredible people to recognize and remember, why should we remember yours?*

#### **Instructions**

You will create a Power point presentation using Google Slides or another medium upon agreement on one of the following Black individuals. However, you must follow these specific guidelines:

- \*Excluding the title of the slide, there can be ***no more than 6 words on the visual slide.***
- \*You must include a ***one paragraph explanation per each visual slide*** that will detail what visual is presented (whether it be presenting the slide, video, poster, etc.)
- \*You may work with ***1 other person***
- \****12 Slides in total (1 Title, 5 images with 5 paragraph slides plus one Works Cited).***

## Indigenous American Indigenous American Museum Exhibit

*EQ: What impact did indigenous American groups have on the world and history?*

**Task:** Create a [Google Sites](#) or Slides with your group (2-4) that guides someone through a fictional Indigenous American museum experience. Your Google Sites/Slides will describe and explain a number of exhibits that deal with different topics of your specific indigenous group you chose.

Choices:

<i>Tainos</i>	<i>Kalina (Caribs)</i>	<i>Triple Alliance (Aztec)</i>	<i>Olmecs</i>	<i>Mayas</i>	<i>Incas</i>
<b>***Any other group must be cleared by M. Cafertoix</b>					

### Requirements:

- Intro page/slide (overview) & Table of Contents Links
  - Answering the EQ: What impact did your group have in the world and history?
    - (Using everything you've put together found within the website)
- Include at least 8 Exhibit pages within your website/Slides:
  - Each exhibit should include:
    - Overview of Exhibit (Title, Image, Brief general facts/information)
    - A primary source: (Quote, Artifact, Image, Video) w/ paragraph (3-5 sentences) explaining importance of category to EQ.
      - At least 4 of the pages MUST include a primary source.
      - Make sure to put the link where you get your primary sources
  - OR
  - 2 secondary sources (Quote, Artifact, Image, Video) w/ paragraph (3-5 sentences) explaining importance of category to EQ.
    - Make sure to put the link where you get your primary sources
- Include a Bibliography Page link at the end with a minimum of 5 sources in MLA format

### Museum Exhibit Links:

1. Origins	2. Geography
3. History Overview (Time span)	4. Agriculture
5. Society & Government	6. Science/Technology
7. Religion	8. Entertainment
9. Art/Architecture	10. Language/Writing
<b>***You may include other categories, but they have to be approved***</b>	

## Columbus Day & Statue Activity

### Part I:

Watch Trevor Noah's sketch on Columbus Day and discuss with the class:

<https://www.youtube.com/watch?v=0LyJrwHxz70&feature=youtu.be>

### Part II:

Choose ONE article to read that discusses Columbus Day or the Columbus statues debates.

(1) [Columbus Day Article](#)

(2) [Columbus Statues Article](#)

After you have read your specific article, provide a response to the corresponding question to the article you read. Provide textual evidence for support in a 4-6 sentence paragraph.

1. Do you think Columbus Day should be renamed? If so, to what, and why?
2. Do you think Columbus statues should be removed? If so, what, if anything, should replace them and why?

### Part III:

Reach out to **THREE** people you know and ask them their thoughts and position on the article topic you read. You can email, text, call, or have a face/face conversation with someone. Here are the stipulations:

- You MUST provide a name (just a first name is fine) and description of how you know the person.
- They must NOT be from this class.
- One MUST be an older family member from your household.
- You MUST provide evidence of the conversation. You may write a summary transcript of the convo, a screenshot of the email/text message, etc.
- Their response must be more than just one word. Probe as to why they feel the way they do.

Have fun!

## *African American, Black, Puerto Rican and Latino Studies*

**\*How does violence manifestation 500 years ago compare to current transgressions against Latinos from 1848 - present day?\***

### **Directions:**

Step 1: Read the following article concerning Latinos and police brutality.

### **[It's Long Past Time We Recognized All the Latinos Killed at the Hands of Police](https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states)**

Step 2: Create a Remembrance Poster for either one of the Latino victims or all the Latino victims who lost their lives from anti-Latino attacks in the United States from 1848-present (see your assignment from yesterday, 2/22/22 with article

<https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states>).

- You may use Google Docs, Google Drawing, a hand drawn poster, or any other thing else to put together your poster
- Your poster should include:
  - Slogan/phrase(s)
  - Victim Names/Dates
  - Image(s)
  - Convey emotion/tone/message

Consider the following when creating your poster:

\* What message are you trying to convey?

\* What are the challenges of memory and commemoration that are introduced in the poster you created?

\* What do you think is most important for others to know about the person you are highlighting?

\* What does the person's life and death demonstrate about the long-term experience of Latinos in the U.S.?

\* Think of ways you can share this new knowledge with other students and family members.

\* Also think about ways in which you can help eliminate bias, negative beliefs, and stereotypes about Latinos.

## ***Language Suppression in USA***

*Our final focus, from Unit 2: Blood, will focus on language suppression, specifically Spanish within the United States. Although there is no literal blood here (in most cases), it is a form of suppression to put down Latino culture and language to make them feel less than or inferior.*

### **Background info:**

This is not a new phenomenon. In considering the history of multilingualism and public fears around it, Ferguson and Heath noted that “whenever speakers [of other languages] have been viewed as politically, socially, or economically threatening, their language has become a focus for arguments in favor of both restrictions of their use and imposition of Standard English. (Lippi-Green 1997:218) (<https://www.grin.com/document/177588>).

An answer to the ‘Spanish takeover’ was the English Only Movement which is still valid in states like California, Florida or Arizona although it is against the constitution which actually protects mother tongues and linguistic rights. “This opposition has been particularly vociferous through the *English Only* campaigns, which seek to identify a sense of American-ness by claiming the English language as one of its incontrovertible characteristics (see Fishman 1989).” (Mar-Molinero 1997:161) In California for instance this regulation has been existing for twenty years through a referendum because the majority of the population thought and still thinks the Spanish speakers should assimilate to English at the workplace or in school.

Campaigns like *English Only* let Hispanics feel inferior and ashamed of their origin and their mother tongue and make the relationship between employer and employee entirely tough. In numerous cases Hispanic parents give their children modern American first names and restrain their identities as they want their kids to have it easier in the future. Furthermore, there is a generation gap or a threat of Spanish heritage in the US as it can be seen in Mexican society. There is a communication problem between those who immigrated to the US and those who are native born Americans, known as the third generation. A lot of old people can just speak Spanish whereas the children have not learned Spanish or rarely speak it. (<https://www.grin.com/document/177588>)

### **Task:**

- Read and analyze both articles on how Spanish is suppressed and in the United States
  - [Speaking Spanish becoming dangerous in America Article](#)
  - [Spanish to English in US Article](#)
- After reading, write a reflection piece in ***at least two*** paragraphs thinking about your own life and how language has played a role in it. Choose 1 to focus your reflection on:
  - Have you ever experienced or known of any language suppression in your life? (It does not necessarily have to be Spanish). Talk to at least one other person you know (family member or friend) and get their perspective and/or experience.
  - If you have never seen/experienced any, what are your thoughts on laws that push for “English Only” requirements? Bring in at least 2 other outside perspectives (friends/family) as well.

## **Status of Puerto Rico Assessment**

The status of Puerto Rico has been much debated for centuries. When the United States acquired Puerto Rico in 1898, there were discussions of making it an independent and free country, a territory, or an eventual state of the United States. This conversation is still being had today in 2022. Recently, the US Congress has begun to have discussions about whether or not to add Puerto Rico as the 51st state. However, they are very confused and stuck. So, they called Jose “Joey (Joito) Chuleta” Figueroa.

He volunteered my students to serve as a consulting firm to the US Congress. Your job will be to form into groups of 2-3 and present the three options available for Puerto Rico and based on your findings and research, make a recommendation on what the US Congress should do. Here are your options:

1. Puerto Rican Independence
2. Puerto Rican Statehood
3. Puerto Rican Commonwealth (Maintains the status quo)

You will present this presentation in either a video, essay, or Google presentation. Here are some reminders for each format.

**Video:** Include text, audio, & visuals with the three options for PR, concluding with your recommendation. It must be at least one minute in length using at least 5 sources cited throughout.

**Essay:** Include an introduction, three options for PR, your recommendation, and conclusion. It must be at least 4 pages in length (double-spaced) using at least 5 sources cited throughout.

**Google Presentation:** Include text, visuals, and creativity with the three options for PR, concluding with your recommendation. It must be at least 10 slides using at least 5 sources cited throughout.

## **Latino Protest in Art**

### ***Directions:***

We are taking a field trip to CHICAGO!!!!!! (virtual field trip). Our activity for today will be to explore and analyze Latino art through [Depaul University's LatinX American art exhibition](#). Throughout this virtual tour, we will encounter a variety of Latino art, including protest art exemplifying the resistance and defiance of our unit.

We will go on the tour together examining, exploring, and discussing pieces as a class, much like we would in an actual art exhibit. After our initial interpretations and thoughts, we will read some background on each piece to see where the artists were coming from.

Besides artistic, intellectual discussion, the only other work you'll need to do is to choose one piece that stood out to you the most at the end of the tour. Name the piece and discuss not only why it made an impact on you, but also how it relates to Latino resistance and defiance.

### **Notes (Optional):**

### **Final Reflection:**

## What Caused the Zoot Suit Riots???

**Directions:** After the brief class introduction, you should have some brief background on the Zoot Suit Riots. Read over Documents A and B (found below) and complete the graphic organizer. Finally, complete the paragraph response under the graphic organizer.

	LA Daily News	La Opinion
<b>Source it!</b> <b>Who wrote it?</b> <b>What do you predict they will say about the Zoot Suit Riots?</b>	<a href="https://en.wikipedia.org/wiki/Los_Angeles_Daily_News">https://en.wikipedia.org/wiki/Los_Angeles_Daily_News</a>	<a href="https://en.wikipedia.org/wiki/La_Opinion">https://en.wikipedia.org/wiki/La_Opinion</a>
<b>According to this document, what caused the Zoot Suit Riots?</b> <b>Who is to blame for the violence?</b>		
<b>What evidence do they use to support this reason? Provide a quote from the document.</b>		

Using evidence from both of these documents, write a paragraph that explains what caused the Zoot Suit Riots.

## Document A (Modified)

### Near-martial law in L.A. riot zones

*Los Angeles Daily News*

June 9, 1943

Harold Tabor, 32, Long Beach sailor, was severely beaten by a gang of zooters at 103rd and Graham St. He suffered a broken nose and serious facial cuts.

"I was passing a pool hall on the way to a grocery store when the gang hopped (jumped) me, " he said.

Two soldiers and a Negro zoot suiter were taken into custody after a riot at the corner of Second and Spring streets. Police continued to search for others. Police ordered groups of more than three to "break it up" everywhere in the downtown area. Police officers were stationed on every corner and the city resembled martial law rule. Squads of riot breakers roamed the city, trying to solve the zoot suit problem.

Navy shore patrol officers walked in and out of bars, dancehalls, drugstores, bus stations.

One of the most serious outbreaks of terrorism occurred in Watts. There, three trains were stoned by *pachucos*. One person was cut seriously. A few minutes later, nearly every window of an outbound Long Beach two-car train was smashed when it was caught in a crossfire of *pachuco* stoning.

Gangsterism in Watts continued into the early hours of today. Twelve Negroes ambushed a 17-year-old white high school student, asked him if he was a "zoot suiter" and when he said "no" the fight started. The victim, Joe M. Steddum of 8834 Banders St., Watts, received a five-inch cut on his left forehead.

A Navy commander of the 11th Naval district in San Diego stated the following:

"Until further notice, except for special occasions approved by the commanding officer, the city of Los Angeles will be out of bounds for all enlisted personnel of the naval services not attached to the stations within this city, or in travel status.

Zoot suiters are being arrested in all parts of L.A. County. Many have been caught with weapons such as knives hidden in their pants. Many sailors and servicemen have been victims of violence and casualties from the *pachuco* hoodlums.

### Vocabulary

pachuco: Mexican-American zoot suite

## Document B (Modified)

### The Battle Between Marines and Pachucos

*La Opinión*

June 9, 1943

The Coordinator of Latin-American Youths . . . informed us . . . that during a meeting in which the situation created by the riots between the "pachucos" and the marines was discussed, a decision was reached to send the following telegram to the Head of the Office of War Information in Washington and to the Head of the Division of Foreign Languages, of the same office, and to President Roosevelt at the White House. Here is the message:

Since last Thursday evening various groups of marines and soldiers have attacked Mexican zoot suiters throughout the city of Los Angeles. Although the youth did nothing to provoke the attack or for that matter to resist the attack, many were severely wounded, including women and children. Supposedly the attack has been motivated by past conflicts between the two groups and has been amplified by the press claiming that Mexican youths have been disrespectful toward the servicemen, a claim without any foundation.

Despite precautions taken on the part of the military police and local authorities to control the situation, the servicemen continue to walk the streets of Los Angeles armed with clubs and appear to be tacitly supported by many city and local officials in charge of keeping the peace; their attacks have now expanded to include blacks. This situation, which is prompting racial antagonism between the Mexican, Anglo-Saxon and Black communities will undoubtedly have grave international repercussions which will inevitably damage the war effort and thwart the gains made by the *Good Neighbor Policy*. We urge immediate intervention by the Office of War Information so that it moderates the local press which has openly approved of these *mutinies* and which is treating this situation in a manner that is decidedly inflammatory.

### Vocabulary

Good Neighbor Policy: Foreign policy adopted by the U.S. under President Franklin Roosevelt in which the U.S. said it would not intervene in Latin American countries' affairs.

mutiny: rebellion by soldiers against the orders of their officers

## The Numbers: Latinos in CT

### Part I:

List three reasons Latinos might move to CT.

- 
- 
- 

### Part II:

As a class, we will look at the following website and discuss:

<https://www.homesnacks.com/most-hispanic-cities-in-connecticut/>

### Part III:

As a class, we will look at the following two data sets:

**Table 1. Non-Hispanic or Latino and Hispanic or Latino by Specific Origin in Connecticut, 2010-2016**

	2010		2011		2012		2013		2014		2015		2016		Rate of Change 2010-2016
<b>TOTAL</b>	3,574,097	100%	3,580,709	100%	3,590,347	100%	3,596,080	100%	3,596,677	100%	3,590,886	100%	3,576,452	100%	0.1%
<b>Not Hispanic or Latino</b>	3,095,010	86.6%	3,086,420	86.2%	3,079,700	85.8%	3,068,917	85.3%	3,055,524	85.0%	3,037,103	84.6%	3,014,105	84.3%	-2.6%
<b>Hispanic or Latino</b>	479,087	13.4%	494,289	13.8%	510,647	14.2%	527,163	14.7%	541,153	15.0%	553,783	15.4%	562,347	15.7%	17.4%
Mexican	50,658	10.6%	52,931	10.7%	52,845	10.3%	55,584	10.5%	50,382	9.3%	55,018	9.9%	61,855	11.0%	22.1%
Puerto Rican	252,972	52.8%	271,303	54.9%	274,390	53.7%	269,607	51.1%	301,182	55.7%	280,070	50.6%	298,245	53.0%	17.9%
Cuban	9,490	2.0%	9,535	1.9%	10,382	2.0%	12,346	2.3%	8,657	1.6%	12,759	2.3%	10,892	1.9%	14.8%
Dominican Republic	26,093	5.4%	23,466	4.7%	34,754	6.8%	36,699	7.0%	30,409	5.6%	38,047	6.9%	41,917	7.5%	60.6%
Central American	35,023	7.3%	40,694	8.2%	41,471	8.1%	45,230	8.6%	41,011	7.6%	50,114	9.0%	46,903	8.3%	33.9%
South American	71,355	14.9%	81,251	16.4%	75,835	14.9%	86,403	16.4%	86,003	15.9%	96,229	17.4%	85,821	15.3%	20.3%
Other	33,496	7.0%	15,109	3.1%	20,970	4.1%	21,294	4.0%	23,510	4.3%	21,546	3.9%	16,714	3.0%	-50.1%

Source: U.S. Census Bureau, Census 2010 Summary File, 2011 to 2016 American Community Survey 1-Year Estimates

A:

**B:** [https://centropr.hunter.cuny.edu/sites/default/files/data\\_sheets/7-connecticut\\_infographic-2019.pdf](https://centropr.hunter.cuny.edu/sites/default/files/data_sheets/7-connecticut_infographic-2019.pdf)

*Part IV:*

- Get into groups of 2 or 3. Skim and explore the [\*Hispanic Federation's Policy Blueprint\*](#) for Latinos in CT.
- Identify 5 key points or ideas from the document:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

*Part V:*

- Create a policy idea for your school (Trumbull High School) that might address one of the issues found in the policy blueprint from Part IV. Provide detailed information, steps, and a general plan of action. Ask for assistance if you need more guidance.
  - How can the school help members of the Latino student population?
  - What could students do to help raise awareness or take action about any of these issues?
  - Use the Who, What, Where, When, Why, How to help guide your thinking.

## Understanding the Latino Experience

Between the years of 1820 and 2020, more than 80 million people migrated to the United States. The history of immigration and migration to the United States is bigger than just European immigration. Puerto Ricans and Latinos have migrated to the United States since the 1800s, and some Latino groups were already here before the creation of this country. This activity offers students an opportunity to learn and explore the contributions and impacts of Latinos in their lives within the state of Connecticut.

*Essential Question: What impact have Latinos had on CT, and what impact might they have on the future?*

**Directions:** Interview a person of Latino background to get an understanding of the Latino experience in CT. This could be any Latino in your life that lives in CT and is over 21 years of age. The object of the interview is to incorporate elements of the units and themes of the course into a cumulative assignment. Make sure to ask someone who is comfortable speaking and sharing about their Latino life experiences.

Interview Criteria:

- An audio recording (or video if they agree)
- A minimum of 5 minutes and maximum of 8 minutes
- Create 10 questions collectively as a class we will all ask our interviewees.
  1. What is your name?
  2. Where are you from originally?
  3. Why did you choose to come to Connecticut?
  4. How did you enter the United States?
  5. Have you ever experienced discrimination due to being a Latino/a?
  6. What is the most challenging aspect you face as a Latino/a?
  7. What is the best part about being a Latino/a?
  8. What did you leave behind that you miss the most?
  9. What was the hardest part about leaving and coming to Connecticut?
  10. What does the American Dream mean to you?

Your name:

Person you interviewed full name:

Agree to share story with others?:

## Latino/Latina Accomplishments & Contributions

The Latino people have made an immeasurable impact on the world. Through their accomplishments, contributions, innovations, art, music, and passions, Latino individuals have shaped the direction of the future and the American culture. Today's assignment will look at specific Latino/a people through SPOKEN WORD POETRY!

### What is spoken word poetry?

1. <https://www.youtube.com/watch?v=S4HV3t1nZgo>
2. <https://www.masterclass.com/articles/how-to-write-spoken-word-poetry#how-to-write-spoken-word-poetry>

### Examples:

- <https://www.youtube.com/watch?v=uKYB8Bx3yFY>
- <https://www.youtube.com/watch?v=tPx8cSGW4k8&t=89s>

### Directions:

1. Choose a notable Hispanic innovator or inventor from the websites provided. Read about and research the individual.

#### Notable Latino/Latina individuals

- <https://invention.si.edu/highlighting-hispanic-inventors-and-innovators>
  - <https://www.infoplease.com/biographies/notable-hispanic-americans-z>
  - <https://www.uspto.gov/learning-and-resources/inventors-entrepreneurs/hispanic-heritage-and-inventions>
2. Write a 10-12 line poem from the perspective of the individual you chose.
    - First or Third person is acceptable
  3. Your poem should discuss the individual's:
    - a. *Personal history (birthplace, birthdate, education etc.)*
    - b. *Aspirations*
    - c. *Accomplishments & contributions*
    - d. *Impact on modern society and/or Latino culture*
  4. Your poem should **engage** the audience/reader through imagery, sounds, repetition and/or rhyme.

Notes on: (Insert Chosen Individual's Name Here)

## **African American, Black, Puerto Rican and Latino Studies**

### **End of Unit Assignment**

This is the time when as students of history, we should reflect upon and appreciate the achievements and progress made by individuals of Latino/a descent. With this as our goal, you will do the following project.

#### **Your Task:**

You will create a Google Slides Presentation, or another form of visual representation (i.e. Website, Video, Poster, Painting, Poem, Interpretive Dance, Song etc.) on an individual of Latino/a descent, Latino organization/group or event that has impacted the Latino community, the U.S.A. or world. In your visual representation you must discuss the following:

- \*Background information of the person/Group/Event (name, year of birth/when founded, where he/she is from, location of event/group/organization.)
- \*Significant events in their childhood or adolescence that impacted their life if an individual or factors causing/contributing to group/organization's founding or causation of event(s).
- \*Major achievements
- \***Impact of the achievements on society**
- \***Why it is important to remember their lives or actions.**

After you submit your work, you may be asked any or all of the following questions if they were not adequately answered in your visual representation and/or paragraph explanation slide. Be prepared to answer these questions with detail. Saying "I don't know" will lose you points.

- \*What would your person/people involved say is the achievement they are most proud of and why?*
- \*In your opinion, what is your person/group/event's most important contribution to society?*
- \*If our school was named after your person/group or event, what values and ideas would the community associate with what occurs inside our school?*
- \*If you could meet this person/members of a group or participants in the event, what one question would you ask them? How do you think they will answer it?*
- \*Of all the incredible people/groups/events to recognize and remember, why should we remember yours?*

#### **Instructions (If using Google Slides or creating a website)**

You will create a Power point presentation using Google Slides or another medium upon agreement on a Latino/an individual/group or event in Latin American History. However, you must follow these specific guidelines:

- \*Excluding the title of the slide, there can be ***no more than 6 words on the visual slide.***
- \*You must include a ***one paragraph explanation per each visual slide*** that will detail what visual is presented (whether it be presenting the slide, video, poster, etc.)
- \*You may work with ***1 other person***
- \****12 Slides in total (1 Title, 5 images with 5 paragraph slides plus one Works Cited)***

TRUMBULL PUBLIC SCHOOLS

# Curriculum Committee Review & Approval

November 15, 2022  
Susan Iwanicki, Ed.D  
Assistant Superintendent



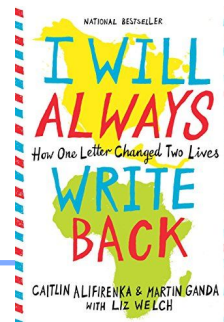
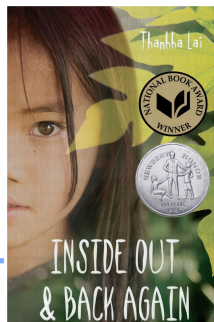
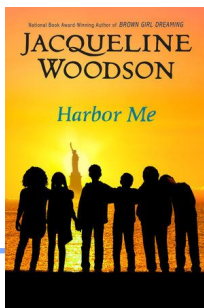
## Grade 6 Reading & Grade 7 ELA

### Grade 6 Reading- Book club selections

- Woodson, Jacqueline. *Harbor Me*, 2018.
- Lai, Thanhha. *Inside Out & Back Again*, 2011.

### Grade 7-English Language Arts

- Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015.



