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# TRUMBULL PUBLIC SCHOOLS

## TRUMBULL, CONNECTICUT

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**Regular Meeting – Tuesday, April 27, 2021, 7:00 p.m.**

### **AGENDA**

<https://zoom.us/j/99908542403?pwd=RDhyTDNuMzkzNng2TmZZbk5Ob1Vndz09>

Webinar ID: 999 0854 2403

Password: 497346

Join by telephone: (312) 626-6799 or (833) 548-0282 (Toll Free) / Webinar ID: 999 0854 2403

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

#### **II. PRELIMINARY BUSINESS**

- A. Pledge of Allegiance
- B. Correspondence – Mrs. Norcel  
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 Board Representatives Report

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

- A. Approval/Trumbull Day 2021 Special Request Alcohol Waiver – Mr. Preston Merritt, Mrs. Kathleen McGannon
- B. Approval Minutes – Regular Meeting, March 23, 2021
- C. Personnel – Dr. Semmel
- D. Non-Renewal of Non-Tenured Staff/Long Term Replacements – Dr. Semmel
- E. Reopening Update – Dr. Semmel
- F. Approval/Revised 2020-2021 District Calendar – Dr. Iwanicki
- G. Policy Committee Report – Mr. Gallo  
Policies, Second Reading – Dr. Iwanicki
  - Policy 6172.6, Virtual Courses of Study
- H. Curriculum Committee Report – Mr. Ward  
Approval/Curriculum Guides – Dr. Iwanicki
  - Honors Journalism, Grade 12
  - AP English Language and Composition, Grade 11
- I. Financial Committee Report – Mr. Hendrickson
  - Financial Reports as of March 31, 2021
  - Revised TECEC Tuition
  - Non-Lapsing Carryover Account
  - Operational Review Update – Mr. Hendrickson

#### **IV. RECEIVE AND FILE**

- A. Pending Litigation
- B. Negotiations

#### **V. OTHER**

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Mr. Preston Merritt, Committee Chair  
Mrs. Kathleen McGannon, Chief Administrative Officer

Agenda Item - III-A

Approval/Trumbull Day 2021 Special Request

The Trumbull Day Commission would like to use Hillcrest Middle School and Trumbull High School on Friday, July 2, Saturday, July 3, and (rain date) Sunday, July 4, 2021. The Trumbull Day Commission is requesting that the Board of Education waive its Policy 1330, Use of Public School Buildings and Sites for three (3) days to allow for an alcohol concession on the grounds of Hillcrest and Trumbull High Schools:

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

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

Administrative Recommendation:

Approve a waiver for the Town of Trumbull to allow an alcohol concession booth on the grounds of Hillcrest and Trumbull High School in conjunction with Trumbull Day on Friday, July 2, Saturday, July 3, and Sunday, July 4, 2021.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Dr. Semmel

Agenda Item – III-B

Approval/Minutes

Regular Meeting – March 23, 2021

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Regular Meeting – March 23, 2021  
**Via Audio/Video Conferencing**

The Trumbull Board of Education met via video/audio conferencing for a Regular Meeting.

Members present:

L. Timpanelli, Board Chairman  
T. Gallo, Vice Chairman  
J. Norcel, Board Secretary  
S. Kerr  
M. Petitti  
A. Squicciarro  
M. Ward

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.

The Board asked for a moment of silence in memory of Joe Cavagnuolo, a well-respected former TEA President.

B. Correspondence – Mrs. Norcel read the following correspondence: Megan Zanesky, Sarah Levin and Jennifer Colello wrote in favor of the Board approved budget. Marjorie Brown wrote in favor of our Trumbull schools. Andrew and Melynda Mickool ask that we keep the hybrid model for the rest of the school year. Jean Kenley supports policy 9140 and the budget.

C. Public Comment

Frank Squicciarro spoke about the Policy Committee. Marylena Kourounis, Lynn Brown, Ruth Fontilla, John Congdon, Lisa Cerulli, Kelly Csizmadia, April Lang and Vicki Tesoro all spoke in favor of keeping and/or revising BOE policy 9140; Lisa Zielinski and Pam Flynn also spoke in support of the Superintendent's budget request.

D. Superintendent Report - Dr. Semmel

- Congratulations to the THS 2020 Trillium yearbook, "We Make History. This is How," for being a Pacemaker finalist as reported by the National Scholastic Press Association. It is one of only 51 high school yearbooks, as well as the only yearbook in all of New England, selected as a finalist.
- It is our pleasure to share with you the members of our TPS District Equity Leadership Team (DELT). In addition to our meetings once a month throughout the school year, SERC will be facilitating high school student focus groups. Updates will be on our website and via school messenger system.
- We are proud of our food service team for their hard work in providing meals to our children. We have closed the deficit gap and have managed to decrease losses due to food being distributed over weekends and holidays. Thank you to our families who are participating.
- Dr. Iwanicki reported on the professional learning day for teachers on March 22, 2021. There were 27 instructional forums that included digital online learning, special ed, wellness and self-care, just to name a few.
- Our 3.81% budget request is currently in the hands of the BOF and we are hoping for approval to rebuild our schools with critical staff and necessary recommendations from the operational review. Please see our website for details.

- E. Board Chairman Report – Mrs. Timpanelli paid tribute to Joe Cavagnuolo, former TEA President, who recently passed away. Mrs. Timpanelli reiterated the BOE’s support for Dr. Semmel’s 3.81% budget. She summarized steps taken to comply with the operational review noting action was taken immediately upon the Board being informed of issues. She complimented the work achieved by Dr. Semmel and Mr. Hendrickson, expressing confidence in their abilities to move the district forward.

### Agenda Item III—Reports/Action Items

A. TPAUD Update

Melissa McGarry and Lori Hayes O’Brien gave a presentation on the work of TPAUD, a partnership that addresses underage drinking and drug use. TPAUD analyzes parent/student surveys and substance use data to create prevention activities and programs. TPAUD remains a strong presence in Trumbull that helps advocate for our youth.

B. Minutes: Regular Meeting – March 9, 2021

It was moved (Norcel) and seconded (Gallo) to approve the minutes as presented. Vote: Unanimous in favor.

C. Personnel – Dr. Semmel

Dr. Semmel presented the following certified resignation/retirement:

Frillici, Patricia; principal at Middlebrook Elementary School since August 1996, retiring effective June 30, 2021

It was moved (Gallo) and seconded (Norcel) to accept the above certified resignation/retirement as presented. Vote: Unanimous in favor.

D. SBAC Update - Dr. Iwanicki

Assistant Superintendent Dr. Iwanicki gave a presentation on the 2021 SBAC tests for grades 3-8 in our district. SBAC is a computer adaptive test used to gauge achievement and growth of a student. The State Department of Education asks that students come to school for SBAC testing, but remote testing is also a possibility only for those students who no other option is available. The 2019 historical data was presented showing that TPS students met or exceeded State of Connecticut goals as well as studies on positivity and perspective in approach to testing.

E. Reopening Update - Dr. Semmel

- The CDC has updated its guidelines stating that 3 feet distancing between students in classrooms is acceptable. Adults who have received their second vaccine plus 14 days no longer have to quarantine.
- Starting this Wednesday, March 24, 2021, TPS students will return to their classrooms on Wednesdays.
- On Monday, March 29, 2021, middle school students will return to their classrooms on a 5-day schedule.
- We are targeting April 26, 2021 as the latest date for a return to full classroom learning at THS. Survey data is being analyzed to help plan for a safe environment for our students and staff.
- With the warmer weather, Dr. Semmel encourages students to please use our bus system. All are wearing masks and the windows are open.

F. Policy Committee Report - Dr. Iwanicki presented two policies for review.

1. Policy 9140 - Teacher Board Representative
2. Policy 9172.6 - Virtual Courses of Study

Both policies were discussed and are under review.

G. Finance Committee Report- Mr. Hendrickson

The Finance Committee of the Board of Education met on March 18, 2021 and included the review of the financials through February 28, 2021. Accounts highlighted during the meeting were the operating budget, special revenue funds and food services. Training sessions are scheduled for the Business Office and Human Resources to meet the requirements of the Operational Review.

There was a unanimous roll call acceptance to combine Spanish and French Honors Societies accounts into one account as requested by the THS World Language Department.

It was moved (Kerr) and seconded (Norcel) to transfer \$500,000 from the cash account of the lunch program “Due to Others” account. Vote: Unanimous in favor.

It was moved (Norcel) and seconded (Kerr) to approve the financials as presented. Vote: all in favor.

H. Update on Facilities/Building Projects - Scot Kerr and Mike Ward

The Facilities Committee met on March 18. John Morello provided status updates on 10 of the current projects and reviewed plans for the upcoming summer projects. Details of the current projects were discussed at this evening’s meeting. The Facilities Committee is meeting on March 24 to determine the timeline for the Middlebrook Roof Project.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 10:00 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

**REVISED**

Report to the Board of Education  
Regular Meeting, April 27, 2021

Dr. Semmel

Agenda Item III-C

Personnel

Resignation – Certified

Colette, Lemarie; French teacher at Trumbull High School since August 2019 (currently on a personal leave of absence), resigning effective April 19, 2021.

Request for Leave of Absence

Galow, Lorraine; grade 5 teacher at Booth Hill Elementary School since August 2016 is requesting a personal leave of absence without pay for the 2021-22 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Kloster, Mindy; reading teacher (.60) at Hillcrest Middle School since November 2013 is requesting a personal leave of absence without pay for the 2021-22 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Recommendation:

Approve the above request for personal leaves of absence for Ms. Galow and Ms. Kloster.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, April 27, 2021

Dr. Semmel

Agenda Item III-D

Non-Renewal of Non-Tenured Staff

Prior to May 1 of any given year, the Board of Education is asked to non-renew the contracts of non-tenured staff whose employment may not continue. This year, the non-renewal process will include six long-term replacement (substitute) teachers. The long-term replacement teachers were hired for the 2020-21 school year in a position of fixed duration.

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

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

Recommendation:

Non-Renew.

Move that pursuant to the Connecticut General Statutes 10-151, the Trumbull Board of Education non-renew the teaching contracts of the following staff at the end of their long-term contract or at the end of the 2020-21 school year, whichever occurs first, as recommended by the Superintendent:

Long Term Replacements

Amy Braica – Daniels Farm Elementary School  
Casandra Ekstrom – Middlebrook Elementary School  
Kevin Larkin – Middlebrook Elementary School  
Kimberly Woodruff – Middlebrook Elementary School  
Elaine Hegedus – Trumbull High School  
Nouboukpo Gassesse – Trumbull High School

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



TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Dr. Semmel

Agenda Item – III-E

Trumbull School Reopening Plan Update

Dr. Semmel will update the Board of Education with information on the reopening of Trumbull Public Schools.

Recommendation:

Review

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Dr. Iwanicki

Agenda Item – III-F

Approval / Revised 2020-2021 District Calendar

Teaching and learning in the Hybrid Phase will benefit from additional teacher time to support both professional learning on technology integration and planning time with colleagues.

Thus, the administration proposes a revised 2020-2021 District Calendar that supports built-in professional learning and planning time throughout the rest of this school year.

The following days are proposed to be special early closing days for grades PreK-12 students. Student contact time at each level will be dictated by our early closing schedule.

- Wed., May 5
- Wed., May 12
- Wed., May 19
- Wed., May 26
- Wed., June 2
- Wed., June 9
- Wed., June 16

Please note, with snow days, the last day of school is now June 18<sup>th</sup>.

Recommendation:

Discuss and approved revised 2020-2021 District Calendar

# Trumbull Public Schools Calendar 2020-2021

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



## JULY - 0 days

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

## AUGUST - 0 days

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

25, 26 New Staff Orientation  
27, 28, 31 Teacher PD Days

186 Teacher Days, 177 Student Days

## SEPTEMBER - 16 days

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

1, 2, 3 Teacher PD Days

- 4 First Day for PreK, K, 6, 9 (early closing)
- 7 Labor Day
- 8 First Day for Students (full day)
- 28 Yom Kippur

## OCTOBER - 21 days

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

- 12 Columbus Day
- 27 Afternoon Conf. PK-5
- 29 Afternoon Conf. PK-8
- 9/30, 10/14, 10/28: Grades 6-12 student day ends at 12:00 p.m.; teacher PD in afternoon
- 10/7, 10/21, 11/11: Grades PreK-5 student day ends at 1:00 p.m.; teacher PD in afternoon

## NOVEMBER - 18 days

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

- 3 Election Day, Teacher PD
- 5 Evening Conf. PK-5
- 10 Aft/Eve Conf. 6-8
- 12 Aft/Eve Conf. 9-12
- 26-27 Thanksgiving Recess

## DECEMBER - 17 days

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

24-31 Holiday Recess

## JANUARY - 19 days

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

- 1 New Year's Day
- 18 Dr. Martin Luther King, Jr. Day
- 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/17, 3/24, 3/31, 4/7, 4/21, 4/28, 5/5, 5/12, 5/19, 5/26, 6/2, 6/9, 6/16
- K-12: early closing for students; teacher work day in afternoon

## FEBRUARY - 18 days

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

- 12 Long Weekend
- 15 Presidents' Day
- 12 Reserved as a "snow" make-up day

## MARCH - 22 days

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

- 4 Aft/Eve Conf. 9-12
- 11 Aft/Eve Conf. PK-5
- 16 Aft/Eve Conf. 6-8
- 22 Teacher PD Day

## APRIL - 16 days

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

- 2 Good Friday
- 12-16 Vacation Week

## MAY - 20 days

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 31 Memorial Day

## JUNE - 10 days

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

- 18 Planned last day of school
- Last 2 days of school are early closing for students.
- 15-23 Reserved as "snow" make-up days

June 14 was the planned last day of school; it is now June 18. Snow days, up to a maximum of 7, will be added to the end of the school year. If needed, an additional day will be taken from the February Long Weekend: February 12. If an 8th day is needed, or if an additional day is needed after the February Long Weekend, that day will be recovered on the March PD Day, which will be a legal day. Teachers will then attend one more day in June.

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

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Dr. Iwanicki

Agenda Item – III-G

Second Reading  
Policies for Review

A review and approval of Policy 6172.6 Virtual Courses of Study in order to address potential learning loss as a result of the pandemic. Proposed deletions are ~~struck through~~ and additions are highlighted.

Recommendation:

Review for Action

TRUMBULL PUBLIC SCHOOLS  
BOARD OF EDUCATION  
POLICY MANUAL

SECTION: 6000  
CATEGORY: Instruction  
POLICY CODE: 6172.6/Virtual Courses of  
Study

## **VIRTUAL COURSES OF STUDY**

### **Policy Statement**

The Board of Education supports education through virtual courses of study as an alternative means of instruction for some students in special circumstances. A virtual school is defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. Such schools can offer courses to enhance, supplement, or enrich the existing curriculum and can also provide an effective alternative means of instruction. Virtual courses of study can be part of the District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction.

For a student to earn credits in meeting the requirements for high school graduation through the completion of virtual courses of study, the Board, in compliance with Connecticut General Statutes § 10-221a(17), shall ensure that: (a) the workload required for such a course is equivalent to that of a similar course taught in a traditional District classroom setting; (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate; (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards, or virtual labs; (d) the program of instruction for such a course is planned, ongoing, and systematic; and (e) the course is (i) taught by a teacher or teachers certified in the State of Connecticut or another state and have received training in an online environment, or (ii) offered by an institution of higher education accredited by the State of Connecticut Department of Higher Education or regionally accredited.

Adopted: 9/12/2017

### **References**

- Connecticut General Statutes § 10-221a(17)
- Trumbull Board of Education Policy Code 5113: High School Attendance/Loss of Credit  
Trumbull Board of Education Policy Code 5113.1: Attendance Grades K-8
- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct

**Regulations**

I. Students in Grades 9-12

A. Credit from a virtual course of study may be earned by a student enrolled at Trumbull High School only if:

- (a) The course is ~~not offered at Trumbull High School, and no alternative course is available that is~~ deemed appropriate by the student's House Principal and the THS Principal; and
- (b) The course will serve as an alternative or a supplement to extended homebound or hospitalized instruction; or
- (c) The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity; or
- (d) ~~The student has failed to earn course credit as a result of a World Health Organization (WHO) declared pandemic;~~ or
- (e) The course is not offered at Trumbull school; or
- (f) The student's PPT or Section 504 Team has determined the course to be an appropriate means of instruction;

B. Students taking such a course must be enrolled in the District. Students in category (e) and (f) typically must take such a course during the regular school day at the school site, and may be required to by school administrators and/or the course provider. The school shall be responsible for providing appropriate supervision and monitoring of students in such cases.

C. A student wishing to apply for permission to take a virtual course of study will submit a written request, co-signed by the student's parent(s)/guardian(s), to the Trumbull High School Principal prior to enrolling in the course. Review and approval of the request will be by the THS Principal in consultation with the student's House Principal. ~~and the Assistant Superintendent of Curriculum, Instruction, and Assessments.~~

D. The student must adhere to Board of Education Policy 5131, "Student Standard of Conduct," as well as Board of Education Policy 5113, "High School Attendance/Loss of Credit." Only courses having received prior approval shall be posted on student transcripts. The school must receive an official record of the final grade before awarding credit toward promotion or graduation.

E. The tuition fee for a virtual course of study will typically be the sole responsibility of the learner and not the Board of Education or any of its designees. Exceptions to this regulation will be on a case-by-case basis and shall not set any precedent for future cases.

II. Students in Grades K-8

- A. Students in grades K-8 shall not participate in virtual courses of study as part of their instructional program. Exceptions may be permitted if:
  - (a) The course will serve as an alternative or a supplement to learning loss due to a WHO declared pandemic, extended homebound or hospitalized instruction; or
  - (b) The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity; or
  - (c) The student's PPT or Section 504 Team has determined the course to be an appropriate means of instruction.
- B. Students taking such a course must be enrolled in the District. Students in category (c) typically must take such a course during the regular school day at the school site, and may be required to by school administrators and/or the course provider. The school shall be responsible for providing appropriate supervision and monitoring of students in such cases.
- C. A student wishing to apply for permission to take a virtual course of study will submit a written request, co-signed by the student's parent(s)/guardian(s), to the appropriate school principal prior to enrolling in the course. Review and approval of the request will be accomplished by the school principal in consultation with the Assistant Superintendent of Curriculum, Instruction, and Assessments.
- D. The student must adhere to Board of Education Policy 5131, "Student Standard of Conduct," as well as Board of Education Policy 5113.1, "Attendance Grades K-8." Only courses having received prior approval shall be posted on student transcripts. The school must receive an official record of the final grade before awarding credit toward promotion.
- E. The tuition fee for a virtual course of study will be the sole responsibility of the learner and not the Board of Education or any of its designees. Exceptions to this regulation will be on a case-by-case basis and shall not set any precedent for future cases.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Mr. Ward

Agenda Item – III-H

Curriculum Committee Report  
Curriculum Committee Meeting –  
March 18, 2021

Approval/Curriculum Guides

- Honors Journalism, Grade 12
- AP English Language and  
Composition, Grade 11

Recommendation:

Review, Discuss and Approve



TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Curriculum Committee of the  
Trumbull Board of Education

Regular Meeting  
Live and Via Video/Audio Conferencing\*

Thursday, March 18, 2021, 11:00 a.m.

MINUTES

**Others Present:**

- I. Call to Order/Introduction. The meeting was called by  
**Members present**  
M. Ward, chair  
L. Timpanelli  
M. Petitti  
S. Iwanicki, Ed.D., ex officio
- N. Banks  
J. Evans  
Adeline Marzialo
- II. Correspondence / Public Comment  
Dr. Iwanicki noted that the public comment was invited to send any comments via email, and that none had been received.
- III. Approval/Minutes -- Regular Meeting 01/21/2020  
Ms. Timpanelli moved to approve the Minutes as presented. Ms. Petitti seconded. The motion was unanimously agreed to.
- IV. New Business
- a. Report, Assistant Superintendent  
Dr. Iwanicki shared that she presented to the Board and provided an update regarding curriculum. She introduced the English Department as they were the first to update their courses during her time in Trumbull.
- b. Honors Journalism Curriculum Guide Update  
Mr. Evans outlined the ways in which the Honors Journalism has been revised to truly be a course in Media Literacy in which students can write and understand all of the journalistic modes and elements of media. Mr. Ward supported course and noted the trend towards electronic resources. Mr. Banks shared they explore a host of highly credible sources within the course. Ms. Petitti noted she was glad to

see a balance in stories being explored. Ms. Timpelli made a motion to present the Honor's Journalism Curriculum Guide to the Board of Education at the next meeting. Ms. Petitti seconded. The motion was unanimously agreed to.

c. Creative Writing Curriculum Guide Update

Dr. Iwanicki shared that Creative Writing Curriculum Guide is also in the process of being rewritten and modernized. It is almost ready to be presented.

d. AP English Language and Composition Curriculum Guide Update

Ms. Marzialo explained that the course has been updated by teachers trained in the College Board requirements. The teachers used the College Board architecture to fully align our Trumbull Public Schools course with the current standards and texts needed for this college credit course. Ms. Petitti made a motion to present the AP English Language and Composition Curriculum Guide to the full Board of Education. Ms. Timpanelli seconded. The motion was unanimously agreed to.

Ms. Timpanelli moved to adjourn the meeting at 11:40 and Ms. Petitti seconded. The motion was unanimously agreed to.

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **Honors Journalism Grade 12**

**2021**

**(Last revision date: 2011)**

### **Curriculum Writing Team**

**Adeline Marzialo**

**Nicholas Banks**

**John Evans**

**Garrett Halstead**

**English Department Chair**

**English Teacher, Trumbull High School**

**English Teacher, Trumbull High School**

**English Teacher, Trumbull High School**

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

**Assistant Superintendent of Teaching & Learning**

# Honors Journalism

## Grade 12

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

## CORE VALUES AND BELIEFS

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

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Honors Journalism is a semester long senior elective in the English Department that provides interested students with a rigorous introduction to scholastic journalism through writing, reading, research, and revision. An integrated study of the print media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required. Students will produce different types of writing which include: News, Opinion Pieces/Editorials, Features, Sports, Interviews, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism, with major and minor assignments including: in-class writing, homework writing, small group assessments, creative projects and analytical/evaluative essays. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines and produce work at a brisk pace.

A Journalism Portfolio and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

## COURSE GOALS

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

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames



	(a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that...

- Although journalism is available in a wide variety of formats and delivery models, certain qualities of good journalism are universal.
- The modes of journalism are written in different formats than narrative storytelling.
- Different modes of journalism are tailored to different audiences and purposes.
- Journalism is an essential element of a democratic society.
- Journalism may contain intended or unintended bias.
- Journalism is most effective when it adheres to a code of ethics.
- Journalism helps us understand our society, culture, and the world at large.

## **COURSE ESSENTIAL QUESTIONS**

- Why is journalism an essential element of a democratic society?
- What are the qualities of effective journalism in each mode of journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?

- What choices should writers make to write effective pieces in the various modes of journalism?

## **COURSE KNOWLEDGE & SKILLS**

- Students will know . . .
  - How to identify and comprehend the content and formatting of a hard story.
  - How to write in the inverted pyramid format with an effective headline and lead.
  - How to distinguish hard news from opinion journalism.
  - How to assess the credibility of an author, source, and media outlet.
  - The differences between editorials, op-eds, and columns.
  - How to evaluate the effectiveness of an opinion article.
  - How to evaluate and write in such supporting modes as features, reviews, and sports.
- Students will be able to . . .
  - Identify modes of journalism based on their distinct qualities.
  - Analyze pieces of journalism based on their credibility and overall effectiveness.
  - Utilize journalism to further their understanding of the world.
  - Write analytical documents in response to published articles.
  - Write effective articles in the various modes of journalism which adhere to the qualities of each mode.

## **COURSE SYLLABUS**

### **Course Name**

Journalism

### **Level**

Honors

### **Prerequisites**

Successful completion of grades 9, 10, and 11 English

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

Honors Journalism is a semester-long senior elective that provides interested students with a rigorous introduction to scholastic journalism through writing, reading, research, and revision. An integrated study of the print and digital media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required in the field. Students will produce different types of writing, which includes News, Opinion Pieces/Editorials, Features, Sports, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism with major and minor assignments, including in-class writing, homework writing, small-group assessments, creative projects, and analytical/evaluative essays. The assessments in the course alternate between analyzing published examples of journalism and producing original content, adhering to the established conventions of the specific type of journalism covered in each respective unit. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. A Journalism Compilation, (with a reflective component,) and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

### **Assured Assessments**

Formative Assessments:

- News Journal Reader Responses
- Class Participation

Summative Assessments:

- Test on Media Bias
- Article Comparison Essay
- Journalism Portfolio
- Final Examination

### **Supplemental Texts**

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Response

## **UNIT 1**

### **Hard News & Media Bias**

#### **Unit Goals**

At the completion of this unit, students will:

- |                               |  |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias.  |
| CCSS.ELA-LITERACY.RI.11-12.5  | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging in a hard news article   |
| CCSS.ELA-LITERACY.W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.  |
| CCSS.ELA-LITERACY.W.11-12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience in the Hard News Major Essay Assignment.   |
| CCSS.ELA-LITERACY.SL.11-12.2  | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework. |
| CCSS.ELA-LITERACY.SL.11-12.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics  |
| CCSS.ELA-LITERACY.L.11-12.3   | Apply knowledge of language to understand how language functions in different contexts, to make  |

effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

### **Unit Essential Questions**

- How does hard news contribute to a democratic society?
- What are the qualities of effective hard news journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?
- What choices should writers make to write effective pieces of hard news journalism?

### **Scope and Sequence**

- The history of news media
- Evaluating headlines
- Evaluating leads
- 5W & how questions
- Inverted pyramid format
- Society of Professional Journalists Code of Ethics
- Sources (Quotes, Pictures, Data)
- RAVEN framework for evaluating articles
- Types of media bias
- Political spectrum of media bias
- Filter bubbles, algorithmic gatekeeping and confirmation bias

### **Assured Assessments**

#### **Formative Assessments:**

Students will prepare for class by reading hard news articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period. The students will write one 3-4 page article analysis and one 3-4 page hyperlocal hard news story with reflection. The article analysis will serve as an introductory content assignment. It will ask students to locate a hard news article and evaluate the effectiveness of its reporting and evidence.

