
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, October 26, 2021, 7:00 p.m.
Long Hill Administration Building
AGENDA

<https://us06web.zoom.us/j/86711666112?pwd=eVhzSElMTUwaklaZjRkd3Q0TGhDQT09>

Webinar ID: 867 1166 6112

Password: 161076

Join by telephone: (301) 715-8592 or (833) 548-0276 (Toll Free) / Webinar ID: 867 1166 6112

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

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

III. REPORTS/ACTION ITEMS

- A. Approval Minutes – Regular Meeting, October 12, 2021
- B. Personnel – Dr. Semmel
- C. District Equity Planning with SERC – Dr. Semmel, Dr. Iwanicki & Members
- D. Security Resource Officer (SRO) Update – Dr. Semmel, SROs Officers Duva, Bartosik, & Federowicz
- E. High School Report – Mr. Guarino, Principal, Cathy Hilser, Guidance Department Chair
- F. Curriculum Committee Report – Mr. Ward
Curriculum Guides – Dr. Iwanicki
 - Marching and Symphonic Band
 - Latin 1 ACP
 - Science Fiction
- G. Policy Committee Report- Mr. Gallo
 - Review of Policy 418.239/4218.239 Required COVID-19 Vaccinations for Certified and Non-Certified Staff.
- H. Finance Committee – Mr. Hendrickson
 - Financial Reports as of September 30, 2021

IV. RECEIVE AND FILE

- A. Pending Litigation
- B. Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Regular Meeting – October 12, 2021

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Regular Meeting – October 12, 2021
Long Hill Administration Building

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

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.
- B. Recognition - Mr. Todd Manuel, CAS High School Assistant Principal of 2020
Congratulations to Todd Manuel for the honor of representing Connecticut as the 2020 Assistant High School Principal of the Year. Mr. Manuel will be honored at the Connecticut Association of Schools (CAS) 19th Annual Celebration of School Leadership Awards dinner on October 21, 2021 in Portland, Connecticut.

The Board congratulated and commended Mr. Manuel on this achievement.

- C. Recognition – First Selectman’s Golf Classic Presentation
First Selectman Vicki Tesoro presented the proceeds from the First Selectman’s Golf Classic to the following student organizations:
- Academic Challenge for Excellence (ACE) Foundation
 - Trumbull High School Golden Eagle Marching Band
 - PowerPlay Club—Hockey
 - Laxmen’s Club—Boys and Girls Lacrosse
 - Touchdown Club—Football
 - Diamond Club—Baseball and Softball
 - Basketball

These organizations provide extraordinary opportunities outside of the classroom for students. The Board thanked the First Selectman and members of the Golf Classic.

- D. Correspondence – Mrs. Norcel read the following correspondence: Lauren and Brian Walsh asked about dyslexia screening; Marianne Piatkowski is in favor of later start times; Kristen Sabad sent an article on mental health; Kathy Rubano invited the BOE to attend the Veterans

Day program at THS; Catherine Martini and Cat Lamy shared an email in support of later start times and Ellie and Wayne Grosso urged the Board to invite SERC to do a virtual presentation.

- E. Public Comment-Patricia Kelly spoke about the emergency order regarding the mask mandate; Lisa Hughes addressed the removal of a book at THS with inappropriate content; Gloria Manna expressed concerns about the culture at TPS; Melissa and David Steeves believe that masks are ineffective; Elizabeth Parenzan feels the objective for SERC training should provide students with a sense of well-being; Gordana Thompson stated that masks need to be made optional; Wynn Gadkar-Wilcox commends TPS in their effort to diversify curricula; Tara Figueroa asked for later Curriculum Meeting start times; Challa Flemming is thankful to TPS for making diversity a priority.

F. Superintendent Report-Dr. Semmel

- Thanks to the Trumbull Rotary Club for sponsoring Read Aloud Day at our elementary schools. This year's theme is mathematics.
- We are proud of the THSGEMB who competed in the Bands of America Mid-Atlantic Regional Championship at the University of Maryland for a job well done.
- Thanks to Mr. Hendrickson for completing the reimbursement grant application for the Middlebrook roof project. We are now awaiting the response from the State Department of Administrative Services.
- The TPS District Equity Leadership Team will share updates at the next BOE meeting. The State Education Resource Center will participate in-person or remotely.
- TPS is complying with the Governor's Executive order for all staff to be vaccinated or submit to weekly testing. The vast majority of TPS staff has been vaccinated.
- Quarantine restrictions continue to be challenging. Less than 50 TPS students are in quarantine at this time. We are working on finding ways for students to remain in school when they are identified as a close contact.
- 74.72% of our students ages 12- 17 in Trumbull are fully vaccinated. This means when a positive case arrives in grades 7-12, many of our close contacts can avoid quarantining. This vaccination rate continues to slowly rise. We understand that a lower dose version of the Pfizer vaccine may be considered for Emergency Use Authorization (EUA) in the future. If this EUA is provided, it will likely be for children ages 5-11.

G. Board Chairman Report

Mrs. Timpanelli announced the BOF meeting on Thursday, October 14, with the expectation of receiving the \$901,413 surplus funds. She thanked the First Selectman and the Chairs and Vice Chairs of the Town Council and Board of Finance for attending a preliminary meeting on October 7th regarding a budget conversation for 2022-2023. She also applauded the efforts of the Principles of Marketing class at THS and Alessia Lye, the designer of "Pink Pledge" apparel. That Business class is using the apparel as a fundraiser for Breast Cancer Awareness Month.

H. Student Board Representatives Report

Student Board Representative Edrina Laude reported on events at TPS: Middlebrook is sponsoring a walkathon; Daniels Farm is having student council elections; Frenchtown is having a Pumpkin Parade; Hillcrest is participating in National Bullying Awareness month; Madison is sponsoring a program to promote inclusivity; THS is having an October advisory day, the Pink Pledge, Pink Out football game and the Marching Band field trip to Maryland.

Agenda Item III—Reports/Action Items

A. Approval Minutes:

Regular Meeting, September 28, 2021

It was moved (Norcel) and seconded (Gallo) to approve the Regular Board of Education minutes of the September 28, 2021 meeting as presented. Vote: Unanimous in favor.

B. Personnel – Dr. Semmel

Dr. Semmel presented the following appointments:

Narciso, Donna***; 6/16 (.5) (\$45,342) school psychologist* at Middlebrook Elementary School, effective August 26, 2021

Presutto, Jean***; 6/21 (\$114,478) special education* teacher at Trumbull's REACH program, effective October 1, 2021

Belanger-Zalewski, Michele; 6/21 (\$114,478) special education* teacher/department chairperson at Madison Middle School effective October 18, 2021

The above appointments were unanimously received and filed by the Board.

Dr. Semmel presented the following certified resignation:

Santilli, Mary; District elementary math program leader since August 2002, retiring effective June 30, 2022

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

C. 2021-2022 Enrollment Update – Dr. Semmel

Dr. Semmel presented the current enrollment numbers at all of the TPS schools. The total elementary enrollment increased by 125 students from October, 2020 to October, 2021. The increase in enrollment necessitated four additional class sections. The Board will be keeping a close eye on student numbers as our community grows.

D. Policy Committee Report – Mr. Gallo

Dr. Iwanicki and Ms. Regina Williams presented the following policies for First Reading:

- Policy 418.239/4218.239 Required COVID-19 Vaccinations for Certified and Non-Certified Staff.

Dr. Iwanicki and Regina Williams presented the CABE recommendations regarding this policy based on the Governor's Executive Order 13-G.

It was agreed to bring this policy back to a future Board meeting for second reading.

E. Finance Committee Report – Mr. Hendrickson

Mr. Hendrickson submitted the District's grant application to the State Department of Administrative Services for reimbursement for the MB roof project. He then reviewed the August financials for Board approval.

- Financial Reports as of August 31, 2021

It was moved (Norcel) and seconded (Kerr) to approve the financial reports as presented. Vote:
Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:31 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

REVISED

Report to the Board of Education
Regular Meeting, October 26, 2021

Dr. Semmel

Agenda Item III-B

Personnel

Resignations – Certified

Berecz, Steve; physical education/health teacher at Hillcrest Middle School since September 1986, retiring effective June 30, 2022.

Evangelista, Susan; grade 4 teacher at Daniels Farm Elementary School, retiring effective June 30, 2022.

Heifetz, Maureen; physical education/health teacher at Madison Middle School since September 1987, retiring effective June 30, 2022.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Dr. Semmel and Dr. Iwanicki

Agenda Item –III C

District Equity Planning with SERC

Drs. Semmel and Iwanicki will present an update regarding the district equity goals and steps being taken towards their accomplishment, including work with the State Education Research Center (SERC).

Recommendation:

Review

TRUMBULL PUBLIC SCHOOLS

Equity Planning with the **State Education Resource Center** (SERC)

October 26, 2021

Martin Semmel, Ed.D., Superintendent

Susan Iwanicki, Ed.D, Assistant Superintendent



Our Mission & Why Equity

- ❖ The Trumbull Public School System, in partnership with the community, strives **to meet the educational needs of all students** within a challenging and supportive academic environment that empowers each student to become a lifelong learner and to live and participate in a democratic, diverse and global society.
- ❖ June 2020- Creating an Anti-Racist Culture and Curriculum at TPS - a report shared with the BOE by recent alumni demonstrates a need; Board responded by deciding to create a committee to address this concern.
- ❖ Focus Groups and Thought Exchange Data request more emphasis from community on Culturally Responsive Instruction (CRI) and Equity
- ❖ 2021 Data-- achievement gaps between populations

Focus Group & Thought Exchange Results

DISTRICT FOCUS GROUP RESULTS THEMES

- ❖ Equity in Hiring
- ❖ Equity in Curriculum Design
- ❖ Professional Learning for Teachers Around Meeting the Needs of All Students