## **Grades 9-12 Jazz Band Curriculum Guide**

- Band and Music Teacher, Joshua Murphy
- Outlines the study of Jazz music which includes anything not classical instrumental and band.
- Incorporates other genres, such as Latin Music, for example.
- Basics skills and concepts around rhythms, Blues, improvisation and more.
- After school class.

## **Grades 10-12 Curriculum Guide African American/ Black and Puerto Rican/Latino Course of Studies**

- History teacher leader, Sean Cafferty, supported by Department Chair Kathy Rubano
- Course required by the state, 2nd year running
- Explores history with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world
- State offered modules to develop this curriculum
- Reception has been positive, 40+ students and growing

# **Board Discussion and Questions**

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting- November 15, 2022

Mr. Gallo

Agenda Item – III-H

Policy Committee

Second Reading – Dr. Iwanicki

Policies for Approval

- 5141.3- Student Health Services, Health Assessments, and Immunizations
- 1212.1/Volunteers

Recommendation:

Approve Policy 5141.3- Student Health Services, Health Assessments, and Immunizations and Policy 1212.1/Volunteers

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Policy Committee of the  
Trumbull Board of Education Regular Meeting

Tuesday, October 18, 2022– 5:30 p.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by Mr. Gallo at 5:34 p.m.

Members Present

T. Gallo, Chair of Policy, Vice-Chairman of BOE  
M. Petitti, BOE Member for M. Petitti  
A. Squicciarro, BOE Member  
Nick Banks, TEA representative  
Paul Coppola, TAA representative  
Katie Lynn, parent representative  
Mike Ward, community representative  
S. Iwanicki, Ed.D., administrative designee

Members Absent

R. Kode, student representative  
C. Wright, student representative  
Roy Fuchs, community

- II. Correspondence / Public Comment – Mr. Gallo indicated that he had not received any correspondence specifically for this policy meeting. It was shared that there was some correspondence regarding the terms of Policy Committee members being up this year. Mr. Gallo will look into this and proceed with next steps.
- III. Approval/Minutes – Mr. Gallo motioned to approve the Minutes of the 08/15/2022 Policy Committee meeting. Mrs. Squicciarro seconded. Mrs. Petitti abstained. The approval was passed.
- IV. New Business
- a. Immunization Policy Update - The Town of Trumbull’s District Nursing Director, Lynn Steinbrick, shared the process she followed with Dr. Iwanicki in updating the policy, 5141.3- Student Health Services, Health Assessments, and Immunizations including its regulations by comparing district procedures with the multiple model policies provided by CAGE. She communicated that one of the biggest differences is that there had been a previous law that allowed for religious exceptions to immunizations. In April of 2021, a law was passed and this exemption was grandfathered for certain students as stated specifically and outlined in both the Connecticut statutes and the newly revised policy. The committee discussed the term “legally qualified physician” and made this language clearer in the revised policy. It was also added that the state legislation regarding immunizations would be reviewed annually by the district nursing director and any changes would be brought to the Board Policy Committee for revision of the policy as needed. Mr. Gallo motioned to bring the policy *5141.3- Student Health Services, Health Assessments, and Immunizations* as modified by the Policy Committee during the 10/18/2022 meeting to the Board. Mrs. Squicciarro seconded. It passed unanimously.
- b. Volunteer Policy Update. Dr. Iwanicki shared that the policy needed to be revised as there is a large influx of visitors and the current laws only require DCF background checks for those volunteers working alone with children. It was further shared that new technology screens all volunteers using driver’s licenses presented when checking into schools. The committee further defined the differences between Tier 1 and Tier 2 groups and agreed that the revised policy will make our practices more efficient. Mr. Gallo motioned to bring the policy 1212.1/Volunteers as modified by the Policy Committee in the 10/18/22 meeting to the Board. Mrs. Squicciarro seconded. It passed unanimously.

Adjournment

Mr. Gallo moved to adjourn the meeting at 6:35 p.m.; Mrs. Petitti seconded.

## **STUDENT HEALTH SERVICES, HEALTH ASSESSMENTS, AND IMMUNIZATIONS**

### **Policy Statement**

The Trumbull Board of Education is committed fostering the growth, development and educational achievement of Trumbull Public Schools' students by promoting their health and well-being. As such, Trumbull Public Schools and the Connecticut General Statutes require students to have access to certain assessments, including required immunizations, conducted by a physician, physician assistant, advanced practice registered nurse, or local health agency. In accordance with Connecticut General Statutes, the Board also recognizes the importance of oral health assessments and adheres to all relevant State laws and regulations.

The Board of Education shall provide required assessments, and immunizations without charge to all students whose parents or guardians meet the income eligibility requirements for free and reduced-price meals under the National School Lunch Program. The Board may utilize existing community resources and services to meet this obligation.

Adopted: 04/07/1981  
Revised: 05/20/1986, 01/07/1992,  
05/20/2003, 08/02/2004, 10/02/2007,  
1/5/2016, 8/28/2018, 5/26/2020,  
11/15/2022

## **Student Health Services**

### **School District Medical Advisor**

The Board of Education (Board) shall appoint a school district medical advisor

The school district medical advisor in collaboration with the Director of Nursing, in cooperation with the Board and the board of health/health department for the school district shall:

1. Plan and administer each school's health program,
2. Advise on the provision of school health services,
3. Provide consultation on the school health environment, and
4. Perform any other duties as agreed between the advisor and the appointing board of education.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of students;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

### **Health Records**

There shall be a health record for each student enrolled in the school district which will be maintained in the school health office. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

### **Legally Qualified Physician**

State law requires the health assessment must be completed by one of the following medical personnel of the parents or guardians choosing; a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, licensed pursuant to chapter 378, physician assistant, licensed pursuant to chapter 370, school medical advisor or a legally qualified practitioner of medicine, and advanced practice registered nurse or a physician assistant stationed at any military base (C.G.S Secs 10-204a and 10-206) “legally qualified physician.”

### **Regular Health Assessments**

Physical Exams with up-to-date immunizations are required at all of the following times:

- Prior to enrollment in school for any grade
- When transferring into the district in any grade
- Prior to entry and annually when attending Pre-School
- Prior to entering Kindergarten (If students enter Kindergarten as a 4-year-old, they must submit proof of their 4-year-old physical and all required immunizations prior to starting school and then must in addition submit a completed 5-year-old physical within 30 days of the child's 5th birthday in order to continue to attend.

In order to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education.

Such health assessment shall include:

1. Physical examination which shall include all mandatory assessment areas included on the Health Assessment Record (K-12) and the Early Childhood Assessment Record as denoted by “Note: \*Mandated Screening/Test to be completed by provider” and a chronic disease assessment;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley’s Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments must have been performed within 365 days of the first day the student will attend school and shall also be required again during in grades 3, 6 and in grades 9 by a legally qualified physician of each student’s parents or guardians own choosing, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include all mandatory assessment areas included on the

**5141.3/Student Health Services,  
Health Assessments, and Immunizations**

Health Assessment Record (K-12) and the Early Childhood Assessment Record as denoted by “Note: \*Mandated Screening/Test to be completed by provider.

2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4 “Required Connecticut Vaccinations;”
3. Vision, hearing, postural, and gross dental screening;
4. Students born in high-risk countries and entering school in Connecticut for the first time should receive either TST (tuberculin skin test) or IGRA (interferon gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis shall be tested if they meet any of the risk factors for TB infection, as described in the administrative regulations accompanying this policy.
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

The Board of Education recognizes that school nurses are qualified to receive and review reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded in the Cumulative Health Record of the student and kept on file in the school the student attends. Upon written authorization from the student’s parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student’s cumulative health records maintained with the student’s academic records.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

### **Screenings**

If a parent/guardian does not want a student to participate in any of the screenings they must notify the school nurse in writing every school year at the beginning of the year. Any of the mandated screenings which are documented on a Physical Examination form performed during the current school year will be used as the valid screening for that year.

### **Vision Screening**

All students in grades K, 1, 3, 4, & 5 will be screened, by a school nurse or school health aide. A Snellen chart or equivalent screening device or an automated vision screening device may be used for such vision screening. Additional vision screening may also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record a written notice will be given to the parent or guardian of each student who was unable to be tested or found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, & 5. Additional audiometric screening may be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record and a written notice will be given to the parent or guardian of each student who was unable to be tested or found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

### **Postural Screening**

School nurses will screen all female students in grades 5 and 7 and male students in grade 9 for scoliosis or other postural problems. Additional postural screening will may also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record and written notice will be given to the parent or guardian of each student who was unable to be screened or found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

### **Tuberculin Testing**

**Note:** *The Connecticut Department of Public Health discourages routine TB testing of all students at school enrollment or for any of the required health assessment. It is recommended that students, at each mandated health assessment, be screened for their risk of exposure to TB. A child, determined to be at risk for exposure to TB should be required to be tested.*

Students born in high-risk countries who are entering schools in Connecticut for the first time should receive either a TST (tuberculin skin test) or an IGRA (interferon-gamma release assay). Anyone found to be positive shall have an appropriate medical management plan developed that include a chest radiograph.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high-risk country of the world (see list of countries in Appendix) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States;
2. travel to a high-risk country, staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

The results of the risk assessment and testing, when done, should be recorded on the State of Connecticut Health Assessment Record (HAR-3) or directly in the student's Cumulative Health Record (CHR-1).

### **Immunizations/Vaccinations**

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4; against the following diseases:

1. Measles	6. Pertussis	11. Varicella (chickenpox)
2. Rubella	7. Mumps	12. Hepatitis A
3. Poliomyelitis	8. Haemophilus influenzae Type B	13. Pneumococcal disease
4. Diphtheria	9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes	14. Influenza
5. Tetanus	10. Hepatitis B	15. Meningococcal disease

#### **Immunizations/Vaccinations (continued)**

Students shall be exempt from the appropriate provisions of this policy when:

**5141.3/Student Health Services,  
Health Assessments, and Immunizations**

1. They present a certificate from a physician, physician assistant, advanced practice registered nurse, or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. They present a certificate from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of such medical provider immunization is medically contraindicated because of the physical condition of such child. Such certification shall be provided on the medical exemption certificate form developed by the Department of Public Health and available on its website; or
3. A written statement was filed and received by the school district from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parents/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse and such religious exemption was granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains this exemption through grade twelve, even if the student transfers to another school in Connecticut; (see not below for additional information) or
4. In the case of a child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parent/guardian appropriately submitted a statement necessary for the religious exemption shall have until September 1, 2022 to comply with Connecticut's required immunizations or within fourteen days after transferring to a different public or private school, whichever is later. The deadline for such pre-school/pre-K student complying with the immunization requirements can be altered if the school/district is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.
5. In the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
6. In the case of Haemophilus influenzae type B has passed his or her fifth birthday; or
7. In the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

**Note:** To be eligible for religious exemption, a child is considered enrolled in school on or before April 28, 2021 as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2020-2021 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. Students must meet both conditions in order to be eligible for a religious exemption (CSDE Guidance-5/25/21).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut

defined reportable communicable diseases.

### **Oral Health Assessments**

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, and during well child physicals during grades 3, 6 and 9. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

A child's public-school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

### **Health Assessments/Interscholastic Sports Programs**

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every thirteen months. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

### **Student Medical Care at School**

**5141.3/Student Health Services,  
Health Assessments, and Immunizations**

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain emergency contact information for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated within the student's Emergency Information.

**5141.3/Student Health Services,**  
**Health Assessments, and Immunizations**

The district director of nursing will annually review the Connecticut general statutes and inform the Board of Education Policy Subcommittee of any needed updates to this policy and its regulation.

In accordance with Connecticut General Statutes 10-206, as amended, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

- 1) Proof of immunization shall be required prior to school entry. A “school-aged child” also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enterers and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:
  - a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:**
    - 4 doses of DTP/DTaP vaccine (Diphtheria - Pertussis - Tetanus). At least one dose is required to be administered on or after the 4<sup>th</sup> birthday for children enrolled in school at kindergarten or above. Students who start the series at age 7 or older need a total of 3 doses.
    - 3 doses of either trivalent oral polio vaccine (TOPV) or inactivated polio vaccine (IPV) with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)
    - 2 doses of MMR vaccine (measles, mumps and rubella). One dose at one (1) year of age or after and a second dose, given at least twenty-eight (28) days after the first dose, prior to school entry in kindergarten through grade twelve (12) OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory. One dose on or after the child’s first birthday for enrollment in preschool.
    - 3 doses of Hepatitis B vaccine (HBV) or has had protection confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
    - 1 dose of Hib (Hemophilus Influenza type b) given on or after the first birthday, is required of all school children who enter school **prior to their fifth birthday** or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician, physician assistant or advanced practice registered nurse. Children five and older do not need proof of Hib vaccination.

**Regulations for Health Assessments and Immunizations** (continued)

**a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)**

- Varicella (Chickenpox) Immunity –
  - (i) 1 dose on or after the 1<sup>st</sup> birthday or must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten; or on or after August 1, 2011 for entry into kindergarten two (2) doses shall be required, given at least three (3) months apart, the first dose on or after the 1<sup>st</sup> birthday.
  - (ii) Proof of immunity includes any of the following:
    - \* Documentation of age appropriate immunizations considered to be one dose administered on or after the student's first birthday (if the student is less than 13 years old) or two doses administered at least 30 days apart for students whose initial vaccination is at thirteen years of age or older.

**Note:** The National Advisory Committees on Immunization Practices (ACIP) changed the recommendation for routine vaccination against chicken pox (Varicella) from a single dose for all children beginning at 12 months of age to two doses, with the second dose given just prior to school entry. The ACIP also recommends that all school-aged children, up to 18 years of age, who have only had a single dose of Varicella vaccine to be vaccinated with a second dose.

- \* Serologic evidence of past infection, confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory, or
  - \* Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had varicella (chickenpox) based on diagnosis of varicella or verification of history of varicella. (Date of chickenpox illness not required)
- (iii) All students are required to show proof of immunity (see above) to Varicella for entry into 7<sup>th</sup> grade.

**Note:** The Connecticut Department of Public Health has indicated that a school-aged child, 13 years of age or older, will only be considered fully immunized if he/she has had two doses of the Varicella vaccine, given at least 4 weeks apart.

**Regulations for Health Assessments and Immunizations** (continued)

- a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)**
- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007, is enrolled in preschool or kindergarten on or after August 1, 2011.
    - (i) Two (2) doses of hepatitis A vaccine given at least six (6) months apart, the first dose given on or after the child's first birthday; or
    - (ii) Has had protection against hepatitis A confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
  - Influenza Requirement for PK.
    - (i) Effective January 1, 2012 and each January 1 thereafter, children aged 24-59 months enrolled in preschool are required to receive at least one (1) dose of influenza vaccine between August 1 and December 31 of the preceding year.
    - (ii) Children aged 24-59 months who have not received vaccination against influenza previously must be given a second dose at least twenty-eight (28) days after the first dose.
  - Pneumococcal Disease Requirement for PK and K
    - (i) All students born on or after January 1, 2007, enrolled in PK and K who are less than five (5) years of age must show proof of having received one (1) dose of pneumococcal conjugate vaccine on or after the student's first birthday.
    - (ii) An individual shall be considered adequately protected if currently aged five (5) years or older.
- b) For entry into seventh (7<sup>th</sup>) grade:**

<p>All students in grades K-12 are required to show proof of 2 doses of measles, mumps, rubella vaccine at least 28 days apart with the first dose administered on or after the first (1<sup>st</sup>) birthday, or laboratory confirmation of immunity confirmed in writing by a physician, physician assistant or advanced practice registered nurse.</p>
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**Regulations for Health Assessments and Immunizations**

**b) For entry into seventh (7<sup>th</sup>) grade: (continued)**

- Proof of having received 2 doses of measles-containing vaccine.

In those instances, at entry to seventh grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given at least 4 weeks after the first. (Students entering 7<sup>th</sup> grade must show proof of having received 2 doses of measles-containing vaccine)

- Proof of Varicella (Chickenpox) Immunity.
  - (i) Two doses, given at least three (3) months apart, the first dose on or after the individual's first (1<sup>st</sup>) birthday and before the individual's thirteenth (13<sup>th</sup>) birthday or two doses given at least twenty-eight (28) days apart if the first dose was given on or after the individual's thirteenth (13<sup>th</sup>) birthday, or
  - (ii) Serologic evidence of past infection, or
  - (iii) A statement signed and dated by a physician, physician assistant, or advanced practice registered nurse indicating that the child has already had varicella (chickenpox) based on family and/or medical history. (Date of chickenpox illness not required)
- Proof of at least three doses of Hepatitis B vaccine or show proof of serologic evidence of infection with Hepatitis B.
- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students)
  - (i) An individual eleven (11 years of age or older, enrolled in the seventh (7<sup>th</sup>) grade, shall show proof of one (1) dose of diphtheria, tetanus and pertussis containing vaccine, (Tdap booster) in addition to completion of the recommended primary diphtheria, tetanus and pertussis containing vaccination series unless:

**Regulations for Health Assessments and Immunizations (continued)**

**b) For entry into seventh (7<sup>th</sup>) grade - (continued)**

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students) (continued)
  - (ii) Such individual has a medical exemption for this dose confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on having last received diphtheria, tetanus and pertussis containing vaccine less than five (5) years earlier and no increased risk of pertussis according to the most recent standards of care for immunization in Connecticut (C.G.S. 19a-7f)
- Meningococcal Vaccine (MCV4) Required for Grade 7 Students
  - (i) One dose of meningococcal vaccine

**NOTE: Students must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection to enter eighth grade.**

- Immunization requirements are satisfied if a student:
  - (i) presents verification of the above-mentioned required immunizations;
  - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
  - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;

**Regulations for Health Assessments and Immunizations**

- (iv) enrolled in kindergarten through twelfth grade on or before April 28, 2021 and whose parents/guardians had presented a religious exemption written request before April 28, 2021 will be permitted continued use of the exemption even if such child transfers to another school in Connecticut.

Any child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parents/guardian submitted the statement necessary for the religious exemption will have until September 1, 2022 to comply with Connecticut's required immunizations, or within fourteen days after transferring to a different public or private school program, whichever is later. The deadline for such pre-school or pre-K student to comply with the immunization requirements can be altered if the school/District is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.

- (iv) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)

Students failing to meet the above requirements shall not be allowed to attend school.

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enterers, and students in grade 6 and grade 9 or 10. This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers. This assessment must be conducted within the school year for students in grade 6 or grade 9 or 10. Parents of students in grade 6 or grade 9 or 10 shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary.

## **Regulations for Health Assessments and Immunizations**

A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:

1. birth in a high-risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti, see list of countries in Appendix B) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States.
2. travel to a high-risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States from high-risk countries since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

The results of the risk assessment and testing, when done, should be recorded on the State of Connecticut Health Assessment Record (HAR-3) or directly in the student's Cumulative Health Record (CHR-1).

Health assessments completed within one calendar year of new school entry or grades 6 or grade 9 or 10 will be accepted by the school system. Failure of students to satisfy the above-mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

**(\*Note: As an alternative health assessment could be held in grade 7.)**

The District shall report on a triennial basis beginning October 1, 2017 to the Department of Public Health and to the local health director the asthma data pertaining to the total number of students per school and in the district obtained through school assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade 6 or 7, and in grade 10. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty-calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty-day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health

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assessment-related exclusion within five days of final exclusion notice.

**Regulations for Health Assessments and Immunizations**

An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.

- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K, 1, 3, 4, 5
Audiometric Screening	Grades K, 1, 3, 4, 5
Postural Screening	Grades 5 and 7 for female students Grades 8 or 9 for male students

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools. A written notice shall be given to the parent/guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease and a recommendation for the student to be examined by a licensed optometrist or licensed ophthalmologist. A written statement shall also be provided to the parent/guardian of any student who did not receive the vision screening with a brief statement explaining the reason.

Students eligible for free health assessments shall have them provided by the health services staff. Parents of these students choosing to have a health assessment conducted by medical personnel outside of the school system shall do so at no cost to the school system.

- 6) Health records shall be maintained in accordance with Policy #5125.11- Health/Medical Records.
- 7) All candidates for all athletic teams shall be examined annually by the designated school physician at a time and place determined by the Director of Athletics and/or coach.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

**Regulations Health Assessments and Immunizations (continued)**

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities at requires him or her to forego either a practice session of contest, that student will not be permitted to return to athletic activity until the school physician examines the student and pronounces him/her medically fit for athletics.

**Oral Health Assessments Regulations**

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.

A child's public-school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

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As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

Legal Reference: Connecticut General Statutes  
10-203 Sanitation.  
10-204a Required immunizations, as amended by PA 15-174, PA 15-242 & PA 21-6 An Act Concerning Immunizations  
10-204c Immunity from liability  
10-205 Appointment of school medical advisors.  
10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540.  
10-206a Free health assessments.  
10-207 Duties of medical advisers, as amended by PA 12-198.  
10-208 Exemption from examination or treatment.  
10-208a Physical activity of student restricted; boards to honor notice.  
10-209 Records not to be public. (as amended by PA 03-211)  
10-210 Notice of disease to be given parent or guardian.  
10-212 School nurses and nurse practitioners.  
10-212a Administration of medicines by school personnel.  
10-213 Dental hygienists.  
10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)  
10-214a Eye protective devices.  
10-214b Compliance report by local or regional board of education.  
10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools. Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4  
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).  
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

## **VOLUNTEERS**

### **Policy Statement**

The Trumbull Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board encourages the use of volunteers to: (1) enhance students' learning; (2) provide enrichment opportunities for students; (3) increase the effective utilization of staff time and skills; (4) give more individual attention to students; and (5) promote greater community involvement.

While the Board values these contributions, it must also protect the safety and welfare of its students and staff. To this end, the principal of each school shall administer volunteers in accordance with regulations established by the Superintendent of Schools. On an ongoing basis, each principal shall submit a list of all volunteers in the school (chaperones on field trips, aides, library and classroom volunteer assistants, assistants at athletic events, field days, etc.) to the Superintendent of Schools.

The Superintendent shall establish procedures for securing and screening volunteers. No person who is a "sex offender," as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders shall be used.

~~. Screening includes, but is not limited to, preventing volunteer participation of a "sex offender" as defined by Public Act 98-111, "An Act Concerning the Registration of Sexual Offenders." Volunteers will be required to submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry and may be required to submit to state and national criminal history records checks. No person whose name is listed on the DCF Registry or who is required to register as a sex offender under state or federal law may volunteer in any District school.~~

Volunteers working within the schools must work under the supervision of District staff. Volunteers must adhere to all policies, regulations, and procedures of the Board of Education and each of its schools, including applicable policies on the confidentiality of student information.

Adopted: 4/22/2008  
Revised: 3/13/2012, 8/22/2017,  
**11/15/22**

### **References**

- Connecticut Public Act 98-111, "An Act Concerning the Registration of Sexual Offenders" □  
Connecticut General Statutes §§ 10-4g, 10-220, 10-235, 54-250 et seq.