The hyperlocal hard news story with reflection will ask students to report on an event that is not already in the news, and is something that they are able to independently research/investigate. Students will use a variety of sources and several different types of

evidence to report the story, and stick to the facts available to them without injecting personal opinion. Students will adhere to the conventions of traditional news writing and reflect on their process in doing so. These 3-4 page assignments will count as minor assessments for the marking period.

#### **Summative Assessments:**

Students will complete a Media Bias In-Class Test and a Hard News Major Essay assignment. On the Media Bias In-Class Test, students will be assigned an objective hard news article about a dispute with two opposing subjective viewpoints. Students will explain why the article is unbiased, using the terms from the course. Students will rewrite 3 sentences of their choosing from the article to demonstrate journalistic bias in favor of one side, and then rewrite 3 more sentences of their choosing from the article to demonstrate journalistic bias in favor of the other side. Students will not focus on extreme examples of bias that may exist in a hyperpartisan news outlet. Instead, students will aim for a more subtle and nuanced approach to bias that may be seen in mainstream news coverage. Students will explain why they made the choices they made when adjusting each sentence. This assignment will count as a major assessment for the marking period.

For the Hard News Major Essay, students will locate three credible hard news articles, from three different sources of their choosing, covering the same exact hard news event. Students will write a formal thesis-driven essay in which they evaluate the three articles and determine which one is the definitive article about the news event they selected. They will evaluate and analyze their article selections based on the criteria they have been learning throughout this unit. This assignment will count as a major assessment for the marking period.

#### **Resources**

##### Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

##### Supplemental

- <https://www.adfontesmedia.com/>
- <https://www.allsides.com>
- <https://www.spj.org>
- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

#### **Time Allotment**

- Approximately 8-10 Weeks

## UNIT 2

### Opinion Journalism

#### Unit 2 Goals

At the completion of this unit, students will:

- |                               |  |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias.  |
| CCSS.ELA-LITERACY.W.11-12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.  |
| CCSS.ELA-LITERACY.SL.11-12.2  | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework. |
| CCSS.ELA-LITERACY.SL.11-12.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics  |
| CCSS.ELA-LITERACY.L.11-12.3   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.  |
| CCSS.ELA-LITERACY.L.11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.  |

## **Unit 2 Essential Questions**

- How does opinion journalism influence a democratic society?
- What are the qualities of effective opinion journalism?
- How can consumers of journalism identify and evaluate the credibility of an opinion journalism piece?
- What choices should writers make to write effective pieces of opinion journalism?

## **Scope and Sequence**

- Press releases versus news
- Editorials & editorial boards
- Columns & Columnists
- Op-Eds
- Reviews (Restaurant, Film, Music, Tool, Technology, Product)

## **Assured Assessments**

### **Formative Assessments:**

Students will prepare for class by reading opinion articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period.

### **Summative Assessments:**

The students will write one 3-4 page op-ed article with reflection and one 3-4 page compilation of a positive and negative review. For the op-ed assignment, students will write an original, focused op-ed on a topic of their choosing, based on something they feel strongly about. They will include compelling evidence to support their point. Next, students will write a reflection about how their op-ed makes use of the components of strong opinion writing they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

For the review assignments, students will write 2 reviews, 1 positive review and 1 negative review. Their 2 reviews cannot be about the same content focus. Their reviews must contain the qualities of a good review that they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

## **Resources**

### Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

### Supplemental



- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

**Time Allotment**

- Approximately 3-4 Weeks

## **UNIT 3**

### **Specialized Modes of Journalism**

#### **Unit 3 Goals**

At the completion of this unit, students will:

CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

#### **Unit 3 Essential Questions**

- What are the qualities of effective sports, feature, and interview journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias in these specialized modes of journalism?
- What choices should writers make to write effective pieces in these specialized modes of journalism?

#### **Scope and Sequence**

- Professional sports journalism
- Local sports coverage versus national sports coverage
- College sports journalism

- Video game journalism
- Video gaming competition reporting
- Features
- Interviews
- Journalism Compilation process

## **Assured Assessments**

### **Formative Assessments:**

Students will prepare for class by reading articles on the specialized modes of journalism and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the second marking period.

### **Summative Assessments:**

Students will complete a Journalism Portfolio compilation of new articles and a 3-4 page reflection. For the Journalism Portfolio, students will create a collection of four new original works of their choice, focusing on the modes of journalism we studied in class. Students will create four new articles in four different modes of their choosing, picking from the following list: Hard News (Hyper Local), Op-Ed, Review, Sports/Games, Feature. Each article must adhere to the best practices of journalism they learned in class, which are specific to each mode of journalism. Article due dates are spaced out throughout the second marking period of the course so students have time to complete each article in its entirety before moving on to the next one. As the class covers more modes of journalism while the course progresses, the students have more options to choose from. This Journalism Portfolio will count as a major assessment for the marking period.

For the Journalism Portfolio Reflection, students will write a 3-4 page document in which they reflect on their writing process for their cumulative assignment articles. Students should reference and quote specific parts of their cumulative assignment articles for support. This reflection will count as a minor assessment for the marking period.

## **Resources**

### Core

- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

### Supplemental

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

## **Time Allotment**

- Approximately 6-8 Weeks

## **CREDIT**

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

## **PREREQUISITES**

Successful completion of grades 9, 10, and 11 English

## **CURRENT REFERENCES**

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Guzman, Ariel. "Home - Ad Fontes Media". *Ad Fontes Media*, 2021, <https://www.adfontesmedia.com/>.
- Harrower, Tim. *Inside Reporting* Third Edition. New York: McGraw Hill Education, 2012. Print.
- Society Of Professional Journalists - Improving And Protecting Journalism Since 1909". *Spj.Org*, 2021, <http://spj.org/>.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Honors Journalism Participation Rubric
- Honors Journalism 3-4 page Writing Assignment Rubric
- Hard News Major Essay Rubric
- Journalism Portfolio Article Rubric
- Final Examination Grading Criteria

## **OTHER RESOURCES**

- 3-4 Page Article Analysis Assignments
- 3-4 Page Hyperlocal Hard News Story Assignment
- Media Bias In-Class Test Assignment
- Hard News Major Essay (Article Comparison) Assignment
- 3-4 Page Op-Ed Article Assignment
- 3-4 Page "2 Reviews" Assignment
- Journalism Portfolio Assignment
- 3-4 Page Journalism Portfolio Reflection Assignment
- Final Examination Assignment
- Final Examination Study Guide
- Sample News Journal Questions

## 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
	Student work:	Student work:	Student work:	Student work:
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 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>

## **Honors Journalism Participation Rubric**

### 30-27

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful evidence from the text as support for ideas
- Respects and actively listens to others' ideas/opinions

### 26-24

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers textual support for ideas
- Respects and listens to others' ideas/opinions

### 23-21

- 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

### 20-12

- 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

### 11-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas



## **Honors Journalism 3-4 page Writing Assignment Rubric**

### 20-18

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 3-4 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question fully, directions followed

### 17-16

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 2-3 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question, directions followed

### 15-13

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 1-2 full pages in length, with inconsistent formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions not fully answered or considered

### 12-8

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 1-½ full pages in length, with improper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions ignored or not answered

## Hard News Major Essay Rubric

### A Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- Your focus on summarizing the event is minimal. All body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them completely. You select compelling quotes from all 3 sources.
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

### B Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- You focus a little too much on summarizing the event. Many of your body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them sufficiently. You select good quotes from all 3 sources.
- Structure is effective and word choice is appropriate.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

### C Range:

- Essay contains an unclear thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay focuses heavily on retelling the event. The majority of your body paragraphs is about plot. Your body paragraphs do not always assess the articles based on all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) may be questionable. You discuss all 3 articles, but you may only formally quote 2 of them.
- Structure may not meet the needs of the prompt due to content and/or grammatical issues, including word choice or voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

### **Hard News Major Essay Rubric (continued)**

#### **D Range:**

- Essay contains a flawed thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. Your body paragraphs do not assess the articles based on the all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) is questionable. You discuss and formally quote fewer than 3 articles.
- Un-structured and/or confusing, simple word choice, lacks voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

#### **F Range:**

- Essay contains a confusing thesis or no thesis. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. You do not use the criteria of the assignment to assess the articles or prove why the article of your thesis is the definitive article. Prompt questions are ignored or not answered.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Most ideas may lack quotes for support. Placement and/or length of quote is questionable. You discuss and formally quote fewer than 3 articles.
- Lack of coherency, difficult to follow
- Between 3-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

## **Journalism Portfolio Article Rubric**

### *Rubric for Each Article*

#### 25-23

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

#### 22-20

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

#### 19-17

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 250-750 words in length, with inconsistent formatting and spacing (typed, double-spaced, 12 point type)

#### 16-13

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 250-500 words in length, with improper formatting and spacing (typed, double-spaced, 12 point type)

## **Final Examination Grading Criteria**

### **Article (50 points)**

You will be assessed holistically, based on how well you craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. You will be assessed on how well you decide which notes you will use, and how and when you will use them based on what we learned in class. You will be assessed on how strongly your article adheres to the guidelines on the assignment sheet.

### **Reflection (50 points)**

You will be assessed holistically based on how thoroughly you answer all of the reflection prompts on the assignment sheet. You will be assessed on how well your reflection response demonstrates your understanding and mastery of the concepts and skills of the course. You will be assessed on how well you use specific examples from your article to support your responses to the reflection prompt.

### **3-4 Page Article Analysis Assignment**

Select and read a current and credible news article from a major news source and respond in detail to the following questions in writing:

- What specific article did you select, and why did you select it? Is it a strong example of hard news journalism? Why or why not?
- What is the article about? Paraphrase it and describe its key ideas and the various types of evidence (sources) you found in the article.
- What did you notice about the format and writing style employed by the journalist who wrote the article? What is the significance of your observations?
- What did you learn about journalism by reading this article and responding to these questions?

Please provide a link to the article at the bottom of the document.

### **3-4 Page Hyperlocal Hard News Story Assignment**

Your task for this assignment is to report a hyper-local news story. The story you base your report on may not already be in the news, and should be something that you are able to independently research/investigate. Use a variety of sources and several different types of evidence to report the story, and stick to the facts available to you. Remember that this is a hard news story; although you may quote other people's opinions in your story, your personal opinion on the matter should not be apparent. Adhere to the conventions of traditional news writing (strong headline, tight lead with the essential W's/H, the inverted pyramid of details, etc.).

Next, Write a reflection about how your story makes use of the components of strong news writing that you have learned about through class discussions and the readings you have done.

## Media Bias In-Class Test Assignment

Directions: Read the entire test before you begin so you can familiarize yourself with the scope and sequence of this test. Place your answers to each question into this document. Do not delete any of the test questions or prompts, and **put all of your written responses in bold font**. Strong responses will contain a wide variety of examples based on the various concepts we learned in class (RAVEN, 11 Types of Media Bias, Code of Ethics). Please submit your completed assignment through Google Classroom and [www.turnitin.com](http://www.turnitin.com)

Please read the following news article and answer the following questions:

**(INSERT ARTICLE LINK HERE)**

- 1) In 4-6 sentences, explain why this article is unbiased. Address some specific qualities of the article to support your response (10 points).
- 2) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of The United Auto Workers union. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).

- a. Original sentence 1 (Copy and paste the sentence from the article):
- b. Your revised sentence 1:
- c. Explain the choices behind your revision in 2-3 sentences:

- 
- d. Original sentence 2 (Copy and paste the sentence from the article):
  - e. Your revised sentence 2:
  - f. Explain the choices behind your revision in 2-3 sentences:

- 
- g. Original sentence 3 (Copy and paste the sentence from the article):
  - h. Your revised sentence 3:
  - i. Explain the choices behind your revision in 2-3 sentences:



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3) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of General Motors Co. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).

- a. Original sentence 1 (Copy and paste the sentence from the article):
- b. Your revised sentence 1:
- c. Explain the choices behind your revision in 2-3 sentences:

- 
- d. Original sentence 2 (Copy and paste the sentence from the article):
  - e. Your revised sentence 2:
  - f. Explain the choices behind your revision in 2-3 sentences:

- 
- g. Original sentence 3 (Copy and paste the sentence from the article):
  - h. Your revised sentence 3:
  - i. Explain the choices behind your revision in 2-3 sentences:

## Hard News Major Essay (Article Comparison) Assignment

The first step of your assignment is to locate three credible **hard news** articles, from three different sources of your choosing, covering the same exact hard news event. For example, if you are covering a trial, one article can't be about the initial arrest of a suspect if the other two are about a jury's verdict at the end of the suspect's trial. You want to collect three articles covering **the same exact subject at the same exact moment in time** to properly complete this assignment.

You will write a formal thesis-driven essay (intro with a strongly worded thesis, body paragraphs, conclusion) in which you evaluate the three articles and determine which one is the **definitive article** about the news event you selected. You will evaluate and analyze your article selections based on the following criteria:

- Elements of an effective news story (lead, 5 Ws, inverted pyramid)
- Range of credible sources of information (RAVEN)
- Multiple perspectives, neutrality and absence of bias, and journalistic ethics (Types of Media Bias)

In order to prove your thesis, you are going to need direct quotes from each of your sources. Do not use any off-set quotes (quotes over five lines). This is the major essay assignment of the marking period, and your essay should be well-organized and polished in its presentation of ideas. Excellent essays will elaborate on the insights drawn from this comparative analysis. This essay will require a works cited page with proper citations throughout.

Essays must be five to six pages in length, double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

### **3-4 Page Op-Ed Article Assignment**

Write an op-ed on a topic of your choosing, based on something you feel strongly about. Include compelling evidence to support your point. Be sure to use the elements of a good op-ed we've studied in class to craft your article:

### 3-4 Page “2 Reviews” Assignment

Please use your usual page range (3-4 full) to write 2 reviews, 1 positive review and 1 negative review.

\*\*\*Your reviews cannot be about the same exact thing. For example, you cannot write a positive review about *Frozen* and a negative review about *Frozen*. You can, however, write 2 reviews about a similar subject. For example, you could write a positive review about *Frozen* and a negative review about *Onward*. You can also write about completely different subjects. For example, a positive review about *Frozen* and a negative review about an Apple watch.\*\*\*

Please be sure that your reviews contain the qualities of a good review that we studied in class.

## **Journalism Portfolio Assignment**

Your assignment is to create a collection of four new original works of your choice, focusing on the modes of journalism we studied in class. You will create four new articles in four different modes of your choosing, picking from the following list:

- Hard News (Hyper Local)
- Op Ed
- Review
- Sports/Games
- Feature

**Each of your 4 articles must be a different mode of journalism (For example, you can't write 2 features for this assignment).**

Each of your articles must adhere to the best practices of journalism that we've discussed in class which are specific to each mode of journalism.

Each of your four articles must be 500-750 words in length (your entire collection of four articles must be 2000-3000 words in length), double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

**Each of your 4 articles is due on a specific date:**

Article 1: due on \_\_\_\_\_

Article 2: Due \_\_\_\_\_

Article 3: Due on \_\_\_\_\_

Article 4: Due on \_\_\_\_\_

### **3-4 Page Journalism Portfolio Reflection Assignment**

Reflect on your writing process for your cumulative assignment articles. How did you apply what you learned in this class to the various articles? How did you make your selections? What was your experience like writing in the different modes? What was most challenging and why? Least challenging? What did the activity teach you about journalism?

You should reference and quote specific parts of your cumulative assignment articles for support.

Please meet all of the indicators of our 3-4 page assignment rubric (including page length) for this assignment.

## Final Examination Assignment

Your task today is to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. Some of these notes are irrelevant, while others are integral to creating a good news story. Decide which notes you will use, and how and when you will use them based on what we learned in class. The article you create must adhere to the following guidelines:

- Effective Lead
- 5 Ws & H
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Your news story should be 1-2 single-sided handwritten pages.

Once you have completed your news story, you will write **an additional** 2-3 page single-sided handwritten reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection. Please respond to the following questions in your reflection:

- How did you organize the information contained within the notes you received? How did you decide what to include and how to include it, and what not to include?
- How did you arrive at the lead you created in your article? What was your thought process behind its structure and contents?
- How do the 5 Ws, H, and Inverted Pyramid guide the structure of your article? Give examples.
- What steps did you take to ensure that your reporting remained objective throughout? How did the sensational notes you received influence your adherence to objective reporting and the journalistic code of ethics?

On Monday morning, Farmer Jones reported to the Trumbull Police Department that several of his cows disappeared overnight and his hay maze was wildly rearranged.

On Monday morning, Farmer Jones reported to the Trumbull Police Department that there were rats in his pumpkin patch.

On Tuesday evening, several citizens spoke at public comments during the Trumbull Town Hall meeting, citing their concerns about the missing cattle.

Official Statement from the Trumbull Police Department, published Wednesday morning: “After a thorough investigation, the department has determined that there was no evidence of foul play with regards to Mr. Jones’ missing cattle. There is no reason for Trumbull residents to be concerned about this matter.”

NBC News reported last September that, “The Navy confirmed that videos did capture UFO sightings over the Pacific Ocean, but it called them by a different name.”

On Wednesday night at 9:13 PM, three skateboarding teenagers and one senior citizen mall walker reported spotting a flying saucer hovering above Wahlburgers at the Westfield Mall.

Quote from Billy Smith, 16, of Trumbull, who was skateboarding outside of Wahlburgers on Wednesday night: “That saucer was lit, man! It came out of nowhere and just hovered over the burger joint. I said to my friend, ‘Whoah!’”

Quote from Herschall Lewis, 76, of Trumbull, who claims to have witnessed a flying saucer outside of Wahlburgers on Wednesday night: “I left my eyeglasses at home so I couldn’t see it clearly, but those darn teens were pointing at the sky and hootin’ and hollerin’ like Elvis Presley, the king of rock n roll, had just come to town. I knew the police was covering something up about Farmer Jones’ cattle. Those cows don’t just walk off for nothin’. Something fishy is afoot, I tell ya!”

Wahlburgers is offering a two for one special on their signature milkshakes.

On Thursday morning, the Trumbull Police Department issued a 7:00 PM curfew for all Trumbull residents.

Official Statement from the Trumbull Police Department, published Thursday morning: “The Town of Trumbull is issuing a 7:00 PM curfew for all Trumbull residents, effective immediately. Any citizen found on the streets of Trumbull after that time will be escorted home and may be fined or imprisoned. The department also recommends that residents lock their doors and windows and keep pets indoors. This is merely a precautionary measure, and there is nothing for Trumbull residents to worry about at this time. Further updates are forthcoming.”



## Final Examination Study Guide

You will be asked to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you at the beginning of the exam session. Some of these notes will be irrelevant, while others will be integral to creating a good news story. You will decide which notes you will use, and how and when you will use them based on what we learned in class.

To study for this part of the exam, you should review the following guidelines:

- Effective Lead
- 5 Ws
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Once you have completed your news story, you will write **an additional** reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection.

To study for this part of the exam, you should review your previous written reflections and reflect on how supporting evidence from an article can enhance a response to specific prompt questions.

## Sample News Journal Questions

Please read a recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

- Why did you select this article?
  - What the article about? Paraphrase it and describe its key ideas and the various types of evidence you found in the article.
  - What is the strongest piece of evidence in the article you selected? What makes it the strongest piece of evidence?
- 

Please read another, different, recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

- Assess and analyze the quality of the headline, using the criteria I presented in class.
- Develop a new headline for the article, and tell me why yours is better.
- Assess and analyze how well the article answers each of the "5W" and How questions. Provide examples.

You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

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Please read another, different, recent hard news article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:

On top: Headline, date, author, news outlet, lead ("first sentence")

Then: Answer the following in your response, in 250-300 words:

Assess and analyze how well this hard news article utilizes the inverted pyramid format. In your response, focus on the sequencing and order of events in the article, and how supporting information or evidence is used. If a section is lacking, suggest how and where the article could better utilize the inverted pyramid format.

You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

---

Time to expand your reading horizons! Please read a hard news article of your choice from a news outlet other than NPR or Reuters, and write a 250-300 word News Journal response.

**Please complete this News Journal:**

How does this hard news story compare to the stories you read from NPR and Reuters? How does it meet the standards we've learned in class so far (newsworthiness, 5 W's & How, Inverted Pyramid, headline qualities, etc.)?

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Please read and think about the attached Society of Professional Journalists Code of Ethics.

Please complete this News Journal:

Which sections or bullets of this code of ethics do you think are most important? Why? Looking back at your 5 previous News Journal articles, how and where do you see specific elements of this code of ethics upheld? Where do you see specific elements of this code of ethics violated?

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Please read a new hard news article from Reuters, NPR, or any mainstream news site. Which sources are most prominent in the article? Which sources are least prominent? Which are the most important types of sources in each article? Why? What did you learn?

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Please read a new hard news article from Reuters, NPR, or any mainstream news site. Apply the RAVEN framework to the article and its author to identify areas of bias within the article.

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Pick a story featured on allsides:

<https://www.allsides.com/story/admin>

Examine and reflect on what's similar and different about the leads, headlines, and sources. Identify areas of bias.

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Select a new hard news story of your choice. Apply the various types of media bias to article to identify and analyze bias.

---

Identify examples of your own filter bubble on the web. Use the results from the "Rate your own bias" quiz to determine how it shapes your filter bubble.

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How did your own bias and your own filter bubble affect the hyperlocal hard news story you wrote for your hard news article assignment? Adjust some of your sentences from the hyperlocal hard news article you wrote to make them more unbiased.

---

Read a company's press release for a product you care about. Identify areas of bias and explain what it reveals about the product and the company.

---

Read a politician's press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the politician.

---

Read a celebrity's/public figure's (NOT a politician) press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the celebrity/public figure.

---

Read this editorial: (INSERT LINK HERE). How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

---

Select your own editorial article to read.

Answer: How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

---

Select and read a column about a subject you're interested in.

Answer: How is this column similar to the editorials we read? How is it different? What did you learn about the issue? What did you learn about the author?

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Select and read 2 more columns from the same author you read last night.

Answer: What consistencies in style and opinion can you identify across all 3 articles. Why is this writer a successful columnist? Why do people keep coming back to read his/her articles?

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Read this op-ed:

(INSERT LINK HERE)

Answer: How is this op-ed similar and different from the columns and editorials you read? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

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Read and respond to an op-ed of your choice.

Answer: How is the op-ed similar and different from the op-ed you read yesterday? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

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We have completed our units on hard news, media bias, and opinionated journalism. Next, we will look at some of the more specialized modes of journalism. Here is what we will begin to explore next:

- Reviews
- Sports/Games
- Features
- Interviews

Please answer the following questions:

- Which of the above 4 modes of journalism do you have the most experience reading? Why do you like reading that type of journalism so much?
  - Which of the above 4 modes of journalism do you have the least experience reading? Why have you avoided reading this mode of journalism?
  - Which of the above 4 modes of journalism do you think would be the most fun to write? Why would it be fun to write?
- 

Read and respond to this review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review posted above? Give specific examples. After reading the review, do you agree or disagree with the writers' position? How come?

---

Read and respond to this restaurant review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. How is this review similar to the movie review we read yesterday? How is it different? Please move beyond the basic physical differences between a movie and a restaurant and instead look at the structure and style of the writing.

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Read and respond to this technology review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing a tool (high tech or low tech), versus reviewing a piece of art like a movie or an experience like a restaurant? How is this review similar to the movie and restaurant reviews we read yesterday? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, and a piece of technology and instead look at the structure and style of the writing.

---

Please select and read a review of an album by a musician that you care about. It could be a positive review or a negative review.

Answer: How does this review hold up against the qualities of a good review that we discussed in class? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing music, versus reviewing visual pieces of art like a movie or television show? How is this review similar to any of the other reviews we've already read? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, a piece of technology, and music and instead look at the structure and style of the writing.

---

Today, we are going to look at a positive and a negative review of the same film, and decide which opinion is more authoritative.

Positive review:

(INSERT LINK HERE)

Negative review:

(INSERT LINK HERE)

Answer: Which of these two reviews best holds up against the qualities of a good review that we discussed in class? Give specific examples. Which of these two opinions is more authoritative? Why do you tend to believe in and/or agree with one of these writers' viewpoints more? Focus on both their style and content.

---

Read a professional sports article.

Answer in 250-300 words: In which ways does this article meet the qualities of a good sports article? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Today, we are going to look at two different articles covering the same game. The difference is one news outlet is located in the same state as one of the teams, and the other isn't. Let's look at how in-state coverage carries from out-of-state coverage of sports games.

IN-STATE:

(POST LINK HERE)

OUT-OF-STATE:

(POST LINK HERE)

Answer in 250-300 words: How is the in-state coverage of the team similar to the out of state coverage of the team? How is it different? What assumptions are each news outlet making about their readers based on how the articles are written? Why would in-state coverage of a team be different from out-of-state coverage? Give specific examples from both articles to support your assessment. Focus on both their style and content.

---

Read a college sports article. How is this college sports coverage similar to the professional sports coverage you read for class? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Read an article covering a video game competition. Answer in 250-300 words: How is this video game competition coverage similar to the professional and college sports coverage you have been reading? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of

a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Please read the following coverage of an upcoming video game:

(INSERT LINK HERE)

Answer in 250-300 words: How does this video game coverage function as a news story? In what ways does this video game coverage avoid becoming free advertising? In what ways does this video game coverage in some ways function as free advertising? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Please read the following mainstream coverage about a video game company:

(INSERT LINK HERE)

Answer in 250-300 words: How is this mainstream news coverage of this video game and video game company similar to the coverage you've read so far on gaming websites? How is this mainstream news coverage different? Why do you think that is? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Please read a feature.

Answer in 250-300 words: How is this feature similar to hard news? How is it different? How is this feature similar to the op-ed? How is it different? What are some things you learned about the subject that you didn't know before you read this feature? How does the writer keep the reader engaged in this topic? Give specific examples from the article to support your assessment. Focus on both their style and content.

---

Read or watch an interview of your choice with a public figure you like. It could be an entertainer, politician, athlete, etc.

Answer in 250-300 words: What are some facts you learned about the interviewee that you did not know before you read this feature? How does the journalist keep the interviewee and the viewers engaged in this topic? How well does the journalist adhere to the qualities of a good interview that we discussed in class? Give specific examples from the article to support your assessment. Focus on both their style and content.