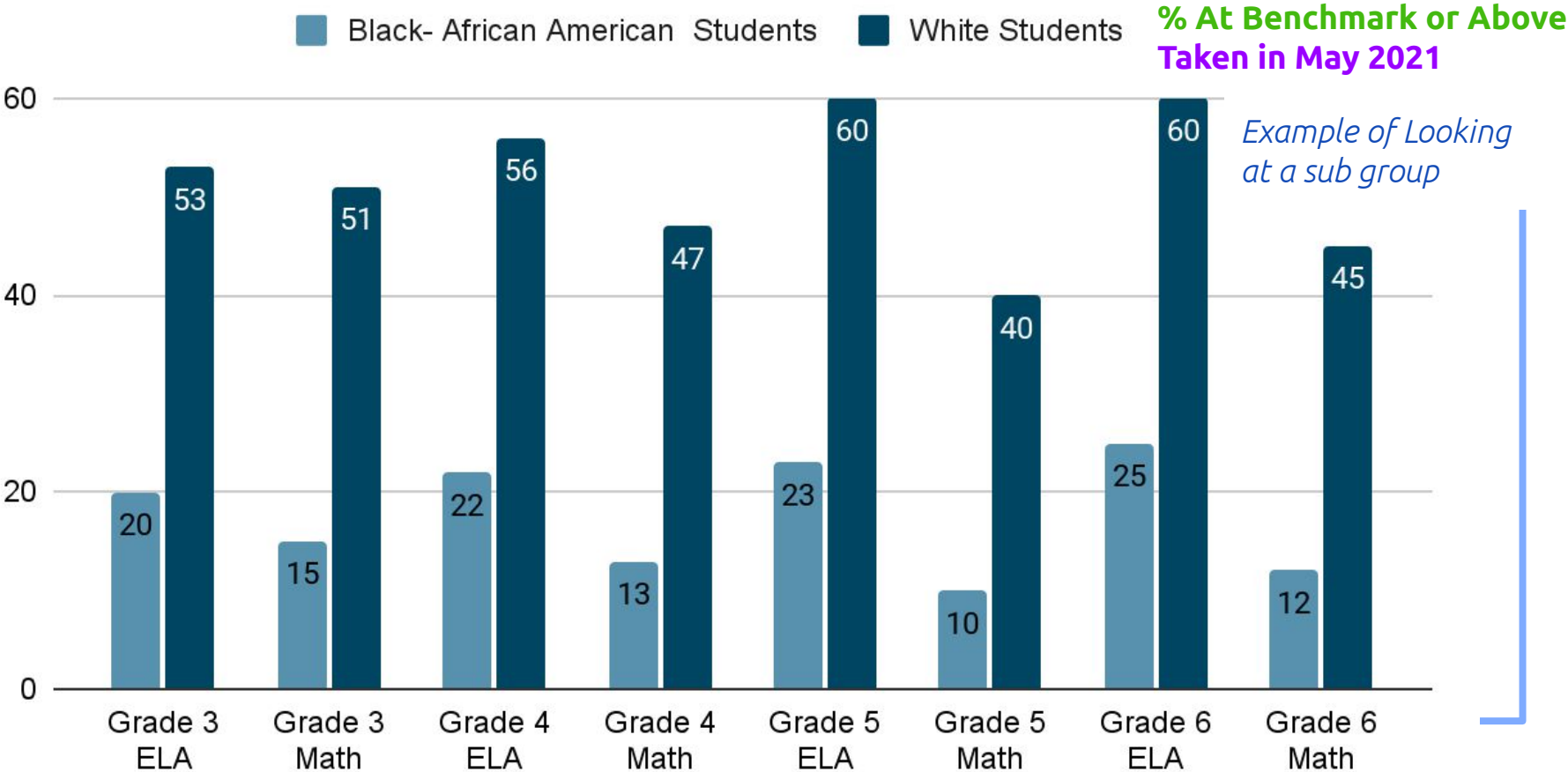
THOUGHT EXCHANGE RESULTS THEMES

- ❖ Foster Equity and Diversity
- ❖ Hire and Retain Teachers to Meet All Students Needs
- ❖ Provide Relevant Curriculum

2021 HIGH SCHOOL STUDENT FOCUS RESULTS THEMES

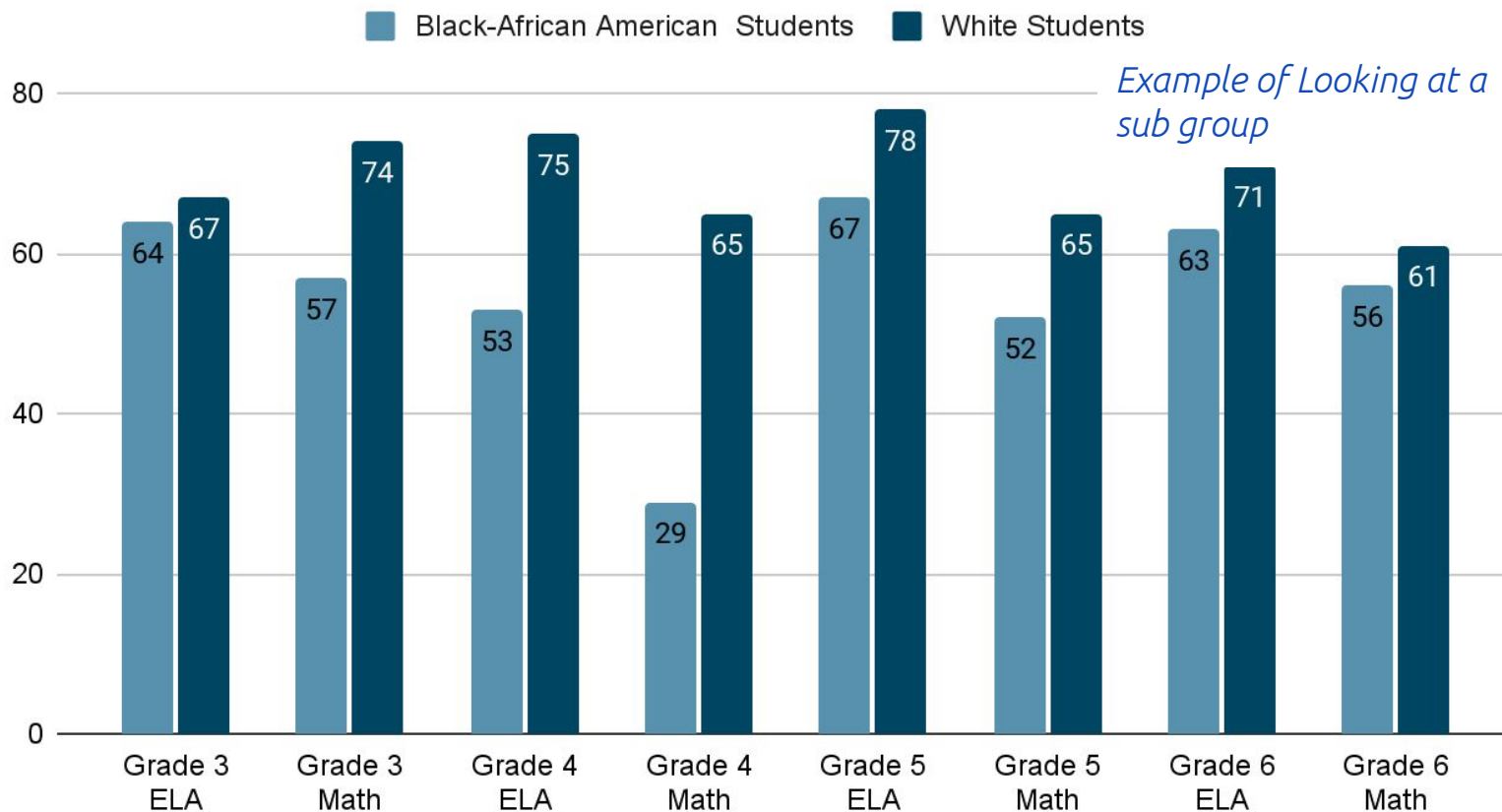
- ❖ Need More Welcoming Environment Around Race Relations
- ❖ Curriculum & Instruction- Needs to Integrate Current Issues as well as Race & Culture (classes and topics)
- ❖ Racial Consciousness- TPS educators need ability to discuss antiracism, need to know how to meet needs of non-white students

Statewide SBAC Scores - Hybrid Learners, In Person Test



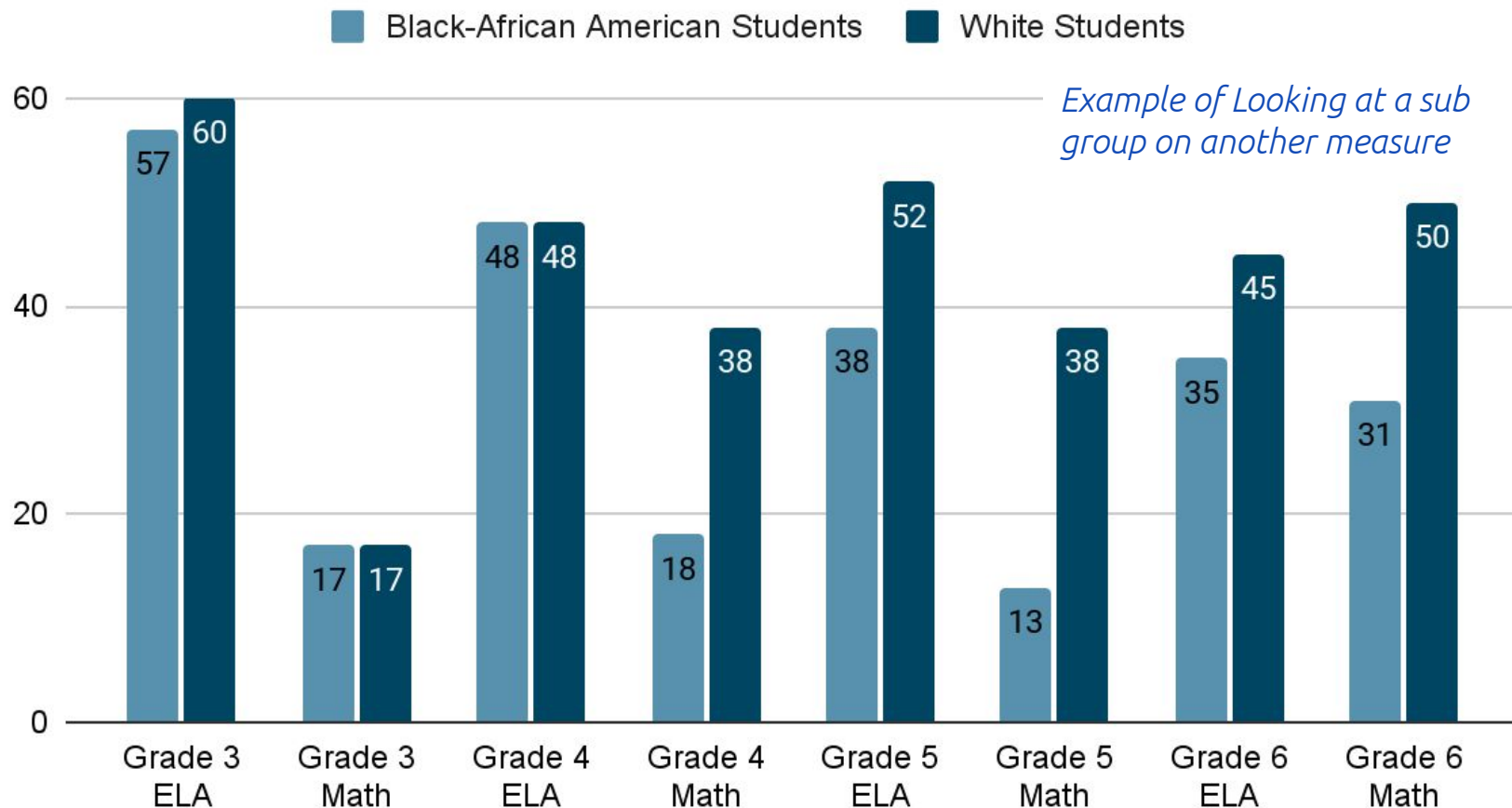
TPS Smarter Balanced 2021

% At Benchmark or Above
Taken in May 2021



iReady Fall Placement Scores 2021

% At Benchmark or Above
Taken in Sept/Oct 2021



Why State Education Research Center (SERC)?