- Trumbull Board of Education Policy Code 1212.1: Volunteers
- Trumbull Board of Education Policy Code 4212.5: Security Checks
- Trumbull Board of Education Policy Code 5125: Confidentiality and Maintenance of Student Records
- Trumbull Board of Education Policy Code 6131: Guest Speakers

## **Regulations**

### **Definitions of Tier I & Tier II Volunteers**

volunteer is defined as an individual, other than an employee, who works with the students at any of the Trumbull Public Schools.

A volunteer shall be considered a “Tier I” volunteer if the individual will be working with students for a one-time specific event held within the regular school day and the regular school year. Examples include, but are not limited to: a one-time guest speaker in a classroom; a chaperone of a field trip held during the regular school day and the regular school year; a reader participating in the District Read-Aloud Day; etc.

A volunteer shall be considered a “Tier II” volunteer if the individual will be working with students (a) for more than a one-time specific event; or (b) for a one-time specific event held outside of the regular school day and the regular school year. Examples include, but are not limited to: a parent/guardian who assists the classroom teacher during student learning centers on a monthly basis; a chaperone of an overnight field trip; etc.

Trumbull Board of Education recognizes 2 categories of volunteers: Tier I and Tier II. Unless otherwise advised in writing by an administrator, TPS staff are to consider all volunteers who have gained access through the process, as Tier I volunteers.

### **Tier I**

Volunteers will be classified in Tier I when they engage in activities in the presence of a Trumbull Public Schools employee. Tier I volunteers are those who engage in the activities listed below:

- assisting in a classroom, cafeteria, or library when a staff member is present
- accompanying a class on a field trip during the school day with a teacher
- helping in the school office during regular school hours
- assisting in the cafeteria or library during regular school hours
- extra-curricular events, i.e., dances, fairs, open house, etc.

### **Tier II**

Volunteers will be classified in Tier II when they provide services to students when not in the direct presence of a Trumbull Public Schools employee. People who wish to be considered as Tier II volunteers should complete appropriate papers by October 1<sup>st</sup>. The form should be completed each school year regardless of past approval. Tier II volunteers will be required to complete a consent form regarding the release of information concerning any prior or pending criminal offenses, and such volunteers will be required to submit to a record check of the Department of Children and Families (DCF) Abuse and Neglect Registry. Tier II volunteers are those who engage in the activities listed below:

- accompanying a class on a field trip in which the plans include that students be divided into small groups supervised solely by the volunteer chaperone for any length of time
- chaperoning an overnight field trip
- working in direct contact with students without the direct presence of a Trumbull Public Schools employee
- coaching

A list of all approved Tier II volunteers will be maintained by the Superintendent or Designee. Only volunteers on the approved list may be utilized by the District. Principals and applicants will be notified of the registry and records checks results to ensure that only those approved can begin participating as Tier II volunteers

Upon receipt of DCF Abuse and Neglect Registry results indicating that the volunteer is involved in an abuse or neglect investigation or that the volunteer is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or his designee will notify the volunteer and the principal in writing of the results of the Registry check and will provide an opportunity for the volunteer to respond to the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the volunteer, the Superintendent or designee shall not allow the individual in the schools.

When a criminal record check of a volunteer reveals a criminal conviction, whether disclosed or undisclosed on the volunteer's consent form, the Superintendent will make a case-by-case determination as to whether to allow the individual to volunteer in the schools. Prior to any such decision by the Superintendent or designee, the Superintendent or designee shall inform the volunteer in writing and shall provide an opportunity for the volunteer to respond. Notwithstanding the foregoing, the falsification or omission of any information on a volunteer consent form, including but not limited to information concerning criminal conviction or pending criminal charges, may be grounds for the Superintendent or designee to prohibit the individual from becoming a volunteer.

Every time a new notification/online posting of registered sex offenders is received by a school principal, the principal or his/her designee shall review it for any person's name who has submitted a Tier II "School Volunteer Security Check" form during that school year; if a match exists between names, the person's opportunity to volunteer shall terminate immediately, and the principal shall notify the Human Resources Office.

The District will indemnify and hold harmless volunteers from civil liability in most situations as long as the volunteer is acting within the scope of his or her responsibilities in an activity approved by the Board of Education and is under the direction of a certified staff member. Willful and/or malicious conduct on the part of the volunteer is not covered under Connecticut General Statutes §10-235.

## 1. Qualifications for Volunteers

Volunteers may come from all backgrounds and all age groups. The main qualification for a volunteer is that he/she has a desire to give his/her time and talent in order to enrich student learning opportunities and the school community generally.

## 2. Persons Not Allowed to Serve as Volunteers

Prior to beginning volunteering in the Trumbull Public Schools, and annually thereafter, all potential volunteers are required to fill out and sign the “School Volunteer Security Check” form developed by the Human Resources Office. Volunteers are encouraged to fill out the form online on the Trumbull Public Schools website ([www.trumbullps.org](http://www.trumbullps.org)). The form is also available at each school and the Human Resources Office. If there are any questions raised from the background check, the matter will be referred to the Superintendent and/or his/her designee for review.

Screening volunteers includes, but is not limited to, preventing volunteer participation of a “sex offender” as defined by Public Act 98-111, “An Act Concerning the Registration of Sexual Offenders.”

- Individuals seeking approval as Tier I volunteers will be required to **have their identification checked by school personnel and participate in any school procedures such as, but not limited to, placing state licenses and/or state issued identifications into the school’s *School Gate Guardian* or like-device to scan for necessary background checks that ensure school safety. ~~submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry and to confirm their lack of registration as a sex offender under state or federal law.~~**
- Individuals seeking approval as Tier II volunteers will be required to submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry, to confirm their lack of registration as a sex offender under state or federal law, and to submit to state and national criminal history records checks.

~~No person whose name is listed on the DCF Registry or who is required to register as a sex offender under state or federal law may volunteer in any District school. Failure to provide complete or accurate information on the “School Volunteer Security Check” form will disqualify an individual from volunteering in any District school.~~

~~Principals and applicants will be notified of the registry and records checks results to ensure that only those approved can begin participating as volunteers. An updated list of names of all approved Tier I and Tier II volunteers will be maintained by the Human Resources Office.~~

## 3. Recruitment of Volunteers

School personnel may recruit volunteers through resources including, but not limited to, parents/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and colleges/universities.

## 4. Role of Volunteers

Volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not substitutes for members of the school staff. Volunteers do not have access to confidential student school records.

Tier I volunteers are not to be left alone with individual students or groups of students at any time. Tier II volunteers are not to be left alone with individual students, **1-to-1**, at any time.

Volunteers may not bring other children to their volunteer obligations without prior approval of the classroom teacher and the school principal or his/her designee.

## 5. Selecting and Placing Volunteers

Volunteer selection and placement shall be on the basis of the volunteer's qualifications and availability and the school's needs. A volunteer will be assigned to a staff member only with the staff member's consent. The relationship between a volunteer and staff member should be one of mutual respect and confidence.

## 6. Monitoring Volunteers

Monitoring volunteers is critical because of the vulnerability of the population served by the District.

Each volunteer must report to the school's main office to register at the beginning of each visit and must wear a nametag while in the building.

Each volunteer must sign out in the school's main office immediately prior to his/her departure from school.

A request to volunteer or to continue volunteering will be denied by the principal, the principal's designee, and/or a central office administrator if the volunteer behaves in any manner that demonstrates that the volunteer is not a good role model or is otherwise detrimental to the school environment. Volunteers must adhere to all policies, regulations, and procedures of the Board of Education and each of its schools, including applicable policies on the confidentiality of student information.

If a principal or the principal's designee requests that a volunteer leave the school and school grounds, the volunteer must leave. If the volunteer refuses to leave, the principal or the principal's designee shall contact the police to remove the volunteer from the school and school grounds, and the volunteer shall be terminated from future volunteering in the District.

## 7. Training Volunteers

Each school year, after a person has been approved for volunteering, the appropriate school principal or his/her designee must provide the person a copy of this policy with its procedures and guidelines, along with other pertinent information. The principal and/or

his/her designee has the responsibility and authority to set reasonable conditions for each volunteer at his/her school. The staff member to whom the volunteer is assigned is responsible for explaining his/her expectations of the volunteer. The school principal or his/her designee should arrange appropriate training opportunities for those volunteer activities requiring a specific skill or knowledge base, such as assisting students using technology.

## 8. Guidelines for Volunteers in the Schools

The following guidelines have been designed to assist volunteers in their service. They are not designed to be comprehensive; volunteers must adhere to all policies, regulations, and procedures of the Board of Education and each of its schools, including applicable policies on the confidentiality of student information. In the event of any conflict between these guidelines and Board policies, regulations, or procedures, Board policies, regulations, or procedures must prevail.

### A Confidentiality

All volunteers must demonstrate strict compliance with Board of Education Policy 5125, “Confidentiality and Maintenance of Student Records.” All volunteers must maintain confidentiality within and outside of class. If parents ask about a student’s performance or behaviors, please refer them to the teacher. It is inappropriate to discuss situations observed anywhere while acting as a volunteer. When a question arises about a specific child, ask the teacher in confidence and privacy, not in the presence of other staff members, parents, or students.

No photographing or videotaping by visitors is permitted unless specifically authorized by the Principal or his/her designee, and any such photographing or videotaping shall adhere to Board of Education Policy 5125, “Confidentiality and Maintenance of Student Records,” and must not disrupt the school, its programming, or students or employees in any way.

### B Names and Labels

Every child brings to school his/her own specific skills and abilities. Please do not make value judgments or label the abilities or skills of any child. Please be careful not to compare one’s child to another in the class, as they are all unique individuals. Everyone is unique and special in his/her own way. Some learn quickly; some come to school with less developed skills. Each child grows and learns at his/her own pace, and comes just the way he/she is supposed to be. The Trumbull Public Schools are here to help each child grow as fast as he/she can.

### C Questions and Issues

Discussing issues in the middle of the class or with other staff members or parents is not appropriate. Trumbull Public Schools does not expect a volunteer to agree with everything a teacher does in class, but each teacher’s job is to make decisions in the best interest of the whole class. If one has a problem, issue or disagreement with a teacher,

please bring it to the teacher's attention privately at an appropriate time. Clear, open, and direct communication is vital to the Trumbull Public Schools community.

#### D Accepting and Valuing Diversity

Parents come from different backgrounds and cultures. They all have their own ideas and experiences about raising children. Volunteers are asked to accept children and respect their beliefs and requests. The diversity of people, values, cultures, and beliefs is what makes such a rich experience for all.

#### E Discipline

The District, each school, and each classroom has an established discipline policy. When issues arise concerning inappropriate student behavior, volunteers should check with the teacher for the appropriate action and should support students by encouraging them to make good choices and demonstrate appropriate behavior. The efforts of volunteers are appreciated, but disciplinary matters should be referred to a teacher whenever possible. If circumstances require immediate intervention by a volunteer, the teacher should be notified as soon as possible of the circumstances as well as the actions taken by the volunteer.

#### F Helping the Teacher and Class: A Volunteer's Primary Responsibility

Parent volunteers work under the direction of the classroom teacher, who defines the volunteer's duties and expectations. Please try to keep the role as volunteer and parent separate in the classroom. If the teacher or Principal concludes that the volunteer cannot separate these roles, the Principal will determine appropriate action. If one's child has a problem, one should let the child work out the problem with others and the teacher through established classroom routines and procedures. A volunteer should not try to solve problems for his/her own child while in class; that takes power away from one's child. Trumbull Public Schools strives to help students become more independent and self-sufficient.

#### G Keeping Commitments

It is important that volunteers adhere to the scheduled time to assist a teacher in his/her classroom. Whenever possible, a volunteer should please call the day before (or at least send a note the morning of one's commitment) if not able to be in the classroom at the scheduled time. The teacher is counting on the volunteer and needs adequate time to adjust the class plans.

Volunteers should support the classroom teacher to maximize instructional time. When volunteering in a classroom where several volunteers are present, please keep adult conversations to a minimum. This will assist students in staying focused on the classroom lesson or activity.

#### H For Additional Information

Please review the individual school's handbook for additional policies, regulations, and procedures. For any other questions, comments, or concerns, please contact the school's principal.

TRUMBULL PUBLIC SCHOOLS

## Policy Committee

November 15, 2022  
Susan Iwanicki, Ed.D  
Assistant Superintendent



### 2nd Reading

## 5141.3 Student Health Services, Health Assessments, and Immunizations

- Newly required by state law regarding Immunizations- Religious exemption only honored if granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains this exemption through grade twelve, even if the student transfers to another school in Connecticut
- Follows CABE's model
- Many of the associated practices already in place at TPS
- Formalizes our regulations- many questions for school nurses  
*"Where is this in writing?"*

## 1212.1 Volunteers

- Revisions needed regarding Tier 1 and Tier II volunteer groups.
- Further clarifies that volunteers *alone with children* (Tier II) must have DCF Background check
- Those who are working along with TPS certified staff need to follow district guidelines (identifications scanned by School Gate Guardian, etcetera)
- TPS has additional helpful procedures for volunteers that remain unchanged
- Aligned with CAFE policy and further updated
- Additional language on page 2 of this policy since 1st reading

## Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – November 15, 2022

Mr. Hendrickson

Agenda Item – III-I

Approval/Financial Report through  
September 30, 2022

- The Finance Committee of the Board of Education met on October 27, 2022 which included the review of the financials through September 30, 2022.

Recommendation:

- Approve Financial Report as of September 30, 2022.

November 1, 2022

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: September 2022 Financial Report

Attached for your review is the September 2022 Financial Report that was presented to the Board of Education Finance Committee on October 27, 2022. I have included my notes with the report to address potential questions which may arise as well as graphs on total spend to date, salaries, benefits, and utilities. Also, attached are questions and answers which came up at the Finance Committee meeting.

If there are additional questions, please send them to [phendric@trumbullps.org](mailto:phendric@trumbullps.org) or call me at 203-452-4332.

## **October 27, 2022 – Board of Education Finance Committee Report**

### **Operating Budget (001):**

- 1) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budget at year end.
  - a. Cumulative Total Board of Education Budget % by Month: 15.3%
    - i. In the past three years this has ranged from 12.1% => 14.7%.
  - b. Salaries (which are approximately 66.6% of the budget): 11.1%
    - i. In the past three years this has ranged from 11.0% => 11.9%.
  - c. Benefits (which are 17.2% of the budget) spent: 23.9%
    - i. In the past three years this has ranged from 14.3% => 23.3%.
    - ii. Salaries and benefits make up 83.8% of the budget.
      1. Through September 30, the District has spent 13.7% of the combined budgets.
      2. The range over the past three years has been 11.7% => 13.6%.
  - d. Utilities (Electricity + Water) spent YTD = 19.3% of budget.
    - i. Last three years: 16.0% => 25.5%
- 2) There are a few items I would like to point out under the categories below (please refer both to the two-page summary and the thirteen-page detailed general fund financials in the package):
  - a. Salaries: The Business Office is reviewing the headcount and salaries in each account.
  - b. Employee Benefits: Health benefits shows a \$535,753 available balance.
    - i. Since this is the first month the District is with United Healthcare, the Business Office will monitor these accounts closely to determine what a “steady state” monthly invoicing will be.
  - c. Purchased Professional Services: \$40,784
    - i. PPS – L/W – Consultants: -\$260,794
      1. This deficit is due to a number of consultants providing services which would have otherwise been expensed through the salary lines.
    - ii. Transportation – Professional Services = -\$15,000.
      1. This is due to contracting with Transportation Advisory Services to assist with the Transportation RFP.
    - iii. Data Services – Training = -\$7,200. This is due to training services associated with the MUNIS upgrade.
  - d. Purchased Other Services: -\$273,524
    - i. Transportation – SPED – Summer Buses: -\$36,579
      1. Greater enrollment, requiring more buses.
    - ii. Transportation – SPED – Out-of-District: -\$134,810
    - iii. Tuition – PPS Outplaced: -\$470,829
      1. Due to more out-placements than budgeted and higher year-to-year costs.
    - iv. Tuition – Adult Ed: -\$61,050
      1. The budget for this item (\$61,050) is under Other Purchased Services (Acct, #01741200-55900).

e. Other Objects:

- i. Business Office – Intergovernmental Transfer = -\$466,000
- ii. This credit consists of three items transferred from the 205 accounts:
  1. \$300,000 from the Athletic Fund
  2. \$100,000 from E-Rate (Technology)
  3. \$66,300 from Magnet School Transportation.

**Town Accounts (009)**

- 1) July expenses = \$12,869; August expenses = \$11,802; September expenses = \$27,626.
- 2) Year-to-Date (YTD spend) = \$52,297 (4.0% of the budget).

**Student Activities Accounts (100)**

- 1) The aggregate balance of accounts increased \$40,937 from \$364,294 (8/31) => \$405,231 (9/30).
- 2) The primary transactions were an increase of \$48,900 in the THS Class of 2025 Fund and a \$17,572 expenditure from the THS – Graduation Cap and Gowns Fund.
- 3) The balance was \$334,724 at the start of the year (7/1).

**Grants (200)**

- 1) The negative balance in the ESSER II grant (-\$500,147) will be eliminated through recoding a majority of the encumbrances to the ESSE ARP grant which has an available balance of \$806,982.
- 2) The Headstart ABCD and several of the Title grants have negative available balances because they are Federal programs and their funding year begins in October.

**Special Revenue Funds (205)**

- 1) The Special Revenue Funds which show a deficit is because either they have little or no revenue while the accounts have been encumbered.
- 2) AgriScience: -\$14,660
  - a. Deficit primarily due to trip to Nationals in Indianapolis and the purchase of an ultra-sound machine for animals prior to receiving any revenue.
- 3) Both Strings / Band and ELITE are in a deficit position (-\$139,313 and -75,375 respectively).
  - a. I estimate that Strings / Band will finish the year with a \$140,000 deficit.
  - b. Attached is a monthly profit and loss statement for the ELITE program.
- 4) Also, please note the Summer Explorations performance. Our recent hire Christine Marr has done an excellent job in tracking the progress of each program.
- 5) THS Musical: -\$29,522
  - a. This is due to two items – licensing fees (\$7,394) for the Spring Musical production and an encumbrance of \$29,522 for theatrical lighting.
- 6) The Voluntary Insurance account is a self-liquidating account. This means that each month employees signed-up for additional life insurance make a payment which reduces the deficit.
  - a. Note that at July 1<sup>st</sup> the account had a balance of \$3,341.

**Food Service (210)**

- 1) The results year-to-date were:

- a. September loss = -\$262,379
  - b. August loss = -\$52,100
  - c. July loss = -\$46,095
- 2) The Seamless Summer Option (SSO) program ended on June 30<sup>th</sup>.
- a. It has been replaced by the SMART program which is similar to SSO, but is only funded to \$829K and students will have to pay after the funds are expended. It is estimated that these funds will be completely expended by November 30<sup>th</sup>.
  - b. Since there was only one day of school in August, the claim for reimbursement from the State included August and September. It was submitted on October 7<sup>th</sup> for \$139,579 (in accounts receivable).
- 3) At September 30, the District's cash account = \$2,731,309 while the "Due to Town Account" = \$1,342,132 resulting in a \$1,389,177 net cash position.

**Scholarships (300)**

- 1) The balance of the Scholarship Fund was \$163,837 at 9/30 an increase of \$1,835 from \$162,002 at 8/31.
- 2) The entire increase is attributable to donations in the memory of Peter Horton.

### **Additional Questions:**

1. Could we please get numbers each month comparisons for last year and this year for subs, how many days have been used and how much money we have spent? I know we were over budget last year, and of course now we are raising sub pay. I just would like to track where we are. **Answer:** Please see attachments
2. Could we talk a little more about benefits and the numbers we are at right now **Answer:** I want to point out that through August the District had spent \$3,123,856 (average = \$1,561,928 / month) while in September \$1,292,317 was spent, a difference of \$269,611. This reflects the changeover from the State Partnership Plan to United Healthcare. Also, employees are still signing up or changing their insurance options.
3. The same with salaries. **Answer:** I am doing an analysis of several salary line items - apparently some positions are not yet filled which creates available balances. Some of these unfilled positions are being occupied by consultants which is one reason why the Consultants' line is showing negative available balance.
4. And with consultants [everything so far is addressed in your overall summary -- just wanted to understand better}. (assuming these are the line on page 18). **Answer:** The consultants line item has a negative balance because several of the PPS positions are unfilled and consultants are filling in.
5. Why are we so far into custodial supplies already? **Answer:** This account has three major purchase orders which were put in before the budget was finalized. These purchase orders will be reduced.
6. On page 12, at the bottom, what are Other-Ant Surplus/Excess Cst. **Answer:** The -\$466,300 consists of \$300,000 in Athletics, \$100,000 in E-Rate, and \$66,300 in Magnet School Transportation grants. These are all credits to the budget.
7. On page 14, why are we at -350,000 for Admin Retirement. **Answer:** This is staff turnover, i.e., a higher paid staff member is replaced by a lower paid new hire.
8. What's the \$335 surplus in loan interest -- is that because we paid off the loans last year? **Answer:** This is the Bank of America loan which consists of \$335,343 in loan principal and \$88,196 in loan interest (total = \$423,539) for 2022-23. The loan runs until 2033-34.