# **TRUMBULL PUBLIC SCHOOLS**

## **Trumbull, Connecticut**

### **AP English Language and Composition**

#### **Grade 11**

**2021**

(Last revision date: 2003)

#### **Curriculum Writing Team**

<b>Adeline Marzialo</b>	<b>English Department Chairperson, Trumbull High School</b>
<b>Lisa Acerbo</b>	<b>English Teacher</b>
<b>Emily Cooper</b>	<b>English Teacher</b>
<b>Ashley Gomes</b>	<b>English Teacher</b>
<b>Andrea Lorenz</b>	<b>English Teacher</b>
<b>Susan C. Iwanicki, Ed.D.</b>	<b>Assistant Superintendent of Teaching &amp; Learning</b>

**AP English Language and Composition  
Grade 11**

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**AP English Language and Composition  
Grade 11**

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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 following comes from the official College Board AP English Language and Composition materials:

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments. Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis. This pattern should be repeated in every unit of the course, ensuring students are moving back and forth between analysis of the arguments they read and composition of their own arguments. Accordingly, the AP English Language and Composition skills consist of paired reading and writing skills. These skills will be the basis for the AP Exam questions. The unit guides in this publication provide additional detail about these skills through essential knowledge statements.

The College Board recently revised the AP English Language and Composition course objectives, focus, and exam in order to “define and limit scope and better align with college-level expectations.” After participating in a summer workshop and reviewing the newly revised focus, concepts, and skills, English teachers developed this new AP English Language and Composition curriculum guide to reflect these changes.

## **PREREQUISITES**

Students entering this course must have the recommendation of their junior year English teacher.

## **COURSE GOALS**

Along with the course revision, the College Board also revised the course goals with newly developed standards specific to AP English Language and Composition. These standard skills fall under one of these headings: Rhetorical Situation (RHS), Claims and Evidence (CLE), Reasoning and Organization (REO), and Style (STL). Each of these headings is divided into two focus areas: reading and writing. For every reading standard that students will develop, they will also develop a complementary writing skill. The reading standards are all odd-numbered, while the writing standards are all even-numbered. They are as follows:

At the end of the course, students will:

### Rhetorical Situation:

RHS.1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

RHS.2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

RHS.2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.

### Claims and Evidence:

CLE.3.A: Identify and explain claims and evidence within an argument.

CLE.3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

CLE.3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4.A Develop a paragraph that includes a claim and evidence supporting the claim.

CLE.4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE.4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Reasoning and Organization:

REO.5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO.5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO.5.C Recognize and explain the use of methods of development to accomplish a purpose.

REO.6.A Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

REO.6.C Use appropriate methods of development to advance an argument.

Style:

STL.7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL.8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL.8.B Write sentences that clearly convey ideas and arguments.

STL.8.C Use established conventions of grammar and mechanics to communicate clearly and effectively

## **COURSE ENDURING UNDERSTANDINGS**

### **Rhetorical Situation**

Students will understand that...

- individuals write within a particular situation and make strategic writing choices based on that situation.
- readers explain how writers' choices reflect the components of the rhetorical situation.
- writers make strategic choices in a text to address a rhetorical situation.

### **Claims and Evidence**

Students will understand that...

- writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- readers identify and describe the claims and evidence of an argument.
- writers analyze and select evidence to develop and refine a claim.

### **Reasoning and Organization**

Students will understand that...

- writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- readers describe the reasoning, organization, and development of an argument.
- writers use organization and commentary to illuminate the line of reasoning in an argument.

### **Style**

Students will understand that...

- the rhetorical situation informs the strategic stylistic choices that writers make.
- readers explain how writers' stylistic choices contribute to the purpose of an argument.
- writers select words and use elements of composition to advance an argument.

## **COURSE ESSENTIAL QUESTIONS**

1. How and why do writers write within a particular situation?
2. How do we generate and justify claims when developing an argument? How do we acknowledge or respond to opposing arguments as part of our justification and logic?
3. What relationship exists between a text's reasoning, organization and evidence? As readers and writers of argument, why is an awareness of this textual relationship important?
4. How does the rhetorical situation direct and inform the stylistic choices of writers?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- The rhetorical situation and triangle
- Exigence
- Audience
- Purpose
- SOAPS (speaker, occasion, audience, purpose, subject)
- SPACE CAT
- SOAPStone
- Close Reading
- DIDLS (diction, imagery, detail, language, syntax)
- Appeals
- Ethos
- Pathos
- Logos
- Style (Schemes, Tropes, Syntactical moves)
- Arrangement
- Modes of Discourse
- Discourse Markers
- Argument (Rogerian, Toulmin Model, Oration Model)
- Claim
- Evidence
- Conclusion
- Warrant
- Syllogism (Major/Minor Premise)
- Logical Fallacies
- Question Stems
- Synthesis
- Research Tools (C.R.A.P. testing sources: currency, relevance/reliability, authority/audience, purpose/point of view)
- Annotated bibliography (the precis)

Students will be able to . . .

- Analyze a text for rhetorical situation
- Select a lens in which to most effectively analyze a text
- Delineate between primary and secondary audiences
- Identify claims and supporting evidence and assess the efficacy of the evidence in light of the claim
- Use various types of evidence to support claims
- Write a defensible argument
- Identify the rhetorical moves that people make in constructing an argument and explain how these moves function within the rhetorical situation
- Explain how specific evidence functions (illustrate, clarify, set a mood, exemplify, associate, or amplify a point)
- Strengthen their argument by using evidence to validate a claim and/or relate to an audience's emotions and values
- Read a text thoroughly in order to identify its thesis even when it is implied
- Use commentary to properly integrate it into their line of reasoning
- Synthesize evidence using consideration, explanation, and integration of others' arguments into their own argument
- Use commentary to connect evidence to claims
- Identify when writer use sequencing of paragraphs to develop their line of reasoning
- Use sequencing of paragraphs to develop their line of reasoning
- Identify flaws in reasoning and explains how those flaws make the argument specious or illogical
- Identify methods of development that writers use to develop and organize the reasoning of their arguments
- Use various methods of development to develop and organize the reasoning of their arguments (compare/contrast, definition, etc.)
- Use various strategies to develop an introduction (quotations, anecdotes, questions, statistics, data, contextualized information, or scenarios)
- Explain the various purposes of both introductions and conclusions
- Strengthen coherence within their own argument, and use such moves as repetition, synonyms, pronoun references, and parallel structure to develop relationships amongst elements of a text
- Use transitional elements for specific, desired purposes
- Use precise words for clarity of idea
- Analyze and assess research sources for reliability and credibility
- Acknowledge sources' limitations in students' own arguments
- Convey specific tone for desired effect, including within a singular text
- Uses specific sentence types for specific desired effects
- Use specific punctuation for specific desired effects
- Use stylistic moves strategically for specific purposes
- Edit writing for clarity and strength of presentation of ideas



## Units of Study: Pacing Guide and Assured Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1-Reading for the Rhetorical Situation Unit 2- The Foundation of Argument: Rhetorical Analysis Unit 3- Rhetorical Strategies: Analysis & Application	Unit 4- Shaping the Argument: Structure & Arrangement Unit 5-Crafting Cohesion with Style Unit 6- Strengthening Your Writing: Skills, Revision & Editing	Unit 7- Sources in Conversation Unit 8- Synthesizing: Sources & Skills	Skill Review & Exam Preparation Questioning & Multiple Choice Strategies *** Narrative Focus
<b>Assured Assessments</b> Formative: Rhetorical Analysis FRQ Baseline Summative: 2 Minor- Unit 1 2 Minor- Unit 2 1 Minor- Unit 3 1 Major- Unit 3	<b>Assured Assessments</b> Formative: Argument FRQ Baseline Summative: 2 Minor- Unit 4 2 Minor- Unit 5 1 Major- Unit 6 *Midterm Exam*	<b>Assured Assessments</b> Formative: Synthesis FRQ Baseline Summative: 2 Minor- Unit 7 1 Major- Unit 8	<b>COMMON ASSESSMENT</b> Formative: Summative: 1 Major: Unit 9

The following topics and topic focus questions may be used interchangeably across any of the 8 standard-driven, skill-based units of study. Each unit has been designed to cover roughly 12 instructional class periods, resulting in 3 units of study to be executed per quarter/ marking period. To ensure skill development and student growth, units are to follow in numeric sequencing.

<u>Education</u>	<u>Pop Culture</u>	<u>Environment</u>	<u>Community</u>	<u>Sports</u>	<u>Money</u>	<u>Gender</u>	<u>Justice</u>
To what extent do our schools serve the goals of a true education?	To what extent does pop culture reflect our society's values?	What is our responsibility to the natural environment?	What is the relationship of the individual to the community?	How do the values of sports affect the way we see ourselves?	What is the role of money in our everyday lives?	What is the impact of the gender roles that society creates and enforces?	To what extent do our laws and politics reflect the values of a just society?
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>

Supplemental informational texts and excerpts are listed topically in the appendix by alpha category

## UNIT 1

### Reading for the Rhetorical Situation

#### Unit 1 Goals

At the completion of this unit students will:

- RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context and message.
- CLE 3.A Identify and explain claims and evidence within an argument.
- CLE 4.A Develop a paragraph that includes a claim and evidence supporting that claim.

#### Unit 1 Essential Questions

**CEQ-** *How and why do writers write within a particular situation?*

##### Unit Essential Questions

- a. What constitutes the writer's urgency?
- b. Who is the audience? Why is recognition of the intended audience important to note?
- c. What is the writer's purpose/message?
- d. How does the writer appeal to the emotions and self-interest of the audience?

**CEQ-** *How does the rhetorical situation direct and inform the stylistic choices of writers?*

##### Unit Essential Questions

- a. How are schemes and tropes instrumental in carrying out the author's purpose?
- b. How is the figurative language related to the author's purpose?
- c. What major arguments does the writer establish?

#### Scope and Sequence

- Use their previously developed close reading skills to identify the various components of the rhetorical situation of various texts, which may include non-written media, and then analyze how these components operate within the rhetorical triangle.
  - Identify claims and supporting evidence within these texts.
- Learn and hone reading strategies, such as DIDLS, SOAPSTone, among others in order to analyze the rhetorical strategies used within argument.
- Practice developing clear claims and learn strategies to strengthen claims.
- Bloom and spiral ideas to gather the most effective evidence to support claims.
- Practice using commentary to show reasoning in choosing specific evidence to connect to claims.

#### Assured Assessments

- Each student will complete a rhetorical analysis free response question, which will serve as the baseline formative assessment for this course. This assessment is measured according to the newly developed scoring rubric for 2019-2020 (See Appendix).
- In small groups or individually, students will analyze images and/or media for the rhetorical situation. This minor summative assessment is measuring student achievement

according to RHS 1.A and CLE 3.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine the pacing set for the remainder of the unit.

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to CLE 4.A (note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## **Resources**

### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Bacon, Nora. *The Well-Crafted Sentence*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## **Time Allotment**

- Approximately 12 days plus conferencing, assessments, and re-learning days

## **Current References**

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

## **Assured Student Performance Rubrics**

Please see the Appendix for all of the College Board rubrics.

## **Other Resources**

AP English Language Personal Progress Check Dashboard

## **UNIT 2**

### **The Foundation of Argument: Rhetorical Analysis**

#### **Unit 2 Goals**

**At the completion of this unit students will:**

- RHS.1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- RHS.2.B: Demonstrates an understanding of an audience's beliefs, values, or needs.
- CLE.3.A: Identify and explain claims and evidence within an argument.
- CLE.4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- CLE.3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- CLE.4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

#### **Unit 2 Essential Questions**

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience's beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience's beliefs, values, or needs?
- How do readers identify and explain claims and evidence within an argument?
- How do writers develop a paragraph to include a claim, and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof of defense that may preview the structure of the argument?

#### **Scope and Sequence**

- Identify how a speaker connects with an audience by tapping into their values, beliefs, and/or needs through various strategies, such as brainstorming about who the ideal audience is.
- Analyze language in a text that indicates or reveals the audience's values and beliefs about a topic
- Practice strategies to appeal to specific audiences
- Practice identifying arguments, especially when they are implied, through activities, such as highlighting specific evidence to support the thesis
- Assess statements to determine if they are defensible
- Learn how to predict an argument's structure based on the thesis
- Practice developing defensible theses

#### **Assured Assessments**

- Rhetorical Analysis measuring growth from baseline AND RHS.1B, CLE.3A, CLE.3B
- Minor: Possible homework/class work reflections on growth to set up students for next unit's assessment

- Students will complete a timed, in-class, written paragraph response that includes claim and evidence to support that claim. This minor summative assessment is measuring student achievement according to RHS.2B, CLE.4A , CLE.4B(note: the rubric for this assessment is currently being developed). The outcome of this assessment will determine whether individual and/or group conferencing and support is required for the remainder of the unit.
- Each unit will include a formative but not graded, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## Resources

### Core

- Shea, et. al. *The Language of Composition, 3rd ed.* Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## Time Allotment

Approximately 12 days plus conferencing, assessments, and re-learning days

## Current References

*AP English Language and Composition: Course Material and Exam Description.* The College Board. New York, 2019.

## Assured Student Performance Rubrics

## OTHER RESOURCES

- AP English Language Personal Progress Check Dashboard

## **UNIT 3**

### **Rhetorical Strategies: Analysis and Application**

#### **Unit 3 Goals**

**At the completion of this unit students will:**

CLE.3a: Identify and explain claims and evidence within an argument.

CLE.4a: Develop a paragraph that includes a claim and evidence supporting the claim.

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

REO.6a: Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6c: Use appropriate methods of development to advance an argument.

#### **Unit 3 Essential Questions**

Refer to page 7 for Thematic Central Essential Questions

Skill Essential Questions:

- How do readers identify and explain a speaker's claims and evidence within an argument?
- How do writers generate a claim and support with appropriate evidence?
- How do readers recognize and explain the methods of development used by a writer in accomplishing their purpose?
- How do writers use appropriate methods of development to advance an argument?
- How do writers develop lines of reasoning and commentary in support of their claims?
- How do writers appropriately select methods of development in their own writing?

#### **Scope and Sequence**

- Continue to develop the skills writers use in evidence collection
- Identify overarching patterns when assembling and reviewing a wide range of evidence.
- Generate and craft a thesis statement on the recognized patterns within a wide range of evidence
- Develop and improve the ways strong writers explain and connect evidence and claims to establish a clear line of reasoning within their writing
- Analyze the various ways writers introduce source material through the use of commentary
- Explore the traditional methods of development that writers have used for centuries to advance their arguments.
  - Exposure and application of modes of discourse, discourse markers, thought-moves and shifts in argument writing
    - Narration, cause-effect, comparison-contrast, definition, description, process analysis and enumeration
- Evaluate the ideas and arguments of others as a means of generating ideas and synthesizing source material
- Demonstrate thoughtful composition of arguments through organization and sequenced paragraphs within a piece of writing
- Write with acknowledgement of words, ideas, images, texts and additional intellectual property of others through attribution, citation, or reference.

#### **Assured Assessments**

- Major Assessment: employing rhetorical strategies in an argument: CLE.4a, REO.6c

- Minor Assessment: reflection on their use of reasoning of rhetorical strategies: CLE.3a, REO.5c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## Resources

### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

## Current References

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

## Assured Student Performance Rubrics

Please see the Appendix for all College Board rubrics.

## Other Resources

- AP English Language Personal Progress Check Dashboard

## UNIT 4

### Shaping the Argument: Structure and Arrangement

#### Unit 4 Goals

**At the completion of this unit students will:**

RHS.1a: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.1b: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

CLE.3b: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

CLE.4b: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

REO.5c: Recognize and explain the use of methods of development to accomplish a purpose.

REO.6c: Use appropriate methods of development to advance an argument.

#### Unit 4 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure?
- How do writers write a thesis statement that requires proof or defense and that may preview the structure of the argument?
- How do readers recognize and explain the use of methods of development to accomplish a purpose?
- How do writers use appropriate methods of development to advance an argument?

#### Scope and Sequence

- Focused instruction on improving the quality, interest and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation
- Recognize that the introduction's purpose in an argument introduces the subject and/or writer of the argument to the audience
- Explore the varied ways an introduction may be crafted
  - Introduction may present the argument's thesis
  - Introduction may orient the audience
  - Introduction may engage and/or focus the audience
    - Recognize how the presentation of quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or scenarios relate to audience engagement and/or focus
- Recognize that the conclusion's purpose in an argument brings the argument to a unified end
- Explore the varied ways a conclusion may be crafted
  - Conclusion may present the argument's thesis
  - Conclusions may engage and/or focus the audience by:



- Explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior, proposing a solution or explaining implications
- Compose thesis statements that preview lines of reasoning in an argument while avoiding listing points to be analyzed.
- Recognize the qualities and characteristics of specific modal writing experiences and thereby make appropriate determinations about the form and function of modes for their argument

## **Assured Assessments**

- Minor Assessment: small group analysis of NF argument for methods used to develop purpose: RHS.1a, CLE.3b, REO.5c
- Minor Assessment: individual in-class writing: reshaping baseline free-response with introductions and conclusions and a focus on Modes of Discourse: RHS.2a, CLE.4b, REO.6c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## **Resources**

### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## **Time Allotment**

- Approximately 12 days plus conferencing, assessments, and re-learning days

## **Current References**

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

## **Assured Student Performance Rubrics**

Please see the Appendix for all College Board rubrics.

## **Other Resources**

- AP English Language Personal Progress Check Dashboard

## UNIT 5

### Crafting Cohesion with Style

#### Unit 5 Goals

**At the completion of this unit students will:**

REO.5a: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO.5b: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO.6a: Develop a line of reasoning and commentary that explains it throughout an argument.

REO.6b: Use transitional elements to guide the reader through the line of reasoning of an argument.

STL.7a: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

#### Unit 5 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers describe the line of reasoning and explain whether it supports an argument's overarching thesis?
- How do writers develop a line of reasoning and commentary that explains it throughout an argument?
- How do readers explain how the organization of a text creates unity and coherence and reflects a line of reasoning?
- How do writers use transitional elements to guide the reader through the line of reasoning of an argument?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

#### Scope and Sequence

- Continue to focus on the fundamentals of analyzing and writing arguments.
  - Develop body paragraphs in a written argument that: make claims, support with evidence, and provide commentary as to how the paragraphs contribute to the argument's reasoning.
  - Examine how transitional elements can be used to introduce evidence or indicate the relationship between ideas within a text.
  - Consider how precise word choice reduces confusion and assists in how the audience perceives the writer's perspective.
- Examine ways to strengthen the coherence of an argument.
  - Examine a writer's syntactical moves within sentences and paragraphs to see how choices in clause, sentence, or paragraph structure logically link ideas within a text.
  - Identify how the use of schemes, pronoun usage, and structure indicates and develops a relationship between elements of a text.
  - Consider how transitional elements assist in creating coherence within a text, or sections of a text, in order to show relationships among ideas.

- Develop a deeper understanding of the connotative and denotative meanings of words, and the use of descriptive adjectives and adverbs to qualify, modify, or convey perspectives.

### **Assured Assessments**

- Minor Assessment: Fallacious Arguments: self-select a text and analyze for line of reasoning and organization and evaluate their efficacy in supporting an argument and analyze for diction, comparisons, and syntax to convey tone or style: REO.5a, REO.5b, STL.7a
- Minor Assessment: In-class Argument Free-Response: REO.6a, REO.6b, STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

### **Resources**

#### Core

Shea, et. al. *The Language of Composition*, 3rd ed. Print.

#### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

### **Time Allotment**

- Approximately 12 days plus conferencing, assessments, and re-learning days

### **Current References**

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

### **Assured Student Performance Rubrics**

Please see the Appendix for all College Board rubrics.

### **Other Resources**

- AP English Language Personal Progress Check Dashboard

## **UNIT 6**

### **Strengthening Your Writing: Skills, Revision, and Editing**

#### **Unit 6 Goals**

**At the completion of this unit students will:**

CLE.3a: Identify and explain claims and evidence within an argument.

CLE.4a: Develop a paragraph that includes a claim and evidence supporting the claim.

CLE.3b: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

STL.7a: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

#### **Unit 6 Essential Questions**

Skill Essential Questions:

- How do readers identify and explain claims and evidence within an argument?
- How do writers develop paragraphs that include a claim and evidence supporting the claim?
- How do readers identify and describe the overarching thesis of an argument, and explain how it is indicative of the argument's structure?
- How do readers explain how word choice, comparisons, and syntax contribute to a specific tone or style in an argument?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?

#### **Scope and Sequence**

- Recognize biases and limitations within evidence utilized in an argument.
- Develop initial thesis statements and lines of reasoning based on consistent evidence, and revising thesis statements accordingly when contradictory evidence is introduced.
- Continue to examine the impact of specific words and phrases, analyzing how particular words convey a writer's attitude toward a subject.
- Draw upon and synthesize arguments from multiple sources, and strategically selecting sources that are more relevant, reliable, or credible than others.
- Recognize that sources may have the same position, but from different perspectives based on backgrounds, interests, or expertise.
- Acknowledge biases and limitations of material when incorporating evidence or sources into an argument.
- Consider how new evidence changes the line of reasoning in an argument.
- Examine how a writer's tone, and shift in tone, is conveyed through word choice and writing style.
- Understand how a writer's shift in tone suggests a writer's perspective on a subject.

#### **Assured Assessments**

- Major Assessment: Revise and edit Unit 5's Argument Free Response with an emphasis on style and development of ideas: CLE.4a and STL.8a
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## Resources

### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## Time Allotment

- Approximately 12 days plus conferencing, assessments, and re-learning days

## Current References

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

## Assured Student Performance Rubrics

Please see the Appendix for all of the College Board rubrics.

## Other Resources

- AP English Language Personal Progress Check Dashboard

## **UNIT 7**

### **Sources in Conversation**

#### **Unit 7 Goals**

**At the completion of this unit students will:**

RHS.1a: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.2a: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

STL.7b: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.7c: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL.8b: Write sentences that clearly convey ideas and arguments.

STL.8c: Use established conventions of grammar and mechanics to communicate clearly and effectively.

#### **Unit 7 Essential Questions**

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message?
- How do writers write introductions and conclusions appropriate to the purpose and context of the rhetorical situation?
- How do readers explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives?
- How do writers qualify a claim using modifiers, counterarguments, or alternative perspectives?
- How do readers explain a writer's ability to create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?
- How do readers explain how grammar and mechanics contribute to the clarity and effectiveness of an argument?
- How do writers use established conventions of grammar and mechanics to communicate clearly and effectively?

#### **Scope and Sequence**

- Continued skill development in the area of revising claims to account for nuance, complexity, and contradictions in their sources.
- Make quick and efficient determinations on evidence's role in supporting, refuting or qualifying their claims
  - Use modifiers to revise claims accordingly, if necessary
- Identify and understand examples of argument where punctuation and design contribute to a writer's purpose
- Write and construct arguments with the understanding that effective arguments avoid expressing claims, reasoning and evidence in absolute terms.

- Write with an understanding of the complexities on a subject or topic to ensure arguments refrain from generalizations and oversimplification
- Revise writing by working with corrective feedback to ensure that
  - Grammar and mechanics follow established conventions of language
  - Punctuation is used as a way to advance a writer's purpose in clarifying, organizing, emphasizing writer's purpose and contribute to tone.

## **Assured Assessments**

- Minor Summative: Annotated Bibliography with Precis: after learning and practicing with corrective feedback through writing a precis for 3-4 sources, students will then write a precis independently, which will be scored as a Minor Assessment: RHS.1a, CLE.3c, STL.8b, STL.8c (these will be modified in order to correspond with the requirements of the precis)
- Minor Summative: Believing/Doubting Paragraph: Extending the Counterargument: after learning and practicing with corrective feedback through writing a B/D paragraph for 3-4 sources, students will then write a B/D paragraph independently, which will be scored as a Minor Assessment: CLE.3c, CLE.4c, STL.8b, STL.8c
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

## **Resources**

### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print.
- Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

## **Time Allotment**

- Approximately 12 days plus conferencing, assessments, and re-learning days

## **Current References**

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

## **Assured Student Performance Rubrics**

See Appendix for all College Board AP Language and Composition Scoring Rubrics

## **Other Resources**

- AP English Language Personal Progress Check Dashboard

## UNIT 8 and 9

### Synthesizing Sources and Skills

#### Unit 8 and 9 Goals

**At the completion of this unit students will:**

RHS.1b: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

RHS.2b: Demonstrates an understanding of an audience's beliefs, values, or needs.

CLE.3c: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE.4c: Qualify a claim using modifiers, counterarguments, or alternative perspectives.

STL.7a: Explain how word choice, comparison, and syntax contribute to the specific tone or style of a text.

STL.7b: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL.8a: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL.8b: Write sentences that clearly convey ideas and arguments.

#### **All APLAC standards (as does Unit 9)**

#### Unit 8 and 9 Essential Questions

Refer to page 7 for thematic Central Essential Questions.

Skill Essential Questions:

- How do readers explain how an argument demonstrates understanding of an audience's beliefs, values, or needs?
- How do writers demonstrate an understanding of an audience's beliefs, values, or needs?
- How do readers explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text?
- How do writers strategically use words, comparisons, and syntax to convey a specific tone or style in an argument?
- How do readers explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas?
- How do writers write sentences that clearly convey ideas and arguments?

#### Scope and Sequence

- Continue to hone student skills in analyzing for rhetorical choices, focusing on modes, diction, and syntax, to assess the validity of arguments as well as the perspectives embedded in them.
- Continue to hone student skills in using rhetorical choices, focusing on modes, diction, and syntax, to craft nuanced arguments.
- Delineate others' arguments and how they support those arguments.
- Identify and explain the strengths and weaknesses of arguments in various sources.
- Play "They Say/I Say" to enter into an argument.
- Reason out how one person's claim is in accord, contradicts, or strengthens another person's argument.
- Explain how myriad sources about a topic construct an overall view of that topic.



- Construct an argument by synthesizing multiple sources from diverse backgrounds.

### **Assured Assessments**

- Major Assessment: Student-produced synthesis prompt with source materials
- Each unit will include a formative, Personal Progress Check completed by students individually through the online College Board AP Classroom dashboard.

### **Resources**

#### Core

- Shea, et. al. *The Language of Composition*, 3rd ed. Print.

#### Supplemental

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context*, AP ed. Print. Aufses, et. al. *Conversations in American Literature*. Print.
- *The Norton Reader*, Fourteenth High School ed. Print.
- Muller, Whiting. *Language and Composition*, AP ed. Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching*. Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)

### **Time Allotment**

- Approximately 12 days plus conferencing, assessments, and re-learning days

### **Current References**

*AP English Language and Composition: Course Material and Exam Description*. The College Board. New York, 2019.