SERC Mission

- SERC provides resources, professional development, and a centralized library to educators, families, and community members in collaboration with the Connecticut Department of Education and other partners.

Distinct from Other Organizations

- SERC's **distinction** is rooted in the legislative mandate to support the State Board of Education in the provision of programs and activities that promote **equity and excellence** (C.G.S. §10-357b(a)).
- SERC believes that **all students have the right** to access opportunities and experiences that reflect and respect their differences and abilities.
- Districts can and have **depended on SERC** for **neutral facilitation, training, and technical assistance** in areas of need ranging from maintaining a continuum of supports for all students to making decisions about placements for students in special education.

Equity Goals Embedded in Our Work

Ensure Welcoming, Safe Schools Through District Safety Plan

- ❖ All schools strive to provide a healthy environment where students feel belonging
 - Absence Data-- Less than 5% of students identified as chronically absent
 - Discipline Data -- Suspension Rates are maintained at low levels and no sub-groups are disproportionately suspended

Provide High Quality Teaching for All Students

- ❖ All schools strive to ensure equitable practices through district and school-based equity leadership teams
 - Reflection & Goal Setting-- Our DELT (District Equity Leadership Team) will be analyzing data from our district goals; identifying additional potential goals, and we will be starting School Equity Leadership Teams (SELTs) beginning with THS this year in January
 - One of the goals we set this year- A District Equity Position Statement

Implement Coherent Systems to Inform Continuous Improvement

- ❖ TPS ensures excellence and continuous improvement in our Human Resources.
 - Vision and Strategic Plan for Human Resources
 - Process for Recruitment, Retention and Hiring includes statewide fairs and other potential partnerships

Current Students- Shades Clubs

- Requested to have create safe places to discuss issues related to race that students are currently experiencing at both high school and middle school levels
- Clubs formed this past year
- Students are here this evening to hear directly from them



Committed to Excellence

Hearing from One of Our DELT Members

Tony Pijar, Community Member Representative



District Equity Leadership Team (DELT)

- ❖ Meets once a month
- ❖ Explores key concepts about equity Phase 1-2
 - Understanding one's self identity
 - How to have Courageous Conversations
 - Reviews progress on District Equity Goals
- ❖ Outcomes for this year
 - Position Statement
 - Completion of all equity goals in the District Improvement Plan

TPS District Equity Leadership Team		
Member	Role in TPS	School
1. Marty Semmel	Superintendent	LH
2. Sue Iwanicki	Assistant Superintendent	LH
3. Tammy Hartman	Director of PPS	LH
4. Wanda Vargas	Security	THS
5. Matt Bracksieck	High School Teacher	THS
6. Tony Pijar	Community Connector	Trumbull
7. Marc Guarino	High School Principal	THS
8. Lynn Brown	Middle School Teacher	HC
9. Kezia Exantus	Intervention Specialist	MA
10. Bryan Rickert	Middle School Principal	HC
11. Sue Velez	Elementary School Teacher	BH
12. Matia Berti	Elementary School Teacher	FT
13. Pat Horan	Elementary School Principal	JR

Board Comments Discussion

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Officers Duva, Bartosik, and Federowicz

Agenda Item – III-D

School Resource Officer (SRO) Report

School Resource Officers Scott Duva, Wes Bartosik and Brian Federowicz will present the purpose and roles of the job of the SRO and their duties at the schools they are assigned.

Recommendation:

Review and Discuss

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Mr. Guarino, Ms. Hilser

Agenda Item – III-E

High School Report

THS Principal Marc Guarino and School
Counseling Department Chairperson Cathy
Hilser will present a status update on:

- Student achievement on AP, SAT,
NGSS
- Graduation rates
- Post-secondary trends for THS Students

Recommendation:

Review and Discuss



Trumbull Public Schools
Board of Education
October 26, 2021

Trumbull High School Annual Report

Marc Guarino
Principal, Trumbull High School

Cathy Hilser
School Counseling Department Chair, Trumbull High School

Goal of Tonight's Presentation

To present a status update on

- Student achievement on AP, SAT, NGSS
- Graduation rates
- Post-secondary trends for THS Students

Advanced Placement

Advanced Placement Courses at Trumbull High School*

- AP Music Theory
- AP Art History
- AP Studio Art: 2-D Art & Design
- AP English Language & Composition
- AP English Literature & Composition
- AP Comparative Gov't. & Politics
- AP European History
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP United States Gov't. & Politics
- AP United States History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP Environmental Science
- AP Physics 1
- AP Physics C
- AP Statistics
- AP French Language & Culture
- AP Italian Language & Culture
- AP Latin
- AP Spanish Language & Culture

** Courses in red have been added since 2015-16.*

Continued Expanded Student Enrollment in AP Courses & Exams

Year	AP Enrollment at THS
2015-16	590
2016-17	871
2017-18	989
2018-19	1,304
2019-20	1,281
2020-21	1,355
2021-22	1384

*135% growth
since 2015-16*

AND Continued Strong AP Achievement Data

Year	Number of AP Scores 3+*
2016-17	618
2017-18	625
2018-19	854
2019-20	856
2020-21	709

*39% growth
since 2016-17*

** 3+ is defined as “the score point that research finds predictive of college success and college graduation.”*

AND Continued Strong AP Achievement Data

Year	Total Exams	Number of AP Scores 3+	Percent of Scores of 3+
2016-17	697	618	89%
2017-18	746	625	83%
2018-19	1196	854	72%
2019-20	1084	856	79%
2020-21	1013	709	70%

AP Access & Excellence

Percentage of the senior class that scored a 3+ on at least one AP Exam during high school.

Year	Total Exams
2016-17	28.3%
2017-18	Data Not Available
2018-19	41.7%
2019-20	43.9%
2020-21	43.8%

*53% growth
since
2015-16*

SAT

SAT Participation

Evidence-Based Reading/Writing, & Mathematics

Year	Participation Rate
2015-16	99.4%
2016-17	99.6%
2017-18	99.6%
2018-19	99.4%
2019-20	N/A
2020-21	95.6%

SAT Performance

Evidence-Based Reading/Writing, & Mathematics

Year	Cumulative Score
2015-16	1114
2016-17	1147
2017-18	1129
2018-19	1126
2019-20	N/A
2020-21	1099

SAT Performance

Evidence-Based Reading/Writing

Year	Score
2015-16	557
2016-17	578
2017-18	564
2018-19	559
2019-20	N/A
2020-21	545

SAT Performance

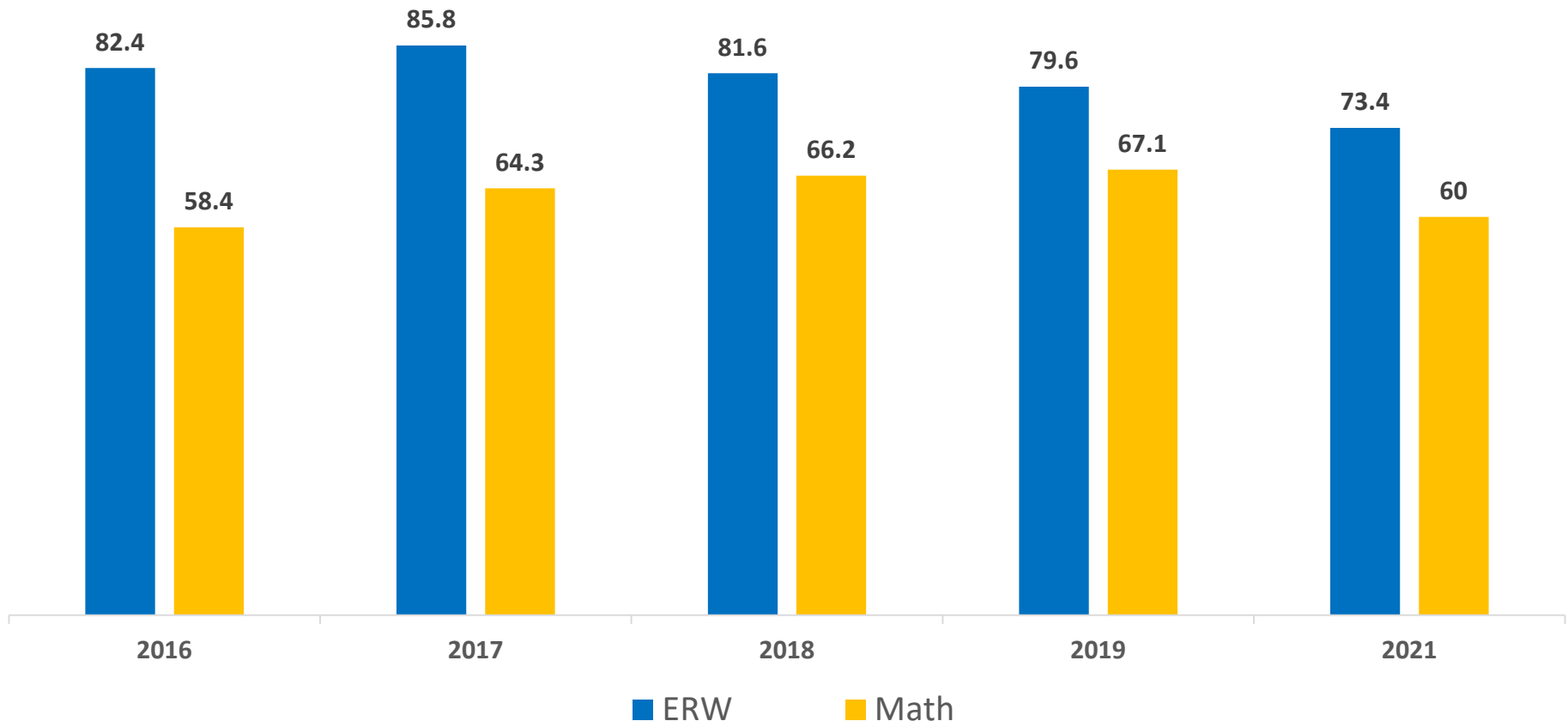
Mathematics

Year	Score
2015-16	557
2016-17	569
2017-18	565
2018-19	567
2019-20	N/A
2020-21	554