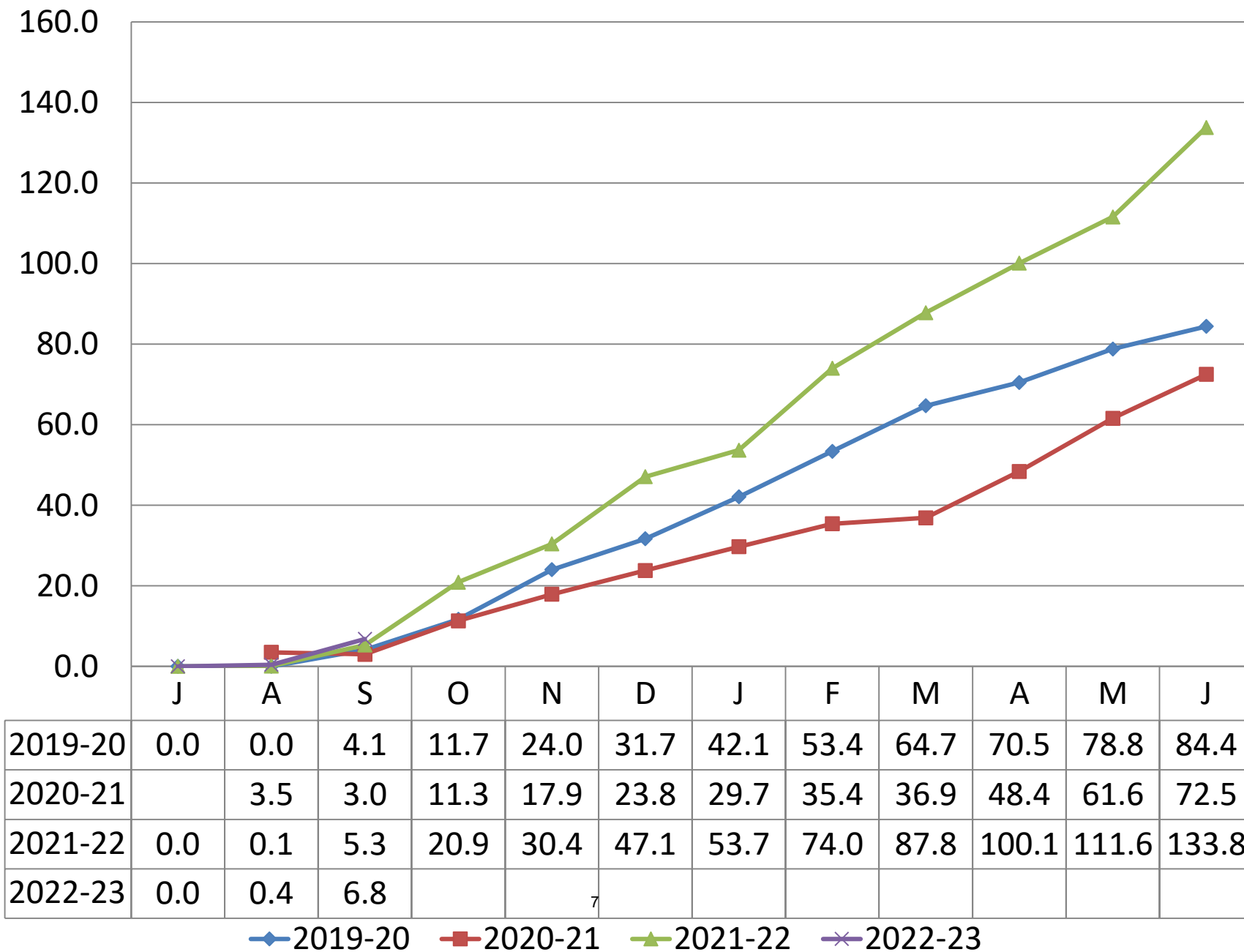
Trumbull Public Schools

Substitute History

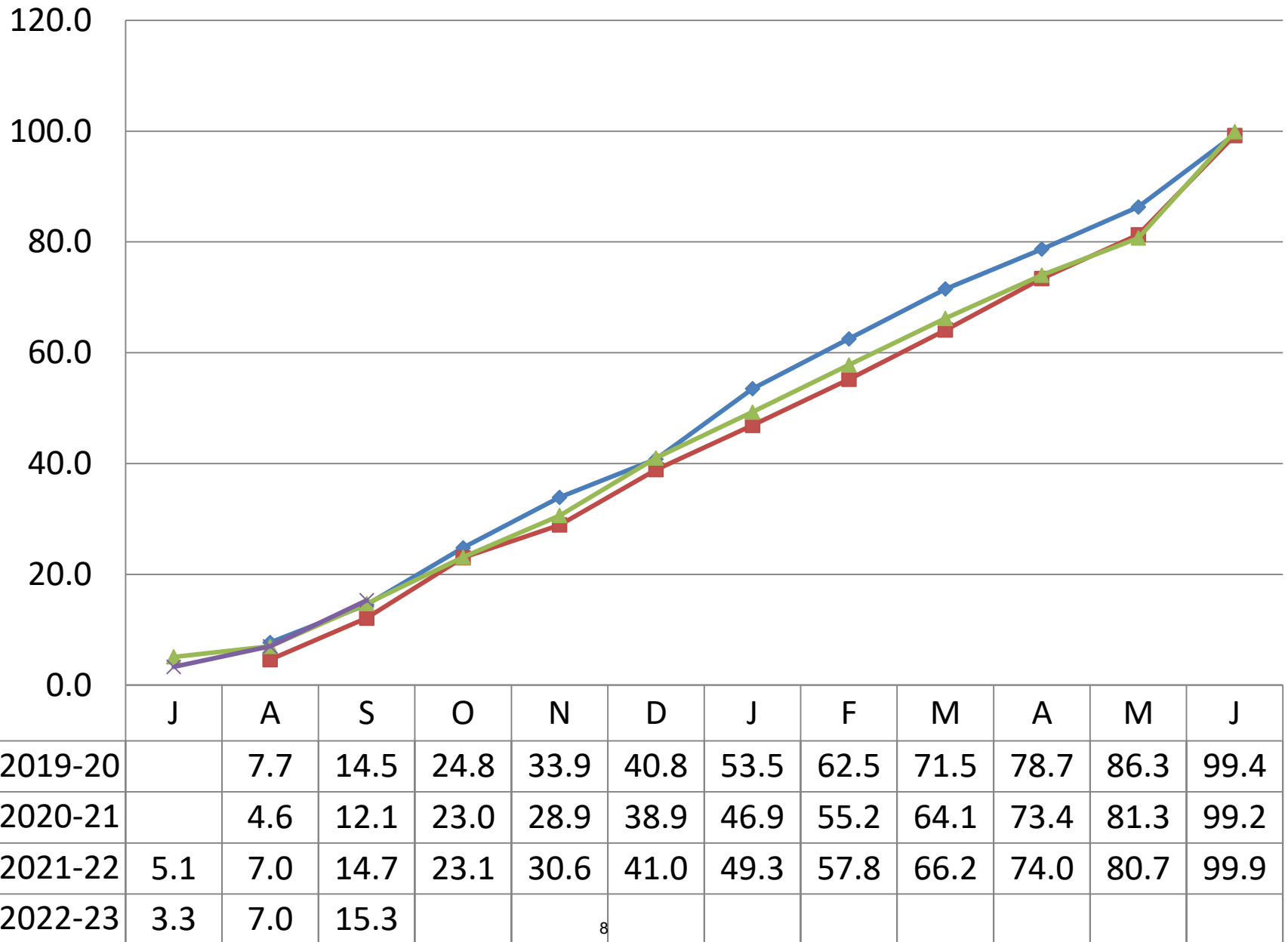
		Through 9/30									
		<u>2022-23</u>	<u>Jun-22</u>	<u>Jun-21</u>	<u>Jun-20</u>	<u>Jun-19</u>	<u>Jun-18</u>	<u>Jun-17</u>	<u>High</u>	<u>Low</u>	<u>Average</u>
Administrators	Budget	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
	Spent	\$0	\$76,911	\$0	\$0	\$0	\$0	\$0			
	%										
Teachers	Budget	\$684,900	\$708,209	\$904,000	\$725,000	\$725,000	\$687,200	\$798,387	\$904,000	\$687,200	\$757,966
	Spent	\$34,610	\$800,698	\$767,296	\$677,712	\$861,244	\$1,005,492	\$856,496	\$1,005,492	\$677,712	\$828,156
	%	5.1%	113.1%	84.9%	93.5%	118.8%	146.3%	107.3%	146.3%	84.9%	110.6%
Paraprofessionals	Budget	\$95,000	\$88,616	\$326,000	\$200,000	\$185,000	\$160,000	\$160,000	\$326,000	88,616	\$186,603
	Spent	\$15,399	\$205,037	\$118,894	\$84,800	\$163,568	\$225,672	\$191,617	\$225,672	\$84,800	\$164,931
	%	16.2%	231.4%	36.5%	42.4%	88.4%	141.0%	119.8%	231.4%	36.5%	109.9%
Secretaries	Budget	\$0	\$14,610	\$25,000	\$33,000	\$40,000	\$40,000	\$40,000	\$40,000	\$14,610	\$32,102
	Spent	\$1,961	\$44,354	\$10,797	\$13,981	\$22,734	\$32,763	\$63,072	\$63,072	\$10,797	\$31,284
	%		303.6%	43.2%	42.4%	56.8%	81.9%	157.7%	303.6%	42.4%	114.3%
Custodian / M / S	Budget	\$55,000	\$61,000	\$50,000	\$25,000	\$22,000	\$22,000	\$20,500	\$61,000	\$20,500	\$33,417
	Spent	\$4,603	\$40,309	\$48,533	\$53,205	\$77,123	\$52,636	\$38,936	\$77,123	\$38,936	\$51,790
	%	8.4%	66.1%	97.1%	212.8%	350.6%	239.3%	189.9%	350.6%	66.1%	192.6%
Total	Budget	\$834,900	\$872,435	\$1,305,000	\$983,000	\$972,000	\$909,200	\$1,018,887	\$1,305,000	\$872,435	\$1,010,087
	Spent	\$56,573	\$1,167,309	\$945,520	\$829,698	\$1,124,669	\$1,316,563	\$1,150,121	\$1,316,563	\$945,520	\$1,088,980
	%	6.8%	133.8%	72.5%	84.4%	115.7%	144.8%	112.9%	144.8%	72.5%	110.7%

File: Substitute History

# Cumulative Board of Education Substitutes Budget % By Month

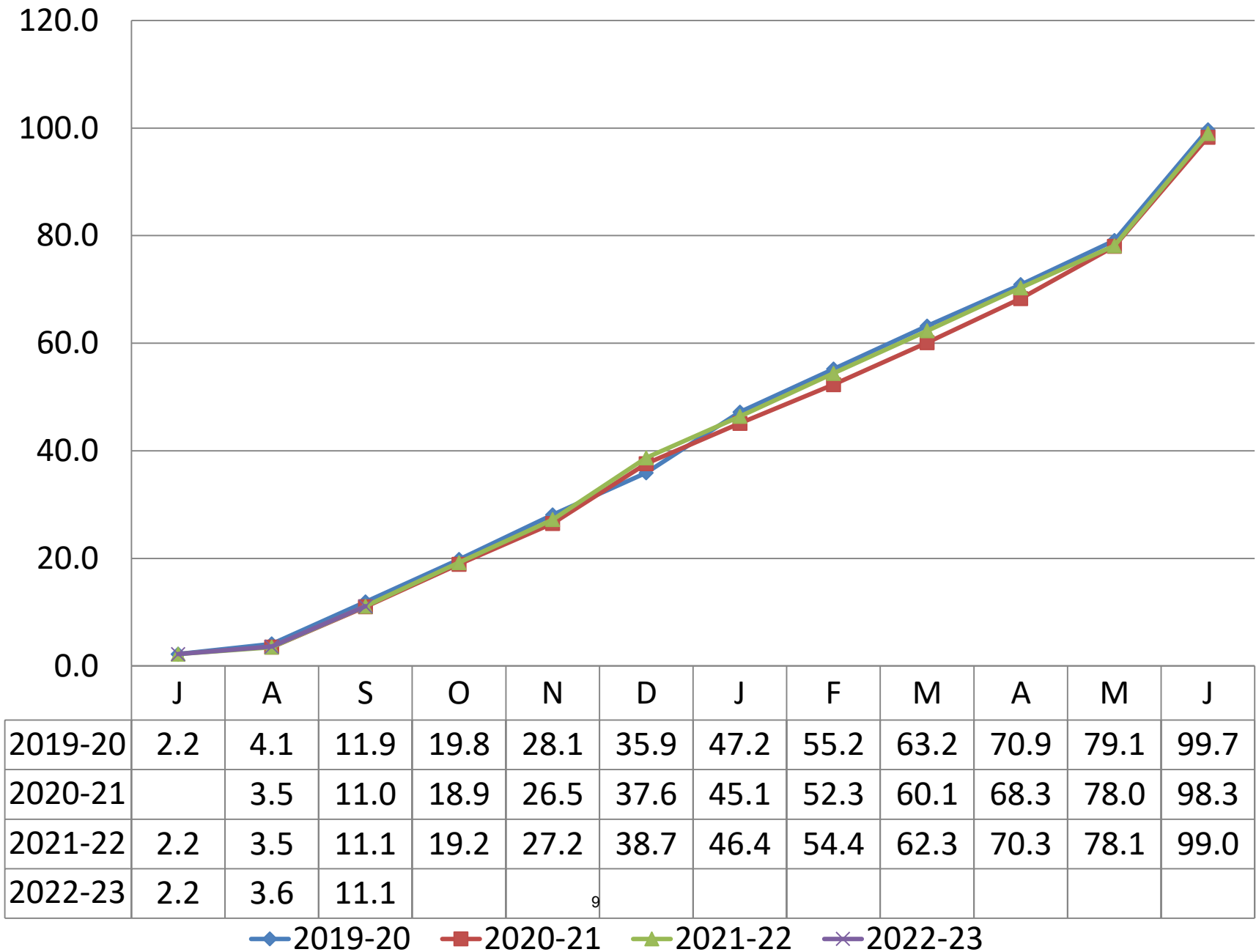


# Cumulative Total Board of Education Budget % By Month



◆ 2019-20
 ■ 2020-21
 ▲ 2021-22
 × 2022-23

# Cumulative Board of Education Salaries Budget % By Month

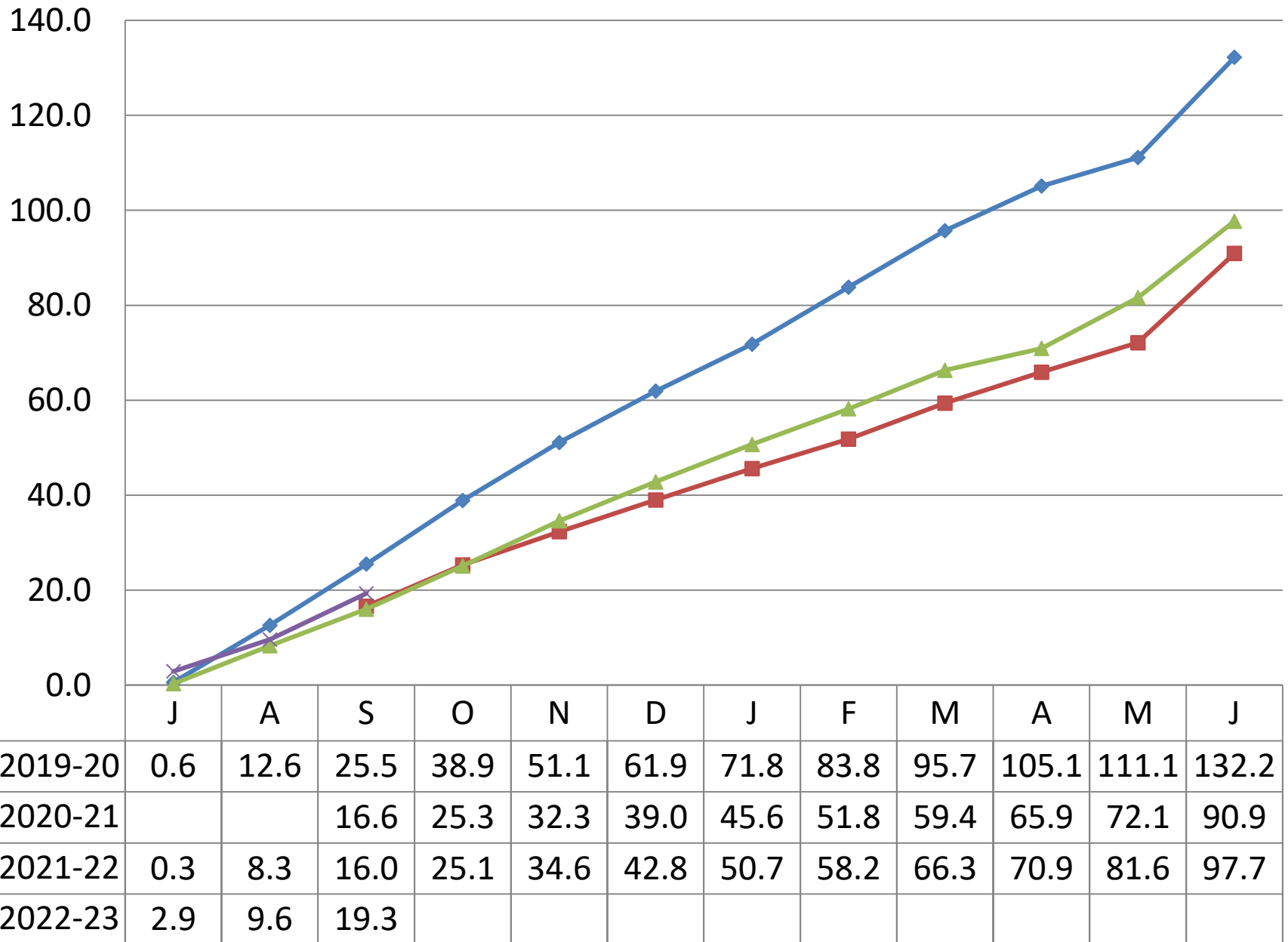


[illegible]

0.0	J	A	S	O	N	D	J	F	M	A	M	J
2019-20	6.3	16.4	15.8	42.1	50.0	49.5	66.8	66.9	83.9	91.9	100.2	100.2
2020-21			14.3	38.7	38.7	46.7	54.6	62.8	71.0	87.9	90.3	100.5
2021-22	15.7	15.7	23.3	31.5	39.6	48.4	56.6	65.0	72.9	81.2	89.4	98.7
2022-23	7.2	16.5	23.9									

—◆— 2019-20    —■— 2020-21    —▲— 2021-22    —✱— 2022-23

# Cumulative Board of Education Utilities Budget % By Month



◆ 2019-20
 ■ 2020-21
 ▲ 2021-22
 × 2022-23

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	115,915,558	0	115,915,558	17,714,604.94	94,541,930.08	3,659,022.98	96.8%
009 TOWN ACCOUNTS FUND	0	1,304,548	1,304,548	52,296.60	1,074,611.17	177,640.23	86.4%
200 GRANTS FUND	0	4,451,099	4,451,099	538,692.54	3,042,357.59	870,048.90	80.5%
205 SPECIAL REVENUE FUND	0	613,758	613,758	331,112.12	772,927.43	-490,282.05	179.9%
210 SCHOOL LUNCH FUND	0	493,974	493,974	484,626.19	2,398,857.68	-2,389,509.87	583.7%
GRAND TOTAL	115,915,558	6,863,379	122,778,937	19,121,332.39	101,830,683.95	1,826,920.19	98.5%

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

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 9/30/22**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
<b><u>100</u></b>						
Admin/Supervisors		\$4,969,444	\$1,270,699	\$3,683,411	\$15,334	100%
Teachers		\$55,851,515	\$4,664,171	\$49,701,511	\$1,485,833	97%
Custodians/Maintenance		\$3,942,573	\$819,301	\$2,828,263	\$295,009	93%
Tech Support		\$514,173	\$135,083	\$369,758	\$9,333	98%
Admin Support		\$2,717,863	\$639,275	\$2,185,765	-\$107,177	104%
Paras & Aides		\$5,463,591	\$585,173	\$4,464,844	\$413,574	92%
Substitutes		\$834,900	\$56,573	\$814,898	-\$36,572	104%
Coaches & Advisors		\$846,161	\$11,343	\$838,113	-\$3,295	100%
Salaries Other		\$1,690,303	\$174,254	\$1,433,751	\$82,298	95%
Misc Salary Items		\$398,000	\$203,419	\$0	\$194,581	51%
<b>Salaries</b>	<b>Total</b>	<b>\$77,228,523</b>	<b>\$8,559,290</b>	<b>\$66,320,315</b>	<b>\$2,348,918</b>	<b>97%</b>
<b><u>200</u></b>						
Health Insurance		\$17,401,837	\$4,416,173	\$12,449,911	\$535,753	97%
FICA		\$1,932,381	\$265,135	\$1,667,246	\$0	100%
Other Insurance		\$339,000	\$32,593	\$297,936	\$8,472	98%
Unemployment		\$50,000	\$0	\$50,000	\$0	100%
Benefits Other		\$198,000	\$54,167	\$139,045	\$4,788	98%
<b>Employee Benefits</b>	<b>Total</b>	<b>\$19,921,218</b>	<b>\$4,768,068</b>	<b>\$14,604,137</b>	<b>\$549,013</b>	<b>97%</b>
<b><u>300</u></b>						
Legal		\$250,000	\$300	\$253,450	-\$3,750	102%
Service Contracts		\$464,667	\$292,241	\$22,000	\$150,426	68%
Consultants		\$275,000	\$63,747	\$472,807	-\$261,554	195%
Other Prof Services		\$566,995	\$148,875	\$262,458	\$155,662	73%
<b>Purchased Professional Services</b>	<b>Total</b>	<b>\$1,556,662</b>	<b>\$505,163</b>	<b>\$1,010,715</b>	<b>\$40,784</b>	<b>97%</b>
<b><u>400</u></b>						
Utilities		\$1,159,705	\$223,465	\$930,240	\$6,000	99%
Repairs & Svc Fees		\$414,200	\$79,027	\$199,453	\$135,719	67%
Copiers		\$265,000	\$62,111	\$192,869	\$10,020	96%
Other Purch'd Property Svcs		\$112,500	\$27,329	\$90,691	-\$5,519	105%
<b>Purchased Property Services</b>	<b>Total</b>	<b>\$1,951,405</b>	<b>\$391,932</b>	<b>\$1,413,253</b>	<b>\$146,220</b>	<b>93%</b>
<b><u>500</u></b>						
Transportation		\$6,744,729	\$416,496	\$6,387,203	-\$58,970	101%
Communications		\$299,700	\$104,212	\$237,069	-\$41,581	114%
Postage		\$46,000	\$4,524	\$41,477	-\$1	100%
Advertising		\$2,975	\$590	\$0	\$2,385	20%
Interns		\$341,250	\$0	\$302,100	\$39,150	89%
Tuition		\$3,961,698	\$1,470,396	\$3,017,639	-\$526,337	113%
Printing		\$13,750	\$4,341	\$77	\$9,332	32%
Other Purch'd Svcs		\$421,694	\$90,660	\$28,537	\$302,497	28%
<b>Purchased Other Services</b>	<b>Total</b>	<b>\$11,831,796</b>	<b>\$2,091,218</b>	<b>\$10,014,102</b>	<b>-\$273,524</b>	<b>102%</b>
<b><u>600</u></b>						

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 9/30/22**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
Supplies-Teaching		\$635,116	\$194,354	\$193,833	\$246,928	61%
Supplies-Office		\$92,115	\$39,447	\$24,996	\$27,672	70%
Supplies-Custodial		\$116,000	\$62,298	\$95,429	-\$41,727	136%
Supplies-Maintenance		\$251,500	\$86,935	\$92,359	\$72,206	71%
Text & Workbooks		\$409,463	\$156,891	\$110,335	\$142,237	65%
Subscriptions		\$296,648	\$236,645	\$24,743	\$35,260	88%
Testing Materials		\$170,000	\$83,920	\$53,338	\$32,742	81%
Books & A/V		\$44,290	\$1,308	\$25,403	\$17,580	60%
Software		\$193,925	\$208,140	\$0	-\$14,215	107%
Energy		\$599,400	\$12,841	\$472,159	\$114,400	81%
Other Supplies		\$32,400	\$303	\$1,000	\$31,097	4%
<b>Supplies</b>	<b>Total</b>	<b>\$2,840,857</b>	<b>\$1,083,082</b>	<b>\$1,093,595</b>	<b>\$664,180</b>	<b>77%</b>
<b><u>700</u></b>						
Office Equipment		\$850	\$26	\$0	\$824	3%
Office Furniture		\$0	\$813	\$0	-\$813	#DIV/0!
Classroom Equipment		\$380,324	\$239,699	\$46,177	\$94,449	75%
Classroom Furniture		\$15,700	\$4,414	\$2,401	\$8,884	43%
Bldg Equipment		\$83,000	\$3,927	\$9,160	\$69,912	16%
Bldg Improvements		\$45,000	\$5,985	\$7,290	\$31,725	30%
Other Equipment		\$3,550	\$0	\$0	\$3,550	0%
<b>Property</b>	<b>Total</b>	<b>\$528,424</b>	<b>\$254,864</b>	<b>\$65,028</b>	<b>\$208,532</b>	<b>61%</b>
<b><u>800</u></b>						
Dues, Fees and Memberships		\$521,973	\$60,987	\$20,785	\$440,201	16%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
<b>Miscellaneous</b>	<b>Total</b>	<b>\$522,973</b>	<b>\$60,987</b>	<b>\$20,785</b>	<b>\$441,201</b>	<b>16%</b>
<b><u>900</u></b>						
Other-Ant Surpl/Excess Cst		(\$466,300)	\$0	\$0	-\$466,300	0%
<b>Other Objects</b>	<b>Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>-\$466,300</b>	<b>0%</b>
<hr/>						
<b>Munis Report Total</b>		<b>\$115,915,558</b>	<b>\$17,714,605</b>	<b>\$94,541,930</b>	<b>\$3,659,023</b>	<b>97%</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