**Assured Student Performance Rubrics**

See the Appendix for all College Board-based rubrics.

**Other Resources**

- AP English Language Personal Progress Check Dashboard

## **Unit 10**

### **College Essay**

#### **Unit 10 Goals**

**At the completion of this unit students will:**

Read a memoir to identify and analyze the techniques used by the author to craft the story, engage the audience, and deliver the intended message.

Create a personal narrative to be used as a working draft of the college essay that can be used in college applications during students' senior year. Effectively emulate in their own original work techniques used by memoirists.

CCSS.ELA-Literacy.RL.11-12.3  
CCSS.ELA-Literacy.RL.11-12.4  
CCSS.ELA-Literacy.SL.11-12.1  
CCSS.ELA-Literacy.L.11-12.1  
CCSS.ELA-Literacy.L.11-12.6  
CCSS.ELA-Literacy.RL.11-12.5  
CCSS.ELA-Literacy.W.11-12.3  
CCSS.ELA-Literacy.W.11-12.3a  
CCSS.ELA-Literacy.W.11-12.3b  
CCSS.ELA-Literacy.W.11-12.3c  
CCSS.ELA-Literacy.W.11-12.3d  
CCSS.ELA-Literacy.W.11-12.3e  
CCSS.ELA-Literacy.L.11-12.1a  
CCSS.ELA-Literacy.L.11-12.1b  
CCSS.ELA-Literacy.L.11-12.3  
CCSS.ELA-Literacy.L.11-12.3a

#### **Unit 10 Essential Questions**

- Who am I as an American?
- With whom do I identify?
- How do authors convey their messages?
- How do authors create and employ voice?
- How do authors utilize specific writing techniques, and what led to their decisions?

#### **Scope and Sequence**

- In this unit, students will read a memoir. Teachers will offer instruction on narrative techniques including voice, tone, and diction. Students will identify and discuss the intended message, writer's craft, and audience awareness. Teachers should use excerpts from the memoir to accomplish this, but should also consider supplemental texts including, in their entirety or parts, other memoirs, personal essays, speeches and interviews.
- Through reading and then writing memoir, students will address the enduring understanding that "they are part of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with." When they read narratives,

students will identify with the author. When they write their own pieces, they will in turn connect with their audience.

- During the writing process, teachers will offer mentor texts or models for writing. These include but are not limited to sample college essays, other memoirs, personal essays, interviews, or even short fictional pieces that embody the writing techniques the teacher is seeking to illustrate.
- As a culminating assessment, students will produce a working draft of their college essay. This essay will deliver an intended message, employ personal voice, and utilize appropriate narrative writing techniques as well as the conventions of standard English.

## **Assured Assessments**

### **Formative Assessment:**

Formative assessments for this unit can include, but are not limited to:

- Close reading of memoir passages to assess student understanding of author techniques they will emulate in their own writing.
- Exploration of how memoirists use details and sensory images to speed up or slow down moments in time. Teachers can engage students with in-class responses that can be used as pre-writing, as well as have them “explode” their own moments in this fashion.
- Participation in discussions as formative assessments to further engage students in the close reading process and the exploration of writer’s craft. For instance, students can discuss the impact of dialogue, imagery, metaphor, or use of flashbacks as effective memoir techniques. The Appendix of this curriculum guide includes a Shared Inquiry Discussion Rubric.

### **Summative Assessment:**

The culminating assured summative assessment for this unit, which is also an APBA for the course, is the writing of the college essay. Students will participate in the drafting, revision, and editing processes. The assessment rubric is located in the Appendix of this curriculum guide. The standard for mastery includes meeting the majority of the criteria in the “Mostly/Often” column. Students who excel go beyond each criterion and earn checks in the “Yes/Always” column. Students’ pieces may also be utilized as future mentor texts. Students who do not achieve at least the “Somewhat” column will have the opportunity to continue the revision process individually, with the teacher, or with the writing specialist. This piece of writing should count as a major grade for the quarter.

### **Possible Extension Activities:**

Students may utilize [www.storycorps.org](http://www.storycorps.org) as a resource for supplemental texts as well as a platform on which to publish work. Students may also visit [www.thisibelieve.org](http://www.thisibelieve.org) to evaluate various essays’ narrative qualities.

## **Resources**

### **Memoir:**

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.
- McBride, James. *The Color of Water*. Print.

Excerpts from:

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Hillenbrand, Laura. *Unbroken*. Print.
- Morrison, Toni. *Sula*. Print.
- O'Brien, Tim. *The Things They Carried*. Print.
- College essays of former students

### **Time Allotment**

- Approximately 3-4 weeks

## **Appendix**

### **ASSURED STUDENT PERFORMANCE RUBRICS**

The official Advanced Placement English Language and Composition Scoring Rubrics can be found on the College Board site at: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf?course=ap-english-language-and-composition>

### College Essay/Narrative

Content	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
If applicable, the title frames the piece and lures the reader in.					
The beginning of the piece grabs the reader, leaving him or her wanting more.					
The writer has craftily inserted a number of vivid descriptions that bring the reader into a situation or a moment of time.					
Details are plentiful and precise, creating a well-developed picture for the reader. The essay “shows” rather than “tells.”					
The writer’s intended message has been clearly delivered.					
The last line or paragraph is thought-provoking and makes the piece more cohesive.					
The essay is focused on one idea that specifically addresses the question.					

Writing:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Word choice is vivid and diverse, limiting pronouns and using strong action verbs.					
Sentences are varied in length, structure, and beginning.					
The organization of ideas (both within paragraphs and over the course of the piece) strengthens the essay and its impact.					
The writer’s voice is clear and distinct, leaving the reader with a clear impression of who the writer is based on the voice heard.					

Proofreading:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Mechanics of English are correct, including consistent verb tense.					
If there are deviations from grammatical norms (e.g., fragments), it is clear that they are intentional.					
There are no spelling errors.					

Revision:	Yes/ Always (4)	Mostly /Often (3)	Somew hat (2)	Rarely (1)	No (0)
Numerous drafts demonstrate a commitment to the process.					
Revisions demonstrate substantial changes or “reworkings” of the essay.					

ESSAY GRADE: \_\_\_\_\_ TEACHER COMMENTS:



## Menu of Texts

In addition to the Language of Composition class text, teachers may assign specific texts for class study, literary circles, or independent study throughout the year. This menu includes any text in the English 11: American Perspectives Curriculum in addition to others approved for this course.

- Jolliffe, Roskelly. *Writing America: Language and Composition in Context, AP ed.* Print.
- Aufses, et. al. *Conversations in American Literature.* Print.
- *The Norton Reader, Fourteenth High School ed.* Print.
- Muller, Whiting. *Language and Composition, AP ed.* Print.
- Bard College Institute for Writing and Thinking (Vilardi, et.al). *Writing-Based Teaching.* Print.
- Current texts in various media (including relevant advertising, documentaries, TED Talks, Podcasts, etc.)
- Angelou, Maya. *I Know Why the Caged Bird Sings.* Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle.* Print.
- McBride, James. *The Color of Water.* Print.
- Steinbeck, John. *Travels with Charley.* Print.
- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven.* Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent.* Print.
- Hillenbrand, Laura. *Unbroken.* Print.
- Morrison, Toni. *Sula.* Print.
- O'Brien, Tim. *The Things They Carried.* Print.
- Chopin, Kate. *The Awakening.* Print.
- Fitzgerald, F. Scott. *The Great Gatsby.* Print.
- Steinbeck, John. *The Grapes of Wrath.* Print.
- Welles, Orson. *Citizen Kane.* Film.
- Bradford, William.
- Franklin, Benjamin.
- Henry, Patrick.
- Jefferson, Thomas.
- Lincoln, Abraham.
- Paine, Thomas.
- Cather, Willa.
- Douglass, Frederick.
- Harte, Bret.
- Malamud, Bernard.
- Walker, Alice.
- Welty, Eudora.
- Miller, Arthur. *Death of a Salesman.* Print.
- Miller, Arthur. *The Crucible.* Print.
- Wilson, August. *Fences.* Print.
- Hawthorne, Nathaniel. *The Scarlet Letter.* Print.
- Twain, Mark. *The Adventures of Huckleberry Finn.* Print.
- Faulkner, William. *A Lesson before Dying.* Print.
- Kesey, Ken. *One Flew over the Cuckoo's Nest.* Print.
- Morrison, Toni. *Sula.* Print.
- Sinclair, Upton. *The Jungle.* Print.

- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Creation myths: The Earth on the Turtle's Back, other Native American selections
- Any other current texts approved or recommended by the Advanced Placement College Board

Excerpts from:

- Bradford, William. "Of Plymouth Plantation." Print.
- Bradstreet, Anne. Puritan poetry. Print.
- Edwards, Jonathan. "Sinners in the Hands of an Angry God." Print.
- Franklin, Benjamin. *Autobiography*. Print.
- Hawthorne, Nathaniel. "The Minister's Black Veil." Print.
- Henry, Patrick. "Address to the Virginia Convention." Print.
- Jefferson, Thomas. "The Declaration of Independence." Print.
- Poe, Edgar Allan.
- King, Jr., Dr. Martin Luther.
- Thoreau, Henry David. "Civil Disobedience." Print.
- 1960s protest songs
- Harlem Renaissance poetry
- Propaganda
- Music from iconic artists such as Madonna, Prince, Michael Jackson
- Current events that focus on the units of study topics
- Supreme Court decisions and government bills/laws
- Speeches from [Americanrhetoric.com](http://Americanrhetoric.com)
- Current public speeches

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – April 27, 2021

Mr. Hendrickson

Agenda Item – III-I

Approval/Financial Reports through  
March 31, 2021

- The Finance Committee of the Board of Education met on April 22, 2021 which included the review of the financials through March 31, 2021.
- As part of his Financial Report, Mr. Hendrickson will explain CGS 10-248a regarding establishing a non-lapsing carryover account.
- Mr. Hendrickson will also update the Board of Education on the recent Town of Trumbull Education Department Operational Review.

Recommendation:

- Approve Financial Reports as of March 31, 2021.
- Approve the document required for establishing a non-lapsing carryover account.
- Review and discuss Operational Review

**Trumbull B.O.E. as of March 31, 2021**

<b>ACCOUNT DESCRIPTION</b>	<b>REVISED BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE BUDGET</b>	<b>% USED</b>
<b>001 BOE GENERAL FUND</b>	109,025,882	69,894,452.42	35,060,715.03	4,070,715	96.30
<b>009 TOWN ACCOUNTS FUND</b>	1,399,881	767,724.58	557,141.53	75,015	94.60
<b>200 GRANTS FUND</b>	5,021,912	2,727,956.32	689,355.68	1,604,600	68.00
<b>205 SPECIAL REVENUE FUND</b>	101,970	733,224.84	329,352.88	-960,608	1,042.10
<b>210 SCHOOL LUNCH FUND</b>	0	1,555,878.09	718,594.74	-2,274,473	100.00
<b>300 SCHOLARSHIP FUND</b>	0	1,000.00	0.00	-1,000	100.00
<b>Grand Total</b>	115,549,645	75,680,236.25	37,355,159.86	2,514,248	97.80

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 3/31/2021**

<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>Salaries</u></b>	<b><u>100</u></b>					
Admin/Supervisors	110	\$4,494,640	\$3,345,878	\$1,000,247	\$148,515	97%
Teachers	120	\$52,075,340	\$31,152,549	\$20,898,362	\$24,429	100%
Custodians/Maintenance	130	\$3,719,323	\$2,622,440	\$951,833	\$145,050	96%
Tech Support	140	\$485,788	\$368,563	\$110,342	\$6,884	99%
Admin Support	150	\$2,669,611	\$1,988,944	\$719,299	(\$38,632)	101%
Paras & Aides	160	\$4,596,115	\$2,654,786	\$1,099,166	\$842,163	82%
Substitutes	170	\$1,305,000	\$481,341	\$334,505	\$489,153	63%
Coaches & Advisors	180	\$617,761	\$181,489	\$436,272	\$0	100%
Salaries Other	190	\$1,728,284	\$1,032,706	\$483,140	\$212,438	88%
Misc Salary Items	195	\$1,649,125	\$219,530	\$0	\$1,429,595	13%
<b>Salaries Total</b>		<b>\$73,340,987</b>	<b>\$44,048,226</b>	<b>\$26,033,165</b>	<b>\$3,259,595</b>	<b>96%</b>
<b><u>Benefits</u></b>	<b><u>200</u></b>					
Health Insurance	210	\$15,134,198	\$11,117,617	\$3,512,316	\$504,265	97%
FICA	220	\$1,727,214	\$1,143,963	\$583,251	\$0	100%
Other Insurance	280	\$132,000	\$92,640	\$32,691	\$6,670	95%
Benefits Other	290	\$217,000	\$133,611	\$64,366	\$19,023	91%
<b>Benefits Total</b>		<b>\$17,210,412</b>	<b>\$12,487,830</b>	<b>\$4,192,624</b>	<b>\$529,958</b>	<b>97%</b>
<b><u>Services-Prof &amp; Technical</u></b>	<b><u>300</u></b>					
Professional Devt	320	\$112,372	\$18,410	\$1,281	\$92,681	18%
Legal	330	\$299,000	\$94,997	\$181,601	\$22,402	93%
Service Contracts	340	\$474,080	\$315,093	\$43,918	\$115,069	76%
Consultants	360	\$200,500	\$170,815	\$244,406	(\$214,721)	207%
Other Prof Services	390	\$456,192	\$247,321	\$79,731	\$129,140	72%
<b>Services-Prof &amp; Technical Total</b>		<b>\$1,542,144</b>	<b>\$846,636</b>	<b>\$550,937</b>	<b>\$144,570</b>	<b>91%</b>
<b><u>Services-Property</u></b>	<b><u>400</u></b>					
Utilities	410	\$1,285,000	\$762,920	\$514,080	\$8,000	99%
Energy	415	\$929,000	\$1,104,989	\$244,558	(\$420,547)	145%
Repairs & Svc Fees	430	\$413,300	\$203,671	\$67,076	\$142,553	66%
Communications	440	\$268,000	\$219,934	\$68,707	(\$20,640)	108%
Copiers	445	\$255,000	\$192,710	\$66,317	(\$4,027)	102%
Bldg Improvements	450	\$20,000	\$0	\$8,500	\$11,500	43%
Other Purch'd Property Svcs	490	\$136,000	\$91,298	\$19,417	\$25,284	81%
<b>Services-Property Total</b>		<b>\$3,306,300</b>	<b>\$2,575,522</b>	<b>\$988,656</b>	<b>(\$257,877)</b>	<b>108%</b>
<b><u>Services-Purchased Other</u></b>	<b><u>500</u></b>					
Transportation	510	\$5,179,681	\$1,958,116	\$2,433,920	\$787,645	85%
Postage	530	\$40,000	\$16,984	\$28,163	(\$5,148)	113%
Advertising	540	\$1,700	\$1,307	\$0	\$393	77%
Interns	550	\$296,400	\$208,900	\$42,550	\$44,950	85%
Tuition	560	\$4,529,505	\$3,930,066	\$202,845	\$396,594	91%
Printing	570	\$13,200	\$8,787	\$573	\$3,840	71%
Other Purch'd Svcs	590	\$194,300	\$184,243	\$920	\$9,137	95%
<b>Services-Purch'd Other Total</b>		<b>\$10,254,786</b>	<b>\$6,308,404</b>	<b>\$2,708,971</b>	<b>\$1,237,411</b>	<b>88%</b>
<b><u>Supplies</u></b>	<b><u>600</u></b>					
Supplies-Teaching	610	\$632,970	\$294,829	\$129,349	\$208,792	67%
Supplies-Office	620	\$84,250	\$36,237	\$5,936	\$42,077	50%
Supplies-Custodial	630	\$198,000	\$108,783	\$69,027	\$20,189	90%
Supplies-Maintenance	635	\$261,500	\$200,466	\$73,719	(\$12,686)	105%

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 3/31/2021**

<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>
Text & Workbooks	640	\$379,815	\$217,220	\$23,770	\$138,825	63%
Subscriptions	645	\$307,780	\$301,594	\$1,661	\$4,525	99%
Testing Materials	650	\$120,600	\$79,398	\$25,485	\$15,716	87%
Books & A/V	655	\$0	\$3,230	\$0	(\$3,230)	#DIV/0!
Software	660	\$177,000	\$226,089	\$4,992	(\$54,081)	131%
Other Supplies	690	\$36,785	\$7,562	\$9,854	\$19,369	47%
<b>Supplies Total</b>		<b>\$2,198,700</b>	<b>\$1,475,408</b>	<b>\$343,795</b>	<b>\$379,497</b>	<b>83%</b>
<b>Property</b>	<b>700</b>					
Office Equipment	610	\$0	\$0	\$0	\$0	#DIV/0!
Office Furniture	620	\$0	\$40,092	\$22,788	(\$62,880)	#DIV/0!
Classroom Equipment	630	\$851,804	\$1,324,647	\$29,607	(\$502,450)	159%
Classroom Furniture	635	\$1,200	\$13,052	\$88,974	(\$100,826)	8502%
Bldg Equipment	640	\$68,947	\$651,016	\$60,991	(\$643,060)	1033%
Other Equipment	645	\$9,500	\$0	\$0	\$9,500	0%
<b>Property Total</b>		<b>\$931,451</b>	<b>\$2,028,807</b>	<b>\$202,360</b>	<b>(\$1,299,716)</b>	<b>240%</b>
<b>Other Objects</b>	<b>800</b>					
Dues, Fees and Memberships	810	\$76,974	\$87,667	\$4,031	(\$14,724)	119%
Unemployment	825	\$162,128	\$35,952	\$36,176	\$90,000	44%
Other Objects	890	\$2,000	\$0	\$0	\$2,000	0%
<b>Other Objects Total</b>		<b>\$241,102</b>	<b>\$123,618</b>	<b>\$40,207</b>	<b>\$77,276</b>	<b>68%</b>
<b>Miscellaneous</b>	<b>900</b>					
Other-Ant Surpl/Excess Cst	900	\$0	\$0	\$0	\$0	#DIV/0!
<b>Miscellaneous Total</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>#DIV/0!</b>
<b>COVID Total</b>		<b>0</b>	<b>\$1,419,342</b>	<b>\$256,924</b>	<b>(\$1,676,266)</b>	<b>#DIV/0!</b>
<b>Report Total less COVID</b>		<b>\$109,025,882</b>	<b>\$68,475,111</b>	<b>\$34,803,791</b>	<b>\$5,746,981</b>	<b>95%</b>
<b>Munis Report Total</b>		<b>\$109,025,882</b>	<b>\$69,894,452</b>	<b>\$35,060,715</b>	<b>\$4,070,715</b>	<b>96%</b>

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/	Available/
		Original	Transfers	Revised		Estimates	(Over)
Salaries							
Admin/Supervisors							
01902320-51115	Super-Admin-Superintendent	\$223,147	\$0	\$223,147	\$188,771	\$57,404	(\$23,028)
01402320-51114	Asst Super-Admin-Asst Superintender	\$0	\$0	\$0	\$3,966	\$0	(\$3,966)
01922530-51125	Asst Super-Dir Digital Learning	\$150,767	\$0	\$150,767	\$115,975	\$34,792	\$0
01412210-51114	Curr Dir-Admin-Director	\$339,319	\$0	\$339,319	\$158,741	\$45,000	\$135,578
01882700-51125	Trans-Admin-Manager	\$65,137	\$0	\$65,137	\$52,857	\$16,545	(\$4,264)
01912520-51113	Bus Off-Admin-Business Administratc	\$165,134	\$0	\$165,134	\$114,216	\$39,115	\$11,802
01912520-51129	Bus Off-Admin-Acctg Manager	\$82,127	\$0	\$82,127	\$65,524	\$19,657	(\$3,055)
01422520-51125	Tech-Admin-Manager	\$132,575	\$0	\$132,575	\$101,981	\$30,594	(\$0)
01822230-51125	Facilities-Admin-Director/Managers	\$112,997	\$0	\$112,997	\$86,921	\$26,076	(\$0)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01011200-51114	PPS-Admin-Director/Coordinator	\$338,749	\$0	\$338,749	\$208,628	\$69,941	\$60,180
01011000-51113	TECEC-Admin-Admin Salaries	\$119,019	\$0	\$119,019	\$91,553	\$27,466	\$0
01512400-51113	BHES-Admin-Principal	\$174,967	\$0	\$174,967	\$134,590	\$40,377	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$174,967	\$0	\$174,967	\$134,590	\$40,377	\$0
01532400-51113	DFES-Admin-Principl	\$174,967	\$0	\$174,967	\$134,590	\$40,377	\$0
01542400-51113	MBES-Admin-Principal	\$174,967	\$0	\$174,967	\$134,590	\$40,377	\$0
01552400-51113	JRES-Admin-Principal	\$174,967	\$0	\$174,967	\$155,840	\$35,745	(\$16,618)
01582400-51113	TSES-Admin-Principal	\$174,967	\$0	\$174,967	\$134,590	\$40,377	\$0
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$324,902	\$0	\$324,902	\$249,925	\$74,977	\$0
01622400-51113	MMS-Admin-Principal/Asst Principal	\$336,632	\$0	\$336,632	\$258,948	\$77,684	\$0
01711006-51114	THS-Ag Science-Director	\$50,000	\$0	\$50,000	\$55,865	\$17,449	(\$23,314)
01712400-51113	THS-Admin-Principals	\$842,668	\$0	\$842,668	\$638,861	\$188,607	\$15,200
01711019-51114	Sports-Sports General-Director	\$161,665	\$0	\$161,665	\$124,358	\$37,307	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
110	Admin/Supervisors Total	\$4,494,640	\$0	\$4,494,640	\$3,345,878	\$1,000,247	\$148,515
Teachers							
01802320-51119	Super-Personnel-Teacher Xtra Time	\$0	\$0	\$0	\$4,984	\$0	(\$4,984)
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	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01402210-51110	Curr Dir-D/W-ELL Teachers	\$464,335	\$0	\$464,335	\$323,655	\$207,334	(\$66,654)
01411250-51110	Curr Dir-D/W-TAG Teachers	\$112,786	\$0	\$112,786	\$65,069	\$47,717	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$344,826	\$0	\$344,826	\$237,329	\$135,487	(\$27,990)
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$10,487	\$0	\$39,513
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$4,341	\$0	\$25,659
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$50,000	\$0	\$50,000	\$28,746	\$0	\$21,255
01912520-51196	D/W-Admin-Retirement/LOA Savings	\$30,000	\$0	\$30,000	\$0	\$0	\$30,000
01912520-51197	D/W-Admin-Degree Changes	\$164,234	\$0	\$164,234	\$0	\$0	\$164,234
01011200-51118	PPS-L/W-Curriculum Writing	\$2,460,615	\$0	\$2,460,615	\$0	\$0	\$2,460,615
01011200-51119	PPS-L/W-Teacher Xtra Time	\$24,000	\$0	\$24,000	\$18,873	\$0	\$5,127
01021201-51119	PPS-After School-Teacher Salaries	\$205,407	\$0	\$205,407	\$0	\$0	\$205,407
01062140-51111	PPS-L/W-Psychologists	\$1,798,929	\$0	\$1,798,929	\$1,022,855	\$694,599	\$81,475
01072110-51111	PPS-L/W-Social Workers	\$998,443	\$0	\$998,443	\$738,570	\$515,610	(\$255,737)
01082150-51111	PPS-L/W-Speech & Language	\$1,120,783	\$0	\$1,120,783	\$769,133	\$487,089	(\$135,439)
01161200-51110	PPS-SPED-Elementary Teachers	\$1,757,089	\$0	\$1,757,089	\$983,931	\$584,767	\$188,390
01231200-51110	PPS-SPED-Middle School Teachers	\$1,135,017	\$0	\$1,135,017	\$723,436	\$502,597	(\$91,016)
01331200-51110	PPS-SPED-THS Teachers	\$1,753,731	\$0	\$1,753,731	\$1,150,873	\$805,720	(\$202,862)
01371200-51118	PPS-ESY-Teacher salaries	\$0	\$0	\$0	\$185,544	\$0	(\$185,544)
01011000-51110	TECEC-Classroom-Teachers	\$644,298	\$0	\$644,298	\$371,710	\$272,587	\$1
01121200-51111	TECEC-Classroom-Specialists	\$85,316	\$0	\$85,316	\$98,733	\$45,669	(\$59,087)
01511001-51110	BHES-Classroom-Teachers	\$1,928,107	\$0	\$1,928,107	\$1,312,441	\$928,229	(\$312,563)
01511002-51110	BHES-Classroom-Specialists	\$324,452	\$0	\$324,452	\$231,231	\$150,381	(\$57,160)
01512220-51110	BHES Library-Teachers-Salaries	\$90,430	\$0	\$90,430	\$52,171	\$38,259	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,083,459	\$0	\$2,083,459	\$1,427,367	\$952,258	(\$296,166)
01521002-51110	FTES-Classroom-Specialists	\$832,276	\$0	\$832,276	\$454,463	\$285,751	\$92,062
01522220-51110	FTES Library-Teachers-Salaries	\$98,231	\$0	\$98,231	\$56,672	\$41,559	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$1,817,232	\$0	\$1,817,232	\$1,437,632	\$1,026,639	(\$647,039)
01531002-51110	DFES-Classroom-Specialists	\$576,758	\$0	\$576,758	\$328,507	\$209,352	\$38,900
01532220-51110	DFES Library-Teachers-Salaries	\$77,782	\$0	\$77,782	\$44,874	\$32,908	(\$0)