SAT Performance

Evidence-Based Reading/Writing, & Mathematics

Student Performance, Met or Exceed Benchmark
Percent of Test Takers By Year



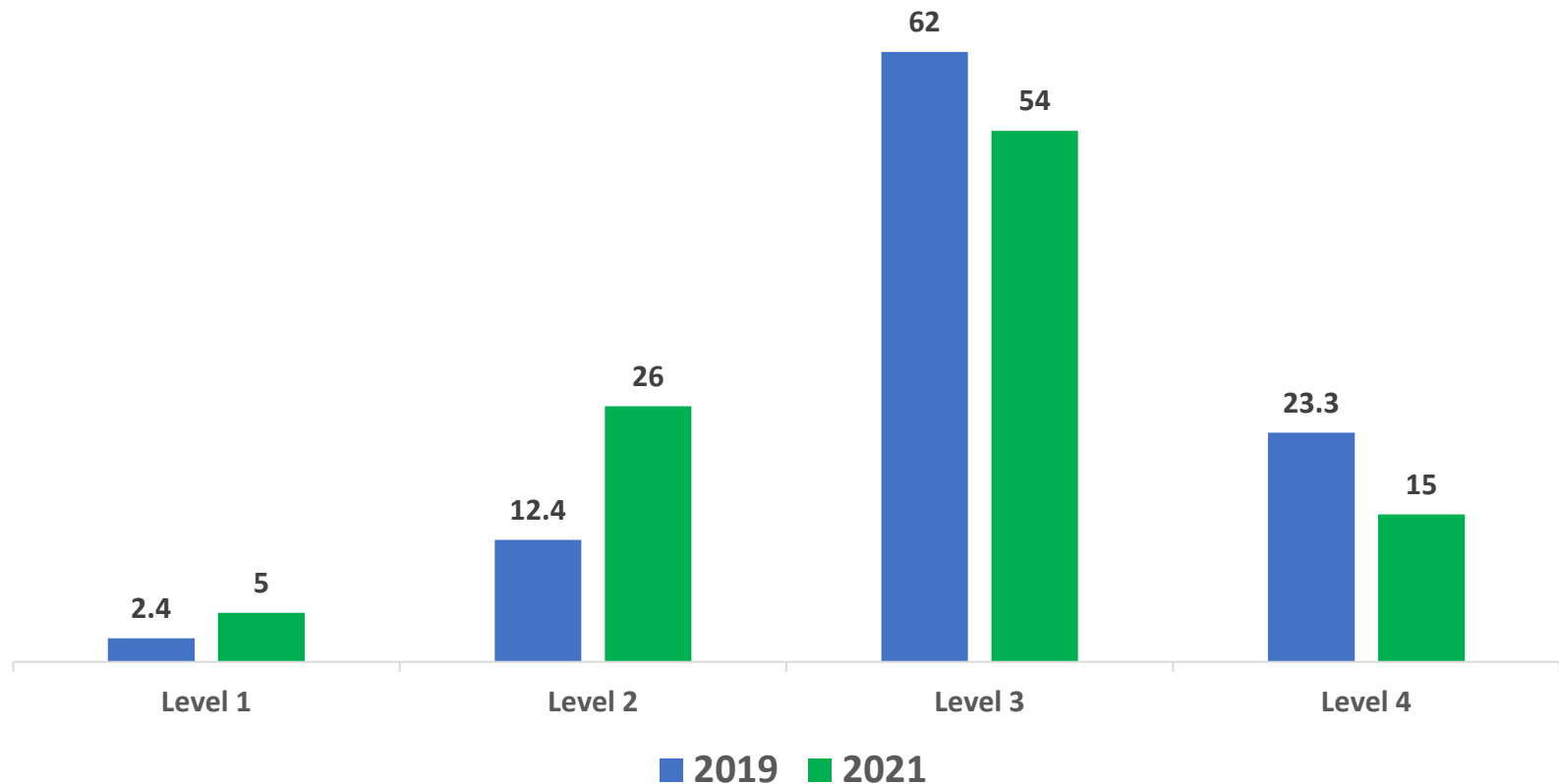
**Students at Level 3 or 4*

Next Generation Science Standards

Next Generation Science Standards

*Student Performance By Level, By Year**

Percentage of Student Performance By Level

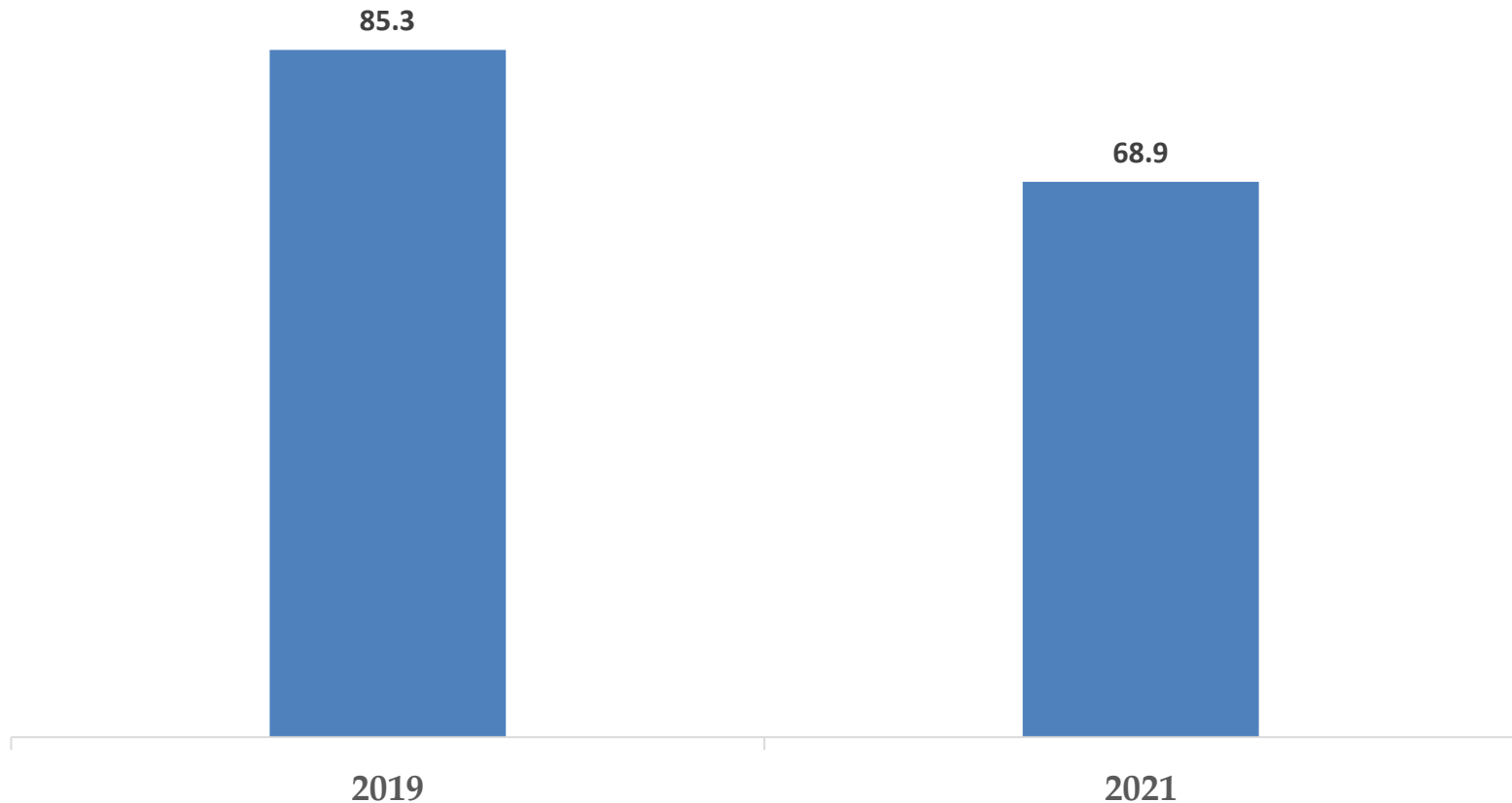


*Field Test in 2018; No Administration in 2020

Next Generation Science Standards

*Student Performance By Level, By Year**

Percentage of Students at Level 3 & 4



*Field Test in 2018; No Administration in 2020

Graduation Rates

Graduation Rates*

Trumbull High School, By Graduating Class

Class of...	Percent of Students
2021	97.9%
2020	98.9%
2019	99.4%
2018	98.7%
2017	98.3%

4-Year Adjusted Cohort Graduation Rate

Post Secondary Planning

Post Secondary Planning

Trumbull High School

Class	4-Year Colleges	2-Year & Community	Business & Other Schools	Total Continuing Education	Employment
2021	75%	10%	1%	86%	11%*
2020	78%	15%	>1%	93%	6%
2019	83%	6%	1%	90%	9%
2018	82%	7%	1%	90%	9%
2017	84%	12%	>1%	97%	2%

*Will examine trend over time to consider change

Post Secondary Planning

*5-Year Look Back at College Applications & Acceptance
By All College Ratings*

Combined Totals			
Year	Number of Applications	Acceptance Rate	Number Attended
2021	3818*	59.1	381
2020	2993	70.8	374
2019	3501	61.6	423
2018	3302	67.0	444
2017	2860	70.8	384

*New trends emerging with “test optional”

Post Secondary Planning

*5-Year Look Back at College Applications & Acceptance
By College Rating*

Most Competitive			
Year	Number of Applications	Acceptance Rate	Number Attended
2021	608	19.6	33
2020	486	30.7	37
2019	520	22.7	29
2018	610	24.6	39
2017	445	30.8	26

Post Secondary Planning

*5-Year Look Back at College Applications & Acceptance
By College Rating*

Highly Competitive			
Year	Number of Applications	Acceptance Rate	Number Attended
2021	841	65.4	99
2020	646	75.6	109
2019	734	64.3	113
2018	691	73.2	116
2017	607	72.3	91

Post Secondary Planning

5-Year Look Back at College Applications & Acceptance By College Rating

Very Competitive			
Year	Number of Applications	Acceptance Rate	Number Attended
2021	1068	71.9	109
2020	876	78.4	99
2019	1073	72.8	115
2018	907	76.7	115
2017	738	78.0	102

Post Secondary Planning

5-Year Look Back at College Applications & Acceptance By College Rating

Competitive			
Year	Number of Applications	Acceptance Rate	Number Attended
2021	1042	61.8	110
2020	866	80.9	109
2019	1018	68.4	142
2018	946	78.5	148
2017	888	82.7	137

Post Secondary Planning

School Counseling Department Summary, Class of 2021

Processed 3818 (four year) college applications and transcripts.

- 59% of the applications processed to 4-year colleges received a favorable decision.
- 75% of the graduating class intends to enroll in a 4-year college.
- 11% intend to continue their education at a 2-year college/trade or technical school.
- 11% intend to be employed.
- 1.25% intend to join the military.