Account #	Account Description	Budget			Expended	Committed/	Available/
		Original	Transfers	Revised		Estimates	(Over)
Salaries							
Admin/Supervisors							
01011000-51113	TECEC-Admin-Admin Salaries	\$123,747	\$0	\$123,747	\$36,666	\$104,759	(\$17,678)
01011200-51114	PPS-Admin-Director/Coordinator	\$315,181	\$0	\$315,181	\$76,538	\$219,040	\$19,604
01402320-51114	Asst Super-Admin-Asst Superintendent	\$130,000	\$0	\$130,000	\$22,075	\$115,555	(\$7,630)
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Curr Dir-Admin-Director	\$197,200	\$0	\$197,200	\$52,121	\$148,917	(\$3,838)
01422520-51125	Tech-Admin-Manager	\$137,932	\$0	\$137,932	\$35,760	\$102,172	\$0
01512400-51113	BHES-Admin-Principal	\$182,000	\$0	\$182,000	\$47,185	\$134,815	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$290,133	\$0	\$290,133	\$68,788	\$196,538	\$24,807
01532400-51113	DFES-Admin-Princiapl	\$182,000	\$0	\$182,000	\$47,185	\$134,815	\$0
01542400-51113	MBES-Admin-Principal	\$240,755	\$0	\$240,755	\$61,587	\$175,964	\$3,204
01552400-51113	JRES-Admin-Principal	\$171,244	\$0	\$171,244	\$44,397	\$126,847	\$0
01582400-51113	TSES-Admin-Principal	\$182,000	\$0	\$182,000	\$47,185	\$134,815	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$346,615	\$0	\$346,615	\$86,275	\$246,499	\$13,842
01622400-51113	MMS-Admin-Principal/Asst Principal	\$350,163	\$0	\$350,163	\$90,783	\$259,380	\$0
01711006-51114	THS-Ag Science-Director	\$80,651	\$0	\$80,651	\$20,910	\$59,742	\$0
01711019-51114	Sports-Sports General-Director	\$168,163	\$0	\$168,163	\$43,598	\$124,565	(\$0)
01712400-51113	THS-Admin-Principals	\$868,490	\$0	\$868,490	\$225,164	\$643,326	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51125	Facilities-Admin-Director/Managers	\$247,562	\$0	\$247,562	\$64,857	\$185,305	(\$2,600)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$74,589	\$0	\$74,589	\$19,338	\$55,251	\$0
01902320-51115	Super-Admin-Superintendent	\$262,679	\$0	\$262,679	\$70,933	\$202,666	(\$10,920)
01912520-51113	Bus Off-Admin-Business Administrator	\$172,890	\$0	\$172,890	\$45,720	\$130,627	(\$3,457)
01912520-51129	Bus Off-Admin-Acctg Manager	\$88,623	\$0	\$88,623	\$22,976	\$65,647	(\$0)
01922530-51125	Asst Super-Dir Digital Learning	\$156,827	\$0	\$156,827	\$40,659	\$116,168	(\$0)
	Admin/Supervisors Total	\$4,969,444	\$0	\$4,969,444	\$1,270,699	\$3,683,411	\$15,334
Teachers							
01011000-51110	TECEC-Classroom-Teachers	\$808,589	\$0	\$808,589	\$56,467	\$677,608	\$74,514
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01011200-51119	PPS-L/W-Teacher Xtra Time	\$36,000	\$0	\$36,000	\$3,843	\$0	\$32,157
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$2,057,461	\$0	\$2,057,461	\$123,382	\$1,521,020	\$413,059
01062145-51111	PPS-L/W-Behaviorists	\$50,882	\$0	\$50,882	\$21,001	\$252,010	(\$222,129)
01072110-51111	PPS-L/W-Social Workers	\$1,266,920	\$0	\$1,266,920	\$75,061	\$900,735	\$291,124
01082150-51111	PPS-L/W-Speech & Language	\$1,361,659	\$0	\$1,361,659	\$107,976	\$1,234,471	\$19,211
01121200-51111	TECEC-Classroom-Specialists	\$170,881	\$0	\$170,881	\$13,257	\$136,168	\$21,456
01161200-51110	PPS-SPED-Elementary Teachers	\$2,149,393	\$0	\$2,149,393	\$183,358	\$2,010,537	(\$44,502)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,442,419	\$0	\$1,442,419	\$125,392	\$1,374,454	(\$57,427)
01331200-51110	PPS-SPED-THS Teachers	\$2,181,279	\$0	\$2,181,279	\$189,627	\$1,850,381	\$141,271
01371200-51118	PPS-ESY-Teacher salaries	\$191,000	\$0	\$191,000	\$141,411	\$0	\$49,590
01402210-51110	Curr Dir-D/W-ELL Teachers	\$584,808	\$0	\$584,808	\$53,083	\$553,853	(\$22,128)
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$116,413	\$0	\$116,413	\$8,955	\$107,458	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$384,824	\$0	\$384,824	\$45,608	\$330,082	\$9,134
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$7,812	\$0	\$22,188
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$83,555	\$0	\$83,555	\$31,146	\$0	\$52,409
01511001-51110	BHES-Classroom-Teachers	\$2,189,116	\$0	\$2,189,116	\$175,942	\$2,093,175	(\$80,000)
01511002-51110	BHES-Classroom-Specialists	\$668,894	\$0	\$668,894	\$46,040	\$545,305	\$77,549
01512220-51110	BHES Library-Teachers-Salaries	\$96,273	\$0	\$96,273	\$7,406	\$88,867	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,481,988	\$0	\$2,481,988	\$180,081	\$2,166,434	\$135,473
01521002-51110	FTES-Classroom-Specialists	\$895,790	\$0	\$895,790	\$66,961	\$761,902	\$66,926
01522220-51110	FTES Library-Teachers-Salaries	\$107,279	\$0	\$107,279	\$8,252	\$99,027	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,364,243	\$0	\$2,364,243	\$171,085	\$2,053,016	\$140,143
01531002-51110	DFES-Classroom-Specialists	\$618,171	\$0	\$618,171	\$52,262	\$565,910	\$0
01532220-51110	DFES Library-Teachers-Salaries	\$83,051	\$0	\$83,051	\$6,389	\$76,662	(\$0)
01541001-51110	MBES-Classroom-Teachers	\$2,303,050	\$0	\$2,303,050	\$178,253	\$2,075,722	\$49,075
01541002-51110	MBES-Classroom-Specialists	\$909,472	\$0	\$909,472	\$51,843	\$574,413	\$283,217

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01542220-51110	MBES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$8,955	\$107,458	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,975,733	\$0	\$1,975,733	\$153,583	\$1,799,426	\$22,724
01551002-51110	JRES-Classroom-Specialists	\$609,591	\$0	\$609,591	\$48,938	\$541,270	\$19,383
01552220-51110	JRES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$6,983	\$83,800	\$25,630
01581001-51110	TES-Classroom-Teachers	\$1,724,357	\$0	\$1,724,357	\$134,404	\$1,571,339	\$18,614
01581002-51110	TES-Classroom-Specialists	\$568,020	\$0	\$568,020	\$46,014	\$522,006	\$0
01582220-51110	TES Library-Teachers-Salaries	\$90,783	\$0	\$90,783	\$6,983	\$83,800	\$0
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,883,900	\$0	\$3,883,900	\$292,665	\$3,471,925	\$119,310
01611001-51111	HMS-Teacher Specialists	\$0	\$0	\$0	\$8,955	\$107,458	(\$116,413)
01611016-51110	HMS-Music-Teacher Salaries	\$333,180	\$0	\$333,180	\$27,594	\$305,586	\$0
01611019-51110	HMS-PE/Health-Teacher Salaries	\$399,827	\$0	\$399,827	\$28,847	\$311,146	\$59,834
01612120-51110	HMS-Guidance-Teacher Salaries	\$293,419	\$0	\$293,419	\$34,891	\$258,528	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$104,290	\$0	\$104,290	\$8,022	\$96,268	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,250,701	\$0	\$4,250,701	\$315,218	\$3,769,314	\$166,169
01621001-51111	MMS-Teacher Specialists	\$0	\$0	\$0	\$0	\$78,388	(\$78,388)
01621016-51110	MMS-Music-Teacher Salaries	\$302,714	\$0	\$302,714	\$25,251	\$277,464	(\$0)
01621019-51110	MMS-PE/Health-Teacher Salaries	\$413,343	\$0	\$413,343	\$31,375	\$350,957	\$31,011
01622120-51110	MMS-Guidance-Teacher Salaries	\$324,258	\$0	\$324,258	\$36,275	\$275,141	\$12,841
01622220-51110	MMS-Library-Teacher Salaries	\$116,413	\$0	\$116,413	\$8,955	\$107,458	\$0
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01711001-51110	THS-Classroom-Teacher Salaries	\$11,224,689	\$0	\$11,224,689	\$898,420	\$10,188,513	\$137,756
01711001-51111	THS-Teacher Specialists	\$0	\$0	\$0	\$9,212	\$110,539	(\$119,751)
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$333	\$0	\$2,667
01711006-51110	THS-Ag Science-Teachers Salaries	\$613,002	\$0	\$613,002	\$94,482	\$517,816	\$704
01711016-51110	THS-Music-Teacher Salaries	\$242,048	\$0	\$242,048	\$22,209	\$245,182	(\$25,343)
01711019-51110	THS-PE/Health-Teacher Salaries	\$870,251	\$0	\$870,251	\$70,955	\$798,068	\$1,228
01711022-51110	THS-Alternate School-Teachers Salaries	\$405,751	\$0	\$405,751	\$33,676	\$372,076	(\$0)
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,350,082	\$0	\$1,350,082	\$163,044	\$1,167,444	\$19,594
01712220-51110	THS-Library-Teacher Salaries	\$90,927	\$0	\$90,927	\$6,994	\$83,933	\$0
01802320-51119	Super-Personnel-Teacher Xtra Time	\$0	\$0	\$0	\$2,736	\$0	(\$2,736)
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$350,000)	\$0	(\$350,000)	\$0	\$0	(\$350,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
<b>Teachers Total</b>		<b>\$55,851,515</b>	<b>\$0</b>	<b>\$55,851,515</b>	<b>\$4,664,171</b>	<b>\$49,701,511</b>	<b>\$1,485,833</b>
<b><u>Custodians/Maintenance</u></b>							
01842610-51140	Facilities-Custodial-Salaries	\$2,926,013	\$0	\$2,926,013	\$585,330	\$2,268,531	\$72,152
01842610-51141	Facilities-Custodial-Custodial OT	\$55,000	\$0	\$55,000	\$24,483	\$0	\$30,517
01842610-51142	Facilities-Custodial-School OT	\$68,000	\$0	\$68,000	\$10,952	\$0	\$57,048
01842610-51143	Facilities-Snow Removal-Salaries	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01842610-51145	Facilities-Custodial- Custodial Support	\$8,736	\$0	\$8,736	\$1,942	\$0	\$6,795
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,900	\$0	\$6,900	\$843	\$0	\$6,057
01852620-51140	Facilities-Maintenance-Salaries	\$801,924	\$0	\$801,924	\$162,030	\$559,732	\$80,163
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$8,158	\$0	\$16,842
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,564	\$0	\$6,437
<b>Custodians/Maintenance Total</b>		<b>\$3,942,573</b>	<b>\$0</b>	<b>\$3,942,573</b>	<b>\$819,301</b>	<b>\$2,828,263</b>	<b>\$295,009</b>
<b><u>Tech Support</u></b>							
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$499,173	\$0	\$499,173	\$131,518	\$369,758	(\$2,103)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$3,564	\$0	\$11,436
<b>Tech Support Total</b>		<b>\$514,173</b>	<b>\$0</b>	<b>\$514,173</b>	<b>\$135,083</b>	<b>\$369,758</b>	<b>\$9,333</b>
<b><u>Administrative Support</u></b>							
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$6,416	\$18,330	(\$24,746)
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$5,880	\$45,080	(\$2,098)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,344	\$0	\$1,344	\$396	\$0	\$948
01011200-51130	PPS-Admin-Secy 12 Mth	\$127,179	\$0	\$127,179	\$36,372	\$103,865	(\$13,058)
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$146	\$0	(\$146)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$72,260	\$0	\$72,260	\$19,962	\$55,320	(\$3,023)
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$26	\$0	(\$26)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$60,011	\$0	\$60,011	\$16,223	\$46,352	(\$2,564)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$213	\$0	(\$213)
01422520-51130	Tech-Admin-Secy 12 Mth	\$51,867	\$0	\$51,867	\$14,019	\$40,072	(\$2,224)
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$62,036	\$0	\$62,036	\$16,705	\$47,728	(\$2,397)
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$4,778	\$36,630	(\$2,259)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$12	\$0	(\$12)
01522400-51130	FTES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$17,205	\$47,728	(\$2,647)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,520	\$0	\$40,520	\$6,149	\$36,092	(\$1,721)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$573	\$0	(\$73)
01532400-51130	DFES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$17,305	\$47,728	(\$2,747)
01532400-51131	DFES-Admin-Secy 10 Mth	\$39,334	\$0	\$39,334	\$4,778	\$36,630	(\$2,074)
01532400-51135	DFES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$230	\$0	\$270
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$16,716	\$47,728	(\$2,659)
01542400-51131	MBES-Admin-Secy 10 Mth	\$31,767	\$0	\$31,767	\$4,002	\$30,304	(\$2,540)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$0	\$0	\$500
01552400-51130	JRES-Admin-Secy 12 Mth	\$62,386	\$0	\$62,386	\$17,305	\$47,728	(\$2,647)
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$4,778	\$36,630	(\$1,705)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$420	\$0	\$80
01582400-51130	TES-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$16,705	\$47,728	(\$2,377)
01582400-51131	TES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$4,684	\$36,119	(\$1,654)
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$112	\$0	\$388
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$5,873	\$45,080	(\$2,091)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$22	\$0	(\$22)
01612400-51130	HMS-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$16,705	\$47,728	(\$2,377)
01612400-51131	HMS-Admin-Secy 10 Mth	\$42,976	\$0	\$42,976	\$3,195	\$35,517	\$4,264
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$75	\$0	(\$75)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,820	\$0	\$49,820	\$5,921	\$45,503	(\$1,603)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$56	\$0	(\$56)
01622400-51130	MMS-Admin-Secy 12 Mth	\$62,336	\$0	\$62,336	\$16,705	\$47,728	(\$2,097)
01622400-51131	MMS-Admin-Secy 10 Mth	\$49,062	\$0	\$49,062	\$6,080	\$45,080	(\$2,098)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$18	\$0	(\$18)
01711006-51131	THS-Ag Science-Secy 10 Mths	\$37,292	\$0	\$37,292	\$4,752	\$34,129	(\$1,589)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$0	\$0	\$0	\$459	\$0	(\$459)
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$178,276	\$0	\$178,276	\$48,412	\$137,477	(\$7,614)
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$119	\$0	(\$119)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51130	THS-Admin-Secy 12 Mth	\$110,965	\$0	\$110,965	\$29,182	\$86,176	(\$4,394)
01712400-51131	THS-Admin-Secy 10 Mth	\$146,665	\$0	\$146,665	\$18,752	\$134,585	(\$6,672)
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$11	\$0	\$239
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,820	\$0	\$49,820	\$7,363	\$34,037	\$8,421
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$1,178	\$0	\$3,322
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$173,320	\$0	\$173,320	\$45,676	\$127,645	(\$0)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$5,359	\$41,082	(\$1,911)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,593	\$0	(\$2,593)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$126,517	\$0	\$126,517	\$34,302	\$96,848	(\$4,633)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$23	\$0	\$477
01882700-51130	Trans-Admin-Secy 12 Mth	\$106,417	\$0	\$106,417	\$28,623	\$81,812	(\$4,017)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$1,777	\$0	\$2,113
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$525	\$0	\$3,475
01902320-51130	Super-Admin-Support Staff	\$156,298	\$0	\$156,298	\$41,398	\$117,395	(\$2,495)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01912520-51130	Bus Off-Admin-Support 12 Mth	\$288,532	\$0	\$288,532	\$78,602	\$220,149	(\$10,219)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$2,610	\$0	(\$1,110)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$3,000	\$0	\$3,000	\$789	\$0	\$2,211
<b>Administrative Support Total</b>		<b>\$2,717,863</b>	<b>\$0</b>	<b>\$2,717,863</b>	<b>\$639,275</b>	<b>\$2,185,765</b>	<b>(\$107,177)</b>
<b><u>Paras &amp; Aides</u></b>							
01011000-51120	TECEC-Classroom-Paras	\$209,051	\$0	\$209,051	\$21,813	\$201,546	(\$14,308)
01011000-51122	TECEC-Classroom-ABA Paras	\$255,146	\$0	\$255,146	\$21,973	\$223,300	\$9,872
01011200-51120	PPS-L/W-Instructional Paras	\$2,414,091	\$0	\$2,414,091	\$229,378	\$2,215,212	(\$30,499)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$2,267	\$0	\$197,733
01011200-51122	PPS-L/W-ABA Paras	\$1,548,142	\$0	\$1,548,142	\$120,820	\$1,177,905	\$249,417
01032130-51128	PPS-L/W-Health Aides	\$87,044	\$0	\$87,044	\$7,914	\$79,143	(\$13)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$88,133	\$0	(\$8,133)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$5,594	\$0	(\$5,594)
01371200-51129	PPS-ESY-Para	\$50,000	\$0	\$50,000	\$46,806	\$0	\$3,194
01412210-51120	PPS-D/W-Para Training	\$0	\$0	\$0	\$0	\$0	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$72,675	\$0	\$72,675	\$3,179	\$69,496	\$0
01512400-51120	BHES-Admin-Paras	\$19,689	\$0	\$19,689	\$895	\$18,795	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$69,460	\$0	\$69,460	\$4,463	\$64,997	\$0
01522400-51120	FTES-Admin-Paras	\$34,036	\$0	\$34,036	\$3,439	\$14,991	\$15,607
01531001-51120	DFES-Classroom-Instructional Aides	\$51,867	\$0	\$51,867	\$3,972	\$47,896	\$0
01532400-51120	DFES-Admin-Paras	\$21,812	\$0	\$21,812	\$698	\$21,114	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$64,834	\$0	\$64,834	\$3,605	\$61,229	\$0
01542400-51120	MBES-Admin-Paras	\$11,961	\$0	\$11,961	\$1,002	\$10,959	\$0
01551001-51120	JRES-Classroom-Instructional Aides	\$55,806	\$0	\$55,806	\$3,613	\$52,193	\$0
01552400-51120	JRES-Admin-Paras	\$21,237	\$0	\$21,237	\$1,529	\$19,708	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$45,952	\$0	\$45,952	\$3,704	\$42,248	\$0
01582400-51120	TES-Admin-Paras	\$21,237	\$0	\$21,237	\$1,562	\$19,675	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$12,229	\$0	\$12,229	\$352	\$11,877	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$40,109	\$0	\$40,109	\$1,105	\$39,004	\$0
01712400-51120	THS-L/W-Paras	\$77,211	\$0	\$77,211	\$7,356	\$73,557	(\$3,701)
	<b>Paras &amp; Aides Total</b>	<b>\$5,463,591</b>	<b>\$0</b>	<b>\$5,463,591</b>	<b>\$585,173</b>	<b>\$4,464,844</b>	<b>\$413,574</b>
<b><u>Substitutes</u></b>							
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51117	Substitute Teachers	\$684,900	\$0	\$684,900	\$34,610	\$684,900	(\$34,610)
01802320-51129	Substitute Paraprofessionals	\$95,000	\$0	\$95,000	\$15,399	\$79,601	\$0
01802320-51139	Substitute Secretaries	\$0	\$0	\$0	\$1,961	\$0	(\$1,961)
01802320-51140	Substitute Custodians/Maint/Security	\$55,000	\$0	\$55,000	\$4,603	\$50,397	\$0
	<b>Substitutes Total</b>	<b>\$834,900</b>	<b>\$0</b>	<b>\$834,900</b>	<b>\$56,573</b>	<b>\$814,898</b>	<b>(\$36,572)</b>
<b><u>Coaches &amp; Advisors</u></b>							
01613202-51116	HMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01623202-51116	MMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0
01713202-51116	THS-Activities-Advisors	\$128,578	\$0	\$128,578	\$0	\$128,578	\$0
01713201-51116	Sports-Sports General-Coaches	\$637,583	\$0	\$637,583	\$8,048	\$629,535	\$0
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$3,295	\$0	(\$3,295)
	<b>Coaches &amp; Advisors Total</b>	<b>\$846,161</b>	<b>\$0</b>	<b>\$846,161</b>	<b>\$11,343</b>	<b>\$838,113</b>	<b>(\$3,295)</b>
<b><u>Salaries Other</u></b>							
01011201-51117	PPS-L/W-Tutors Homebound	\$106,000	\$0	\$106,000	\$6,993	\$28,259	\$70,748
01011203-51117	PPS-L/W-Tutors Tutorial	\$75,000	\$0	\$75,000	\$0	\$75,000	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$13,000	\$0	\$13,000	\$1,954	\$11,046	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$553,077	\$0	\$553,077	\$38,466	\$532,317	(\$17,706)
01331200-51126	PPS-SPED-Work Experience	\$5,800	\$0	\$5,800	\$309	\$0	\$5,491
01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$0	\$0	\$0
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$0	\$0	\$0
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$222	\$0	(\$222)
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$75,922	\$0	\$75,922	\$19,682	\$56,234	\$5
01512400-51121	BHES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51121	FTES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51121	DFES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51121	MBES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51121	JRES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51121	TES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$1,104	\$0	\$4,896
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$2,314	\$0	(\$2,314)
01822230-51127	Facilities-D/W-Security Guards	\$723,946	\$0	\$723,946	\$80,296	\$675,727	(\$32,076)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01822230-51128	Facilities-D/W-Security Guards OT	\$60,000	\$0	\$60,000	\$3,607	\$0	\$56,393
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$71,558	\$0	\$71,558	\$19,309	\$55,167	(\$2,918)
	<b>Salaries Other</b>	<b>\$1,690,303</b>	<b>\$0</b>	<b>\$1,690,303</b>	<b>\$174,254</b>	<b>\$1,433,751</b>	<b>\$82,298</b>
<b><u>Misc Salary Items</u></b>							
01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$203,419	\$0	\$96,581
01912520-51199	D/W-Admin-Reserve For Negotiations	\$98,000	\$0	\$98,000	\$0	\$0	\$98,000
	<b>Misc Salary Items Total</b>	<b>\$398,000</b>	<b>\$0</b>	<b>\$398,000</b>	<b>\$203,419</b>	<b>\$0</b>	<b>\$194,581</b>
	<b>Salaries Total</b>	<b>\$77,228,523</b>	<b>\$0</b>	<b>\$77,228,523</b>	<b>\$8,559,290</b>	<b>\$66,320,315</b>	<b>\$2,348,918.15</b>
<b><u>Employee Benefits</u></b>							
<b><u>Health Insurance</u></b>							
01912520-52002	Benefits-Health & Dental	\$17,401,837	\$0	\$17,401,837	\$5,505,831	\$16,390,404	(\$4,494,398)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$1,031,558)	(\$3,714,196)	\$4,745,754
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$58,101)	(\$226,297)	\$284,397
	<b>Health Insurance Total</b>	<b>\$17,401,837</b>	<b>\$0</b>	<b>\$17,401,837</b>	<b>\$4,416,173</b>	<b>\$12,449,911</b>	<b>\$535,753</b>
<b><u>FICA</u></b>							
01912520-52001	Benefits-FICA	\$1,932,381	\$0	\$1,932,381	\$265,135	\$1,667,246	\$0
	<b>FICA</b>	<b>\$1,932,381</b>	<b>\$0</b>	<b>\$1,932,381</b>	<b>\$265,135</b>	<b>\$1,667,246</b>	<b>\$0</b>
<b><u>Other Insurance</u></b>							
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$0	\$200,000	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$5,799	\$14,201	\$2,000
01912520-52005	Benefits-Life Insurance	\$117,000	\$0	\$117,000	\$26,794	\$83,735	\$6,472
	<b>Other Insurance Total</b>	<b>\$339,000</b>	<b>\$0</b>	<b>\$339,000</b>	<b>\$32,593</b>	<b>\$297,936</b>	<b>\$8,472</b>
<b><u>Unemployment</u></b>							
01912520-52006	D/W-Admin-Unemployment	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
	<b>Unemployment Total</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>
<b><u>Benefits Other</u></b>							
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$5,358	\$7,854	\$4,788
01912520-52010	Benefits-TBOE 401a Contribution	\$180,000	\$0	\$180,000	\$48,809	\$131,191	\$0
	<b>Benefits Other Total</b>	<b>\$198,000</b>	<b>\$0</b>	<b>\$198,000</b>	<b>\$54,167</b>	<b>\$139,045</b>	<b>\$4,788</b>
	<b>Employee Benefits Total</b>	<b>\$19,921,218</b>	<b>\$0</b>	<b>\$19,921,218</b>	<b>\$4,768,068</b>	<b>\$14,604,137</b>	<b>\$549,013</b>
<b><u>Purchased Professional Services</u></b>							
<b><u>Legal</u></b>							
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$0	\$140,000	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$300	\$113,450	(\$3,750)
	<b>Legal Total</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$300</b>	<b>\$253,450</b>	<b>(\$3,750)</b>
<b><u>Service Contracts</u></b>							
01011200-53300	PPS-Admin-Prof Purch'd Services	\$65,000	\$0	\$65,000	\$20,787	\$22,000	\$22,213
01052130-53305	PPS-Health Services-Service Contracts	\$60,000	\$0	\$60,000	\$5,950	\$0	\$54,050
01422520-53305	Tech-Admin-Maintenance Contracts	\$59,900	\$0	\$59,900	\$0	\$0	\$59,900
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,670	\$0	(\$670)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$82,672	\$0	(\$672)
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$190,767	\$0	\$190,767	\$175,161	\$0	\$15,606
	<b>Service Contracts Total</b>	<b>\$464,667</b>	<b>\$0</b>	<b>\$464,667</b>	<b>\$292,241</b>	<b>\$22,000</b>	<b>\$150,426</b>
<b><u>Consultants</u></b>							