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01541001-51110	MBES-Classroom-Teachers	\$2,158,404	\$0	\$2,158,404	\$1,413,393	\$951,600	(\$206,589)
01541002-51110	MBES-Classroom-Specialists	\$542,928	\$0	\$542,928	\$396,749	\$244,878	(\$98,699)
01542220-51110	MBES Library-Teachers-Salaries	\$112,786	\$0	\$112,786	\$65,069	\$47,717	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,881,158	\$0	\$1,881,158	\$1,149,100	\$803,834	(\$71,777)
01551002-51110	JRES-Classroom-Specialists	\$412,296	\$0	\$412,296	\$297,969	\$169,490	(\$55,163)
01552220-51110	JRES Library-Teachers-Salaries	\$112,786	\$0	\$112,786	\$65,069	\$47,717	\$0
01581001-51110	TES-Classroom-Teachers	\$1,832,900	\$0	\$1,832,900	\$1,034,774	\$720,345	\$77,781
01581002-51110	TES-Classroom-Specialists	\$540,109	\$0	\$540,109	\$246,305	\$163,779	\$130,026
01582220-51110	TES Library-Teachers-Salaries	\$0	\$0	\$0	\$49,197	\$36,077	(\$85,274)
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,397,957	\$0	\$3,397,957	\$2,172,752	\$1,471,413	(\$246,208)
01611016-51110	HMS-Music-Teacher Salaries	\$329,509	\$0	\$329,509	\$205,612	\$126,035	(\$2,139)
01611019-51110	HMS-PE/Health-Teacher Salaries	\$379,668	\$0	\$379,668	\$231,315	\$149,934	(\$1,581)
01612120-51110	HMS-Guidance-Teacher Salaries	\$266,290	\$0	\$266,290	\$166,553	\$112,661	(\$12,924)
01612220-51110	HMS-Library-Teacher Salaries	\$95,899	\$0	\$95,899	\$55,326	\$40,573	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,053,035	\$0	\$4,053,035	\$2,426,808	\$1,688,400	(\$62,173)
01621016-51110	MMS-Music-Teacher Salaries	\$306,105	\$0	\$306,105	\$192,110	\$116,134	(\$2,139)
01621019-51110	MMS-PE/Health-Teacher Salaries	\$387,100	\$0	\$387,100	\$255,873	\$136,039	(\$4,812)
01622120-51110	MMS-Guidance-Teacher Salaries	\$280,901	\$0	\$280,901	\$174,982	\$118,843	(\$12,924)
01622220-51110	MMS-Library-Teacher Salaries	\$98,757	\$0	\$98,757	\$56,975	\$41,782	(\$0)
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$2,292	\$0	(\$2,292)
01711001-51110	THS-Classroom-Teacher Salaries	\$10,503,485	\$0	\$10,503,485	\$6,270,191	\$4,341,354	(\$108,059)
01711003-51110	THS-Admin-Detention Duty	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51110	THS-Ag Science-Teachers Salaries	\$529,101	\$0	\$529,101	\$366,031	\$210,605	(\$47,535)
01711016-51110	THS-Music-Teacher Salaries	\$251,383	\$0	\$251,383	\$265,505	\$176,420	(\$190,542)
01711019-51110	THS-PE/Health-Teacher Salaries	\$682,026	\$0	\$682,026	\$446,764	\$324,468	(\$89,206)
01711022-51110	THS-Alternate School-Teachers Salari	\$259,874	\$0	\$259,874	\$224,002	\$162,373	(\$126,501)
01711028-51110	THS-Admin-Teacher Xtra Tme	\$212,608	\$0	\$212,608	\$0	\$0	\$212,608
01712120-51110	THS-Guidance-Teacher Salaries	\$1,217,659	\$0	\$1,217,659	\$790,435	\$496,344	(\$69,120)
01712220-51110	THS-Library-Teacher Salaries	\$168,080	\$0	\$168,080	\$47,773	\$35,033	\$85,274
<b>120</b>	<b>Teachers Total</b>	<b>\$52,075,340</b>	<b>\$0</b>	<b>\$52,075,340</b>	<b>\$31,152,549</b>	<b>\$20,898,362</b>	<b>\$24,429</b>

**Custodians/Maintenance**

01842610-51140	Facilities-Custodial-Salaries	\$2,730,899	\$0	\$2,730,899	\$1,961,441	\$744,298	\$25,160
01842610-51141	Facilities-Custodial-Custodial OT	\$54,273	\$0	\$54,273	\$41,255	\$0	\$13,018
01842610-51142	Facilities-Custodial-School OT	\$88,811	\$0	\$88,811	\$17,117	\$0	\$71,694
01842610-51143	Facilities-Snow Removal-Salaries	\$20,723	\$0	\$20,723	\$17,465	\$0	\$3,258
01842610-51145	Facilities-Custodial- Custodial Support	\$5,921	\$0	\$5,921	\$4,882	\$0	\$1,039
01842610-51149	Facilities-Custodial-Custodial Night Di	\$9,868	\$0	\$9,868	\$4,471	\$0	\$5,397
01852620-51140	Facilities-Maintenance-Salaries	\$740,938	\$0	\$740,938	\$555,795	\$207,535	(\$22,391)
01852620-51141	Facilities-Maintenance-Maint OT	\$41,445	\$0	\$41,445	\$8,137	\$0	\$33,308
01852620-51142	Facilities-Maintenance-Security Chec	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$26,445	\$0	\$26,445	\$11,877	\$0	\$14,568
<b>130</b>	<b>Custodians/Maintenance Total</b>	<b>\$3,719,323</b>	<b>\$0</b>	<b>\$3,719,323</b>	<b>\$2,622,440</b>	<b>\$951,833</b>	<b>\$145,050</b>

**Tech Support**

01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$479,788	\$0	\$479,788	\$351,816	\$110,342	\$17,631
01422520-51141	Tech-Admin-Xtra Time/Help	\$6,000	\$0	\$6,000	\$16,747	\$0	(\$10,747)
<b>140</b>	<b>Tech Support Total</b>	<b>\$485,788</b>	<b>\$0</b>	<b>\$485,788</b>	<b>\$368,563</b>	<b>\$110,342</b>	<b>\$6,884</b>

**Administrative Support**

01802320-51115	Super-Personnel-Support Staff	\$162,520	\$0	\$162,520	\$128,337	\$38,222	(\$4,039)
01802320-51131	Super-Personnel-Support Staff-10 Mt	\$42,845	\$0	\$42,845	\$27,403	\$17,127	(\$1,684)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,969	\$0	(\$2,969)
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,500	\$0	\$4,500	\$2,400	\$0	\$2,100
01902320-51130	Super-Admin-Support Staff	\$136,124	\$0	\$136,124	\$114,944	\$35,070	(\$13,890)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$646	\$0	(\$646)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$87,660	\$0	\$87,660	\$56,221	\$16,537	\$14,902
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$431	\$0	(\$431)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$51,813	\$0	\$51,813	\$41,382	\$12,302	(\$1,871)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0



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Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01882700-51130	Trans-Admin-Secy 12 Mth	\$94,646	\$0	\$94,646	\$76,640	\$24,440	(\$6,434)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$1,883	\$0	(\$1,883)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$323,515	\$0	\$323,515	\$209,961	\$62,146	\$51,407
01912520-51135	Bus Off-Admin-Support-Clerical Xtra 1	\$0	\$0	\$0	\$3,499	\$0	(\$3,499)
01422520-51130	Tech-Admin-Secy 12 Mth	\$60,050	\$0	\$60,050	\$47,989	\$14,258	(\$2,198)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$122,896	\$0	\$122,896	\$98,423	\$28,931	(\$4,458)
01011200-51130	PPS-Admin-Secy 12 Mth	\$117,648	\$0	\$117,648	\$96,940	\$24,220	(\$3,511)
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01011000-51131	TECEC-Admin-Secy 10 Mth	\$47,013	\$0	\$47,013	\$30,069	\$18,793	(\$1,849)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$60,050	\$0	\$60,050	\$47,989	\$14,258	(\$2,198)
01512400-51131	BHES-Admin-Secy 10 Mth	\$33,076	\$0	\$33,076	\$22,752	\$14,220	(\$3,896)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51130	FTES-Admin-Secy 12 Mth	\$60,450	\$0	\$60,450	\$48,389	\$14,258	(\$2,198)
01522400-51131	FTES-Admin-Secy 10 Mth	\$36,447	\$0	\$36,447	\$29,492	\$10,928	(\$3,973)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51130	DFES-Admin-Secy 12 Mth	\$60,650	\$0	\$60,650	\$48,589	\$14,258	(\$2,198)
01532400-51131	DFES-Admin-Secy 10 Mth	\$36,599	\$0	\$36,599	\$25,160	\$15,412	(\$3,973)
01532400-51135	DFES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51130	MBES-Admin-Secy 12 Mth	\$60,650	\$0	\$60,650	\$48,589	\$14,258	(\$2,198)
01542400-51131	MBES-Admin-Secy 10 Mth	\$33,076	\$0	\$33,076	\$22,752	\$14,220	(\$3,896)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51130	JRES-Admin-Secy 12 Mth	\$60,650	\$0	\$60,650	\$48,589	\$14,258	(\$2,198)
01552400-51131	JRES-Admin-Secy 10 Mth	\$35,739	\$0	\$35,739	\$24,433	\$15,270	(\$3,964)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51130	TES-Admin-Secy 12 Mth	\$60,050	\$0	\$60,050	\$47,989	\$14,258	(\$2,198)
01582400-51131	TES-Admin-Secy 10 Mth	\$31,064	\$0	\$31,064	\$21,488	\$13,430	(\$3,855)
01582400-51135	TES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01612120-51131	HMS-Guidance-Secy 10 Mth	\$47,013	\$0	\$47,013	\$30,069	\$18,793	(\$1,849)
01612400-51130	HMS-Admin-Secy 12 Mth	\$60,550	\$0	\$60,550	\$48,699	\$14,258	(\$2,408)
01612400-51131	HMS-Admin-Secy 10 Mth	\$44,676	\$0	\$44,676	\$22,699	\$14,187	\$7,791
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01622120-51131	MMS-Guidance-Secy 10 Mth	\$48,622	\$0	\$48,622	\$30,851	\$18,969	(\$1,198)
01622400-51130	MMS-Admin-Secy 12 Mth	\$60,500	\$0	\$60,500	\$48,439	\$14,258	(\$2,198)
01622400-51131	MMS-Admin-Secy 10 Mth	\$44,676	\$0	\$44,676	\$30,069	\$18,793	(\$4,186)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51131	THS-Ag Science-Secy 10 Mths	\$36,334	\$0	\$36,334	\$23,004	\$14,228	(\$898)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$0	\$0	\$0	\$597	\$0	(\$597)
01712120-51130	THS-Guidance-Secy 12 Mths	\$173,243	\$0	\$173,243	\$138,043	\$41,069	(\$5,869)
01712220-51131	THS-Library-Secy 10 Mths	\$24,211	\$0	\$24,211	\$19,178	\$7,004	(\$1,971)
01712400-51130	THS-Admin-Secy 12 Mth	\$118,657	\$0	\$118,657	\$94,415	\$27,948	(\$3,706)
01712400-51131	THS-Admin-Secy 10 Mth	\$139,776	\$0	\$139,776	\$94,180	\$49,745	(\$4,150)
01712400-51135	THS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01713201-51131	Sports-Sports General-Secy 10 Mths	\$48,622	\$0	\$48,622	\$30,851	\$18,969	(\$1,198)
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$3,000	\$0	\$3,000	\$1,500	\$0	\$1,500
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
150	<b>Administrative Support Total</b>	<b>\$2,669,611</b>	<b>\$0</b>	<b>\$2,669,611</b>	<b>\$1,988,944</b>	<b>\$719,299</b>	<b>(\$38,632)</b>

**Paras & Aides**

01011200-51120	PPS-L/W-Instructional Paras	\$2,077,243	\$0	\$2,077,243	\$1,235,038	\$509,907	\$332,298
01011200-51121	PPS-D/W-Para Xtra Time	\$206,000	\$0	\$206,000	\$53,472	\$0	\$152,528
01011200-51122	PPS-L/W-ABA Paras	\$1,051,777	\$0	\$1,051,777	\$723,518	\$322,001	\$6,258
01032130-51128	PPS-L/W-Health Aides	\$81,760	\$0	\$81,760	\$57,042	\$24,718	(\$0)
01371200-51122	PPS-ESY-ABA Paras	\$72,000	\$0	\$72,000	\$37,396	\$0	\$34,604
01371200-51128	PPS-ESY-Health Aides	\$8,500	\$0	\$8,500	\$0	\$0	\$8,500
01371200-51129	PPS-ESY-Para	\$47,000	\$0	\$47,000	\$1,313	\$0	\$45,687
01412210-51120	PPS-D/W-Para Training	\$14,250	\$0	\$14,250	\$256	\$3,000	\$10,994
01011000-51120	TECEC-Classroom-Paras	\$169,555	\$0	\$169,555	\$114,825	\$47,508	\$7,222
01011000-51122	TECEC-Classroom-ABA Paras	\$229,559	\$0	\$229,559	\$159,989	\$69,450	\$120
01511001-51120	BHES-Classroom-Instructional Aides	\$64,639	\$0	\$64,639	\$17,575	\$9,817	\$37,247
01512400-51120	BHES-Admin-Paras	\$18,744	\$0	\$18,744	\$11,357	\$7,156	\$231
01521001-51120	FTES-Classroom-Instructional Aides	\$73,641	\$0	\$73,641	\$14,844	\$7,000	\$51,797

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Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01522400-51120	FTES-Admin-Paras	\$34,194	\$0	\$34,194	\$24,914	\$4,779	\$4,501
01531001-51120	DFES-Classroom-Instructional Aides	\$55,816	\$0	\$55,816	\$19,978	\$10,000	\$25,838
01532400-51120	DFES-Admin-Paras	\$20,954	\$0	\$20,954	\$14,510	\$8,693	(\$2,249)
01541001-51120	MBES-Classroom-Instructional Aides	\$70,216	\$0	\$70,216	\$16,444	\$7,726	\$46,046
01542400-51120	MBES-Admin-Paras	\$9,215	\$0	\$9,215	\$6,762	\$3,747	(\$1,294)
01551001-51120	JRES-Classroom-Instructional Aides	\$46,251	\$0	\$46,251	\$15,200	\$9,022	\$22,029
01552400-51120	JRES-Admin-Paras	\$19,173	\$0	\$19,173	\$11,494	\$6,024	\$1,656
01581001-51120	TES-Classroom-Instructional Aides	\$58,724	\$0	\$58,724	\$14,697	\$7,380	\$36,647
01582400-51120	TES-Admin-Paras	\$19,564	\$0	\$19,564	\$11,805	\$6,014	\$1,745
01612400-51120	HMS-Admin-Admin Para	\$11,672	\$0	\$11,672	\$9,034	\$2,638	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$45,853	\$0	\$45,853	\$32,317	\$10,142	\$3,394
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51120	THS-L/W-Paras	\$89,815	\$0	\$89,815	\$51,007	\$22,443	\$16,365
<b>160</b>	<b>Paras &amp; Aides Total</b>	<b>\$4,596,115</b>	<b>\$0</b>	<b>\$4,596,115</b>	<b>\$2,654,786</b>	<b>\$1,099,166</b>	<b>\$842,163</b>

**Substitutes**

01802320-51117	Super-Personnel-Substitute Teachers	\$904,000	\$0	\$904,000	\$386,403	\$300,000	\$217,597
01802320-51129	Super-Personnel-Substitute Paras	\$326,000	\$0	\$326,000	\$55,201	\$21,000	\$249,799
01802320-51139	Super-Personnel-Substitute Secys	\$25,000	\$0	\$25,000	\$5,895	\$1,505	\$17,600
01802320-51140	Facilities-Admin-Substitutes	\$50,000	\$0	\$50,000	\$33,843	\$12,000	\$4,157
<b>170</b>	<b>Substitutes Total</b>	<b>\$1,305,000</b>	<b>\$0</b>	<b>\$1,305,000</b>	<b>\$481,341</b>	<b>\$334,505</b>	<b>\$489,153</b>

**Coaches & Advisors**

01613202-51116	HMS-Activities-Advisors	\$29,250	\$0	\$29,250	\$0	\$29,250	\$0
01623202-51116	MMS-Activities-Advisors	\$29,250	\$0	\$29,250	\$0	\$29,250	\$0
01711016-51116	THS-Music-Directors	\$22,307	\$0	\$22,307	\$0	\$22,307	\$0
01713202-51116	THS-Activities-Advisors	\$92,542	\$0	\$92,542	\$7,435	\$85,107	\$0
01713201-51116	Sports-Sports General-Coaches	\$444,412	\$0	\$444,412	\$4,600	\$270,358	\$169,454
01723301-51116	Sports-Baseball-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723302-51116	Sports-Basketball-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723303-51116	Sports-Field Hockey-Coaches	\$0	\$0	\$0	\$17,029	\$0	(\$17,029)
01723304-51116	Sports-Football-Coaches	\$0	\$0	\$0	\$45,730	\$0	(\$45,730)
01723305-51116	Sports-Ice Hockey-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723306-51116	Sports-Lacrosse-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723307-51116	Sports-Soccer-Coaches	\$0	\$0	\$0	\$36,436	\$0	(\$36,436)
01723308-51116	Sports-Swimming-Coaches	\$0	\$0	\$0	\$12,195	\$0	(\$12,195)
01723309-51116	Sports-Tennis-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723310-51116	Sports-Indoor Track-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723311-51116	Sports-Volleyball-Coaches	\$0	\$0	\$0	\$13,384	\$0	(\$13,384)
01723312-51116	Sports-Wrestling-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723313-51116	Sports-Outdoor Track-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723314-51116	Sports-Softball-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723315-51116	Sports-Gymnastics-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723316-51116	Sports-Golf-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723317-51116	Sports-Cross Country-Coaches	\$0	\$0	\$0	\$26,768	\$0	(\$26,768)
01723318-51116	Sports-Cheerleading-Coaches	\$0	\$0	\$0	\$12,269	\$0	(\$12,269)
01723319-51116	Sports-Weight Training-Coaches	\$0	\$0	\$0	\$5,643	\$0	(\$5,643)
	<b>Coaches Total</b>	<b>\$444,412</b>	<b>\$0</b>	<b>\$444,412</b>	<b>\$174,054</b>	<b>\$270,358</b>	<b>\$0</b>
<b>180</b>	<b>Coaches &amp; Advisors Total</b>	<b>\$617,761</b>	<b>\$0</b>	<b>\$617,761</b>	<b>\$181,489</b>	<b>\$436,272</b>	<b>\$0</b>

**Salaries Other**

01401201-51117	Asst Super-L/W-Tutors Homebound	\$100,000	\$0	\$100,000	\$10,667	\$4,000	\$85,334
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$45,000	\$0	\$45,000	\$14,168	\$6,000	\$24,832
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$15,000	\$0	\$15,000	\$0	\$7,500	\$7,500
01922530-51129	Asst Super-Info Svcs-Oth Non-Certifie	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$70,928	\$0	\$70,928	\$56,682	\$16,841	(\$2,595)
01822230-51127	Facilities-D/W-Security Guards	\$684,643	\$0	\$684,643	\$460,805	\$200,027	\$23,812
01822230-51128	Facilities-D/W-Security Guards OT	\$60,000	\$0	\$60,000	\$28,119	\$0	\$31,881
01882700-51150	Bus Monitors	\$0	\$0	\$0	\$0	\$0	\$0
01912520-52003	D/W-Admin-Medical Waiver	\$220,175	\$0	\$220,175	\$166,246	\$34,450	\$19,479

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Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01032130-51123	PPS-L/W-OT/PT Therapists	\$519,038	\$0	\$519,038	\$292,257	\$214,322	\$12,459
01331200-51126	PPS-SPED-Work Experience	\$5,500	\$0	\$5,500	\$724	\$0	\$4,776
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	\$8,000	\$0	\$8,000	\$3,038	\$0	\$4,962
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
<b>190</b>	<b>Salaries Other</b>	<b>\$1,728,284</b>	<b>\$0</b>	<b>\$1,728,284</b>	<b>\$1,032,706</b>	<b>\$483,140</b>	<b>\$212,438</b>
<b>Misc Salary Items</b>							
01912520-51198	D/W-Admin-Retiree Payments	\$307,998	\$0	\$307,998	\$219,530	\$0	\$88,468
01912520-51199	D/W-Admin-Reserve For Negotiation:	\$1,448,751	(\$107,624)	\$1,341,127	\$0	\$0	\$1,341,127
<b>195</b>	<b>Misc Salary Items Total</b>	<b>\$1,756,749</b>	<b>(\$107,624)</b>	<b>\$1,649,125</b>	<b>\$219,530</b>	<b>\$0</b>	<b>\$1,429,595</b>
	<b>Salaries Total</b>	<b>\$73,448,611</b>	<b>(\$107,624)</b>	<b>\$73,340,987</b>	<b>\$44,048,226</b>	<b>\$26,033,165</b>	<b>\$3,259,595</b>
<b>Benefits</b>							
<b>Health Insurance</b>							
01912520-52002	Benefits-Health & Dental	\$19,410,284	\$0	\$19,410,284	\$14,181,814	\$4,724,205	\$504,265
01912520-52009	Benefits-Health Premium Share	(\$4,276,086)	\$0	(\$4,276,086)	(\$3,064,198)	(\$1,211,888)	\$0
<b>210</b>	<b>Health Insurance Total</b>	<b>\$15,134,198</b>	<b>\$0</b>	<b>\$15,134,198</b>	<b>\$11,117,617</b>	<b>\$3,512,316</b>	<b>\$504,265</b>
<b>FICA</b>							
01912520-52001	Benefits-FICA	\$1,727,214	\$0	\$1,727,214	\$1,143,963	\$583,251	\$0
<b>220</b>	<b>FICA</b>	<b>\$1,727,214</b>	<b>\$0</b>	<b>\$1,727,214</b>	<b>\$1,143,963</b>	<b>\$583,251</b>	<b>\$0</b>
<b>Other Insurance</b>							
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$14,076	\$4,734	\$3,190
01912520-52005	Benefits-Life Insurance	\$110,000	\$0	\$110,000	\$78,564	\$27,957	\$3,480
<b>280</b>	<b>Other Insurance Total</b>	<b>\$132,000</b>	<b>\$0</b>	<b>\$132,000</b>	<b>\$92,640</b>	<b>\$32,691</b>	<b>\$6,670</b>
<b>Benefits Other</b>							
01912520-52008	Benefits-Administrative Fees	\$17,000	\$0	\$17,000	\$10,823	\$2,737	\$3,440
01912520-52010	Benefits-TBOE 401a Contribution	\$200,000	\$0	\$200,000	\$122,788	\$61,629	\$15,583
<b>290</b>	<b>Benefits Other Total</b>	<b>\$217,000</b>	<b>\$0</b>	<b>\$217,000</b>	<b>\$133,611</b>	<b>\$64,366</b>	<b>\$19,023</b>
	<b>Benefits Total</b>	<b>\$17,210,412</b>	<b>\$0</b>	<b>\$17,210,412</b>	<b>\$12,487,830</b>	<b>\$4,192,624</b>	<b>\$529,958</b>
<b>Services-Professional &amp; Technical</b>							
<b>Professional Development</b>							
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$130	\$0	\$1,270
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$2,840	\$0	\$2,160
01402320-55800	Asst Super-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55800	Curr Dir-Admin-Professional Devt	\$80,911	\$0	\$80,911	\$13,192	\$500	\$67,219
01412210-55802	Curr Dir-Admin-Prof Devt Admin	\$10,000	\$0	\$10,000	\$1,828	\$0	\$8,172
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01422520-55800	Tech-Admin-Professional Devt	\$3,150	\$0	\$3,150	\$0	\$0	\$3,150
01822230-55800	Facilities-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$187	\$0	\$813
01011200-55800	PPS-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01011000-55800	TECEC-Admin-Professional Devt	\$750	\$0	\$750	\$0	\$0	\$750
01512400-55800	BHES-Admin-Professional Devt	\$881	\$0	\$881	\$0	\$0	\$881
01522400-55800	FTES-Admin-Professional Devt	\$881	\$0	\$881	\$0	\$0	\$881
01532400-55800	DFES-Admin-Professional Devt	\$881	\$0	\$881	\$0	\$0	\$881

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01542400-55800	MBES-Admin-Professional Devt	\$881	\$0	\$881	\$0	\$0	\$881
01552400-55800	JRES-Admin-Professional Devt	\$740	\$0	\$740	\$0	\$0	\$740
01582400-55800	TES-Admin-Professional Devt	\$740	\$0	\$740	\$79	\$0	\$661
01612400-55800	HMS-Admin-Professional Devt	\$830	\$0	\$830	\$49	\$781	\$0
01622400-55800	MMS-Admin-Professional Devt	\$830	\$0	\$830	\$0	\$0	\$830
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
01712400-55800	THS-Admin-Professional Devt	\$3,500	\$0	\$3,500	\$105	\$0	\$3,395
01741200-55800	Continuing Ed-Admin-Professional De	\$0	\$0	\$0	\$0	\$0	\$0
<b>320</b>	<b>Professional Development Total</b>	<b>\$112,372</b>	<b>\$0</b>	<b>\$112,372</b>	<b>\$18,410</b>	<b>\$1,281</b>	<b>\$92,681</b>
<b>Legal</b>							
01902310-53308	Super-BOE-Legal-Reg Ed	\$105,200	\$0	\$105,200	\$64,097	\$48,701	(\$7,598)
01011200-53308	PPS-Admin-Legal SPED	\$193,800	\$0	\$193,800	\$30,900	\$132,900	\$30,000
<b>330</b>	<b>Legal Total</b>	<b>\$299,000</b>	<b>\$0</b>	<b>\$299,000</b>	<b>\$94,997</b>	<b>\$181,601</b>	<b>\$22,402</b>
<b>Service Contracts</b>							
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$176,080	\$0	\$176,080	\$163,878	\$0	\$12,202
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,126	\$0	(\$126)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$116,000	\$0	\$116,000	\$77,965	\$2,960	\$35,075
01422520-53305	Tech-Admin-Maintenance Contracts	\$45,000	\$0	\$45,000	\$20,364	\$0	\$24,636
01011200-53300	PPS-Admin-Prof Purch'd Services	\$75,000	\$0	\$75,000	\$21,718	\$0	\$53,282
01052130-53305	PPS-Health Services-Service Contract	\$55,000	\$0	\$55,000	\$24,042	\$40,958	(\$10,000)
<b>340</b>	<b>Service Contracts Total</b>	<b>\$474,080</b>	<b>\$0</b>	<b>\$474,080</b>	<b>\$315,093</b>	<b>\$43,918</b>	<b>\$115,069</b>
<b>Consultants</b>							
01011200-53230	PPS-L/W-Consultants	\$200,500	\$0	\$200,500	\$170,815	\$244,406	(\$214,721)
<b>360</b>	<b>Consultants Total</b>	<b>\$200,500</b>	<b>\$0</b>	<b>\$200,500</b>	<b>\$170,815</b>	<b>\$244,406</b>	<b>(\$214,721)</b>
<b>Other Professional Services</b>							
01011000-53301	PPS-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$23,479	\$0	\$521
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$1,712	\$0	\$17,288
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01912520-53300	Bus Off-Admin-Professional Svcs	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$65,000	\$23,192	\$88,192	\$88,192	\$0	\$0
01422214-53300	Tech-L/W-Other Professional Svcs	\$5,100	\$0	\$5,100	\$1,479	\$199	\$3,422
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,300	\$0	\$3,300	\$0	\$0	\$3,300
01422520-53300	Tech-Admin-Other Professional Svcs	\$15,000	\$0	\$15,000	\$3,821	\$0	\$11,179
01512400-53301	BH-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01522400-53301	FT-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01532400-53301	DF-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01542400-53301	MB-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01552400-53301	JR-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01582400-53301	TA-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
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	\$43,500	\$0	\$43,500	\$27,946	\$120	\$15,434
01712120-53220	THS-Guidance-Career Guidance	\$1,000	\$0	\$1,000	\$575	\$0	\$425
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$37,584	\$27,416	\$0
01713201-53300	Sports-Sports General-Purch'd Svcs	\$189,200	\$0	\$189,200	\$62,533	\$51,996	\$74,671
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