Thank You

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Mr. Ward

Agenda Item –III F

Curriculum Committee Report

Curriculum Committee Meeting –
October 26, 2021

Recommendation:

Review and Discuss

TRUMBULL PUBLIC SCHOOLS

Curriculum Review-

- **March and Symphonic Band**
- **Latin 1 ACP**
- **Science Fiction**

October 26, 2021

Susan Iwanicki, Ed.D

Assistant Superintendent



Committed to Excellence

Marching & Symphonic Band

- ❖ Joshua Murphy. Highlights are:
 - The last Marching Band curriculum was drafted in 2016.
 - 3rd Unit Added- scales and videos that can be used to collect data on students' skill levels.
 - Assessments by the Connecticut Music Association- All State Competitions
 - In partnership with Department Chair, Vin DiScala, a participation rubric
 - Guide updated to align with current texts used as well.

Latin 1 ACP

- ❖ Amy Harkenreader, Levels 1-2 Maria Kopstein 2-4:
 - Build enthusiasm for World Language and Latin within the high school
 - Guide was updated as well as the thematic units and readings
 - The Cambridge Elevate Program helps to support the readings and differentiate for students.
 - Aligned this guide with the upper level classes.

Science Fiction

- ❖ John Evans and Nick Banks
 - Updated to align with our modern TPS Curriculum Guide.
 - Revision reflects the core elements, but is now 3 Units-depth
 - New assignments that allow for student choice in selections,
 - 6-8 sections of the course run each year--their teaching
 - Course highlights classic as well as modern works of Science Fiction
 - Graphic novels are being considered as part of this revision.
 - Films-- to examine Science Fiction around the world.

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 23, 2021, 8:15 a.m.
Trumbull High School Main Office Conference Room

MINUTES

- I. Call to Order/Introduction. The meeting was called to order by Mr. Ward at 8:15 a.m.

Members present

M. Ward, Chair
L. Timpanelli
M. Petitti
S. Iwanicki, Ed.D., ex officio

Others Present:

Lindsay Armstrong
Lisa Cerulli
Breanna Brienza
Brian Springsteen
Anna Rizza
Hope Spalla
Adeline Marzialo

- II. Correspondence / Public Comment
No public correspondence was received and no one presented any public comments.

- III. Approval/Minutes -- Regular Meeting 7/8/21

Mrs. Timpanelli moved to approve the Minutes as presented. Mrs. Petitti seconded. The motion was unanimously agreed to.

Mrs. Timpanelli made a motion to add District Climate Surveys and TPAUD Survey to New Business. Mrs. Petitti seconded.

IV. New Business

a. Social Studies, Grade 1-5, Curriculum Guide Update – L. Armstrong shared the process that was followed for the curriculum development. L. Cerulli added the manner in which assessments were included by the writing team and the vertical alignment. Mrs. Petitti highlighted that while well-written, each unit could be strengthened by adding in current events where needed at an age appropriate level. It was agreed that this line would be added. Overall, the curriculum was viewed as very well written for students. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

b. Sociology Curriculum Guide Update – Mr. Springsteen noted that the class is well-enrolled and motivating for many students. Mrs. Brienza shared that they updated the curriculum to include a balance of the content as well as ways in which students could consider positive ways to affect change in society. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

c. The Adolescent Experience Curriculum Guide Update & Text Approvals

1. New Text Approval for Revised Course: Ward, Jesmyn. *Navigate Your Stars*, 2020.
2. New Text Approval for Revised Course: Anderson, Laurie Halse. *Shout*, 2019.
3. New Text Approval for Revised Course: Engel, Patricia. *Infinite Country*, 2021.

The committee observed that a balance of text is provided to students enrolled in The Adolescent Experience. Curriculum guide and texts were approved. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

d. English 11 Curriculum Guide Update – This guide was updated to ensure that standards were prioritized and different types of authors and types of texts are included within our curriculum. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

e. District Climate Surveys and TPAUD Survey - The committee reviewed both surveys and approved both for review by the Board of Education. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

f. Report, Assistant Superintendent - Dr. Iwanicki shared that the updated way of “unwrapping” standards, prioritizing them as well as including essential questions and big ideas as a group a successful experience for the Social Studies K-5 writers. She added that she will be meeting with department heads at the secondary level to talk about goals and needs for the year and how she can support them.

Mrs. Timpanelli moved to adjourn the meeting at 9:15 AM and Mrs. Petitti seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Marching/Symphonic Band Grades 9-12

2021

(Last revision date: 2011)

Curriculum Writing Team

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Marching/Symphonic Band

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	6
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	8
Unit 1: Marching Band Production and Winter Concert Preparation	9
Unit 2: Winter Concert Preparation and Performance	12
Unit 3: Spring Concert Preparation	15
Unit 4: Spring Concert and Pops Concert	18
Course Credit	21
Prerequisites	21
Current References	21
Assured Student Performance Rubrics	22

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

We believe:

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

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

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

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

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

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

INTRODUCTION & PHILOSOPHY

Marching/Symphonic band is an elective course offered by the Trumbull Public Schools Music Department. This is a full year course and also could be a half year course depending on student schedule and need. Marching/Symphonic band meets five days per week as well as an additional three rehearsals per week during the Marching Band season. Competitions are held on Saturday nights from September to November. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, parades, music festivals/adjudication and possibly other community performances.

The Marching/Symphonic band is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, and percussion instruments can play a wide range of music in concerts, parades, competitions, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination,

critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

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

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

MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU.Re7.1.E.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Cn10.0.H.IIIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

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

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play an instrument.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
 -
- Students will be able to . . .
 - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for participation in college and community bands after high school.
 - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Marching/Symphonic Band

Level

ACP

Prerequisites

This course is intended for students in grades 9-12 with prior elementary and/or middle school experience on a traditional band instrument, including instruments such as: flute, oboe, bassoon, clarinet, saxophone, trumpet, french horn, trombone, baritone horn, tuba, keyboard/mallet instruments, or percussion.

General Description of the Course

The Marching/Symphonic Band is open to students who play a brass, woodwind, or percussion instrument. This course will provide instruction in playing these instruments and provide opportunities for performance. Students will continue developing playing technique, rhythm counting, reading musical notation, rehearsal etiquette, music theory knowledge, and other skills required to perform in this ensemble. The Marching/Symphonic Band participates in numerous, selected marching band competitions and performs at all home football games. In addition to the regular class period, the ensemble rehearses two evenings a week and Saturdays. A ten day “band camp” in late August is required at which time the season’s music and visual design are introduced. In addition, one sectional rehearsal a week after school during the season as well as seven individual or group lessons per marking period either during or after school is required of this course. The Symphonic Band portion of this course begins directly after the Marching Band season is completed. This ensemble will perform at all instrumental concerts and selected Concert Festivals. Students will also be offered the opportunity to participate in the CMEA Western Region and All-State festivals.

Assured Assessments

Formative Assessments:

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

Summative Assessments:

- o Performances
- o Playing Assessments
- o Final Examination

Supplemental Texts

- o Marching Band and Symphonic Band music
- o King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- o Additional Scale Supplemental texts as necessary
- o Additional Rhythm Supplemental texts as necessary
- o Additional Instrumental technique supplements as necessary

UNIT 1

Marching Band Production and Winter Concert Preparation

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa

Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

MU.Pr4.2.E.Ia

Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU.Pr4.3.E.IIa

Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU.Pr5.1.E.IIIa

Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music

MU.Pr6.1.E.IIIa

Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

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

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation
- Marching Production Preparation
- Sight reading appropriate sheet music, grade 3-4
- Marching skills including, but not limited to Marching and Dance techniques
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales
- Expressive Dynamics ranging from Pianissimo to Fortissimo

- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

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

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

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

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

Summative Assessments:

Students will have several competitions where they will be required to perform their entire performance from memory with 100% accuracy as a member of a large group. These major performances take place each Saturday evening during the first quarter.

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

Resources

Core

- Foundations for Superior Performance
- Concert Music
- Marching Band Music
- Marching Band Visual Program

Supplemental

- Rhythm supplements
- Full Band Warmups

- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Winter Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

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

demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

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

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of music grades 3.5-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Natural Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

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

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

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

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

Summative Assessments:

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

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

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Full Band Warmups
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 3

Spring Concert Preparation

Unit Goals

At the completion of this unit, students will:

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

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of music grades 4-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major, Natural Minor, Melodic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes and rests

Unit Assured Assessments

Formative Assessments:

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

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

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

Students will be required to attend a concert and write a review of the concert. This review should include connections to their studies in this course as well as draw on their outside experience in music.

Summative Assessments:

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

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

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 4

Spring Concert and Pops Concert Preparation

Unit Goals

At the completion of this unit, students will:

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

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of sheet music grades 4-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures
- Major, Natural Minor, Melodic Minor, Harmonic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

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

Students will fill out a concert reflection form. This will allow them to reflect on their work, as well as that of the ensemble, and discover areas for improvement.

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

Summative Assessments:

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

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

Resources

Core

- Foundations of Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One credit in the Arts
One class period daily for a full year

PREREQUISITES

This course is intended for students who have completed at least two years of previous playing experience on a traditional band instrument. These include Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Baritone Horn, Trombone, Tuba, or Percussion.

CURRENT REFERENCES

- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
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- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - www.jwpepper.com
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ASSURED STUDENT PERFORMANCE RUBRICS

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

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of 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 21st 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 21st 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 21st 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 21st Century Skills.</p>

Marching/Symphonic Band Participation Rubric

5

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

4

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

3

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

2

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

1

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

[illegible]

[illegible]

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Latin I ACP

Grades 9-12

2021

(Last revision date: 2011)

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Latin I ACP

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	6
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	7
Unit 1: The Roman Household	9
Unit 2: The Forum and Public Life	11
Unit 3: Entertainment in the Roman World	13
Unit 4: Slaves and Freedmen in the Roman Empire	16
Unit 5: Roman Beliefs about Superstition, Death and the Afterlife	18
Unit 6: <i>Thermae</i> (the Baths)	20
Unit 7: Roman Schooling and Greek Influence in Roman Life	22
Unit 8: Roman Politics	25
Unit 9: Vesuvius and the Destruction of Pompeii	27
Course Credit	29
Prerequisites	29
Current References	29
Assured Student Performance Rubrics	29

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading and writing of Latin as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning. Students will also explore the many facets of daily life of ancient Romans, which provide the setting for many of the Latin stories in Latin I and in upcoming years of study in Latin II through AP.

As the first course of the Latin program at THS, the emphasis of this course is to provide the student with a solid foundation of the Latin language and culture: i.e. its grammatical forms, vocabulary and varied subject matter. Through the exploration of Latin texts, students will gain an understanding of the history of the ancient Romans and its enduring influence on western culture. This will be achieved through the reading of novice level Latin texts with comprehension activities, class projects and presentations. There is no pre-requisite for the course, however, students should demonstrate proficiency or higher in reading English.