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$166	\$0	(\$166)
01401201-53210	Homebound Instructional Services	\$0	\$0	\$0	\$594	\$0	(\$594)
01011200-53230	PPS-L/W-Consultants	\$275,000	\$0	\$275,000	\$62,987	\$472,807	(\$260,794)
	<b>Consultants Total</b>	<b>\$275,000</b>	<b>\$0</b>	<b>\$275,000</b>	<b>\$63,747</b>	<b>\$472,807</b>	<b>(\$261,554)</b>

**Other Professional Services**

01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,600	\$0	\$4,600	\$2,266	\$4,252	(\$1,917)
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$0	\$0	\$3,500
01422520-53300	Tech-Admin-Other Professional Svcs	\$8,500	\$0	\$8,500	\$0	\$0	\$8,500
01613202-53301	HMS-Activities-Police	\$700	\$0	\$700	\$0	\$0	\$700
01623202-53301	MMS-Activities-Police	\$700	\$0	\$700	\$0	\$0	\$700
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$7,676	\$1,190	\$38,709
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$0	\$125	\$795
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$5,168	\$59,832	\$0
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$4,500	\$10,500	(\$15,000)
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$22,439	\$2,802	(\$1,241)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$92,000	\$0	\$92,000	\$92,602	\$0	(\$602)
01922530-53304	Data Services - Training	\$0	\$0	\$0	\$7,200	\$0	(\$7,200)
01713201-53300	Sports-Sports General-Purch'd Svcs	\$282,000	\$0	\$282,000	\$7,024	\$183,757	\$91,219
01723301-53300	Sports-Baseball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723302-53300	Sports-Basketball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Field Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Football-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723305-53300	Sports-Ice Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723306-53300	Sports-Lacrosse-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723307-53300	Sports-Soccer-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723308-53300	Sports-Swimming-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723312-53300	Sports-Wrestling-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723315-53300	Sports-Gymnastics-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723317-53300	Sports-Cross Country-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723318-53300	Sports-Cheerleading-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Professional Services Total</b>	<b>\$566,995</b>	<b>\$0</b>	<b>\$566,995</b>	<b>\$148,875</b>	<b>\$262,458</b>	<b>\$155,662</b>
	<b>Purchased Professional Services Total</b>	<b>\$1,556,662</b>	<b>\$0</b>	<b>\$1,556,662</b>	<b>\$505,163</b>	<b>\$1,010,715</b>	<b>\$40,784</b>

**Purchased Property Services**

**Utilities**

01842611-54101	Facilities-D/W-Electricity	\$1,034,705	\$0	\$1,034,705	\$192,626	\$836,080	\$6,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$30,839	\$94,161	\$0
	<b>Utilities Total</b>	<b>\$1,159,705</b>	<b>\$0</b>	<b>\$1,159,705</b>	<b>\$223,465</b>	<b>\$930,240</b>	<b>\$6,000</b>

**Repairs & Service Fees**

01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$300	\$1,640	\$1,060
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$668	\$332	\$7,000
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$619	\$900	\$8,481
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$0	\$4,780	\$3,220
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$1,760	\$3,719	(\$479)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$8,414	\$21,608	\$14,978
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$5,500	\$4,500
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$8,975	\$36,832	\$4,193
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$7,810	\$13,507	(\$1,317)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$20,186	\$0	\$19,814
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$1,668	\$3,332	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$19,776	\$51,000	\$29,224
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$4,730	\$2,515	(\$7,245)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$907	\$593	\$8,500
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$0	\$25,000	\$15,000
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$2,015	\$7,985	\$0
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$13,210	(\$3,210)
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$1,200	\$7,000	\$6,800
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Repairs &amp; Service Fees Total</b>	<b>\$414,200</b>	<b>\$0</b>	<b>\$414,200</b>	<b>\$79,027</b>	<b>\$199,453</b>	<b>\$135,719</b>
<b><u>Copiers</u></b>							
01422520-54409	D/W Copiers	\$265,000	\$0	\$265,000	\$61,245	\$183,735	\$20,020
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$866	\$9,134	(\$10,000)
	<b>Copiers Total</b>	<b>\$265,000</b>	<b>\$0</b>	<b>\$265,000</b>	<b>\$62,111</b>	<b>\$192,869</b>	<b>\$10,020</b>
<b><u>Other Purchased Property Services</u></b>							
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$0	\$140	\$1,060
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$720	\$280
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$385	\$0	\$1,315
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$865	\$0	\$2,135
01711014-54900	THS-Industrial Arts-Other Purch'd Prop Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$69	\$11,931	\$3,000
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$18,153	\$50,607	(\$18,759)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$1,199	\$3,701	(\$1,000)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$0	\$0	\$30,000
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$1,000	\$0	\$1,000	\$6,658	\$23,592	(\$29,250)
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$0	\$0	\$500
	<b>Other Purch'd Property Services Total</b>	<b>\$112,500</b>	<b>\$0</b>	<b>\$112,500</b>	<b>\$27,329</b>	<b>\$90,691</b>	<b>(\$5,519)</b>
	<b>Purchased Property Services Total</b>	<b>\$1,951,405</b>	<b>\$0</b>	<b>\$1,951,405</b>	<b>\$391,932</b>	<b>\$1,413,253</b>	<b>\$146,220</b>
<b><u>Purchased Other Services</u></b>							
<b><u>Transportation</u></b>							
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$0	\$1,000	\$1,629
01711016-55809	THS-Music-Transportation	\$17,500	\$0	\$17,500	\$698	\$10,011	\$6,791
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000
01882700-55101	Trans-Admin-Reg Buses	\$3,533,461	\$0	\$3,533,461	\$38,712	\$3,494,749	\$1
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$237,280	\$0	\$237,280	\$273,859	\$0	(\$36,579)
01882700-55109	Trans-Admin-Fuel	\$344,300	\$0	\$344,300	\$43,105	\$254,007	\$47,188
01882700-55809	Trans-Admin-Field Trips	\$8,000	\$0	\$8,000	\$0	\$0	\$8,000
01882701-55101	Trans-Admin-SPED In District	\$1,389,649	\$0	\$1,389,649	\$26,215	\$1,363,433	\$0
01882701-55105	Trans-Admin-SPED Out of District	\$770,100	\$0	\$770,100	\$30,097	\$874,813	(\$134,810)
01882701-55108	Trans-Admin-Monitors	\$263,000	\$0	\$263,000	\$3,810	\$259,190	\$0
01713201-55809	THS-Activities-Sports	\$130,810	\$0	\$130,810	\$0	\$130,000	\$810
	<b>Sports Transportation Total</b>	<b>\$130,810</b>	<b>\$0</b>	<b>\$130,810</b>	<b>\$0</b>	<b>\$130,000</b>	<b>\$810</b>
	<b>Transportation Total</b>	<b>\$6,744,729</b>	<b>\$0</b>	<b>\$6,744,729</b>	<b>\$416,496</b>	<b>\$6,387,203</b>	<b>(\$58,970)</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b><u>Communications</u></b>							
01422520-55903	Tech-Admin-Telephone Cell	\$33,500	\$0	\$33,500	\$9,461	\$25,560	(\$1,521)
01422520-55904	Tech-Admin-Telephone LAN	\$68,100	\$0	\$68,100	\$14,378	\$87,514	(\$33,792)
01422520-55907	Tech-Admin-WAN Communications	\$198,100	\$0	\$198,100	\$80,374	\$123,995	(\$6,269)
	<b>Communications Total</b>	<b>\$299,700</b>	<b>\$0</b>	<b>\$299,700</b>	<b>\$104,212</b>	<b>\$237,069</b>	<b>(\$41,581)</b>
<b><u>Postage</u></b>							
01902320-55900	Super-Admin-Postage	\$46,000	\$0	\$46,000	\$4,524	\$41,477	(\$1)
	<b>Postage Total</b>	<b>\$46,000</b>	<b>\$0</b>	<b>\$46,000</b>	<b>\$4,524</b>	<b>\$41,477</b>	<b>(\$1)</b>
<b><u>Advertising</u></b>							
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$590	\$0	\$1,085
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
	<b>Advertising Total</b>	<b>\$2,975</b>	<b>\$0</b>	<b>\$2,975</b>	<b>\$590</b>	<b>\$0</b>	<b>\$2,385</b>
<b><u>Interns</u></b>							
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$45,300	\$3,450
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,300	\$2,200
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,300	\$2,200
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$15,300	\$17,200
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$43,200	\$5,550
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$45,900	\$2,850
	<b>Interns Total</b>	<b>\$341,250</b>	<b>\$0</b>	<b>\$341,250</b>	<b>\$0</b>	<b>\$302,100</b>	<b>\$39,150</b>
<b><u>Tuition</u></b>							
01396110-55600	PPS-L/W-Tuition Outplaced	\$4,807,698	\$0	\$4,807,698	\$1,470,396	\$3,808,132	(\$470,829)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,300,000)	\$0	(\$1,300,000)	\$0	(\$1,300,000)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$0	\$448,458	\$5,543
01741200-55600	Adult Ed - Outgoing Tuition	\$0	\$0	\$0	\$0	\$61,050	(\$61,050)
	<b>Tuition Total</b>	<b>\$3,961,698</b>	<b>\$0</b>	<b>\$3,961,698</b>	<b>\$1,470,396</b>	<b>\$3,017,639</b>	<b>(\$526,337)</b>
<b><u>Printing</u></b>							
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$0	\$0	\$200
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$148	\$77	\$275
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$4,193	\$0	\$4,807
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$550
	<b>Printing Total</b>	<b>\$13,750</b>	<b>\$0</b>	<b>\$13,750</b>	<b>\$4,341</b>	<b>\$77</b>	<b>\$9,332</b>
<b><u>Other Purch'd Services</u></b>							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$0	\$390	\$310
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$23,824	\$0	\$23,824	\$7,180	\$976	\$15,668
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$1,102	\$0	\$28,898
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$129	\$0	\$14,871
01401203-55801	Asst Super-L/W-Mileage	\$12,000	\$0	\$12,000	\$371	\$0	\$11,629
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$825	\$0	\$19,175
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55800	Curr Dir-Admin-Professional Devt	\$64,370	\$0	\$64,370	\$12,115	\$28	\$52,227
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0
01422520-55800	Tech-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01422520-55804	Tech-Admin-Milelage	\$3,000	\$0	\$3,000	\$391	\$0	\$2,609

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$250	\$0	\$250	\$0	\$0	\$250
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$420	\$0	\$80
01612400-55800	HMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01622400-55800	MMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-Foreign Lang-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$3,500	\$0	\$3,500	\$195	\$0	\$3,305
01712400-55901	THS-Admin-Other Purch'd Svcs	\$1,750	\$0	\$1,750	\$0	\$0	\$1,750
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050
01802130-55800	Super-HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$16,550
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$115,800	\$0	\$115,800	\$52,893	\$19,824	\$43,083
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$190	\$0	\$1,810
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$21,000	\$0	\$21,000	\$14,606	\$999	\$5,395
01842610-55803	Facilities-Admin-Mileage	\$2,500	\$0	\$2,500	\$244	\$0	\$2,256
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$1,200	\$200
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$0	\$4,400	\$600
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$14,000	\$0	\$14,000	\$0	\$720	\$13,280
<b>Other Purch'd Services Total</b>		<b>\$421,694</b>	<b>\$0</b>	<b>\$421,694</b>	<b>\$90,660</b>	<b>\$28,537</b>	<b>\$302,497</b>
<b>Purchased Other Services Total</b>		<b>\$11,831,796</b>	<b>\$0</b>	<b>\$11,831,796</b>	<b>\$2,091,218</b>	<b>\$10,014,102</b>	<b>(\$273,524)</b>

**Supplies**

**Supplies Teaching**

01011000-56111	TECEC-Classroom-Classroom Supplies	\$5,400	\$0	\$5,400	\$1,329	\$778	\$3,294
01011200-56111	PPS-Classroom-Classroom Supplies	\$27,000	\$0	\$27,000	\$7,689	\$5,694	\$13,617
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$19,526	\$21,839	\$48,636
01511001-56111	BHES-Classroom Supplies	\$24,300	\$0	\$24,300	\$18,949	\$5,212	\$139
01512220-56901	BHES-Library-Supplies	\$2,700	\$0	\$2,700	\$1,686	\$961	\$53
01521001-56111	FTES-Classroom Supplies	\$27,900	\$0	\$27,900	\$5,868	\$9,398	\$12,634
01522220-56901	FTES-Library-Supplies	\$2,250	\$0	\$2,250	\$0	\$1,003	\$1,247
01531001-56111	DFES-Classroom Supplies	\$26,100	\$0	\$26,100	\$20,865	\$9,637	(\$4,403)
01532220-56901	DFES-Library-Supplies	\$2,250	\$0	\$2,250	\$0	\$2,639	(\$389)
01541001-56111	MBES-Classroom Supplies	\$27,000	\$0	\$27,000	\$11,679	\$11,930	\$3,391
01542220-56901	MBES-Library-Supplies	\$2,250	\$0	\$2,250	\$0	\$2,110	\$140
01551001-56111	JRES-Classroom Supplies	\$24,300	\$0	\$24,300	\$4,601	\$14,518	\$5,181
01552220-56901	JRES-Library-Supplies	\$2,250	\$0	\$2,250	\$0	\$932	\$1,318
01581001-56111	TES-Classroom Supplies	\$22,500	\$0	\$22,500	\$13,979	\$1,366	\$7,155
01582220-56901	TES-Library-Supplies	\$2,250	\$0	\$2,250	\$485	\$0	\$1,765
01611001-56111	HMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$14,200	\$7,649	\$9,651
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$307	\$0	\$1,943
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$2,256	\$988	\$177
01612220-56111	HMS-Library-Supplies	\$1,935	\$0	\$1,935	\$0	\$157	\$1,778
01621001-56111	MMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$18,764	\$5,987	\$6,750
01621016-56111	MMS-Music-Classroom Supplies	\$2,475	\$0	\$2,475	\$643	\$357	\$1,475
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,250	\$0	\$2,250	\$885	\$1,010	\$356
01622220-56901	MMS-Library-Supplies	\$1,800	\$0	\$1,800	\$789	\$544	\$467
01711001-56111	THS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$12,296	\$9,067	\$10,137
01711002-56112	THS-Art-Supplies	\$16,740	\$0	\$16,740	\$3,713	\$1,974	\$11,054
01711003-56112	THS-Business Ed-Supplies	\$1,530	\$0	\$1,530	\$607	\$168	\$755
01711006-56112	THS-Ag Science-Supplies	\$27,900	\$0	\$27,900	\$6,293	\$17,623	\$3,984
01711010-56112	THS-Language Arts-Supplies	\$900	\$0	\$900	\$0	\$255	\$645
01711011-56112	THS-Foreign Language-Supplies	\$1,350	\$0	\$1,350	\$450	\$153	\$748
01711013-56112	THS-Home Economics-Supplies	\$13,140	\$0	\$13,140	\$1,069	\$2,248	\$9,823
01711014-56112	THS-Industrial Arts-Supplies	\$18,900	\$0	\$18,900	\$1,150	\$5,675	\$12,075
01711015-56112	THS-Mathematics-Supplies	\$1,395	\$0	\$1,395	\$0	\$846	\$549

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$1,698	\$111	\$3,591
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$921	\$80	\$1,699
01711022-56112	THS-Alternate School-Supplies	\$450	\$0	\$450	\$0	\$0	\$450
01711027-56112	THS-Science-Supplies	\$11,124	\$0	\$11,124	\$368	\$798	\$9,958
01711028-56112	THS-Social Studies-Supplies	\$792	\$0	\$792	\$0	\$275	\$517
01712120-56112	THS-Guidance-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56901	THS-Library-Supplies	\$2,740	\$0	\$2,740	\$0	\$838	\$1,902
01712221-56112	THS-Audio Visual-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$6,975	\$0	\$6,975	\$164	\$0	\$6,811
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$21,129	\$49,016	\$55,855
	<b>Sports Supplies Total</b>	<b>\$126,000</b>	<b>\$0</b>	<b>\$126,000</b>	<b>\$21,129</b>	<b>\$49,016</b>	<b>\$55,855</b>
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Supplies Teaching Total</b>	<b>\$635,116</b>	<b>\$0</b>	<b>\$635,116</b>	<b>\$194,354</b>	<b>\$193,833</b>	<b>\$246,928</b>
<b><u>Supplies Office</u></b>							
01011000-56110	TECEC-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$1,597	\$0	\$2,453
01011200-56110	PPS-Admin-Office Supplies	\$900	\$0	\$900	\$311	\$236	\$353
01052130-56110	PPS-Health Services-Supplies	\$7,650	\$0	\$7,650	\$2,397	\$6,000	(\$747)
01402320-56110	Asst Super-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$7,031	\$2,541	(\$5,522)
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01422214-56900	Tech-L/W-Parts	\$8,550	\$0	\$8,550	\$11,526	\$0	(\$2,976)
01422520-56110	Tech-Admin-Office Supplies	\$1,170	\$0	\$1,170	\$947	\$297	(\$74)
01422520-56900	Tech-Admin-Parts	\$4,320	\$0	\$4,320	\$0	\$0	\$4,320
01512400-56110	BHES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,043	\$231	\$2,326
01522400-56110	FTES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$294	\$371	\$2,935
01532400-56110	DFES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,064	\$496	\$2,041
01542400-56110	MBES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,795	\$0	\$1,805
01552400-56110	JRES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,128	\$1,060	\$1,413
01582400-56110	TES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,167	\$0	\$2,433
01612400-56110	HMS-Admin-Office Supplies	\$6,750	\$0	\$6,750	\$3,606	\$2,438	\$706
01622400-56110	MMS-Admin-Office Supplies	\$7,650	\$0	\$7,650	\$0	\$0	\$7,650
01712221-56900	THS-Audio Visual-Parts & Maintenance	\$1,350	\$0	\$1,350	\$0	\$0	\$1,350
01712400-56110	THS-Admin-Office Supplies	\$3,150	\$0	\$3,150	\$371	\$200	\$2,579
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$786	\$114	\$2,025
01822230-56110	Facilities-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$910	\$507	\$3,983
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0
01902320-56110	Super-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$718	\$4,322	\$360
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,758	\$2,584	(\$1,742)
	<b>Supplies Office Total</b>	<b>\$92,115</b>	<b>\$0</b>	<b>\$92,115</b>	<b>\$39,447</b>	<b>\$24,996</b>	<b>\$27,672</b>
<b><u>Supplies Custodial</u></b>							
01842610-56130	Facilities-Custodial-Supplies	\$116,000	\$0	\$116,000	\$62,298	\$95,429	(\$41,727)
	<b>Supplies Custodial Total</b>	<b>\$116,000</b>	<b>\$0</b>	<b>\$116,000</b>	<b>\$62,298</b>	<b>\$95,429</b>	<b>(\$41,727)</b>
<b><u>Supplies Maintenance</u></b>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$0	\$3,800	\$5,200
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$30,000	\$0	\$30,000	\$11,669	\$6,500	\$11,831
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$2,792	\$10,303	\$1,905
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$3,438	\$7,388	(\$826)
01852626-56134	Facilities-Fertilizer	\$0	\$0	\$0	\$0	\$0	\$0
01852627-56134	Facilities-Lawn Care-Supplies	\$5,000	\$0	\$5,000	\$3,887	\$2,982	(\$1,869)
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$20,243	\$0	(\$20,243)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$1,309	\$0	\$691
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$2,098	\$5,542	\$22,360
01852633-56134	Facilities-Electrical-Supplies	\$33,500	\$0	\$33,500	\$5,191	\$15,422	\$12,887
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$250	(\$250)
01852635-56134	Facilities-Floor Repair-Supplies	\$5,000	\$0	\$5,000	\$0	\$1,500	\$3,500
01852637-56134	Facilities-Glass-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852638-56134	Facilities-Hardware-Supplies	\$5,000	\$0	\$5,000	\$656	\$3,725	\$619
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$12,351	\$15,045	\$27,604
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01852642-56134	Facilities-Painting-Supplies	\$5,000	\$0	\$5,000	\$6,126	\$3,234	(\$4,359)
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$14,261	\$11,833	\$8,906
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$2,788	\$4,212	\$3,000
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$126	\$624	(\$750)
	<b>Supplies Maintenance Total</b>	<b>\$251,500</b>	<b>\$0</b>	<b>\$251,500</b>	<b>\$86,935</b>	<b>\$92,359</b>	<b>\$72,206</b>