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
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
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
<b>390</b>	<b>Other Professional Services Total</b>	<b>\$433,000</b>	<b>\$23,192</b>	<b>\$456,192</b>	<b>\$247,321</b>	<b>\$79,731</b>	<b>\$129,140</b>
	<b>Services-Professional &amp; Technical Total</b>	<b>\$1,518,952</b>	<b>\$23,192</b>	<b>\$1,542,144</b>	<b>\$846,636</b>	<b>\$550,937</b>	<b>\$144,570</b>
<b><u>Services Property</u></b>							
<b><u>Utilities</u></b>							
01842611-54101	Facilities-D/W-Electricity	\$1,160,000	\$0	\$1,160,000	\$681,968	\$470,032	\$8,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$80,952	\$44,048	\$0
<b>410</b>	<b>Utilities Total</b>	<b>\$1,285,000</b>	<b>\$0</b>	<b>\$1,285,000</b>	<b>\$762,920</b>	<b>\$514,080</b>	<b>\$8,000</b>
<b><u>Energy</u></b>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$405,000	\$0	\$405,000	\$316,608	\$16,134	\$72,259
01842611-57202	Facilities-Project Lease Pymts	\$524,000	\$0	\$524,000	\$788,381	\$228,425	(\$492,806)
<b>415</b>	<b>Energy Total</b>	<b>\$929,000</b>	<b>\$0</b>	<b>\$929,000</b>	<b>\$1,104,989</b>	<b>\$244,558</b>	<b>(\$420,547)</b>
	<b>Utilities &amp; Energy Total</b>	<b>\$2,214,000</b>	<b>\$0</b>	<b>\$2,214,000</b>	<b>\$1,867,909</b>	<b>\$758,639</b>	<b>(\$412,547)</b>
<b><u>Repairs &amp; Service Fees</u></b>							
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,000	\$0	\$1,000	\$300	\$50	\$650
01422214-56900	Tech-L/W-Parts	\$14,000	\$0	\$14,000	\$3,071	\$0	\$10,929
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fee	\$950	\$0	\$950	\$0	\$0	\$950
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,700	\$0	\$6,700	\$17,169	\$0	(\$10,469)
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$750	\$0	\$750	\$0	\$0	\$750
01422520-56900	Tech-Admin-Parts	\$6,150	\$0	\$6,150	\$2,188	\$0	\$3,962
01842610-54300	Facilities-Custodial-Repairs	\$15,000	\$0	\$15,000	\$3,472	\$0	\$11,528
01852622-54300	Facilities-Snow Removal-Repairs & Sv	\$20,000	\$0	\$20,000	\$6,940	\$0	\$13,060
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$14,000	\$0	\$14,000	\$5,075	\$2,145	\$6,781
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$35,000	\$0	\$35,000	\$1,970	\$4,879	\$28,151
01852631-54300	Facilities-Maintenance-Repairs & Svc	\$36,000	\$0	\$36,000	\$49,929	\$8,639	(\$22,568)
01852632-54300	Facilities-Inside Maint-Repairs & Svcs	\$25,000	\$0	\$25,000	\$1,060	\$0	\$23,940
01852633-54300	Facilities-Electrical-Repairs & Svc Fee	\$40,000	\$0	\$40,000	\$35,710	\$19,123	(\$14,833)
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$35,978	\$15,860	\$48,161
01852644-54300	Facilities-Plumbing-Repairs & Svc Fee	\$25,000	\$0	\$25,000	\$1,636	\$7,100	\$16,264
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$26,156	\$8,305	\$15,539
01852647-54300	Facilities-Bldg Improve-Repairs & Svc	\$15,000	\$0	\$15,000	\$10,482	\$0	\$4,518
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$0	\$0	\$0	\$975	\$975	(\$1,950)
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$940	\$0	\$1,060
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$2,500	\$0	\$2,500	\$120	\$0	\$2,380
01712221-56900	THS-Audio Visual-Parts & Maintenance	\$4,250	\$0	\$4,250	\$500	\$0	\$3,750
<b>430</b>	<b>Repairs &amp; Service Fees Total</b>	<b>\$413,300</b>	<b>\$0</b>	<b>\$413,300</b>	<b>\$203,671</b>	<b>\$67,076</b>	<b>\$142,553</b>
<b><u>Communications</u></b>							
01422520-55903	Tech-Admin-Telephone Cell	\$32,000	\$0	\$32,000	\$25,363	\$8,045	(\$1,408)
01422520-55904	Tech-Admin-Telephone LAN	\$81,000	\$0	\$81,000	\$83,739	\$16,625	(\$19,363)
01422520-55907	Tech-Admin-WAN Communications	\$155,000	\$0	\$155,000	\$110,832	\$44,037	\$131
<b>440</b>	<b>Communications Total</b>	<b>\$268,000</b>	<b>\$0</b>	<b>\$268,000</b>	<b>\$219,934</b>	<b>\$68,707</b>	<b>(\$20,640)</b>
<b><u>Copiers</u></b>							
01902320-54409	D/W-Admin-Copiers	\$255,000	\$0	\$255,000	\$192,710	\$66,317	(\$4,027)
<b>445</b>	<b>Copiers Total</b>	<b>\$255,000</b>	<b>\$0</b>	<b>\$255,000</b>	<b>\$192,710</b>	<b>\$66,317</b>	<b>(\$4,027)</b>
<b><u>Building Improvements</u></b>							
01852651-57202	Facilities-Building Improvement-Proje	\$20,000	\$0	\$20,000	\$0	\$8,500	\$11,500
<b>450</b>	<b>Building Improvements Total</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$8,500</b>	<b>\$11,500</b>

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b><u>Other Purchased Property Services</u></b>							
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$96	\$0	\$404
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$34,398	\$12,746	\$2,856
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$2,772	\$1,028	\$100
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$35,000	\$0	\$35,000	\$17,162	\$0	\$17,838
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$25,000	\$0	\$25,000	\$24,380	\$5,050	(\$4,430)
01852647-53300	Facilities-Bldg Improvement-Oth Prof	\$0	\$0	\$0	\$0	\$0	\$0
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	\$300	\$0	\$300	\$0	\$0	\$300
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property S	\$1,200	\$0	\$1,200	\$62	\$314	\$824
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 !	\$1,200	\$0	\$1,200	\$0	\$280	\$920
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$505	\$0	\$1,195
01711001-54900	THS-Classroom-Other Purch'd Proper	\$0	\$0	\$0	\$0	\$0	\$0
01711014-54900	THS-Industrial Arts-Other Purch'd Pro	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$0	\$0	\$0	\$0	\$0	\$0
01713201-54200	Sports-Sports General-Cleaning Svcs	\$14,000	\$0	\$14,000	\$11,924	\$0	\$2,077
490	ther Purch'd Property Services Total	\$136,000	\$0	\$136,000	\$91,298	\$19,417	\$25,284
	Services Property Total	\$3,306,300	\$0	\$3,306,300	\$2,575,522	\$988,656	(\$257,877)
<b><u>Services Purchased-Other</u></b>							
<b><u>Transportation</u></b>							
01882700-55101	Trans-Admin-Reg Buses	\$2,374,588	\$0	\$2,374,588	\$631,590	\$1,368,063	\$374,935
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$160,000	\$0	\$160,000	\$18,664	\$0	\$141,336
01882700-55109	Trans-Admin-Fuel	\$200,000	\$0	\$200,000	\$94,987	\$69,373	\$35,640
01882700-55809	Trans-Admin-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0
01882701-55101	Trans-Admin-SPED In District	\$1,239,877	\$0	\$1,239,877	\$816,592	\$604,285	(\$181,000)
01882701-55105	Trans-Admin-SPED Out of District	\$796,337	\$0	\$796,337	\$269,559	\$240,337	\$286,441
01882701-55108	Trans-Admin-Monitors	\$248,000	\$0	\$248,000	\$122,083	\$129,987	(\$4,070)
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$250	\$250	\$2,129
01711016-55809	THS-Music-Transportation	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000
01711022-55809	THS-Alternate School-Field Trips	\$1,250	\$0	\$1,250	\$0	\$0	\$1,250
01713202-55807	THS-Activities-Competitions	\$40,000	\$0	\$40,000	\$1,016	\$0	\$38,984
01713201-55809	THS-Activities-Sports	\$99,000	\$0	\$99,000	\$3,374	\$21,626	\$74,000
01723301-55809	Sports-Baseball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723302-55809	Sports-Basketball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723303-55809	Sports-Field Hockey-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723304-55809	Sports-Football-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723305-55809	Sports-Ice Hockey-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723306-55809	Sports-Lacrosse-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723307-55809	Sports-Soccer-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723308-55809	Sports-Swimming-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723309-55809	Sports-Tennis-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723310-55809	Sports-Indoor Track-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723311-55809	Sports-Volleyball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723312-55809	Sports-Wrestling-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723313-55809	Sports-Outdoor Track-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723314-55809	Sports-Softball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723315-55809	Sports-Gymnastics-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723316-55809	Sports-Golf-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723317-55809	Sports-Cross Country-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723318-55809	Sports-Cheerleading-Buses	\$0	\$0	\$0	\$0	\$0	\$0
	Sports Transportation Total	\$99,000	\$0	\$99,000	\$3,374	\$21,626	\$74,000
	Transportation Total	\$5,179,681	\$0	\$5,179,681	\$1,958,116	\$2,433,920	\$787,645

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b>Postage</b>							
01902320-55900	Super-Admin-Postage	\$40,000	\$0	\$40,000	\$16,984	\$28,163	(\$5,148)
	<b>Postage Total</b>	<b>\$40,000</b>	<b>\$0</b>	<b>\$40,000</b>	<b>\$16,984</b>	<b>\$28,163</b>	<b>(\$5,148)</b>
<b>Advertising</b>							
01912520-55903	Bus Off-Admin-Advertising	\$1,700	\$0	\$1,700	\$1,307	\$0	\$393
	<b>Advertising Total</b>	<b>\$1,700</b>	<b>\$0</b>	<b>\$1,700</b>	<b>\$1,307</b>	<b>\$0</b>	<b>\$393</b>
<b>Interns</b>							
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$31,200	\$0	\$31,200	\$30,600	\$700	(\$100)
01521001-55500	FTES-Classroom-Interns	\$31,200	\$0	\$31,200	\$30,600	\$700	(\$100)
01531001-55500	DFES-Classroom-Interns	\$31,200	\$0	\$31,200	\$31,650	\$24,000	(\$24,450)
01541001-55500	MBES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,600	\$50	\$15,550
01551001-55500	JRES-Classroom-Interns	\$31,200	\$0	\$31,200	\$30,750	\$375	\$75
01581001-55500	TES-Classroom-Interns	\$31,200	\$0	\$31,200	\$30,750	\$375	\$75
01611001-55500	HMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$19,125	\$350	\$11,725
01621001-55500	MMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$19,825	\$16,000	(\$4,625)
01401000-55502	THS-Classroom-Interns	\$46,800	\$0	\$46,800	\$0	\$0	\$46,800
	<b>Interns Total</b>	<b>\$296,400</b>	<b>\$0</b>	<b>\$296,400</b>	<b>\$208,900</b>	<b>\$42,550</b>	<b>\$44,950</b>
<b>Tuition</b>							
01402320-55600	Asst Super-Admin-Tuition	\$204,568	\$12,222	\$216,790	\$253,774	\$0	(\$36,984)
01396110-55600	PPS-L/W-Tuition Outplaced	\$4,312,715	\$1,000,000	\$5,312,715	\$3,676,292	\$1,202,845	\$433,578
01396110-55600	PPS-EXCESS COST REFUND(ECR)	\$0	(\$1,000,000)	(\$1,000,000)	\$0	(\$1,000,000)	\$0
	<b>Tuition Total</b>	<b>\$4,517,283</b>	<b>\$12,222</b>	<b>\$4,529,505</b>	<b>\$3,930,066</b>	<b>\$202,845</b>	<b>\$396,594</b>
<b>Printing</b>							
01902320-55905	Super-Admin-Printing	\$250	\$0	\$250	\$544	\$0	(\$294)
01402320-55906	Asst Super-Admin-Printing	\$300	\$0	\$300	\$0	\$300	\$0
01412210-55906	Curr Dir-Admin-Printing	\$1,500	\$0	\$1,500	\$907	\$0	\$593
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$112	\$273	\$115
01011000-55906	TECEC-Admin-Printing	\$400	\$0	\$400	\$298	\$0	\$103
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	\$8,000	\$0	\$8,000	\$6,927	\$0	\$1,073
01713202-55906	THS-Activities-Printing	\$750	\$0	\$750	\$0	\$0	\$750
	<b>Printing Total</b>	<b>\$13,200</b>	<b>\$0</b>	<b>\$13,200</b>	<b>\$8,787</b>	<b>\$573</b>	<b>\$3,840</b>
<b>Other Purchased Services</b>							
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$82,000	\$0	\$82,000	\$114,883	\$0	(\$32,883)
01401203-55801	Asst Super-L/W-Mileage	\$20,000	\$0	\$20,000	\$1,523	\$0	\$18,477
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$11,000	\$0	\$11,000	\$8,800	\$720	\$1,480
01422520-55804	Tech-Admin-Milelage	\$4,000	\$0	\$4,000	\$1,523	\$0	\$2,477
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$13,500	\$0	\$13,500	\$12,270	\$200	\$1,030
01842610-55803	Facilities-Admin-Mileage	\$1,200	\$0	\$1,200	\$1,576	\$0	(\$376)
01852632-55910	Facilities-Inside Maint-Other Purch'd	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$2,026	\$0	\$12,974
01011000-55900	TECEC-Admin-Other Purch'd Prop Svc	\$700	\$0	\$700	\$0	\$0	\$700
01711006-54900	THS-Ag Science-Other Purch'd Prop S	\$3,000	\$0	\$3,000	\$1,643	\$0	\$1,357
01712400-55901	THS-Admin-Other Purch'd Svcs	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$25,000	\$15,000	\$40,000	\$40,000	\$0	\$0
	<b>Other Purchased Services Total</b>	<b>\$179,300</b>	<b>\$15,000</b>	<b>\$194,300</b>	<b>\$184,243</b>	<b>\$920</b>	<b>\$9,137</b>
	<b>Services Purchased-Other Total</b>	<b>\$10,227,564</b>	<b>\$27,222</b>	<b>\$10,254,786</b>	<b>\$6,308,404</b>	<b>\$2,708,971</b>	<b>\$1,237,411</b>
<b>Supplies</b>							

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Supplies Teaching							
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$100,000	\$0	\$100,000	\$67,815	\$63,089	(\$30,904)
01011200-56111	PPS-Classroom-Classroom Supplies	\$30,000	\$0	\$30,000	\$29,154	\$1,252	(\$406)
01011000-56111	TECEC-Classroom-Classroom Supplies	\$12,000	\$0	\$12,000	\$6,031	\$4,489	\$1,481
01511001-56111	BHES-Classroom Supplies	\$26,642	\$0	\$26,642	\$13,199	\$1,101	\$12,342
01512220-56901	BHES-Library-Supplies	\$2,500	\$0	\$2,500	\$2,816	(\$0)	(\$316)
01521001-56111	FTES-Classroom Supplies	\$27,249	\$0	\$27,249	\$11,153	\$221	\$15,874
01522220-56901	FTES-Library-Supplies	\$2,500	\$0	\$2,500	\$258	\$687	\$1,555
01531001-56111	DFES-Classroom Supplies	\$28,297	\$0	\$28,297	\$19,835	\$3,152	\$5,309
01532220-56901	DFES-Library-Supplies	\$2,500	\$0	\$2,500	\$417	(\$0)	\$2,083
01541001-56111	MBES-Classroom Supplies	\$28,187	\$0	\$28,187	\$13,801	\$390	\$13,996
01542220-56901	MBES-Library-Supplies	\$2,500	\$0	\$2,500	\$709	\$394	\$1,397
01551001-56111	JRES-Classroom Supplies	\$21,292	\$0	\$21,292	\$9,288	\$246	\$11,758
01552220-56901	JRES-Library-Supplies	\$2,500	\$0	\$2,500	\$1,116	\$1,250	\$134
01581001-56111	TES-Classroom Supplies	\$23,333	\$0	\$23,333	\$10,244	\$1,979	\$11,110
01582220-56901	TES-Library-Supplies	\$2,500	\$0	\$2,500	\$862	\$297	\$1,342
01611001-56111	HMS-Classroom-Classroom Supplies	\$30,954	\$0	\$30,954	\$13,540	\$0	\$17,414
01611016-56111	HMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$1,007	\$142	\$1,351
01611019-56111	HMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$1,077	\$0	\$923
01612220-56111	HMS-Library-Supplies	\$1,900	\$0	\$1,900	\$1,110	\$0	\$790
01621001-56111	MMS-Classroom-Classroom Supplies	\$35,046	\$0	\$35,046	\$19,488	\$961	\$14,597
01621016-56111	MMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$60	\$0	\$2,440
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$1,196	\$0	\$804
01622220-56901	MMS-Library-Supplies	\$1,900	\$0	\$1,900	\$709	\$148	\$1,043
01711001-56111	THS-Classroom-Classroom Supplies	\$35,000	\$0	\$35,000	\$4,788	\$575	\$29,637
01711002-56112	THS-Art-Supplies	\$17,500	\$0	\$17,500	\$6,024	\$3,721	\$7,755
01711003-56112	THS-Business Ed-Supplies	\$2,100	\$0	\$2,100	\$1,429	\$0	\$671
01711006-56112	THS-Ag Science-Supplies	\$31,000	\$0	\$31,000	\$8,033	\$18,358	\$4,609
01711010-56112	THS-Language Arts-Supplies	\$3,250	\$0	\$3,250	\$1,730	\$0	\$1,520
01711011-56112	THS-Foreign Language-Supplies	\$5,750	\$0	\$5,750	\$321	\$1,201	\$4,229
01711013-56112	THS-Home Economics-Supplies	\$16,000	\$0	\$16,000	\$8,358	\$1,650	\$5,992
01711014-56112	THS-Industrial Arts-Supplies	\$16,000	\$0	\$16,000	\$8,353	\$1,687	\$5,960
01711015-56112	THS-Mathematics-Supplies	\$2,250	\$0	\$2,250	\$969	\$341	\$940
01711016-56112	THS-Music-Supplies	\$6,620	\$0	\$6,620	\$2,274	\$900	\$3,446
01711019-56112	THS-PE/Health-Supplies	\$4,000	\$0	\$4,000	\$829	\$0	\$3,171
01711022-56112	THS-Alternate School-Supplies	\$850	\$0	\$850	\$0	\$0	\$850
01711027-56112	THS-Science-Supplies	\$12,000	\$0	\$12,000	\$0	\$0	\$12,000
01711028-56112	THS-Social Studies-Supplies	\$800	\$0	\$800	\$0	\$0	\$800
01712120-56112	THS-Guidance-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56901	THS-Library-Supplies	\$3,000	\$0	\$3,000	\$273	(\$0)	\$2,727
01712221-56112	THS-Audio Visual-Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01712400-56116	THS-Admin-Supplies	\$13,550	\$0	\$13,550	\$76	\$4,419	\$9,055
01713201-56112	Sports-Sports General-Supplies	\$72,000	\$0	\$72,000	\$26,487	\$16,700	\$28,813
01723301-56112	Sports-Baseball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723302-56112	Sports-Basketball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723303-56112	Sports-Field Hockey-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723304-56112	Sports-Football-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723305-56112	Sports-Ice Hockey-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723306-56112	Sports-Lacrosse-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723307-56112	Sports-Soccer-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723309-56112	Sports-Tennis-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723311-56112	Sports-Volleyball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723312-56112	Sports-Wrestling-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723313-56112	Sports-Outdoor Track-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723314-56112	Sports-Softball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723316-56112	Sports-Golf-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723317-56112	Sports-Cross Country-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723318-56112	Sports-Cheerleading-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Sports Supplies Total	\$72,000	\$0	\$72,000	\$26,487	\$16,700	\$28,813
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Supplies Teaching Total	\$632,970	\$0	\$632,970	\$294,829	\$129,349	\$208,792

**Supplies Office**



Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01902320-56110	Super-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$1,976	\$0	\$3,024
01402320-56110	Asst Super-Admin-Office Supplies	\$500	\$0	\$500	\$0	\$259	\$241
01412210-56110	Curr Dir-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$2,275	\$187	\$1,538
01912520-56110	Bus Off-Admin-Office Supplies	\$12,000	\$0	\$12,000	\$4,878	\$237	\$6,885
01422520-56110	Tech-Admin-Office Supplies	\$1,150	\$0	\$1,150	\$835	\$0	\$315
01822230-56110	Facilities-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$3,806	\$248	(\$53)
01011200-56110	PPS-Admin-Office Supplies	\$600	\$0	\$600	\$329	\$98	\$174
01011000-56110	TECEC-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$1,882	\$311	\$2,808
01512400-56110	BHES-Admin-Office Supplies	\$5,328	\$0	\$5,328	\$947	\$0	\$4,381
01522400-56110	FTES-Admin-Office Supplies	\$5,450	\$0	\$5,450	\$1,533	\$35	\$3,882
01532400-56110	DFES-Admin-Office Supplies	\$5,659	\$0	\$5,659	\$1,858	\$1,077	\$2,725
01542400-56110	MBES-Admin-Office Supplies	\$5,637	\$0	\$5,637	\$5,514	\$1,190	(\$1,067)
01552400-56110	JRES-Admin-Office Supplies	\$4,259	\$0	\$4,259	\$748	\$544	\$2,967
01582400-56110	TES-Admin-Office Supplies	\$4,667	\$0	\$4,667	\$2,187	\$0	\$2,480
01612400-56110	HMS-Admin-Office Supplies	\$8,000	\$0	\$8,000	\$2,423	\$0	\$5,577
01622400-56110	MMS-Admin-Office Supplies	\$8,000	\$0	\$8,000	\$3,028	\$1,359	\$3,613
01712400-56110	THS-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$2,020	\$392	\$2,587
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Supplies Office Total</b>	<b>\$84,250</b>	<b>\$0</b>	<b>\$84,250</b>	<b>\$36,237</b>	<b>\$5,936</b>	<b>\$42,077</b>
<b><u>Supplies Custodial</u></b>							
01842610-56130	Facilities-Custodial-Supplies	\$198,000	\$0	\$198,000	\$108,783	\$69,027	\$20,189
	<b>Supplies Custodial Total</b>	<b>\$198,000</b>	<b>\$0</b>	<b>\$198,000</b>	<b>\$108,783</b>	<b>\$69,027</b>	<b>\$20,189</b>
<b><u>Supplies Maintenance</u></b>							
01852622-56134	Facilities-Snow Removal-Supplies	\$12,000	\$0	\$12,000	\$12,890	\$0	(\$890)
01852623-56134	Facilities-Vehicles-Supplies	\$16,000	\$0	\$16,000	\$22,162	\$4,920	(\$11,082)
01852625-56134	Facilities-Grounds-Supplies	\$30,000	\$0	\$30,000	\$5,560	\$3,453	\$20,987
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$794	\$0	\$1,206
01852632-56134	Facilities-Inside Maintenance-Supplie	\$37,000	\$0	\$37,000	\$20,273	\$11,747	\$4,979
01852633-56134	Facilities-Electrical-Supplies	\$62,000	\$0	\$62,000	\$13,642	\$2,392	\$45,966
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$93,872	\$36,087	(\$74,960)
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$20,842	\$11,121	\$3,037
01852645-56134	Facilities-Roofing-Supplies	\$500	\$0	\$500	\$1,576	\$0	(\$1,076)
01852648-56134	Facilities-IAQ-Supplies	\$12,000	\$0	\$12,000	\$8,854	\$3,999	(\$853)
	<b>Supplies Maintenance Total</b>	<b>\$261,500</b>	<b>\$0</b>	<b>\$261,500</b>	<b>\$200,466</b>	<b>\$73,719</b>	<b>(\$12,686)</b>
<b><u>Text &amp; Workbooks</u></b>							
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$78,000	\$0	\$78,000	\$78,311	\$201	(\$513)
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$32	\$0	\$4,268
01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,150	\$0	\$1,150	\$611	\$621	(\$82)
01511001-56411	BHES-Classroom-Text & Workbooks	\$33,674	\$0	\$33,674	\$18,648	\$260	\$14,766
01521001-56411	FTES-Classroom-Text & Workbooks	\$34,555	\$0	\$34,555	\$9,222	\$4,055	\$21,278
01531001-56411	DFES-Classroom-Text & Workbooks	\$36,077	\$0	\$36,077	\$14,752	\$12,057	\$9,267
01541001-56411	MBES-Classroom-Text & Workbooks	\$35,916	\$0	\$35,916	\$24,451	\$0	\$11,465
01551001-56411	JRES-Classroom-Text & Workbooks	\$25,908	\$0	\$25,908	\$10,683	\$985	\$14,240
01581001-56411	TES-Classroom-Text & Workbooks	\$28,870	\$0	\$28,870	\$10,183	\$2,159	\$16,529
01611001-56411	HMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$5,096	\$1,050	\$6,854
01621001-56411	MMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$2,933	\$0	\$10,067
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$8,876	\$0	\$8,876	\$4,048	\$0	\$4,828
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$254	\$0	\$3,746
01711010-56411	THS-Language Arts-Text & Workbook	\$21,329	\$0	\$21,329	\$8,561	\$121	\$12,647
01711011-56411	THS-Foreign Language-Text & Workb	\$9,800	\$0	\$9,800	\$5,243	\$420	\$4,137
01711015-56411	THS-Mathematics-Text & Workbooks	\$8,360	\$0	\$8,360	\$7,391	\$0	\$969
01711019-56411	THS-PE/Health-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711022-56411	THS-Alternate School-Text & Workbo	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56411	THS-Science-Text & Workbooks	\$9,800	\$0	\$9,800	\$9,773	\$0	\$27
01711028-56411	THS-Social Studies-Text & Workbooks	\$13,200	\$0	\$13,200	\$7,028	\$1,841	\$4,331
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Text &amp; Workbooks Total</b>	<b>\$379,815</b>	<b>\$0</b>	<b>\$379,815</b>	<b>\$217,220</b>	<b>\$23,770</b>	<b>\$138,825</b>