The course curriculum guide embraces the holistic reading approach of the Cambridge Latin Course, which is the primary textbook used in the THS Latin program. The online platform of Cambridge Elevate, provides many differentiation opportunities for students to reach proficiency as well as video and cultural files for additional enrichment.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards for Literacy. At the end of this course, students will be able to:

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing , rewriting, or trying a new approach.

CCSS.ELA-Literacy W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, or teacher led)

CCSS.ELA-Literacy .SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest.

The following standards derive from the 2016 International Society for Technology in Education Student Standards.

At the completion of this course, students will:

ISTE- S1: Empowered Learner	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE S2: Digital Citizenship	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE S 3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S4: Innovative Designer	Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE S7: Global Communicator	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The following standards derive from the 2015 American Council on the Teaching of Foreign Languages (ACTFL) World -Readiness Standards for Learning Languages:

At the completion of this course, students will:

ACTFL 1. COMMUNICATION - Communicate in Languages Other Than English

ACTFL Standard 1.1: (Interpersonal Communication)	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
ACTFL Standard 1.2: (Interpretive Communication)	Understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 1.3: (Presentational Communication)	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

ACTFL 2. CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: **Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

ACTFL Standard 2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL 3. CONNECTIONS - Connect with Other Disciplines and Acquire Information

ACTFL Standard 3.1: Reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL 4. COMPARISONS - Develop Insight into the Nature of Language and Culture

ACTFL Standard 4.1: **Demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

ACTFL Standard 4.2: **Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

ACTFL 5. COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

ACTFL Standard 5.1: Use the language both within and beyond the school setting.

ACTFL Standard 5.2: Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Enduring Understandings

Students will understand that...

- the Roman Empire was a vast and varied area with cultural diversity and many different ethnicities contributed to the culture.
- many aspects of ancient Roman society, such as: religion, entertainment, politics and law, architecture and science, influence our culture and history.

- the reading of the Latin language is composed of many grammatical forms that are different from English, which allow the author to express wide and varying ideas.
- the Latin language is connected to the English language through derivatives and cognates.

COURSE ESSENTIAL QUESTIONS

- How do the artifacts from Pompeii provide a window into daily life of the ancient Romans in the 1st century CE?
- What are all the components of the Latin language that come together in order to read and understand Latin?
- How are Latin vocabulary and English vocabulary connected?
- How does language change in order to express more complex ideas?

COURSE KNOWLEDGE & SKILLS

Students will know...

- vocabulary and English derivatives based on the family, daily life and activities in Pompeii.
- the following grammar: present, imperfect and perfect tense verbs, adjectives, prepositions, nouns, gender, number, declensions of nouns and conjugations of verbs.
- where Pompeii is located and the extent of the Roman Empire.
- ancient Roman culture and mythology influences many aspects of our own civilization today.

Students will be able to...

- identify and translate vocabulary in passages that pertain to Roman daily life in Pompeii.
- use the knowledge of the above grammar to read novice level Latin passages.
- discuss and compare topics relating to Roman daily life in Pompeii and their own cultures.
- read analytically and be able to answer comprehension questions by finding evidence in the Latin text.
- write short passages in an organized manner using the grammar above.

COURSE SYLLABUS

Course Name Latin I

Level ACP

Prerequisites None

General Description of the Course

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading, writing and culture. Latin is the foundation of the English language and complements the study of other Romance Languages, e.g. Italian, French and Spanish. Students will discover how Latin works by investigating the grammatical building blocks of the language. Cultural units of study will include: the Roman household and daily life, mythology,

entertainment, bathing, Roman schooling, and the city of Pompeii. Students will strengthen their English grammar and vocabulary skills through studies in derivatives, roots, prefixes and suffixes.

Assured Assessments

Formative Assessments:

- Reading Comprehension Questions/Activities for Latin passages
- Writing Prompts
- Vocabulary and Grammar Quizzes
- Level of Engagement Self Assessments

Summative Assessments:

- Unit Reading Assessments
- Performance Based Assessments
- Midterm/Final Examinations

Core Text

Cambridge Latin Course, Unit 2. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental Texts

- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit.* J. Weston Walch, 1997.
- Catto, Bonnie A. *Latina Mythica.* Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More.* Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course.* 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories.* 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook.* Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin.* Focus Publishing/r Pullins & C, 2012.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin.* Focus Publishing, R. Pullins Company, 2005.
- O'Halloran, Kate. *Hands-on Culture of Ancient Greece and Rome.* J. Weston Walch Publisher, 1997.

- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965. Print.
- The Latin Library. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

UNIT 1

The Roman Household

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) **Understand and interpret written and spoken language on a variety of topics.**

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 4.1: **Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

ACTFL Standard 4.2: **Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

CCSS.ELA-Literacy.W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy W.9-10.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research**

ISTE S6: Creative Communicator Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- Who spoke Latin?
- How do basic Latin grammar and vocabulary manifest themselves in English?
- What was the structure of a Roman house and the family within it?
- Who were the primary gods that Romans believed in?

Unit Scope and Sequence

- Geography of Rome/Pompeii
- Roman Alphabet
- Latin Origins and Modern Romance Languages
- Introduction to Subjects, Verbs, Direct Objects and Prepositions
- Comparison of Latin and English Sentence Structure and Grammar
- Nominative, Accusative and Ablative Cases
- Family, Household and Daily Life Vocabulary and Derivatives
- *Caecilii Familia*
- Roman Villa
- Reading and Comprehension Activities for Latin Passages in Stages I and II.
- Roman Food and Dining
- Romulus and Remus-Origins of Rome Myth

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- *mea familia* presentation
- Writing prompt (*cena* image) response with revisions
- Visual Storytelling Slideshow of *In Triclinio* story which will be assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage I and II reading and culture assessment (available through Cambridge Elevate Teacher Resources), assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Roman and American Living Comparison, assessed by the World Language Department's Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages I and II
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video: Pompeii – The Last Day. BBC. 2003. Show the last chapter only.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.

Time Allotment

- Approximately 4 Weeks

UNIT 2

The Forum and Public Life

Unit Goals

At the completion of this unit, students will:

- | | |
|---|--|
| ACTFL Standard 1.1: | Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions |
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 1.3:
(Presentational Communication) | Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| ACTFL Standard 3.1: | Reinforce and further their knowledge of other disciplines through the World Language. |
| ACTFL Standard 4.1: | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| | CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its |

development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.I.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, or teacher led)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

ISTE- S1: Empowered Learner

Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unit Essential Questions

- What was the *forum* in ancient Roman cities and what activities took place there?
- What were some of the most common occupations for people living in the Roman Empire?
- Why are the first and second person singular essential to enabling humans to engage in dialogue?

Unit Scope and Sequence

- Pompeii and Roman Cities
- The Forum
- Introduction to Declensions
- Introduction to Verb Person and Number
- Personal Pronouns and Present Tense Verb Endings
- Present Tense of the Verb To Be (*esse*)
- Business and City Vocabulary and Derivatives

- Reading and Comprehension Activities for Latin Passages in Stages III and IV
- Olympian Deities in Mythology

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Verb ending assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a guided tour of Pompeii, assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage III and IV reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Performance skit, "In Basilica", assessed according to the World Language Department's Speaking Rubric.
- Level of Engagement Student Self Assessment

Resources

Core

- *Cambridge Latin Course*, Unit I 5th ed. Cambridge: Cambridge University Press, 2015. Stages III and IV.
- *Cambridge Latin Course*, Unit I Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Google Earth Tour of Pompeii
- Cloakis, Marianne and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.
- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit*. J. Weston Walch, 1997.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin*. Focus Publishing, R. Pullins Company, 2005.

Time Allotment

- Approximately 5 Weeks

UNIT 3

Entertainment in the Roman World

Unit Goals

At the completion of this unit, students will:

- | | |
|---|--|
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 1.3:
(Presentational Communication) | Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| Standard 2.1: | Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| ACTFL Standard 2.2: | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| ACTFL Standard 4.1: | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
- CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**
- CCSS.ELA-Literacy.W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
- CCSS.ELA-Literacy W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing , rewriting, or trying a new approach.
- CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest.

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

Unit Essential Questions

- What did Roman citizens enjoy for entertainment and why?
- Who were the entertainers and what status did they have in Roman society?
- How does one recognize the imperfect and perfect tenses in Latin, and how are they different from each other?

Unit Scope and Sequence

- Plural Noun and Verb Forms
- Roman Plays, Theaters and Playwrights
- Imperfect and Perfect Tense Verbs
- Imperfect Tense of the Verb To Be (*esse*)
- The Flavian Amphitheater
- Gladiators and Spectacles
- The Riot in Pompeii
- Emperor Nero, Vespasian and Titus
- Entertainment Vocabulary and Derivatives

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plurals and verb tenses
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a Roman theater mask in the style of a stock character
- Write a skit that uses the stock characters in a traditional Roman comedy
- Cultural comparison of ancient Roman and modern entertainment
- Entertainment Review Writing Assignment, assessed according to the World Language Department's Writing Rubric.
- Comic presentation of *gladiatores* and *in arena* story, assessed according to the World Language Department's Presentational Rubric.
- Writing prompt (arena image) response with revisions

Summative Assessments:

- Stage V and VIII reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Write a skit that uses the stock characters in a traditional Roman comedy.
- From the perspective of an entertainment reporter, create a review of a day at the Flavian Amphitheater, assessed by the Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages 5 and 8.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965.
- Video excerpts: Lester, Richard, director. *A Funny Thing Happened on the Way to the Forum*. United Artists, 1966.
- Video: Pennington, Michael, and Laurence Rees. *A Gladiator's Story: Colosseum: Rome's Arena of Death*. British Broadcasting Corporation (BBC), 2003.
- Video excerpts of amphitheater scenes: Scott, Ridley, director. *Gladiator*. Dreamworks L.L.C and Universal Studios, 2000.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 5 Weeks

UNIT 4

Slaves and Freedmen in the Roman Empire

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: Understand and interpret written and spoken language
(Interpretive Communication) on a variety of topics.

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 4.2:

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE S4: Innovative Designer Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unit Essential Questions

- Who were slaves and freedmen in the Roman Empire and what positions did they hold in Roman society?
- What are the similarities and differences between Roman slavery and slavery in Antebellum America?
- Why are the principle parts of a Latin verb essential to learn?

Unit Scope and Sequence

- Imperfect and Perfect Tenses
- Three Principle Parts of Verbs
- Vocabulary and Derivatives Relating to Slaves and Freedmen
- *Manumissio*
- *Paterfamilias, Salutatio, Clientes and Patronus*
- Reading and Comprehension Activities for Latin Passages in Stage VI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Imperfect and Perfect Tenses assignments/ quizzes
- Create a visual chart/memory aid to help understand verb tense endings
- Complete comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

- Written Comparison: Similarities and Differences between American and Roman Slavery

Summative Assessments:

- Stage VI reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video excerpts: Kubrick, Stanley, director. *Spartacus*. Universal Pictures Co., 1960.