**Text & Workbooks**

01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$1,818	\$2,042	\$440
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$112,300	\$0	\$112,300	\$57,314	\$40,234	\$14,752
01511001-56411	BHES-Classroom-Text & Workbooks	\$34,000	\$0	\$34,000	\$16,650	\$13,446	\$3,905
01521001-56411	FTES-Classroom-Text & Workbooks	\$30,000	\$0	\$30,000	\$8,692	\$13,356	\$7,952
01531001-56411	DFES-Classroom-Text & Workbooks	\$28,664	\$0	\$28,664	\$14,888	\$5,311	\$8,465
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$13,403	\$11,500	\$4,097
01551001-56411	JRES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$7,555	\$6,490	\$14,956
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$20,405	\$605	\$7,990
01611001-56411	HMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$0	\$1,844	\$13,156
01621001-56411	MMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$0	\$1,256	\$13,744
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$9,225	\$0	\$9,225	\$7,666	(\$0)	\$1,559
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01711010-56411	THS-Language Arts-Text & Workbooks	\$18,000	\$0	\$18,000	\$0	\$8,408	\$9,592
01711011-56411	THS-Foreign Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$8,445	\$3,154	\$901
01711013-56411	THS-Home Economics-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711015-56411	THS-Mathematics-Text & Workbooks	\$15,100	\$0	\$15,100	\$56	\$1,283	\$13,761
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$500
01711022-56411	THS-Alternate School-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56411	THS-Science-Text & Workbooks	\$9,800	\$0	\$9,800	\$0	\$0	\$9,800
01711028-56411	THS-Social Studies-Text & Workbooks	\$12,774	\$0	\$12,774	\$0	\$1,409	\$11,365
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Text &amp; Workbooks Total</b>	<b>\$409,463</b>	<b>\$0</b>	<b>\$409,463</b>	<b>\$156,891</b>	<b>\$110,335</b>	<b>\$142,237</b>

**Subscriptions**

01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$382	\$270	\$348
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56426	Curr Dir-D/W-Online Subscriptions	\$281,048	\$0	\$281,048	\$235,478	\$19,404	\$26,167
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$0	\$0	\$200
01512220-56425	BHES-Library-Periodicals	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01532220-56425	DFES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$1,063	\$137
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$0	\$1,250
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$1,021	\$229
01612220-56425	HMS-Library-Periodicals	\$1,750	\$0	\$1,750	\$351	\$1,138	\$261
01622220-56425	MMS-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$1,058	\$192
01712220-56425	THS-Library-Periodicals	\$2,200	\$0	\$2,200	\$0	\$694	\$1,506
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$0	\$0	\$750
01822230-56425	Facilities-Admin-Periodicals	\$350	\$0	\$350	\$0	\$0	\$350
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$434	\$96	\$170
	<b>Subscriptions Total</b>	<b>\$296,648</b>	<b>\$0</b>	<b>\$296,648</b>	<b>\$236,645</b>	<b>\$24,743</b>	<b>\$35,260</b>

**Testing Materials**

01011000-56904	TECEC-Classroom-Testing Materials	\$4,600	\$0	\$4,600	\$402	\$1,430	\$2,768
01011200-56904	PPS-L/W-Testing Materials	\$55,000	\$0	\$55,000	\$29,752	\$20,698	\$4,550
01412210-56904	Curr Dir-D/W-Testing Materials	\$110,000	\$0	\$110,000	\$53,766	\$31,210	\$25,024
01712120-56903	THS-Guidance-Testing Materials	\$400	\$0	\$400	\$0	\$0	\$400
	<b>Testing Materials Total</b>	<b>\$170,000</b>	<b>\$0</b>	<b>\$170,000</b>	<b>\$83,920</b>	<b>\$53,338</b>	<b>\$32,742</b>

**Books & A/V**

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$0	\$7,941	\$59
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$785	\$4,215
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$7,413	(\$2,413)
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$981	\$4,019
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$3,302	\$1,698
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$1,308	\$1,957	\$1,736
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$0	\$658	\$1,342
01622220-56420	MMS-Library-Books & Media	\$2,250	\$0	\$2,250	\$0	\$1,453	\$797
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$0	\$912	\$6,128
	<b>Books &amp; A/V Total</b>	<b>\$44,290</b>	<b>\$0</b>	<b>\$44,290</b>	<b>\$1,308</b>	<b>\$25,403</b>	<b>\$17,580</b>
<b>Software</b>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,875	\$0	\$125
01422214-56118	Tech-L/W-Software	\$188,925	\$0	\$188,925	\$203,265	\$0	(\$14,340)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Software Total</b>	<b>\$193,925</b>	<b>\$0</b>	<b>\$193,925</b>	<b>\$208,140</b>	<b>\$0</b>	<b>(\$14,215)</b>
<b>Energy</b>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$599,400	\$0	\$599,400	\$12,841	\$472,159	\$114,400
	<b>Energy Total</b>	<b>\$599,400</b>	<b>\$0</b>	<b>\$599,400</b>	<b>\$12,841</b>	<b>\$472,159</b>	<b>\$114,400</b>
<b>Other Supplies</b>							
01422214-56117	Tech-L/W-Computer Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$300	\$0	\$300	\$0	\$0	\$300
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,800	\$0	\$6,800	\$152	\$0	\$6,648
01613202-56119	HMS-Activities-Supplies	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01623202-56119	MMS-Activities-Supplies	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01712400-56270	THS-Admin-Security Supplies	\$1,500	\$0	\$1,500	\$151	\$0	\$1,349
01712400-56907	THS-Admin-Graduation	\$16,800	\$0	\$16,800	\$0	\$1,000	\$15,800
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Supplies Total</b>	<b>\$32,400</b>	<b>\$0</b>	<b>\$32,400</b>	<b>\$303</b>	<b>\$1,000</b>	<b>\$31,097</b>
	<b>Supplies Total</b>	<b>\$2,840,857</b>	<b>\$0</b>	<b>\$2,840,857</b>	<b>\$1,083,082</b>	<b>\$1,093,595</b>	<b>\$664,180</b>
<b>Property</b>							
<b>Office Equipment</b>							
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$26	\$0	\$474
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$0	\$350
	<b>Office Equipment Total</b>	<b>\$850</b>	<b>\$0</b>	<b>\$850</b>	<b>\$26</b>	<b>\$0</b>	<b>\$824</b>
<b>Office Furniture</b>							
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$813	\$0	(\$813)
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Office Furniture Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$813</b>	<b>\$0</b>	<b>(\$813)</b>
<b>Classroom Equipment</b>							
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01032130-57303	PPS-L/W-Equipment Instructional	\$15,000	\$0	\$15,000	\$5,108	\$7,730	\$2,162
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01421001-57310	Tech-Classroom-Computer Equipment	\$192,325	\$0	\$192,325	\$193,028	(\$0)	(\$703)
01422214-57301	Tech-L/W-Computer Equipment	\$10,500	\$0	\$10,500	\$4,944	\$495	\$5,061
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$22,000	\$0	\$22,000	\$7,387	\$11,943	\$2,670

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$98	\$1,075	\$1,327
01512220-57302	BHES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$0	\$562	\$1,738
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01541001-57301	MBES-Classroom-Equipment Instructional	\$4,000	\$0	\$4,000	\$1,111	\$0	\$2,889
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$960	\$1,240
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01552220-57302	JRES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,516	\$152	\$832
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$99	\$467	\$1,634
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$0	\$3,400
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$1,650	\$168	\$1,482
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$2,595	\$805
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$0	\$972	\$2,528
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$0	\$1,430	\$7,070
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$3,283	\$4,542	(\$6,856)
01711011-57301	THS-Foreign Language-Equipment Instructional	\$5,600	\$0	\$5,600	\$6,380	\$0	(\$780)
01711013-57301	THS-Home Economics-Equipment Instructional	\$3,000	\$0	\$3,000	\$2,157	\$0	\$843
01711014-57301	THS-Industrial Arts-Equipment Instructional	\$2,000	\$0	\$2,000	\$361	\$318	\$1,321
01711016-57301	THS-Music-Equipment Instructional	\$2,500	\$0	\$2,500	\$758	\$0	\$1,742
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$969	\$0	\$2,531
01711027-57301	THS-Science-Equipment Instructional	\$8,755	\$0	\$8,755	\$0	\$0	\$8,755
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$400	\$0	\$375
01712221-57301	THS-Audio Visual-Equipment Instructional	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01713201-57301	Sports-Sports General-Equipment Instructional	\$30,000	\$0	\$30,000	\$10,449	\$12,766	\$6,785
<b>Classroom Equipment Total</b>		<b>\$380,324</b>	<b>\$0</b>	<b>\$380,324</b>	<b>\$239,699</b>	<b>\$46,177</b>	<b>\$94,449</b>
<b><u>Classroom Furniture</u></b>							
01011000-57308	TECEC-Classroom-Furniture	\$3,200	\$0	\$3,200	\$0	\$0	\$3,200
01511001-57308	BHES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01521001-57308	FTES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$473	\$890	\$636
01531001-57308	DFES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,737	\$1,373	(\$1,110)
01541001-57308	MBES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$407	\$0	\$1,593
01551001-57308	JRES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,797	\$138	\$65
01581001-57308	TES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01611001-57308	HMS-Classroom-Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
<b>Classroom Furniture Total</b>		<b>\$15,700</b>	<b>\$0</b>	<b>\$15,700</b>	<b>\$4,414</b>	<b>\$2,401</b>	<b>\$8,884</b>
<b><u>Building Equipment</u></b>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$518	\$3,482	(\$3,000)
01852625-57307	Facilities-Grounds-Equipment	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852627-57307	Facilities-Lawn Care-Equipment	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$0	\$0	\$0	\$3,409	\$5,678	(\$9,088)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852639-57307	Facilities-HVAC-Equipment	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-57307	Facilities-IAQ-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0
<b>Building Equipment Total</b>		<b>\$83,000</b>	<b>\$0</b>	<b>\$83,000</b>	<b>\$3,927</b>	<b>\$9,160</b>	<b>\$69,912</b>
<b><u>Building Improvements</u></b>							
01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 9/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01852650-57200	Facilities-Site-Building Improvement	\$15,000	\$0	\$15,000	\$2,430	\$7,290	\$5,280
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$1,220	\$0	(\$1,220)
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$2,335	\$0	\$27,665
	<b>Building Improvements Total</b>	<b>\$45,000</b>	<b>\$0</b>	<b>\$45,000</b>	<b>\$5,985</b>	<b>\$7,290</b>	<b>\$31,725</b>
<b><u>Other Equipment</u></b>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,550	\$0	\$3,550	\$0	\$0	\$3,550
	<b>Other Equipment Total</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,550</b>
	<b>Property Total</b>	<b>\$528,424</b>	<b>\$0</b>	<b>\$528,424</b>	<b>\$254,864</b>	<b>\$65,028</b>	<b>\$208,532</b>
<b><u>Miscellaneous</u></b>							
<b><u>Debt Service, Dues, Fees and Memberships</u></b>							
01011000-58900	TECEC-Admin-Dues & Fees	\$800	\$0	\$800	\$220	\$89	\$491
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$862	\$7,656	(\$6,518)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$3,967	\$438	\$2,595
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$49	\$501
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$89	\$0	\$464
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$0	\$500
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$550
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$307	\$130	\$113
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$385	\$0	\$515
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$0	\$0	\$899
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,599	\$0	\$626
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$21,980	\$7,805	\$10,215
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$240	\$0	\$1,260
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$150	\$0	\$225
01902320-58900	Super-Admin-Dues & Fees	\$21,700	\$0	\$21,700	\$17,628	\$4,618	(\$546)
01912520-58310	Redemption of Principal on Loans	\$335,343	\$0	\$335,343	\$0	\$0	\$335,343
01912520-58320	Interest on Loans	\$88,196	\$0	\$88,196	\$0	\$0	\$88,196
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,132	\$0	\$7,132	\$3,796	\$0	\$3,336
	<b>Dues, Fees and Memberships Total</b>	<b>\$521,973</b>	<b>\$0</b>	<b>\$521,973</b>	<b>\$60,987</b>	<b>\$20,785</b>	<b>\$440,201</b>
<b><u>Other Miscellaneous</u></b>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	<b>Other Miscellaneous Total</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,000</b>
	<b>Miscellaneous Total</b>	<b>\$522,973</b>	<b>\$0</b>	<b>\$522,973</b>	<b>\$60,987</b>	<b>\$20,785</b>	<b>\$441,201</b>
<b><u>Other Objects</u></b>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Intergovernmental transfer	(\$466,300)	\$0	(\$466,300)	\$0	\$0	(\$466,300)
	<b>Other Objects Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$466,300)</b>
	<b>Munis Report Total</b>	<b>\$115,915,558</b>	<b>\$0</b>	<b>\$115,915,558</b>	<b>\$17,714,605</b>	<b>\$94,541,930</b>	<b>\$3,659,023</b>

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 TEACHERS-SPECIALISTS							
<a href="#">09006001 51111 NP Teach</a>	0	110,000	110,000	8,548.16	102,577.92	-1,126.08	101.0%*
51125 ADMINISTRATOR							
<a href="#">09007001 51125 NP Admin</a>	0	15,499	15,499	4,018.28	11,480.77	-.05	100.0%*
51129 OTHER NON-CERTIFIED							
<a href="#">09006304 51129 OTHER NC</a>	0	0	0	.00	.00	.00	.0%
51130 SECRETARY-CAL YR							
<a href="#">09007001 51130 SEC-CALYR</a>	0	15,970	15,970	4,109.63	11,741.78	118.59	99.3%
51140 CUST./MAINT. - REGULAR PAY							
<a href="#">09005000 51140 CUST.MAINT</a>	0	25,000	25,000	.00	.00	25,000.00	.0%
<a href="#">09006200 51140 POOLMAN</a>	0	60,000	60,000	464.16	.00	59,535.84	.8%
51141 CUST./MAINT. - OT - SCHOOL							
<a href="#">09005000 51141 OT/SCHOOLS</a>	0	100,000	100,000	15,657.07	.00	84,342.93	15.7%
<a href="#">09005000 51141 COVID OT/SCHOOLS</a>	0	1,000	1,000	.00	.00	1,000.00	.0%
<a href="#">09006204 51141 Cap OT</a>	0	0	0	.00	.00	.00	.0%
51142 CUST./MAINT. - OT - SECURITY							
<a href="#">09006204 51142 THSOT</a>	0	0	0	.00	.00	.00	.0%
51143 CUST/MAINT OT WeatherRelated							
<a href="#">09006204 51143 JR Roof</a>	0	0	0	.00	.00	.00	.0%
52001 FICA/MEDICARE							
<a href="#">009 52001 SOC SEC</a>	0	0	0	.00	.00	.00	.0%

FOR 2023 03

52001	FICA/MEDICARE	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
52010	401A-TBOE Contribution							
009 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
09005000 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
09006001 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
09006200 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
09006204 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
09007001 52010	401A TBOE	0	0	0	.00	.00	.00	.0%
53302	Other Prof Services							
09006200 53302	Emer	0	500	500	.00	.00	500.00	.0%
54101	UTILITY EXPENSE - ELECTRICITY							
09002611 54101	Electricit	0	24,000	24,000	6,000.00	.00	18,000.00	25.0%
55102	Ace/Bei/THSJobShadow							
09007001 55102	NP Bus	0	937,579	937,579	13,499.30	948,810.70	-24,731.00	102.6%*
56136	SUPPLIES - OTHER PROJECTS							
09005000 56136	NO USE	0	0	0	.00	.00	.00	.0%
09006200 56136	OTH PROJ	0	15,000	15,000	.00	.00	15,000.00	.0%
57306	EQUIPMENT - MAINT., BUIL							
09006204 57306	Equipment	0	0	0	.00	.00	.00	.0%
GRAND TOTAL		0	1,304,548	1,304,548	52,296.60	1,074,611.17	177,640.23	86.4%

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

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-10410 - SA CASH ACCT - PEOPLES BANK	364,294.24	75,614.38	34,677.39	40,936.99	405,231.23
100 -00-0000-20032 - THS Model Congress	-874.01	.00	.00	.00	-874.01
100 -00-0000-20063 - THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 -00-0000-20068 - MATH HONOR SOCIETY	-1,636.06	.00	.00	.00	-1,636.06
100 -00-0000-20082 - THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 -00-0000-20101 - THS LIBRARY CLUB	-3,993.45	117.84	20.00	97.84	-3,895.61
100 -00-0000-20110 - THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 -00-0000-20130 - THS BOOK STORE	-2,972.34	417.50	.00	417.50	-2,554.84
100 -00-0000-20133 - THS NEWSPAPER	-358.01	.00	.00	.00	-358.01
100 -00-0000-20139 - THS TRILLIUM YEARBOOK	-13,248.53	.00	.00	.00	-13,248.53
100 -00-0000-20152 - HILLCREST MIDDLE SCHOOL	-14,129.96	1,622.40	4,456.95	-2,834.55	-16,964.51
100 -00-0000-20156 - MADISON MIDDLE SCHOOL	-5,616.15	.00	1,459.07	-1,459.07	-7,075.22
100 -00-0000-20164 - THS Class of 2017	-5,343.71	5,343.71	.00	5,343.71	.00
100 -00-0000-20165 - THS Class of 2018	-8,098.26	.00	.00	.00	-8,098.26
100 -00-0000-20166 - THS Class of 2019	-2,291.64	.00	.00	.00	-2,291.64
100 -00-0000-20167 - THS Class of 2020	-13,251.30	.00	.00	.00	-13,251.30
100 -00-0000-20168 - THS Class of 2021	-3,418.26	.00	.00	.00	-3,418.26
100 -00-0000-20169 - THS Class of 2022	-9,788.20	2,267.00	.00	2,267.00	-7,521.20
100 -00-0000-20170 - THS Class of 2023	-9,414.26	116.56	.00	116.56	-9,297.70
100 -00-0000-20171 - THS Class of 2024	-7,851.64	75.00	48,975.00	-48,900.00	-56,751.64
100 -00-0000-20172 - THS Class of 2025	-1,060.18	.00	.00	.00	-1,060.18
100 -00-0000-20173 - THS Class of 2026	.00	.00	1,000.00	-1,000.00	-1,000.00
100 -00-0000-20180 - THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 -00-0000-20190 - THS VOAG FARM	-31,629.59	1,926.82	.00	1,926.82	-29,702.77
100 -00-0000-20251 - BOOTH HILL SCHOOL	-3,542.46	.00	940.00	-940.00	-4,482.46
100 -00-0000-20252 - FRENCHTOWN SCHOOL	-542.99	.00	.00	.00	-542.99
100 -00-0000-20253 -					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
DANIELS FARM	-501.57	.00	.00	.00	-501.57
100 -00-0000-20254 -					
MIDDLEBROOK SCHOOL	-3,398.82	121.48	.00	121.48	-3,277.34
100 -00-0000-20255 -					
JANE RYAN SCHOOL	-410.83	.00	.00	.00	-410.83
100 -00-0000-20258 -					
TASHUA SCHOOL	-32,108.08	.00	50.33	-50.33	-32,158.41
100 -00-0000-20510 -					
THS STUDENT COUNCIL	-4,284.05	.00	.00	.00	-4,284.05
100 -00-0000-20550 -					
GENERAL FUND	-3,628.84	.00	.00	.00	-3,628.84
100 -00-0000-20599 -					
THS HISTORY HONOR SOCIETY	-300.91	.00	.00	.00	-300.91
100 -00-0000-20603 -					
THS DECA (MARKETING EDUCATION)	-5,543.55	819.81	4,732.00	-3,912.19	-9,455.74
100 -00-0000-20604 -					
THS BAND	-967.02	.00	.00	.00	-967.02
100 -00-0000-20605 -					
THS KEY CLUB	-477.26	.00	.00	.00	-477.26
100 -00-0000-20606 -					
THS BEST BUDDIES	-1,049.97	.00	.00	.00	-1,049.97
100 -00-0000-20607 -					
THS HOME ECON. CLUB	-2.23	.00	.00	.00	-2.23
100 -00-0000-20608 -					
THS LOST TEXTBOOKS	-7,227.95	.00	70.00	-70.00	-7,297.95
100 -00-0000-20609 -					
THS Creative Minds	-2,572.87	.00	.00	.00	-2,572.87
100 -00-0000-20611 -					
THS ACADEMIC DECATHLON	-2,017.50	.00	.00	.00	-2,017.50
100 -00-0000-20613 -					
THS LATIN CLUB	-137.83	.00	.00	.00	-137.83
100 -00-0000-20614 -					
THS CHORAL GROUP	-5,838.25	.00	.00	.00	-5,838.25
100 -00-0000-20615 -					
THS ITALIAN CLUB	-724.65	.00	.00	.00	-724.65
100 -00-0000-20617 -					
THS FUTURE BUSINESS LEADERS	-2,813.86	.00	.00	.00	-2,813.86
100 -00-0000-20619 -					
FRENCH HONOR SOCIETY	-396.00	.00	.00	.00	-396.00
100 -00-0000-20620 -					
THS FRENCH CLUB	-877.64	.00	.00	.00	-877.64
100 -00-0000-20621 -					
THS MISCELLANEOUS	-1,705.30	.00	.00	.00	-1,705.30
100 -00-0000-20622 -					
THS IN/OUT	-2,605.12	.00	.00	.00	-2,605.12
100 -00-0000-20624 -					
THS SPANISH CLUB	-1,012.97	.00	.00	.00	-1,012.97
100 -00-0000-20625 -					
THS SODA MACHINE	-493.91	.00	164.25	-164.25	-658.16
100 -00-0000-20627 -					
THS World Lang.HONOR SOCIETIES	-2,002.41	.00	.00	.00	-2,002.41
100 -00-0000-20628 -					
THS A.V. CLUB	-172.13	161.00	.00	161.00	-11.13