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b><u>Subscriptions</u></b>							
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$400
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$565	\$0	\$135
01412210-56425	Curr Dir-Admin-Periodicals	\$300	\$0	\$300	\$0	\$0	\$300
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$235,000	\$57,210	\$292,210	\$292,210	\$0	\$0
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01422520-56425	Tech-Admin-Periodicals	\$0	\$0	\$0	\$30	\$0	(\$30)
01822230-56425	Facilities-Admin-Periodicals	\$0	\$0	\$0	\$134	\$0	(\$134)
01011200-56425	PPS-Admin-Periodicals	\$500	\$0	\$500	\$1,075	\$0	(\$575)
01512220-56425	BHES-Library-Periodicals	\$1,245	\$0	\$1,245	\$1,249	(\$0)	(\$3)
01522220-56425	FTES-Library-Periodicals	\$1,245	\$0	\$1,245	\$700	\$0	\$545
01532220-56425	DFES-Library-Periodicals	\$1,245	\$0	\$1,245	\$0	\$0	\$1,245
01542220-56425	MBES-Library-Periodicals	\$1,245	\$0	\$1,245	\$50	\$997	\$198
01552220-56425	JRES-Library-Periodicals	\$1,245	\$0	\$1,245	\$700	\$534	\$11
01582220-56425	TES-Library-Periodicals	\$1,245	\$0	\$1,245	\$891	\$0	\$354
01612220-56425	HMS-Library-Periodicals	\$2,000	\$0	\$2,000	\$1,080	\$0	\$920
01622220-56425	MMS-Library-Periodicals	\$2,000	\$0	\$2,000	\$1,172	\$130	\$698
01712220-56425	THS-Library-Periodicals	\$2,100	\$0	\$2,100	\$1,740	\$0	\$360
01712400-56425	THS-Admin-Periodicals	\$500	\$0	\$500	\$0	\$0	\$500
	<b>Subscriptions Total</b>	<b>\$250,570</b>	<b>\$57,210</b>	<b>\$307,780</b>	<b>\$301,594</b>	<b>\$1,661</b>	<b>\$4,525</b>
<b><u>Testing Materials</u></b>							
01412210-56904	Curr Dir-D/W-Testing Materials	\$90,000	\$0	\$90,000	\$61,599	\$25,342	\$3,059
01011200-56904	PPS-L/W-Testing Materials	\$27,000	\$0	\$27,000	\$15,058	\$143	\$11,799
01011000-56904	TECEC-Classroom-Testing Materials	\$3,000	\$0	\$3,000	\$2,742	\$0	\$259
01712120-56903	THS-Guidance-Testing Materials	\$600	\$0	\$600	\$0	\$0	\$600
	<b>Testing Materials Total</b>	<b>\$120,600</b>	<b>\$0</b>	<b>\$120,600</b>	<b>\$79,398</b>	<b>\$25,485</b>	<b>\$15,716</b>
<b><u>Books &amp; A/V</u></b>							
01512220-56420	BHES-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01522220-56420	FTES-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01532220-56420	DFES-Library-Books & Media	\$0	\$0	\$0	\$3,230	\$0	(\$3,230)
01542220-56420	MBES-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01552220-56420	JRES-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01582220-56420	TES-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01612220-56420	HMS-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01622220-56420	MMS-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56420	THS-Library-Books & Media	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Books &amp; A/V Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,230</b>	<b>\$0</b>	<b>(\$3,230)</b>
<b><u>Software</u></b>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$5,386	\$0	(\$386)
01422214-56118	Tech-L/W-Software	\$172,000	\$0	\$172,000	\$220,703	\$4,992	(\$53,695)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Software Total</b>	<b>\$177,000</b>	<b>\$0</b>	<b>\$177,000</b>	<b>\$226,089</b>	<b>\$4,992</b>	<b>(\$54,081)</b>
<b><u>Other Supplies</u></b>							
01422214-56117	Tech-L/W-Computer Supplies	\$700	\$0	\$700	\$651	\$0	\$49
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$500	\$0	\$500	\$231	\$0	\$269
01052130-56110	PPS-Health Services-Supplies	\$6,500	\$0	\$6,500	\$2,093	\$5,150	(\$743)
01613202-56119	HMS-Activities-Supplies	\$4,100	\$0	\$4,100	\$0	\$0	\$4,100
01623202-56119	MMS-Activities-Supplies	\$4,100	\$0	\$4,100	\$0	\$310	\$3,790
01712400-56270	THS-Admin-Security Supplies	\$2,000	\$0	\$2,000	\$117	\$0	\$1,883
01712400-56907	THS-Admin-Graduation	\$15,000	\$0	\$15,000	\$3,130	\$4,394	\$7,476
01713203-56906	THS-Activities-Fees, Awards & Supplie	\$3,885	\$0	\$3,885	\$0	\$0	\$3,885
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$1,341	\$0	(\$1,341)
	<b>Other Supplies Total</b>	<b>\$36,785</b>	<b>\$0</b>	<b>\$36,785</b>	<b>\$7,562</b>	<b>\$9,854</b>	<b>\$19,369</b>
	<b>Supplies Total</b>	<b>\$2,141,490</b>	<b>\$57,210</b>	<b>\$2,198,700</b>	<b>\$1,475,408</b>	<b>\$343,795</b>	<b>\$379,497</b>

**Property**

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Office Equipment							
01822230-57301	Facilities-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01612400-57301	HMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
	Office Equipment Total	\$0	\$0	\$0	\$0	\$0	\$0
Office Furniture							
01902520-57308	Bus Off-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$37,926	\$22,788	(\$60,714)
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$2,166	\$0	(\$2,166)
	Office Furniture Total	\$0	\$0	\$0	\$40,092	\$22,788	(\$62,880)
Classroom Equipment							
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$20,000	\$0	\$20,000	\$30,066	\$0	(\$10,066)
01421001-57310	Tech-Classroom-Computer Equipment	\$593,360	\$0	\$593,360	\$1,198,108	\$4,526	(\$609,273)
01422214-57301	Tech-L/W-Computer Equipment	\$13,550	\$0	\$13,550	\$13,840	\$500	(\$790)
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$33,500	\$0	\$33,500	\$13,588	\$1,228	\$18,684
01032130-57303	PPS-L/W-Equipment Instructional	\$15,000	\$0	\$15,000	\$15,579	\$100	(\$679)
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$651	\$3,644	(\$295)
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01512220-57302	BHES-Library-Equipment Instructional	\$2,167	\$0	\$2,167	\$254	\$0	\$1,913
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$644	\$0	\$1,856
01522220-57302	FTES-Library-Equipment Instructional	\$2,167	\$0	\$2,167	\$0	\$0	\$2,167
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,954	\$157	\$389
01532220-57302	DFES-Library-Equipment Instructional	\$2,167	\$0	\$2,167	\$0	\$0	\$2,167
01541001-57301	MBES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01542220-57302	MBES-Library-Equipment Instructional	\$2,167	\$0	\$2,167	\$1,290	\$0	\$877
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01552220-57302	JRES-Library-Equipment Instructional	\$2,166	\$0	\$2,166	\$1,073	\$979	\$114
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$652	\$0	\$1,848
01582220-57302	TES-Library-Equipment Instructional	\$2,166	\$0	\$2,166	\$612	\$0	\$1,554
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$723	\$0	\$2,677
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$0	\$0	\$3,300
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$902	\$0	\$798
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$1,021	\$0	\$2,379
01621016-57301	MMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$0	\$0	\$3,300
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$668	\$82	\$950
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$2,000	\$0	\$2,000	\$500	\$0	\$1,500
01711003-57301	THS-Business Ed-Equipment Instructional	\$250	\$0	\$250	\$0	\$0	\$250
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$0	\$0	\$969
01711011-57301	THS-Foreign Language-Equipment Instructional	\$5,600	\$0	\$5,600	\$5,599	\$0	\$1
01711013-57301	THS-Home Economics-Equipment Instructional	\$1,500	\$0	\$1,500	\$1,515	\$0	(\$15)
01711014-57301	THS-Industrial Arts-Equipment Instructional	\$1,000	\$0	\$1,000	\$586	\$0	\$414
01711016-57301	THS-Music-Equipment Instructional	\$32,000	\$0	\$32,000	\$31,192	\$5,014	(\$4,205)
01711019-57301	THS-PE/Health-Equipment Instructional	\$2,000	\$0	\$2,000	\$0	\$972	\$1,028
01711027-57301	THS-Science-Equipment Instructional	\$8,500	\$0	\$8,500	\$0	\$0	\$8,500
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$85	\$0	\$690
01712221-57301	THS-Audio Visual-Equipment Instructional	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$616	\$0	(\$616)
01713201-57301	Sports-Sports General-Equipment Instructional	\$70,000	\$0	\$70,000	\$2,930	\$12,406	\$54,664
01723307-57301	Sports-Soccer-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723308-57301	Sports-Swimming-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723309-57301	Sports-Tennis-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723311-57301	Sports-Volleyball-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723313-57301	Sports-Outdoor Track-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723315-57301	Sports-Gymnastics-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
	Classroom Equipment Total	\$851,804	\$0	\$851,804	\$1,324,647	\$29,607	(\$502,450)
Classroom Furniture							
01852651-57301	Facilities-Building Improvement-Furniture	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01511001-57308	BHES-Classroom-New Furniture	\$0	\$0	\$0	\$0	\$4,534	(\$4,534)
01521001-57308	FTES-Classroom-New Furniture	\$0	\$0	\$0	\$5,955	\$30,758	(\$36,713)
01531001-57308	DFES-Classroom-New Furniture	\$0	\$0	\$0	\$1,710	\$38,919	(\$40,629)
01541001-57308	MBES-Classroom-New Furniture	\$0	\$0	\$0	\$247	\$4,534	(\$4,781)
01551001-57308	JRES-Classroom-New Furniture	\$0	\$0	\$0	\$4,893	\$5,697	(\$10,590)
01581001-57308	TES-Classroom-New Furniture	\$0	\$0	\$0	\$247	\$4,534	(\$4,781)
01611001-57308	HMS-Classroom-New Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01621001-57308	MMS-Classroom-New Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Classroom Furniture Total</b>	<b>\$1,200</b>	<b>\$0</b>	<b>\$1,200</b>	<b>\$13,052</b>	<b>\$88,974</b>	<b>(\$100,826)</b>
<b><u>Building Equipment</u></b>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$5,475	(\$0)	(\$475)
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$8,452	\$0	(\$3,452)
01852623-57307	Facilities-Vehicles-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852625-57307	Facilities-Grounds-Equipment	\$16,685	\$0	\$16,685	\$8,456	\$0	\$8,229
01852632-57307	Facilities-Inside Maintenance-Equipm	\$1,000	\$0	\$1,000	\$113	\$0	\$887
01852633-57307	Facilities-Electrical-Equipment	\$2,500	\$0	\$2,500	\$7,998	\$504	(\$6,002)
01852639-57307	Facilities-HVAC-Equipment	\$19,762	\$0	\$19,762	\$290,556	\$40,487	(\$311,281)
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$316,345	\$20,000	(\$335,345)
01852648-57307	Facilities-IAQ-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852654-57340	Facilities-Maintenance-Vehicle	\$18,000	\$0	\$18,000	\$13,622	\$0	\$4,378
	<b>Building Equipment Total</b>	<b>\$68,947</b>	<b>\$0</b>	<b>\$68,947</b>	<b>\$651,016</b>	<b>\$60,991</b>	<b>(\$643,060)</b>
<b><u>Other Equipment</u></b>							
01422520-57301	Tech-Admin-WAN Equipment	\$9,500	\$0	\$9,500	\$0	\$0	\$9,500
	<b>Other Equipment Total</b>	<b>\$9,500</b>	<b>\$0</b>	<b>\$9,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,500</b>
	<b>Property Total</b>	<b>\$931,451</b>	<b>\$0</b>	<b>\$931,451</b>	<b>\$2,028,807</b>	<b>\$202,360</b>	<b>(\$1,299,716)</b>
<b><u>Other Objects</u></b>							
<b><u>Dues, Fees and Memberships</u></b>							
01902320-58900	Super-Admin-Dues & Fees	\$13,000	\$0	\$13,000	\$14,375	\$0	(\$1,375)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$1,100	\$0	\$1,100	\$5,469	\$0	(\$4,369)
01412210-58900	Curr Dir-Admin-Dues & Fees	\$4,000	\$0	\$4,000	\$1,680	\$279	\$2,041
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$0	\$0	\$375
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$9,768	\$0	(\$2,768)
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01822230-58900	Facilities-Admin-Dues & Fees	\$800	\$0	\$800	\$610	\$0	\$190
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$470	\$400	\$1,130
01011000-58900	TECEC-Admin-Dues & Fees	\$700	\$0	\$700	\$506	\$215	(\$21)
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$350	\$0	\$200
01522400-58900	FTES-Admin-Dues & Fees	\$550	\$0	\$550	\$239	\$0	\$311
01532400-58900	DFES-Admin-Dues & Fees	\$550	\$0	\$550	\$208	\$0	\$342
01542400-58900	MBES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$550
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$89	\$461
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$189	(\$0)	\$361
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$275	\$69	\$556
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$839	\$89	(\$28)
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$645	\$0	\$254
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	\$10,000	\$0	\$10,000	\$10,844	\$0	(\$844)
01713201-58900	Sports-Sports General-Dues & Fees	\$32,000	\$0	\$32,000	\$41,201	\$2,890	(\$12,091)
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Dues, Fees and Memberships Total</b>	<b>\$76,974</b>	<b>\$0</b>	<b>\$76,974</b>	<b>\$87,667</b>	<b>\$4,031</b>	<b>(\$14,724)</b>
<b><u>Unemployment</u></b>							
01912520-52006	D/W-Admin-Unemployment	\$162,128	\$0	\$162,128	\$35,952	\$36,176	\$90,000
	<b>Unemployment Total</b>	<b>\$162,128</b>	<b>\$0</b>	<b>\$162,128</b>	<b>\$35,952</b>	<b>\$36,176</b>	<b>\$90,000</b>

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Other Objects							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-58904	D/W-Admin-Bad Debt Expense	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
	Other Objects Total	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
	Other Objects Total	\$241,102	\$0	\$241,102	\$123,618	\$40,207	\$77,276
Other Uses of Funds							
Miscellaneous							
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Excess Cost Reim	\$0	\$0	\$0	\$0	\$0	\$0
	Miscellaneous Total	\$0	\$0	\$0	\$0	\$0	\$0
	Other Uses of Funds Total	\$241,102	\$0	\$241,102	\$123,618	\$40,207	\$77,276
	Report Total	\$109,025,882	\$0	\$109,025,882	\$69,894,452	\$35,060,715	\$4,070,715
COVID Expenses reflected in above expended							
01011000-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01011200-53230 -COVID	CONSULTANT				\$86,098	\$66,681	(\$152,779)
01011200-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$9,600	\$0	(\$9,600)
01052130-56110 -COVID	SUPPLIES				\$1,196	\$0	(\$1,196)
01331200-51110 -COVID	TEACHERS-CLASSROOM				\$1,935	\$0	(\$1,935)
01396110-55600 -COVID	OUTGOING TUITION				\$0	\$0	\$0
01401203-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS				\$654	\$0	(\$654)
01402320-51114 -COVID	DIRECTOR				\$666	\$0	(\$666)
01412214-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$0	\$0
01421001-57310 -COVID	EQUIPMENT-COMPUTER				\$561,923	\$0	(\$561,923)
01422214-56900 -COVID	PARTS, MAINTENANCE				\$630	\$0	(\$630)
01422214-57301 -COVID	EQUIPMENT-COMPUTER				\$2,130	\$500	(\$2,630)
01422520-51141 -COVID	CUST./MAINT. - OT - SCHOOL				\$13,705	\$0	(\$13,705)
01422520-56110 -COVID	SUPPLIES				\$88	\$0	(\$88)
01422520-56900 -COVID	PARTS, MAINTENANCE				\$1,475	\$0	(\$1,475)
01511001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$0	\$0
01511001-57308 -COVID	FURNITURE				\$0	\$4,534	(\$4,534)
01512400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01521001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$0	\$0
01521001-57308 -COVID	FURNITURE				\$5,955	\$30,758	(\$36,713)
01522400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01531001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$0	\$0
01531001-57308 -COVID	FURNITURE				\$1,487	\$38,919	(\$40,405)
01532400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01532400-56110 -COVID	SUPPLIES				\$0	\$0	\$0
01541001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$995	\$0	(\$995)
01541001-57308 -COVID	FURNITURE				\$247	\$4,534	(\$4,781)
01542400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01542400-56110 -COVID	POLICE SERVICES				\$0	\$0	\$0
01551001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$441	\$0	(\$441)
01551001-57308 -COVID	FURNITURE				\$4,893	\$5,697	(\$10,590)
01552400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01581001-57308 -COVID	FURNITURE				\$247	\$4,534	(\$4,781)
01582400-53301 -COVID	POLICE SERVICES				\$0	\$0	\$0
01611001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$142	(\$142)
01611016-56111 -COVID	SUPPLIES - GENERAL CLASSROOM				\$0	\$0	\$0
01612400-56110 -COVID	SUPPLIES				\$90	\$0	(\$90)
01711016-56112 -COVID	SUPPLIES				\$0	\$0	\$0
01712400-56110 -COVID	SUPPLIES				\$15	\$0	(\$15)
01712400-57308 -COVID	FURNITURE				\$37,926	\$22,788	(\$60,714)
01713201-56112 -COVID	SUPPLIES				\$2,461	\$83	(\$2,544)
01802320-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS				\$59,805	\$0	(\$59,805)
01802320-51129 -COVID	OTHER NON-CERTIFIED				\$21,684	\$0	(\$21,684)
01802320-51135 -COVID	CLER.TIME-CENTRAL OFF./GENERAL				\$0	\$0	\$0

Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 3/31/2021

<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>			
01802320-51139 -COVID	SUBSTITUTE TEACHERS,TUTORS				\$778	\$0	(\$778)
01802320-51140 -COVID	CUST./MAINT. - REGULAR PAY				\$0	\$0	\$0
01822230-51128 -COVID	HEALTH AIDES				\$0	\$0	\$0
01822230-55910 -COVID	PHONE				\$0	\$0	\$0
01842610-51140 -COVID	CUST./MAINT. - OT - SCHOOL				\$625	\$0	(\$625)
01842610-51141 -COVID	CUST./MAINT. - OT - SCHOOL				\$2,379	\$0	(\$2,379)
01842610-51149 -COVID	CUST./MAINT. - OT - SCHOOL				\$1,022	\$0	(\$1,022)
01842610-54103 -COVID	RUBBISH REMOVAL EXPENSES				\$0	\$0	\$0
01842610-56130 -COVID	SUPPLIES - CUSTODIAL				\$14,775	\$13,719	(\$28,494)
01852620-51141 -COVID	CUST./MAINT. - OT - SCHOOL				\$214	\$0	(\$214)
01852631-54300 -COVID	REPAIRS, SERVICE FEES				\$9,082	\$3,248	(\$12,330)
01852632-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE				\$130	\$0	(\$130)
01852633-57307 -COVID	EQUIPMENT				\$7,770	\$0	(\$7,770)
01852639-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE				\$234	\$302	(\$536)
01852639-57307 -COVID	EQUIPMENT				\$249,461	\$40,487	(\$289,948)
01852644-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE				\$460	\$0	(\$460)
01852644-57307 -COVID	EQUIPMENT				\$314,543	\$20,000	(\$334,543)
01852647-54300 -COVID	REPAIRS, SERVICE FEES				\$0	\$0	\$0
01882700-51150 -COVID	BUS MONITOR				\$0	\$0	\$0
01882700-53300 -COVID	OTHER PROF SERVICES				\$0	\$0	\$0
01882700-55101 -COVID	REGULAR ROUTES				\$0	\$0	\$0
01882700-56270 -COVID	SUPPLIES				\$1,341	\$0	(\$1,341)
01912520-51135 -COVID	CLER.TIME-CENTRAL OFF./GENERAL				\$0	\$0	\$0
01912520-58900 -COVID	FEES				\$180	\$0	(\$180)
<b>COVID Total</b>					<b>\$1,419,342</b>	<b>\$256,924</b>	<b>(\$1,676,266)</b>
<b>Report Total less COVID</b>		<b>\$109,025,882</b>	<b>\$0</b>	<b>\$109,025,882</b>	<b>\$68,475,111</b>	<b>\$34,803,791</b>	<b>\$5,746,981</b>
<b>Munis Report Total</b>		<b>\$109,025,882</b>	<b>\$0</b>	<b>\$109,025,882</b>	<b>\$69,894,452</b>	<b>\$35,060,715</b>	<b>\$4,070,715</b>

	<b>Trumbull Board of Education</b>				
	<b>Town 009 Accounts</b>				
	<b>7/1/20 to 3/31/21</b>				
<b>Org#</b>	<b>Description</b>	<b>Budget</b>	<b>Expenditures</b>	<b>Encumbrances</b>	<b>Balance</b>
09002611	Electricity	24,000	18,000	-	6,000
09005000	Community Services-Custodian Reg Pay	2,000	-	-	2,000
09005000	Community Services-Custodian OT Pay	78,657	7,743	-	70,914
09006001	Non Public Schools - Teachers	164,593	94,140	69,036	1,418
09006200	Community Services - HC Pool Employee	58,712	45,030	15,579	(1,897)
09006200	Community Services - HC Pool Supplies	25,000	3,807	1,282	19,912
09007001	Non Public Transportation-Admin	18,805	13,751	3,438	1,616
09007001	Non Public Transportation-Secretary	12,550	17,425	3,508	(8,383)
09007001	Non Public Transportation-Bus Routes	1,015,564	567,829	464,299	(16,565)
	<b>Total Town 009 Fund</b>	<b>1,399,881</b>	<b>767,725</b>	<b>557,142</b>	<b>75,015</b>

Trumbull Board of Education					
Student Activity Detail Report					
Object #	Account Name	As of 7/1/20	Increase	Decrease	As of 3/31/21
20251	BOOTH HILL SCHOOL	2,235	3,122	2,200	3,157
20253	DANIELS FARM	502	-	-	502
20825	FINGERPRINTING/BACKGROUND CHK	(540)	1,667	1,667	(540)
20619	FRENCH HONOR SOCIETY	468	-	468	-
20252	FRENCHTOWN SCHOOL	3,642	1,007	1,409	3,240
20550	GENERAL FUND	2,050	1,365	315	3,100
20152	HILLCREST MIDDLE SCHOOL	15,932	2,709	2,411	16,230
20255	JANE RYAN SCHOOL	899	-	-	899
20156	MADISON MIDDLE SCHOOL	12,098	4,517	7,121	9,494
20068	MATH HONOR SOCIETY	1,046	360	-	1,406
20254	MIDDLEBROOK SCHOOL	4,203	1,846	1,316	4,733
20258	TASHUA SCHOOL	8,534	1,806	2,797	7,544
20628	THS A.V. CLUB	172	-	-	172
20611	THS ACADEMIC DECATHLON	3,168	-	-	3,168
20709	THS ALTERNATE METHODS OF PYMNT	(38)	-	-	(38)
20604	THS BAND	967	-	-	967
20606	THS BEST BUDDIES	693	100	350	443
20130	THS BOOK STORE	3,306	-	-	3,306
20711	THS BOYS BASKETBALL	40	-	-	40
20727	THS BOYS INDOOR TRACK	2,277	-	-	2,277
20715	THS BUSINESS ED. ENTREPRENEUR	999	-	-	999
20646	THS CHEERLEADING	1,875	-	1,236	639
20614	THS CHORAL GROUP	5	-	-	5
20163	THS Class of 2016	2,759	-	-	2,759
20164	THS Class of 2017	5,344	-	-	5,344
20165	THS Class of 2018	8,098	-	-	8,098
20166	THS Class of 2019	2,292	-	-	2,292
20167	THS Class of 2020	19,735	-	3,147	16,587
20168	THS Class of 2021	10,578	-	-	10,578
20169	THS Class of 2022	500	-	-	500
20609	THS CREATIVE MINDS	2,278	350	55	2,573
20603	THS DECA (MARKETING EDUCATION)	9,586	3,059	5,711	6,934
20637	THS ETHICS CLUB	103	-	125	(22)
20647	THS FASHION CLUB	390	-	-	390
20620	THS FRENCH CLUB	1,003	-	50	953
20617	THS FUTURE BUSINESS LEADERS	3,224	225	325	3,124
20710	THS GIRLS BASKETBALL	4,778	3,850	645	7,983
20718	THS GIRLS CROSS COUNTRY	22	-	-	22
20726	THS GIRLS INDOOR TRACK	192	-	370	(178)
20732	THS GIRLS OUTDOOR TRACK	1,270	-	-	1,270
20733	THS GIRLS TENNIS	553	-	506	47
20712	THS GLOW CLUB	83	-	-	83
20719	THS GOLF	567	-	-	567
20643	THS GRADUATION - CAP & GOWNS	6,966	20,185	-	27,151
20713	THS GRAPHIC DESIGN	214	-	-	214
20714	THS GYMNASTICS	-	1,603	-	1,603
20599	THS HISTORY HONOR SOCIETY	-	700	-	700
20607	THS HOME ECON. CLUB	2	-	-	2
20622	THS IN/OUT	4,750	690	1,587	3,853
20640	THS INTERACT CLUB	102	-	45	57
20615	THS ITALIAN CLUB	189	1,371	572	988
20605	THS KEY CLUB	477	-	-	477
20613	THS LATIN CLUB	6	138	-	144
20101	THS LIBRARY CLUB	3,224	-	-	3,224
20645	THS LINK CREW LEADERS	2,948	14,035	1,960	15,023
20608	THS LOST TEXTBOOKS	5,950	-	552	5,398
20621	THS MISCELLANEOUS	4,509	4,099	4,908	3,699
20728	THS MOCK TRIAL	161	-	-	161
20032	THS MODEL CONGRESS	4,931	-	718	4,213
20639	THS MODEL U.N. CLUB	1,902	-	-	1,902
20707	THS NATIONAL HONOR SOCIETY	2,220	-	385	1,835
20133	THS NEWSPAPER	108	50	50	108
20082	THS ORCHESTRA	742	-	-	742
20702	THS PEER LEADERS	412	-	-	412
20703	THS PEER MEDIATION CLUB	3,499	-	-	3,499
20110	THS PINK RIBBON	1,357	-	-	1,357
20708	THS POETRY	785	-	-	785
20644	THS ROBOTICS CLUB	1,623	-	-	1,623
20630	THS SKI CLUB	58	-	-	58
20631	THS SOAR	2,800	-	-	2,800
20625	THS SODA MACHINE	476	-	-	476
20624	THS SPANISH CLUB	1,398	-	-	1,398
20510	THS STUDENT COUNCIL	7,032	315	1,092	6,255
20629	THS SUNSHINE FUND	2,992	220	1,175	2,037
20632	THS SWIMMING	546	-	192	354
20641	THS THESPIAN SOCIETY	8,109	16,303	8,031	16,380
20139	THS TRILLIUM YEARBOOK	10,165	7,751	611	17,305
20190	THS VO-AG FARM	19,329	10,954	8,080	22,203
20180	THS VO-AG FUTURE FARMERS	1,392	-	-	1,392
20633	THS WE THE PEOPLE	52	-	-	52
20627	THS WORLD LANGUAGE HONOR SOCIETIES	61	623	-	684
20642	THS YOUTH TO YOUTH	1,052	-	-	1,052
20810	TRUMBULL FOOTBALL ALUMNI ASSOC.	1,000	-	-	1,000
Total Student Activity Fund		241,428	105,020	62,182	284,266