Time Allotment

- Approximately 3 Weeks

Unit 5

Roman Beliefs about Superstition, Death and the Afterlife

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1:	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
ACTFL Standard 1.2: (Interpretive Communication)	Understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 2.2:	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
ACTFL Standard 3.1:	Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy .SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

Unit Essential Questions

- What did Romans believe about the afterlife?
- How did the Romans' belief in superstitions affect their daily lives?

Unit Scope and Sequence

- Third Conjugation Irregular Perfect Tense Forms
- Review of Accusative Plural Forms
- Roman Numbers 1-20
- Roman Numerals
- Vocabulary and Derivatives Relating to the Supernatural, Death and Life
- Roman Funerary Practices
- The Underworld and Afterlife in Graeco-Roman Mythology
- Reading and Comprehension Activities for Latin Passages in Stage VII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plural nouns
- Roman Numeral Activities
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

Summative Assessments:

- Stage VII Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- A re-telling of a Spirit's Journey through the Underworld assessed using the WL Writing Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 2 Weeks

Unit 6

Thermae

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: Understand and interpret written and spoken language on a variety of topics.
(Interpretive Communication)

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign

language and its cultures.

ACTFL Standard 4.1:

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Unit Scope and Sequence

- The Dative and Genitive Cases
- Full First and Second Declensions
- Personal Pronouns
- Roman Numbers 21-100, 1000
- Vocabulary and Derivatives Relating to the Baths, Exercise and Shopping
- Roman Aqueducts and Water in Rome
- Reading and Comprehension Activities for Latin Passages in Stage IX

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the Dative and Genitive Cases

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Written response: Hygiene and the Roman Bathing Process, assessed according to the World Language Department's Writing Rubric.
- Image Board: Pros and Cons of growing up as a child in ancient Rome.
- Writing prompt (*thermae* image) response with revisions, assessed according to the World Language Department's Writing Rubric.

Summative Assessments:

- Stage IX Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Write and Perform a Skit about a Day at the Baths, assessed according to the World Language Department's Presentational Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Laurence, Ray. *Four Sisters in Ancient Rome. YouTube*, YouTube, 14 May 2013, www.youtube.com/watch?v=RQMgLxVxsrw.
- Laurence, Ray. *A Glimpse of Teenage Life in Ancient Rome. YouTube*, YouTube, 29 Oct. 2012, www.youtube.com/watch?v=juWYhMoDTN0.
- Class Google Classroom

Time Allotment

- Approximately 3 Weeks

Unit 7

Roman Schooling and Greek Influence on Roman Life

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: (Interpersonal Communication)	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
ACTFL Standard 1.2: (Interpretive Communication)	Students understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 1.3: (Presentational Communication)	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Standard 2.1:	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
ACTFL Standard 3.2:	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
ACTFL Standard 4.1:	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
ACTFL Standard 5.1:	<p>Students use the language both within and beyond the school setting.</p> <p>CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the</p>

organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- Where did students receive their education in Rome, and who attended school?
- What subjects of study formed the backbone of Roman education?
- What aspects of Greek culture did the Romans adopt?

Unit Scope and Sequence

- Review of Plural Verbs in All Tenses
- Full Third Declension
- Comparison of Adjectives
- Vocabulary and Derivatives Relating to Schooling and Communication
- Roman Education/Schooling
- Children and Teens in Roman Society
- Debate and Rhetoric
- Greek Contributions to Roman Society
- Reading and Comprehension Activities for Latin Passages in Stage X
- The Labors of Hercules

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the third declension and adjectives
- Comprehension and/or extension activities for each Latin story read.
- Create a game that includes all three declension endings
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Research topics and participate in a Roman style class debate

Summative Assessments:

- Stage X Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- *Quis ego sum?* Describing yourself presentation

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 4 Weeks

Unit 8

Roman Politics

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: Students engage in conversations, provide and obtain (Interpersonal Communication) information, express feelings and emotions, and exchange opinions.

ACTFL Standard 1.2: Students understand and interpret written and spoken (Interpretive Communication) language on a variety of topics.

ACTFL Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 5.1: Students use the language both within and beyond the school setting.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

Essential Questions

- How did local elections work in cities throughout the Empire?
- What types of offices existed, and who was eligible to run for them?
- Why is mastery of language so important in politics?

Unit Scope and Sequence

- Interrogatives and Asking Questions in Latin
- Verbs that Take the Dative Case
- Vocabulary and Derivatives Relating to Elections and Politics
- Local Roman Politics and the Cursus Honorum
- Political Graffiti
- Reading and Comprehension Activities for Latin Passages in Stage XI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Writing Like a Roman: Exploring ancient Roman Handwriting
- Latin Moments presentations

Summative Assessments:

- Stage XI Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin*. Focus Publishing/r Pullins & C, 2012.

Time Allotment

- Approximately 2 Weeks

Unit 9

Vesuvius and the Destruction of Pompeii

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: **Understand and interpret written and spoken language on a variety of topics.**
(Interpretive Communication)

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence to add interest.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- When and how was Pompeii destroyed?
- Why is the excavated city of Pompeii so important for our understanding of the ancient world?
- Why is the first and second person of the imperfect and perfect tenses essential for human communication?

Unit Scope and Sequence

- Locating Subject Based Upon the Verb/Dropping of Subjects
- Eruption of Vesuvius
- Pliny the Younger
- Vocabulary and Derivatives Relating to the Eruption, Flight, Destruction
- Herculaneum and Pompeii Excavations
- Review and Fate of Cambridge Characters
- Reading and Comprehension Activities for Latin Passages in Stage XII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Visual Storytelling: *in villa et in urbe*, assessed by the WL Presentational Rubric.

Summative Assessments:

- Stage XII Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Pliny the Younger: Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Video: Pompeii – The Last Day. BBC. 2003.
- National Latin Exam Intro to Latin Reading Passages:
<https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 3 Weeks

CREDIT

One credit in World Language
One class period daily for a year

PREREQUISITES

None

CURRENT REFERENCES

“Cambridge Latin Course Scope and Sequence.” *North American Cambridge Classics Project*, 2021, cambridgelatin.org/wp-content/uploads/2018/03/5e-Scope-and-Sequence.pdf.

Cambridge School Classics Project. *Cambridge Latin Course Teacher's Manual*. 5th ed., vol. 1 4, Cambridge University Press, 2015.

Gruber-Miller, John. *When Dead Tongues SPEAK: Teaching BEGINNING Greek and Latin*. Oxford University Press, 2006.

LaFleur, Richard A. *Latin for the 21st Century: From Concept to Classroom*. Scott Foresman-Addison Wesley, 1998.

ASSURED STUDENT PERFORMANCE RUBRICS

- WL-Latin Level of Engagement Rubric
- ACTFL Novice Level Interpretative Rubric
- Latin Writing Rubric
- Latin Translation Rubric
- WL Presentational Rubric
- Latin Speaking Rubric

Latin - Level of Engagement Rubric

Topic	4	3	2	1
Interactive participation <ul style="list-style-type: none"> ● on task ● group work/pair work,/Teacher (T) ● listening ● raising hands 	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively 3--Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T 1-- Rarely listens attentively 1-
Responsibility for learning <ul style="list-style-type: none"> ● class materials ● extra help 	-Always brings required materials to class -Always asks for assistance if needed	-Usually brings required materials to class -Usually asks for assistance if needed	-Occasionally brings required materials to class -Occasionally asks for	1- materials to class 1- -Rarely initiates independent learning

<ul style="list-style-type: none"> outside reading etc. 	- Always initiates independent learning	- Usually initiates independent learning	assistance if needed - Occasionally initiates independent learning	
Attendance/promptness	- Always arrives on time to class - Always ready to fulfill assigned opening task - All absences are excused	- Usually arrives on time to class - Usually ready to fulfill assigned opening task - All absences are excused	- Occasionally arrives on time to class - Occasionally ready to fulfill assigned opening task -Absences are generally excused	- Rarely arrives on time to class - Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility <ul style="list-style-type: none"> electronic devices following directions respectful of others obeys classroom and school rules 	- Always displays positive behavior in the classroom - Always respectful of others - Always follows school and classroom rules	- Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

Student Comments: _____

Score_____ **Teacher Comments**_____

ACTFL Interpretive Rubric Novice Learner

Text types: short narratives within highly predictable and familiar contexts related to personal experiences

Category	Exceeds Expectations	3 Meets Expectations	1 Does Not Meet Expectations	0 Does Not Demonstrate Novice-Level Knowledge
Literal Comprehension				
Word recognition		Recognizes key words or phrases.	Recognizes a few key words or phrases.	Recognizes two or three key words or phrases.
Main idea detection		Identifies the main idea(s) of the novice-level text.	Identifies part of the main idea(s) of the novice-level text.	Does not identify the main idea of the novice-level text.
Supporting detail detection		Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts.	Identifies a few important ideas expressed in words or phrases embedded in familiar contexts.	Identifies two or three important ideas expressed in words or phrases embedded in familiar contexts.
Interpretive Comprehension				
Word inferences				
Concept inferences				
Author/cultural perspectives				
Organizational principles				

*Note: Due to the limited nature of the text type used for novice learners, performance beyond “meets expectations” is not assessed in the current version of the IPA.

9 = 100%

8 = 95%

7 = 89%

6 = 85%

5 = 79%

4 = 75%

3 = 69%

2 = 65%

1 = 55%

Adapted from 2003 ACTFL Integrated Performance Assessment Rubric

Name _____ Assignment _____

Latin Writing Rubric

Category	Exceeds Goal 100%	Goal 90%	Working Toward Goal 80%	Needs Support 70%
Flow <i>Is what you wrote easy to read? Do your thoughts easily flow? Or is it choppy and disjointed?</i>	Writing flows smoothly, making it very easy for the reader to follow.	Writing generally flows smoothly, but is occasionally choppy or disjointed; this, however, does not detract in any meaningful way from the reader's ability to follow the text.	Writing shows some flow, but is still choppy and disjointed, making it hard for the reader to follow at times.	Writing is overall very choppy and disjointed, making it hard for the reader to follow.
Elaboration <i>Do you add details to your writing? Do you use describing words? Do you give examples? Are you both explicit and specific? Are you using vocabulary words we have learned this school year?</i>	There are many supporting details and examples which paint a vivid picture for the reader.	There are some supporting details and examples.	Few supporting details or examples are included.	There are no supporting details or examples included.
Content <i>Does what you write support your goal or thesis? Are you following the prompt?</i>	The writing not only fulfills the prompt or supports the thesis, but shows critical, independent, creative, or original thought.	The writing accurately fulfills the prompt or supports the thesis.	The writing does not completely fulfill the prompt or support the thesis, but an effort is made to do so.	The writing does not address the prompt or support the thesis in any meaningful way.
Mechanics <i>Do your words have the correct endings to convey your thoughts? Are your sentences in a logical Latin word order? Are you using grammar and stylistics that we have learned this school year?</i>	<p>The writing exhibits level-appropriate mechanics that have little to no errors, and those errors do not detract in any meaningful way from the reader's ability to understand the text.</p> <p>The author may engage in risk-taking, i.e. attempting to use structures and devices that are more advanced than the current level; if used, these structures may contain some errors, but in general enhance the text.</p>	The writing exhibits level-appropriate mechanics; errors made are infrequent and do not detract in any meaningful way from the reader's ability to understand the text.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); or uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand at times.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); and uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand in general.