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-20629 - THS SUNSHINE FUND	-519.38	.00	.00	.00	-519.38
100 -00-0000-20630 - THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 -00-0000-20631 - THS SOAR Enterprises	-3,272.12	50.10	.00	50.10	-3,222.02
100 -00-0000-20633 - THS WE THE PEOPLE	-121.96	.00	.00	.00	-121.96
100 -00-0000-20637 - THS Ethics Club	177.95	.00	.00	.00	177.95
100 -00-0000-20639 - THS MODEL U.N. CLUB	-1,901.80	.00	.00	.00	-1,901.80
100 -00-0000-20640 - THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 -00-0000-20641 - THS THESPIAN SOCIETY	-13,767.34	1,889.44	2,960.00	-1,070.56	-14,837.90
100 -00-0000-20642 - THS Youth to Youth	-1,110.62	700.00	.00	700.00	-410.62
100 -00-0000-20643 - THS GRADUATION-CAP & GOWNS	-32,102.48	17,572.00	.00	17,572.00	-14,530.48
100 -00-0000-20644 - THS ROBOTICS CLUB	-4,328.45	317.98	.00	317.98	-4,010.47
100 -00-0000-20645 - THS LINK CREW LEADERS	-24,684.77	2,823.10	92.79	2,730.31	-21,954.46
100 -00-0000-20646 - THS CHEERLEADING	-56.99	545.00	.00	545.00	488.01
100 -00-0000-20647 - THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 -00-0000-20648 - THS Shades Club	-2,359.34	.00	.00	.00	-2,359.34
100 -00-0000-20649 - THS Dance Team	-100.00	.00	.00	.00	-100.00
100 -00-0000-20702 - THS PEER LEADERS	-412.43	104.40	.00	104.40	-308.03
100 -00-0000-20703 - THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 -00-0000-20704 - THS BOYS TENNIS	-2,273.77	.00	.00	.00	-2,273.77
100 -00-0000-20706 - THS NATIONAL ENGLISH HONOR SOC	-7,343.26	2,015.00	.00	2,015.00	-5,328.26
100 -00-0000-20707 - THS NATIONAL HONOR SOCIETY	1,806.97	.00	.00	.00	1,806.97
100 -00-0000-20708 - THS POETRY	-55.40	.00	.00	.00	-55.40
100 -00-0000-20709 - THS ALT METHODS OF PYMNT	37.77	.00	.00	.00	37.77
100 -00-0000-20710 - THS GIRLS BASKETBALL	-4,235.41	.00	.00	.00	-4,235.41
100 -00-0000-20711 - THS BOYS BASKETBALL	-40.27	.00	.00	.00	-40.27
100 -00-0000-20712 - THS GLOW CLUB	-83.00	.00	.00	.00	-83.00
100 -00-0000-20713 -					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS GRAPHIC DESIGN	-214.00	.00	.00	.00	-214.00
100 -00-0000-20714 -					
THS GYMNASTICS	-2,378.63	.00	.00	.00	-2,378.63
100 -00-0000-20715 -					
THS BUS.ED.ENTREPRENEUR	-862.85	.00	.00	.00	-862.85
100 -00-0000-20718 -					
THS GIRLS CROSS COUNTRY	-22.25	.00	.00	.00	-22.25
100 -00-0000-20719 -					
THS GOLF	-566.95	.00	.00	.00	-566.95
100 -00-0000-20726 -					
THS GIRLS INDOOR TRACK	177.98	.00	.00	.00	177.98
100 -00-0000-20727 -					
THS BOYS INDOOR TRACK	-2,276.96	.00	.00	.00	-2,276.96
100 -00-0000-20728 -					
THS MOCK TRIAL	-161.46	.00	.00	.00	-161.46
100 -00-0000-20732 -					
THS GIRLS OUTDOOR TRACK	-1,269.74	.00	.00	.00	-1,269.74
100 -00-0000-20733 -					
THS GIRLS TENNIS	-1,432.40	.00	.00	.00	-1,432.40
100 -00-0000-20736 -					
THS Allies for Angles	-1,570.20	.00	.00	.00	-1,570.20
100 -00-0000-20737 -					
THS Science Honor Society	-348.03	75.00	.00	75.00	-273.03
100 -00-0000-20740 -					
E Sports	.00	1,190.88	8,580.00	-7,389.12	-7,389.12
100 -00-0000-20810 -					
Trumbull Football Alumni Assoc	-1,000.00	.00	.00	.00	-1,000.00
100 -00-0000-24004 -					
Due to Fund 001/Town	-25,811.41	.00	7,708.62	-7,708.62	-33,520.03
100 -00-0000-24008 -					
Due to Fund 205/BOE Programs	-40.00	.00	.00	.00	-40.00
100 -00-0000-29280 -					
ACCOUNTS PAYABLE	.00	42,366.01	42,366.01	.00	.00
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TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	158,252.41	158,252.41	.00	.00
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REPORT TOTALS	.00	158,252.41	158,252.41	.00	.00

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2009010 IDEA-611 20977	0	1,667,031	1,667,031	127,565.98	1,243,530.13	295,934.89	82.2%
2009011 IDEA-611 NP 20977	0	98,778	98,778	2,898.62	34,783.50	61,095.72	38.1%
2009080 TITLE III-A 20868	0	22,164	22,164	2,339.66	28,075.86	-8,251.37	137.2%
2009081 TITLE III-A NP	0	3,875	3,875	.00	.00	3,875.16	.0%
2009112 ESSER NonPublic 9.30.22	0	16,733	16,733	.00	16,073.87	658.84	96.1%
2009118 ESSER II-\$25K SERA 6.30.23	0	14,961	14,961	.00	.00	14,961.47	.0%
2009119 ESSER II-SERA 6.30.23	0	65,723	65,723	9,920.00	.00	55,803.37	15.1%
2009120 ESSER II 9.30.23	0	117,110	117,110	48,581.70	568,676.48	-500,147.84	527.1%
2009121 ESSER ARP 9.30.24	0	1,243,029	1,243,029	33,542.04	402,504.36	806,982.60	35.1%
2009124 ARP IDEA 611 6.30.23	0	312,913	312,913	43,004.36	122,869.60	147,038.93	53.0%
2009125 ARP IDEA 619 6.30.23	0	17,351	17,351	.00	.00	17,351.00	.0%
2009140 TITLE I 20679	0	28,540	28,540	26,516.60	298,485.61	-296,461.82	1138.7%
2009141 TITLE I NP	0	2,890	2,890	.00	.00	2,889.78	.0%
2009301 TITLE IV-A NP 20873	0	2,546	2,546	.00	.00	2,546.06	.0%
2009350 HEADSTART ABCD OCT-SEPT	0	66,470	66,470	56,320.24	270,086.79	-259,936.99	491.1%
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	4,265	4,265	382.24	.00	3,882.63	9.0%
2009450 IDEA PRE-K 20983	0	46,407	46,407	3,089.22	31,140.47	12,176.95	73.8%
2009460 OPEN CHOICE	0	322,920	322,920	136,264.19	16,607.52	170,048.72	47.3%
2009470 PERKINS GRANT 20742	0	0	0	.00	1,250.00	-1,250.00	100.0%
2009480 TITLE II PART A 20858	0	92,090	92,090	.00	.00	92,089.83	.0%
2009481 TITLE II-A NP 20858	0	16,786	16,786	.00	.00	16,785.99	.0%
2009505 TPAUD-DFC	0	165,053	165,053	38,267.69	500.00	126,285.48	23.5%
2009509 TPAUD-Local Prevention Coun	0	5,663	5,663	.00	2,773.40	2,889.50	49.0%
2009520 MAGNET TRANSPORTATION	0	102,800	102,800	.00	.00	102,800.00	.0%
2009710 SPED Stipend	0	10,000	10,000	10,000.00	.00	.00	100.0%
2009712 SPEDStipend-ParaDevlpmnt	0	5,000	5,000	.00	5,000.00	.00	100.0%
GRAND TOTAL	0	4,451,099	4,451,099	538,692.54	3,042,357.59	870,048.90	80.5%

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

Trumbull Board of Education												
Special Revenue BOE Programs												
7/1/22 to 9/30/22										Fund Balance(Deficit) as of		
Org#	Description	Org	Obj	Prj	Revenues	Adj Journal for Prior Year Unliquidate d POs closed out to the Fund Balance	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/22	9/30/2022
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	-	58	58
2059530	Agriscience	205	31510	Agri	-	-	-	13,190	1,470	(14,660)	203,581	188,921
2051121	Athletics	205	31510	Athle	115,399	-	-	8,539	30,953	75,907	151,433	227,340
2052651	Building Use	205	31510	bldgu	10,893	-	-	9,680	197	1,016	27,577	28,593
2051650	Continuing Ed	205	31510	ContE	19,376	-	-	6,234	12,022	1,120	3,493	4,612
2051100	Driver's Education	205	31510	DrEd	2,160	-	-	-	-	2,160	22,874	25,034
2051717	Elementary Strings/Band	205	31510	Pay	55,031	-	-	17,055	177,289	(139,313)	25,301	(114,012)
2051713	ELITE Business Program	205	31510	ELITE	13,930	-	-	27,607	61,698	(75,375)	2,976	(72,399)
2056230	Guidance/Testing	205	31510	Guid	105	-	-	-	-	105	11,305	11,410
2059240	Interdistrict	205	31510	Inter	370,416	-	-	21,127	233,266	116,023	41,078	157,101
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	-	368	368
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	-	2,401	2,401
2051019	PE Day	205	31510	PE	-	-	-	-	-	-	247	247
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	84,663	-	-	18,789	56,821	9,053	4,308	13,361
2055904	Rebates	205	31510	Reb	60,994	-	-	(609)	7,000	54,603	34,532	89,135
2051600	Summer Explorations	205	31510	SS	276,915	-	-	180,123	28,231	68,560	2,838	71,398
2052221	Take Home Device Insurance	205	31510	Take	32,740	-	-	62	-	32,678	(40)	32,637
2057100	THS AP Testing	205	31510	TEST	-	-	-	-	-	-	17,500	17,500
2051380	THS Auditorium	205	31510	Audi	0	-	-	-	-	0	3,762	3,762
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	-	1,125	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	458	-	-	920	650	(1,112)	5,960	4,848
2055400	THS Musical	205	31510	music	-	-	-	7,394	22,128	(29,522)	44,953	15,430
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	-	643	643
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	-	2,145	2,145
2055213	Voluntary Insurance	205	31510	VISION	-	-	-	20,999	141,202	(162,201)	3,341	(158,860)
	Total Special Revenue Fund				1,043,080	-	-	331,112	772,927	(60,959)	613,758	552,798
* TECEC-Trumbull Early Childhood Education Center												
* REACH-Regional Educational Academic and Counseling Help												
* IIP-Interim Instructional (transition) Program												

# School Lunch Financials for 2022-2023 School Year - FUND 210

	7/31/2022 YTD	7/31/2022 Month	8/31/2022 YTD	8/31/2022 Month	9/30/2022 YTD	9/30/2022 Month
<b>Balance Sheet</b>						
<b>Assets:</b>						
Cash	2,353,522		2,651,224		2,731,309	
Receivables	353,365		94,481		241,334	
Inventory	36,643		36,643		84,817	
Prepaid Expense	-		-		-	
Due From Others	-		-		-	
<b>Total Assets:</b>	2,743,529		2,782,347		3,057,460	
<b>Liabilities:</b>						
Accounts Payable	-		-		285,869	
Deferred Revenue	78,517		117,296		122,734	
Due to Town	1,142,004		1,194,143		1,342,132	
Reserve for Encumbrance	-		-		-	
<b>Total Liabilities:</b>	1,220,521		1,311,439		1,750,735	
<b>Fund Balances:</b>	1,523,008		1,470,908		1,306,725	
<b>Statement of Revenues, Expenditures and Changes in Fund Balances</b>						
<b>Revenue/increases:</b>						
Food Sales/Charges for Service	297	297	747	450	70,562	
Intergovernmental	(0)	(0)	0	0	151,685	
Other Income/Interest	-	-	-	-	-	
Intergovernmental (Town) Transfer	-	-	-	-	-	
Increases	-	-	-	-	-	
<b>Total revenue/increases</b>	297	297	747	450	222,247	
<b>Expenses/decreases</b>						
Wages	-	-	6,707	6,707	115,832	109,124
FICA	-	-	470	470	6,078	5,608
Medical	46,860	46,860	91,804	44,944	124,028	32,224
Other Expenses	(468)	(468)	(102)	367	22,817	22,918
Supplies	-	-	62	62	15,309	15,248
Cost of Food	-	-	-	-	193,051	193,051
Equipment/Capital	-	-	-	-	7,511	7,511
Intergovernmental Transfer	-	-	-	-	-	-
Decreases	-	-	-	-	-	-
<b>Total Expenditures/Increases</b>	46,392	46,392	98,942	52,550	484,626	385,684
Incr/(Decr) in fund balances before operating transfers	(46,095)		(98,195)		(262,379)	
Operating Transfers in/(out)	-		-		-	
Incr/(Decr) in fund balances after operating transfers	<b>(46,095)</b>		<b>(98,195)</b>		<b>(262,379)</b>	
<b>Fund Balances:</b>						
Beginning of year	1,569,104		1,569,104		1,569,104	
End of period	1,523,008		1,470,908		1,306,725	
Months Revenue Control	297		450		221,501	
Month Expenditure Control	46,392		52,550		385,684	
<b>Profit (Loss) for the month</b>	(46,095)		<del>37</del> (32,100)		(164,183)	

# School Lunch Financials As of September 30, 2022 - FUND 210

Balance Sheet as of 9/30	Budget	9/30/22 School Lunch	Encumbered	Available/ (Over)	9/30/21 School Lunch	YTY Diff.	% Change
<b>Assets:</b>							
Cash		2,731,309			1,592,797	1,138,512	71.48%
Receivables		241,334			379,379	(138,045)	-36.39%
Inventory		84,817			64,993	19,824	30.50%
Prepaid Expense					-		
Due From Others					-		
<b>Total Assets:</b>		3,057,460			2,037,169	1,020,290	50.08%
<b>Liabilities:</b>							
Accounts Payable		285,869			743,391	(457,522)	-61.55%
Deferred Revenue		122,734			126,636	(3,903)	-3.08%
Due to Town		1,342,132			898,306	443,826	49.41%
Reserve for Encumbrance					5,154	(5,154)	
<b>Total Liabilities:</b>		1,750,735			1,773,487	(22,752)	-1.28%
<b>Fund Balances:</b>		1,306,725			263,682	1,043,043	395.57%

## Statement of Revenues, Expenditures and Changes in Fund Balances for the 1 month ended 9/30

### Revenue/increases:

Food Sales/Charges for Service	423,000	70,562	-	352,438	79,519	(8,957)	-11.26%
Intergovernmental	104,550	151,685	-	(47,135)	323,393	(171,708)	-53.10%
Other Income/Interest							
Intergovernmental (Town) Transfer							
Increases							

<b>Total revenue/increases</b>	527,550	222,247	-	305,303	402,913	(180,665)	-44.84%
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### Expenses/decreases

Wages	129,069	115,832	896,998	(883,761)	88,432	27,400	30.98%
FICA	15,272	6,078	-	9,194	4,991	1,087	21.79%
Medical	93,867	124,028	393,729	(423,891)	113,044	10,984	9.72%
Other Expenses	5,081	22,817	-	(17,736)	20,617	2,200	10.67%
Supplies	7,500	15,309	61,293	(69,103)	11,157	4,152	37.22%
Cost of Food	232,011	193,051	1,046,837	(1,007,877)	139,515	53,536	38.37%
Equipment/Capital	11,174	7,511	-	3,663	-	7,511	
Intergovernmental (Town) Transfer							
Decreases							

<b>Total Expenditures/Decreases</b>	493,974	484,626	2,398,858	(2,389,510)	377,756	106,871	28.29%
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Incr/(Decr) in fund balances before operating transfers		(262,379)			25,157	(287,536)	-1142.96%
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Operating Transfers in/(out)		-			-	-	
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Incr/(Decr) in fund balances after operating transfers		(262,379)			25,157	(287,536)	-1142.96%
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### Fund Balances:

Beginning of year		1,569,104			238,525	1,330,578	557.84%
End of period		1,306,725			263,682	1,043,043	395.57%

Months Revenue Control		221,501			386,406		
Months Exp Control		385,684			288,667		

Profit (Loss) for the month		(164,183)			99,938	(264,122)	-264.28%
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	Trumbull Board of Education					
	Scholarship Details					
	7/1/22 to 9/30/22			Fund Balance as of 9/30/22		
Account Name	Revenues	Expenditures	Net Rev(Exp)	Restricted	Unrestricted	Total
Brewster	0	-	0	1,685	195	1,880
Peter Burke	1	-	1	-	7,447	7,447
K. Capobianco	0	-	0	-	1,640	1,640
Donna Cassidy	2	-	2	-	9,957	9,957
Citizenship/Holdsworth	0	-	0	-	40	40
Chelsea Cunha	157	-	157	-	33,699	33,699
Mary Curtiss	1	-	1	-	6,479	6,479
S. Dick Electronics	2	-	2	10,000	1,137	11,137
Ran Grinnell	0	-	0	-	1,094	1,094
Clare Hampford	1	-	1	-	3,892	3,892
G. Hartz	0	-	0	-	10	10
Peter Horton	10,250	-	10,250	-	10,250	10,250
Klein/ Danaher	1	-	1	-	3,242	3,242
Lorimer	0	-	0	-	78	78
Dr. Gloria Maina	0	-	0	-	557	557
Frances S. Mallett	0	-	0	-	165	165
Loretta McDougall	3	-	3	-	13,222	13,222
Karen Mraz	2	-	2	-	9,130	9,130
National Merit	0	-	0	-	537	537
Ralph Pascale	0	-	0	-	512	512
PHNA	2	-	2	8,000	1,038	9,038
Jill Resnick	3	-	3	-	15,916	15,916
R. Rossomando	1	-	1	5,190	971	6,161
R. Simses	1	-	1	2,500	314	2,814
R. Stowe	0	-	0	2,200	277	2,477
Trumbull High	0	-	0	-	1,114	1,114
Jennie N. Villano	0	-	0	-	212	212
Zink	2	-	2	10,000	1,140	11,140
<b>Total Scholarship Fund</b>	<b>10,430</b>	<b>-</b>	<b>10,430</b>	<b>39,575</b>	<b>124,262</b>	<b>163,837</b>

**ELITE Program Financial Statements - August 31, 2022**

<u>ORG</u>	<u>OBJ</u>	<u>ACCOUNT</u>	<u>ACCOUNT DESCRIPTION</u>	<u>YTD ACTUAL</u>	<u>July MTD</u>	<u>August MTD</u>	<u>August Encumbrance</u>	<u>August Available</u>
2051713	40400	205 -00-1713-40400 -	REVENUE	<b><u>-\$7,590.00</u></b>	<b><u>-\$4,032.00</u></b>	<b><u>-\$3,558.00</u></b>	<b><u>\$0.00</u></b>	<b><u>\$7,590.00</u></b>
2051713	40401	205 -00-1713-40401 -	Transfer	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2051713	51114	205 -00-1713-51114 -	DIR/COORD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2051713	51120	205 -00-1713-51120 -	AIDE-CLSRM	\$5,545.08	\$1,918.44	\$3,626.64	\$0.00	-\$5,545.08
2051713	52001	205 -00-1713-52001 -	FICA/MEDIC	\$201.00	\$56.35	\$144.65	\$0.00	-\$201.00
2051713	53300	205 -00-1713-53300 -	OTHER PROF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2051713	54000	205 -00-1713-54000 -	PURCH.PROP	\$987.88	\$493.64	\$494.24	\$5,612.12	-\$6,600.00
2051713	54101	205 -00-1713-54101 -	ELECTRIC	\$549.77	\$549.77	\$0.00	\$2,950.23	-\$3,500.00
2051713	54410	205 -00-1713-54410 -	RENT	\$7,916.66	\$3,958.33	\$3,958.33	\$40,533.30	-\$48,449.96
2051713	54900	205 -00-1713-54900 -	PROP SERV	\$2,440.11	\$0.00	\$2,440.11	\$6,508.74	-\$8,948.85
2051713	55000	205 -00-1713-55000 -	Other Purc	\$618.12	\$309.06	\$309.06	\$3,253.88	-\$3,872.00
2051713	55101	205 -00-1713-55101 -	REG RTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2051713	56000	205 -00-1713-56000 -	Supplies	\$951.79	\$210.46	\$741.33	\$7,302.57	-\$8,254.36
2051713	56202	205 -00-1713-56202 -	NATUR. GAS	\$0.00	\$0.00	\$0.00	\$300.00	-\$300.00
2051713	57000	205 -00-1713-57000 -	Equipment	\$699.00	\$0.00	\$699.00	\$0.00	-\$699.00
2051713	58900	205 -00-1713-58900 -	DUES	<u>\$166.93</u>	<u>\$101.44</u>	<u>\$65.49</u>	<u>\$0.00</u>	<u>-\$166.93</u>
<b>Expense Total</b>				<b><u>\$20,076.34</u></b>	<b><u>\$7,597.49</u></b>	<b><u>\$12,478.85</u></b>	<b><u>\$66,460.84</u></b>	<b><u>-\$86,537.18</u></b>
<b>Total Profit / Loss (- / +)</b>				<b><u>\$12,486.34</u></b>	<b><u>\$3,565.49</u></b>	<b><u>\$8,920.85</u></b>	<b><u>\$66,460.84</u></b>	<b><u>-\$78,947.18</u></b>

File: ELITE - August Financials

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<hr/>							
2051713 ELITE Business Program							
<hr/>							
2051713 40400 REVENUE	0	0	0	-13,930.00	.00	13,930.00	100.0%
2051713 51120 AIDE-CLSRM	0	0	0	7,200.76	.00	-7,200.76	100.0%*
2051713 52001 FICA/MEDIC	0	0	0	240.62	.00	-240.62	100.0%*
2051713 54000 PURCH.PROP	0	0	0	1,518.50	5,081.50	-6,600.00	100.0%*
2051713 54101 ELECTRIC	0	0	0	1,170.09	2,329.91	-3,500.00	100.0%*
2051713 54410 RENT	0	0	0	11,874.99	36,574.97	-48,449.96	100.0%*
2051713 54900 PROP SERV	0	0	0	2,440.11	6,508.74	-8,948.85	100.0%*
2051713 55000 Other Purc	0	0	0	927.18	2,944.82	-3,872.00	100.0%*
2051713 56000 Supplies	0	0	0	1,235.19	8,018.17	-9,253.36	100.0%*
2051713 56202 NATUR. GAS	0	0	0	60.15	239.85	-300.00	100.0%*
2051713 57000 Equipment	0	0	0	699.00	.00	-699.00	100.0%*
2051713 58900 DUES	0	0	0	240.80	.00	-240.80	100.0%*
2051713 59998 PR YR SUR	0	2,976	2,976	.00	.00	2,976.07	.0%
TOTAL ELITE Business Program	0	2,976	2,976	13,677.39	61,697.96	-72,399.28	2532.7%
TOTAL REVENUES	0	0	0	-13,930.00	.00	13,930.00	
TOTAL EXPENSES	0	2,976	2,976	27,607.39	61,697.96	-86,329.28	
GRAND TOTAL	0	2,976	2,976	13,677.39	61,697.96	-72,399.28	2532.7%

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