**TRUMBULL BOARD OF EDUCATION GRANTS**

<b>SPID</b>	<b>Ends</b>	<b>Org#</b>	<b>Grants</b>	<b>Budget</b>	<b>Expense</b>	<b>Encumbrance</b>	<b>Balance available as of 3/31/2021</b>
20977	June	2009010	IDEA Part B Sec 611	1,489,122	862,272	476,754	150,097
20977	June	2009011	IDEA Part B Sec 611-NP	49,683	20,786	15,243	13,654
20983	June	2009450	IDEA Part B Sec 619	40,292	23,714	10,276	6,301
20679	June	2009140	Title I	229,089	96,362	27,498	105,230
20679	June	2009141	Title I NP	1,673	-	-	1,673
20858	June	2009480	Title II-A	86,825	32,534	23,859	30,432
20858	June	2009481	Title II-A NP	58,876	6,579	-	52,297
20868	June	2009080	Title III-A	32,664	16,160	11,851	4,653
20868	June	2009081	Title III-A NP	15,112	-	-	15,112
20873	June	2009300	Title IV-A	9,100	-	-	9,100
20873	June	2009301	Title IV-A NP	3,865	-	483	3,382
29561	12/30/2020	2009700	CRF - Coronavirus Relief Fund	2,147,602	1,090,447	-	1,057,155
29571	9/30/2022	2009110	ESSER - Public Schools	127,339	127,339	-	0
29571	9/30/2022	2009112	ESSER - Non Public Schools	31,418	12,376	2,024	17,018
n/a	2/28/2021	2009440	FFA Grant for Growing	997	843	154	0
n/a	Sept	2009350	Headstart (10/1/20-9/30/21)	407,765	237,434	121,215	49,115
n/a	June	2009509	Local Prevention Council	5,663	4,175	-	1,488
n/a	N/A	2009603	PEGPETIA	64,700	64,700	-	-
20742	June	2009470	Perkins	60,011	50,710	-	9,301
n/a	10/30/2021	2009505	TPAUD-DFC (10/31/20-10/30/21)	155,116	76,524	-	78,592
n/a	June	2009507	TPAUD-Opiod Prevention	5,000	5,000	-	-
			<b>Total Grant Fund</b>	<b>5,021,912</b>	<b>2,727,956</b>	<b>689,356</b>	<b>1,604,600</b>

Trumbull Board of Education								
Special Revenue BOE Programs								
7/1/20 to 3/31/21						Fund Balance(Deficit) as of		
Org#	Description	Revenues	Operating Transfer In (Out)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/20	3/31/21
2051660	ACE Foundation	-	-	-	-	-	58	58
2059530	Agriscience	-	-	978	-	(978)	14,367	13,389
2051121	Athletics	265,357	-	132,290	161	132,906	(5,356)	127,550
2052651	Building Use	156	-	1,369	-	(1,213)	26,650	25,437
2051650	Continuing Ed	75,978	-	43,072	8,575	24,330	(24,625)	(295)
2051100	Driver's Education	(230)	-	1,771	1,602	(3,603)	17,989	14,386
2051717	Elementary Strings/Band	36,315	-	122,428	71,265	(157,378)	-	(157,378)
2056230	Guidance/Testing	504	-	-	-	504	9,922	10,426
2059360	Head Start Food	6,523	-	-	-	6,523	2,065	8,588
2059240	Interdistrict (TECEC*/REACH*/IIP*)	194,575	-	211,223	145,853	(162,500)	(55,429)	(217,929)
2059540	Madison Grant	-	-	-	-	-	368	368
2059520	Magnet Transportation	26,650	-	-	-	26,650	58,500	85,150
2059490	Miscellaneous	-	-	-	-	-	2,401	2,401
2059460	Open Choice	34,395	-	17,179	4,973	12,243	131,606	143,849
2051019	PE Day	-	-	-	-	-	247	247
2051200	SBCH-PPS Medicaid Program	43,681	-	50,260	19,758	(26,337)	(14,632)	(40,969)
2055904	Rebates	107,718	-	106,602	-	1,116	58,580	59,696
2051600	Summer Explorations	-	-	30,047	8,575	(38,622)	(133,903)	(172,525)
2052221	Take Home Device Insurance	37,051	-	4,302	-	32,749	11,322	44,071
2057100	THS AP Testing	1,400	-	922	-	478	18,788	19,266
2051380	THS Auditorium	-	-	-	-	-	(19,578)	(19,578)
2059400	THS Connections	-	-	-	-	-	1,125	1,125
2059450	THS Culinary Kitchen Catering	96	-	1,391	483	(1,778)	9,613	7,835
2055400	THS Musical	5,589	-	298	2	5,289	(15,115)	(9,826)
2059510	Typical or Troubled Grant	-	-	-	-	-	643	643
2056207	Used Book Sales	-	-	-	-	-	2,145	2,145
2055213	Voluntary Insurance	-	-	9,093	68,105	(77,198)	4,221	(72,977)
	<b>Total Special Revenue Fund</b>	<b>835,759</b>	<b>-</b>	<b>733,225</b>	<b>329,353</b>	<b>(226,818)</b>	<b>101,970</b>	<b>(124,849)</b>
	* TECEC-Trumbull Early Childhood Education Center							
	* REACH-Regional Educational Academic and Counseling Help							
	* IIP-Interim Instructional (transition) Program							

School Lunch Financials for 2020-2021 School Year - FUND 210																		
	7/31/2020 YTD	7/31/2020 Month	8/31/2020 YTD	8/31/2020 Month	9/30/2020 YTD	9/30/2020 Month	10/31/2020 YTD	10/31/2020 Month	11/30/2020 YTD	11/30/2020 Month	12/31/2020 YTD	12/30/2020 Month	1/31/2021 YTD	1/31/2021 Month	2/28/2021 YTD	2/28/2021 Month	3/31/2021 YTD	3/31/2021 Month
Balance Sheet																		
Assets:																		
Cash	1,008,379		1,010,324		1,017,590		951,577		937,382		952,552		977,172		1,009,999		581,462	
Receivables	50,754		49,625		91,565		167,847		216,631		250,970		352,858		437,140		608,224	
Inventory	46,979		46,979		67,194		67,194		67,194		67,194		67,194		67,194		67,194	
Prepaid Expense	-		-		-		-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-		-		-		-	
Total Assets:	1,106,111		1,106,928		1,176,348		1,186,618		1,221,207		1,270,715		1,397,224		1,514,332		1,256,880	
Liabilities:																		
Accounts Payable	-		-		72,414		56,709		64,264		64,826		95,861		118,864		147,455	
Deferred Revenue	134,259		134,259		134,977		134,147		134,378		133,800		133,483		132,591		131,971	
Due to Town	1,613,413		1,626,962		1,725,835		1,943,309		2,027,013		2,173,522		2,289,519		2,393,024		2,028,717	
Total Liabilities:	1,747,672		1,761,221		1,933,226		2,134,164		2,225,655		2,372,148		2,518,863		2,644,479		2,308,143	
Fund Balances:	(641,561)		(654,293)		(756,878)		(947,547)		(1,004,449)		(1,101,432)		(1,121,639)		(1,130,146)		(1,051,264)	
Statement of Revenues, Expenditures and Changes in Fund Balances																		
Revenue/increases:																		
Food Sales/Charges for Service	-	-	1,985	1,985	9,570	7,585	16,857	7,287	21,484	4,626	25,330	3,847	32,369	7,038	38,472	6,103	51,299	12,828
Intergovernmental	-	-	-	-	39,773	39,773	115,532	75,759	202,055	86,523	312,179	110,124	496,792	184,613	704,071	207,279	1,053,362	349,291
Other Income/Interest		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Donations		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Increases		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	-	-	1,985	1,985	49,344	47,359	132,390	83,046	223,539	91,149	337,509	113,971	529,161	191,651	742,543	213,382	1,104,661	362,118
Expenses/decreases																		
Wages	2,636	2,636	14,206	11,570	80,106	65,900	187,883	107,777	270,135	82,252	377,576	107,441	456,691	79,115	521,621	64,930	617,949	96,328
FICA	202	202	1,056	854	4,809	3,754	10,877	6,067	15,546	4,669	22,302	6,756	26,778	4,476	30,251	3,473	35,499	5,248
Medical	39,132	39,132	40,745	1,614	69,948	29,202	173,073	103,125	169,638	(3,435)	201,466	31,828	233,634	32,168	272,966	39,332	306,646	33,680
Other Expenses	(455)	(455)	(944)	(1,399)	8,291	7,347	10,060	1,769	12,414	2,354	15,112	2,698	18,491	3,379	19,665	1,174	22,896	3,231
Supplies	-	-	40	40	6,116	6,076	13,002	6,886	15,957	2,955	19,502	3,545	23,178	3,676	23,813	635	28,506	4,693
Cost of Food	-	-	-	-	36,906	36,906	84,996	48,090	136,173	51,177	188,219	52,046	277,261	89,043	385,768	108,507	525,576	139,808
Equipment/Capital	-	-	-	-	-	-	-	-	8,079	8,079	14,719	6,640	14,719	-	18,557	3,838	18,806	249
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Decreases		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	41,514	41,514	55,103	12,679	206,175	149,185	479,890	273,715	627,941	148,051	838,895	210,954	1,050,753	211,858	1,272,643	221,890	1,555,878	283,236
Incr/(Decr) in fund balances before operating transfers	(41,514)		(53,118)		(156,832)		(347,500)		(404,402)		(501,386)		(521,592)		(530,100)		(451,217)	
Operating Transfers in/(out)	-		-		-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(41,514)		(53,118)		(156,832)		(347,500)		(404,402)		(501,386)		(521,592)		(530,100)		(451,217)	
Fund Balances:																		
Beginning of year	(600,047)		(600,047)		(600,047)		(600,047)		(600,047)		(600,047)		(600,047)		(600,047)		(600,047)	
End of period	(641,561)		(653,165)		(756,878)		(947,547)		(1,004,449)		(1,101,432)		(1,121,639)		(1,130,146)		(1,051,264)	
Months Revenue Control	-		1,985		48,488		83,046		91,149		113,971		191,651		213,382		362,118	
Month Expenditure Control	41,514		13,589		151,072		273,715		148,051		210,954		211,858		221,890		283,235	
Profit (Loss) for the month	(41,514)		(11,604)		(102,585)		(190,668)		(56,902)		(96,984)		(20,207)		(8,507)		78,883	
Balances? yes/off by	Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes	

# School Lunch Financials As of March 31, 2021 - FUND 210

Balance Sheet as of 3/31	Budget	3/31/21 <u>Actual</u>	Encumbered	Available/ (Over)	3/31/20 <u>School Lunch</u>	YTY Diff.	% Change
<b>Assets:</b>							
Cash		581,462			868,317	(286,855)	-33.04%
Receivables		608,224			177,066	431,158	243.50%
Inventory		67,194			65,688	1,506	2.29%
Prepaid Expense					-		
Due From Others					-		
<b>Total Assets:</b>		1,256,880			1,111,071	145,809	13.12%
<b>Liabilities:</b>							
Accounts Payable		147,455			42,251	105,204	249.00%
Deferred Revenue		131,971			137,877	(5,907)	-4.28%
Due to Town		2,028,717			1,180,423	848,294	71.86%
<b>Total Liabilities:</b>		2,308,143			1,360,552	947,592	69.65%
<b>Fund Balances:</b>		(1,051,264)			(249,481)	(801,783)	321.38%
<b>Statement of Revenues, Expenditures and Changes in Fund Balances for the 7 months ended 3/31</b>							
<b>Revenue/increases:</b>							
Food Sales/Charges for Service		51,299	-	(51,299)	1,246,333	(1,195,034)	-95.88%
Intergovernmental		1,053,362	-	(1,053,362)	417,370	635,992	152.38%
Other Income/Interest		-	-	-	-	-	
Donations		-	-	-	-	-	
Increases		-	-	-	-	-	
<b>Total revenue/increases</b>	-	1,104,661		(1,104,661)	1,663,703	(559,042)	-33.60%
<b>Expenses/decreases</b>							
Wages		617,949	276,772	(894,721)	706,108	(88,159)	-12.49%
FICA		35,499	-	(35,499)	39,294	(3,795)	-9.66%
Medical		306,646	125,565	(432,210)	359,810	(53,164)	-14.78%
Other Expenses		22,896	-	(22,896)	42,745	(19,849)	-46.43%
Supplies		28,506	28,883	(57,389)	53,215	(24,709)	-46.43%
Cost of Food		525,576	287,375	(812,950)	618,055	(92,479)	-14.96%
Equipment/Capital		18,806	-	(18,806)	8,387	10,419	124.23%
Intergovernmental Transfer							
Decreases							
<b>Total Expenditures/Increases</b>	-	1,555,878	718,595	(2,274,473)	1,827,614	(271,735)	-14.87%
Incr/(Decr) in fund balances before operating transfers		(451,217)			(163,910)	(287,306)	175.28%
Operating Transfers in/(out)		-			-	-	
<b>Incr/(Decr) in fund balances after operating transfers</b>		(451,217)			(163,910)	(287,306)	175.28%
<b>Fund Balances:</b>							
Beginning of year		(600,047)			(85,571)	(514,476)	601.23%
End of period		(1,051,264)			(249,481)	(801,782)	321.38%
Months Revenue Control		362,118			168,099		
Months Exp Control		283,235			216,796		
Profit (Loss) for the month		78,883			(48,697)	127,580	-261.99%

	Trumbull Board of Education					
	Scholarship Details					
	7/1/20 to 3/31/21			Fund Balance as of 3/31/21		
Account Name	Revenues	Expenditures	Net Rev(Exp)	Permanent	Unrestricted	Total
Brewster	7	-	7	1,685	185	1,870
Peter Burke	31	-	31	-	8,405	8,405
K. Capobianco	8	-	8	-	2,031	2,031
Donna Cassidy	48	-	48	-	12,896	12,896
Citizenship/Holdsworth	2	-	2	-	439	439
Mary Curtiss	27	-	27	-	7,342	7,342
S. Dick Electronics	41	-	41	10,000	1,078	11,078
Education	1,000	1,000	-	-	-	-
Ran Grinnell	4	-	4	-	1,088	1,088
Clare Hampford	14	-	14	-	3,871	3,871
G. Hartz	0	-	0	-	10	10
Klein/ Danaher	12	-	12	-	3,225	3,225
Lorimer	0	-	0	-	78	78
Dr. Gloria Maina	2	-	2	-	554	554
Frances S. Mallett	1,503	-	1,503	-	2,159	2,159
Loretta McDougall	49	-	49	-	13,152	13,152
Karen Mraz	286	-	286	-	9,830	9,830
National Merit	2	-	2	-	535	535
PHNA	33	-	33	8,000	990	8,990
Ralph Pascale	2	-	2	-	510	510
Jill Resnick	62	-	62	-	16,829	16,829
R. Rossomando	23	-	23	5,190	938	6,128
Dick Seaman	42	-	42	-	4,528	4,528
R. Simses	10	-	10	2,500	299	2,799
R. Stowe	9	-	9	2,200	263	2,463
Trumbull High	4	-	4	-	1,108	1,108
Jennie N. Villano	1	-	1	-	210	210
Zink	41	-	41	10,000	1,081	11,081
<b>Total Scholarship Fund</b>	<b>3,262</b>	<b>1,000</b>	<b>2,262</b>	<b>39,575</b>	<b>93,635</b>	<b>133,210</b>

## TRUMBULL PUBLIC SCHOOLS

### Recommended Transfers

**FROM:**

01912520-51199	D/W - Admin - Reserve for Negotiations	\$	<b>60,000</b>
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**TO:**

01852622-56134	Facilities - Snow Removal - Supplies	\$	1,000
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01532220-56420	DFES - Library - Books & Media	\$	5,000
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01422214-56118	Tech - L/W - Software	\$	54,000
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<b>Total</b>		\$	<b>60,000</b>
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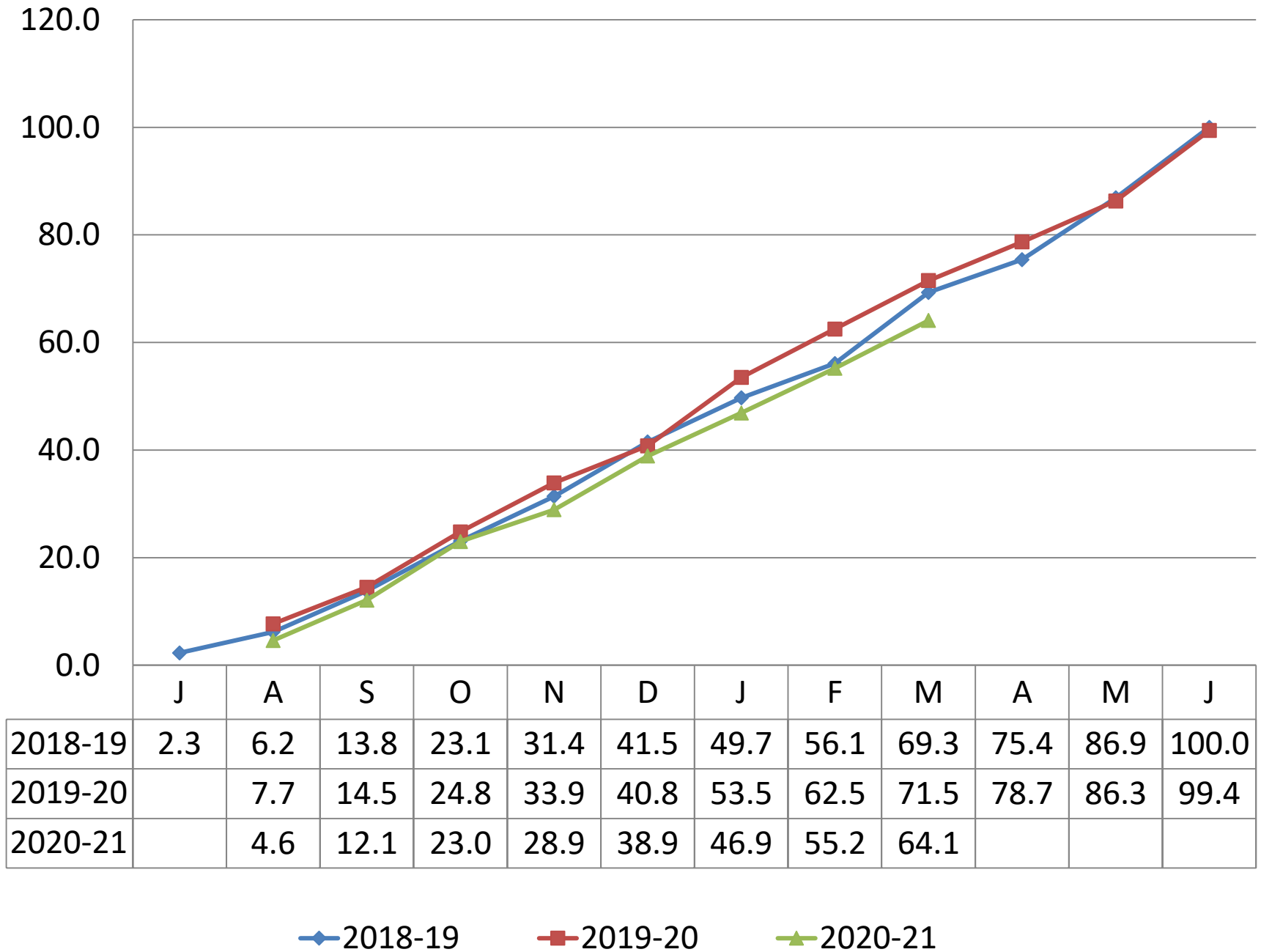
**FROM:**

01011200-51118	PPS - L/W - Curriculum Writing	\$	<b>215,000</b>
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**TO:**

01011200-53230	PPS - L/W - Consultants	\$	<b>215,000</b>
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## Cumulative Total Board of Education Budget % By Month



## Conn. Gen. Stat. § 10-248a

Section 10-248a - Unexpended education funds account

For the fiscal year ending June 30, 2020, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year, (2) each expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local board of education for such town.

*Conn. Gen. Stat. § 10-248a*

*(P.A. 10-108, S. 32.)*

Amended by P.A. 19-0117, S. 285 of the Connecticut Acts of the 2019 Regular Session, eff. 7/1/2019.

Added by P.A. 10-0108, S. 32 of the February 2010 Regular Session, eff. 7/1/2010.

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**OPERATING AGREEMENT AND PROCEDURES  
BETWEEN  
THE BOARD OF FINANCE  
AND  
THE BOARD OF EDUCATION  
OF THE TOWN OF TRUMBULL  
REGARDING A NON-LAPSING FUND**

WHEREAS, the Trumbull Board of Finance and the Trumbull Board of Education have voted to establish a non-lapsing fund (the Fund) in accordance with Connecticut General Statutes Section 10-248a; and,

WHEREAS, the two aforementioned Boards have agreed to establish the following procedures with respect to the Fund:

1. The Board of Education may designate all or part of any operating surplus for a given fiscal year to be allocated to the Fund, subject to approval by the Board of Finance, and the allocation shall be recorded following the end of the fiscal year.
2. The amount of the allocation to the Fund cannot exceed 2% of the Board of Education's total operating budget for that fiscal year.
3. Any withdrawal for the Fund can only be initiated by an affirmative vote of the Board of Education in accordance with CGS 10-248a.

NOW, THEREFORE, this Operating Agreement shall remain in effect until such time that both aforementioned Boards agree to rescind or amend it, or until the Connecticut General Assembly repeals or revises CGS Section 10-248a.

Approved by the Board of Education

Approved by the Board of Finance

\_\_\_\_\_  
Lucinda Timpanelli  
Chair, Trumbull Board of Education

\_\_\_\_\_  
Lainie McHugh  
Chair, Trumbull Board of Finance

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Date: \_\_\_\_\_

TRUMBULL BOARD OF EDUCATION  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, April 27, 2021

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

Recommendation:

Receive and file.

**PENDING LITIGATION**

CASE TOWN/BOARD	DESCRIPTION	CASE	REPRESENTATIVE TOWN/BOARD
1. C.T., J.T. and L.T. vs.	C.T., a Trumbull minor, his parents J.T. and L.T., alleged that he was injured on or about November 13, 2019 while playing soccer at recess and fell into a hole on the soccer field near the goal. Their claim covers that the soccer field was in an uneven, defective and/or dangerous condition. This claim seeks monetary damages against Board of Education, Town of Trumbull and Parks and Recreation Department. (Notice of claim received January 9, 2020).	Pending	Town/Board
2. M.D. vs.	M.D., former Director of Facilities, claims his termination of employment on 2/7/20 constitutes a breach of his employment contract with Trumbull Board of Education. This claim seeks monetary damages against Trumbull Board of Education. (Notice of claim received 5/20/20).	Pending	Town/Board
3. M.F. vs.	M.F., Plaintiff is challenging BOE/Town of Trumbull over her being excluded from the local pension plan that she claims she was entitled to when hired.	Pending	Town/Board

TRUMBULL BOARD OF EDUCATION  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, April 27, 2021

Agenda Item IV-B

Status of Negotiations

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

Recommendation:

Receive and file.

## **STATUS OF NEGOTIATIONS**

<u>Unit</u>	<u>Member of Board's Negotiating Team</u>	<u>Status of Negotiations</u>
Teachers TEA	Attorney Floyd Dugas Marie Petitti Michael Ward	The TEA Agreement covers the period from July 1, 2020 to June 30, 2023.
Administrators TAA	Attorney Floyd Dugas Marie Petitti Michael Ward	The TAA Agreement covers the period from July 1, 2021 to June 30, 2024.
Administrative Support Services  CALU	Attorney Floyd Dugas	The (TASS) Administrative Support covers the period from July 1, 2016 to June 30, 2021.
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2020 to June 30, 2021.
Paraprofessionals UPSEU LOCAL #222, CILU #78	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2018 to June 30, 2021.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2020 to June 30, 2024.
CILU Supervisor/ Support Staff CILU LOCAL #21	Attorney Floyd Dugas	<p>The CILU Supervisors Agreement covers the period from July 1, 2020 to June 30, 2021.</p> <p>The CILU Support Agreement covers the period from July 1, 2020 to June 30, 2021.</p>