Teacher Comments:

Assessment/Score:

Nomen _____ Labor _____

Latin Translation Rubric

	4 - Exceeds Goal 95 - 100	3 - Goal 85	2 - Working Toward Goal 75	1 - Needs Support 0 - 65
Flow	Student's translation masterfully demonstrates flow; there is seamless transition between clauses, sentences, and paragraphs; student is able to provide insight into a higher meaning or sense; the English translation is well-written	Student's translation has flow; sentences are smooth, clauses transition well into one another; student is able to provide insight into a higher meaning or sense	Student's translation at times demonstrates flow, but in places resorts to verbatim mutation of the words from the target language into English; at times the student demonstrates understanding of a higher meaning or sense	Student's translation is nothing more than a verbatim mutation of the words from the target language into English; no effort is made to provide a higher meaning or sense
Author's Intent	Student demonstrates masterful understanding of author's intended meaning or sense throughout the translation (e.g., sarcasm is maintained, jokes work in both languages, unique idioms are met with unique idioms; the tone of the work is preserved)	Student demonstrates understanding of the author's intended meaning or sense throughout the translation	Student at times demonstrates understanding of author's intended meaning or sense	Student makes little to no effort to preserve the author's intended meaning or sense
Diction	Student's diction shows masterful understanding of the content and context of the work; student's diction allows for creativity without deviating from the meaning.	Student's diction is based on the context of the work; words with multiple sentiments are used in a way that provides understanding of the content and context	Student's diction at times demonstrates understanding of the work's context	Student's diction is not context-sensitive

Feedback:

Nomen _____ Labor _____

World Language Presentational Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1/0 Needs Support
Purpose	Establishes and maintains a clear purpose. Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose. Demonstrates an accurate awareness of audience and task	Establishes a purpose. Demonstrates an awareness of audience and task	Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Topic Development	Relevant, accurate, well developed, well organized, and richly detailed	Relevant , accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant , inaccurate, and lacks organization and details
Language Use	Highly effective use and control of level appropriate vocabulary	Effective use of level appropriate vocabulary	Some use of level appropriate vocabulary	Limited or no use of simple vocabulary
Language Structure	Highly effective use and control of level appropriate structures	Effective use of level appropriate structures	Some use of level appropriate structures	Limited or no use of simple structures
Visuals	Visual(s) was/were used effectively and for creative purposes. Thoroughly realistic and enhanced the presentation.	Visual(s) was/were used. Realistic and interesting.	Visual(s) was/were used. Realistic and somewhat interesting.	Visual(s) was/were not used.

Student Assessment:

Teacher Assessment and Comments:

Nomen _____ Manus _____ Datum _____

Category	Exemplary 4	Goal 3	Working Towards Goal 2	Needs Support 1-0
COMPREHENSIBILITY	student speaks clearly and is understood by those who are not accustomed to non-native speakers	Student speaks clearly and is understood by those who are accustomed to non-native speakers	Comprehensibility requires interpretation on the part of the listener	Student is difficult to understand and/or incorrect
FLUENCY	Ease of expression throughout the entire conversation;	General ease of expression;	Student speaks with some hesitation;	Much hesitation is noted and/or reliance on a script
PRONUNCIATION	Accurate pronunciation and student takes into consideration the unique sounds of letters in Latin and stresses of Latin words all of the time.	Accurate pronunciation and student takes into consideration the unique sounds of letters in Latin and stresses of Latin words most of the time.	Mostly accurate pronunciation and often takes into consideration the unique sounds of letters in Latin and stresses of Latin words.	Somewhat accurate pronunciation and at times takes into consideration the unique sounds of letters in Latin and stresses of Latin words.

Optime! bene! Other _____

Nice flow Well phrased sentences

Good pronunciation You sound like a Roman

C's are pronounced like the K sound *Other* _____
V's are pronounced like Ws.
G's have a hard g sound like "get"
Better flow in recitation needed (increase speed of recitation)
Practice suggested in listening and speaking

SCORE: ____/12 Exemplary Goal Working towards Goal Needs Support

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Science Fiction

Grade 12

2021

(Last revision date: 2013)

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Science Fiction

Grade 12

Table of Contents

Core Values and Beliefs	4
Introduction & Philosophy	4
Course Goals	5
Course Enduring Understandings	8
Course Essential Questions	8
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Science Fiction's Representation and Study of Societal, Cultural, and Political Turmoil	10
Unit 2: Science Fiction's Representation and Study of the Dangers and Benefits of Science, Technology, and Exploration	13
Unit 3: Science Fiction As Modern Mythology	17
Course Credit	21
Prerequisites	21
Current References	21
Assured Student Performance Rubrics	22
Other Resources	31

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 Science Fiction course is offered to Trumbull High School seniors in an effort to provide a wide variety of experiences in a popular and substantive genre. The course is one that has often been requested by members of the student body who wanted to explore works that were overlooked in other courses in the English curriculum. This course allows students to meet the standards of the state framework while engaging in the study of novels, short stories, graphic novels, and films relevant to their interests.

Science Fiction allows the reader to explore important issues and themes through unlikely or alternative settings, characters, and conflicts. It grants the reader a passport into imaginary worlds grounded in reality. The best writers in the genre can create engaging stories about animating the dead, exploring the universe, and discovering mystical creatures, but they also comment about contemporary societal issues and human nature along the way. Students who take this course will examine political turmoil, the dangers and benefits of science and technology, and the importance of myths in modern day culture. Students will also gain insight into desire and its consequences and effects, the struggle for identity and personal freedom, and the types of ethical and moral dilemmas that one faces in our world.

This course fosters independent thinking and learning. Students will analyze, make inferences and generate questions about the texts that go beyond the literal elements of the stories and move into a greater level of understanding.

Students will find enrichment in the wide range of texts in the course. The genres of science fiction, horror, and fantasy are represented in the curriculum and will pose different types of thematic questions and conflicts. After taking this course, students will be motivated to explore new literary worlds and become life-long readers, seeking out the types of imaginative works that both transport them into alternative realms and expose them to relevant issues that concern the modern world.

COURSE GOALS

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

CCS.ELA-LITERACY.RL.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.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
CCS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS.ELA-LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

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.11-12.6	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.11-12.2.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.11-12.8	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.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...

- Science Fiction literature is as rich for analysis as other genres of literature.
- Science Fiction helps us understand our society, culture, and the world at large.
- Science Fiction writers explore various perspectives on the benefits and dangers of technology.
- Science Fiction carries on the traditions of storytelling established in ancient world mythology.

COURSE ESSENTIAL QUESTIONS

- Why is Science Fiction such a popular genre for readers?
- How do Science Fiction writers reveal truths about our society, culture, and politics through their fictional worlds, stories, and characters?
- How does Science Fiction reveal us? Shape us? Reflect us?
- How do the themes of Science Fiction change to reflect the times in which the stories are written?

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

Science Fiction

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

This course offers a thematic examination of the world of science fiction and, to a lesser extent, the fantasy and horror genres. Students will examine contemporary issues such as humankind's place in the universe, "the other" in society, the effectiveness of various forms of government, the benefits and dangers of technology, and many more. The course will offer selections from such writers as Mary Shelly, Ray Bradbury, Richard Matheson, Philip K. Dick, Robert Holdstock, and Frank Herbert. Students will also explore various short stories, graphic novels and films related to the genres. Students will also explore the genre's influence on filmmakers from the last century. Students will be expected to read, discuss, and write about each major work in the course including written responses, analytical essays, and creative writing. Students will also complete both individual and group projects related to the readings and genre.

Assured Assessments

Formative Assessments:

- Written Responses
- Class Participation

Summative Assessments:

- Analytical Essay
- Research Project
- Final Examination

Core Texts

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Dick, Philip K. *Do Androids Dream of Electric Sheep?* Print.
- Herbert, Frank. *Dune*. Print.
- Holdstock, Robert. *Mythago Wood*. Print.
- Matheson, Richard. *I Am Legend*. Print.
- Shelly, Mary. *Frankenstein*. Print.

Supplemental Texts

- Graphic novels from the Trumbull High School Media Center collection
- Teacher selected articles and multimedia

UNIT 1

Science Fiction's Representation and Study of Societal, Cultural, and Political Turmoil

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.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.

CCS.ELA-
LITERACY.RL.11-12.2

Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-

LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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.11-12.2.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.11-12.10	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.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.

Unit Essential Questions

- How do the causes and effects of societal, cultural and political turmoil in literary worlds reflect those in our own world?
- How do readers make text to self, text to text, and text to world connections when studying the Science Fiction genre?

Unit Scope and Sequence

- *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury
- In this unit, students will read *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury to discover the causes and effects of political turmoil on the individual and society. In *Dune*, students will examine the role of individuals in political parties and how they struggle with making appropriate moral and ethical decisions. Students will also examine why revolutions occur and the effects they have on the decisions of the government and citizens.
- The students will connect the text to historical and contemporary political situations such as the American Revolution, the rise of fascism in the 20th century, the Vietnam Era, and the recent conflicts in the Middle East.

- In *The Martian Chronicles*, students will continue to connect the ideas of political turmoil and decision making to the issues of colonialism, nationalism, ethnic prejudice, and nation building.
- The students will connect these issues to historical and modern circumstances such as the settling and creation of the United States, the colonialism of Great Britain, the rise of Hitler in Germany, the Civil Rights movement, and genocide and ethnic cleansing in areas like Rwanda and Bosnia.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Herbert, Frank. *Dune*. Print.

Supplemental

- *Dune* (1984). Directed by David Lynch. Film.
- *Dune* (2021). Directed by Denis Villeneuve. Film.
- Palahniuk, Chuck. "Obsolete." Print.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 4-8 Weeks

UNIT 2

Science Fiction's Representation and Study of the Dangers and Benefits of Science, Technology, and Exploration

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.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.

CCS.ELA-
LITERACY.RL.11-12.2

Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-
LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**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.11-12.2.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.11-12.10

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.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.

Unit Essential Questions

- How do the dangers and benefits of science, technology, and exploration in literary worlds reflect those in our own world?
- How does location, culture, and history influence Science Fiction writers' examinations of the dangers and benefits of science, technology, and exploration?
- What is the connection between the study of science and ethical and moral integrity?
- How do the main characters in the texts and people in general make decisions based on both their moral and ethical beliefs and what happens when they stray from those beliefs?

Unit Scope and Sequence

- *Frankenstein* by Mary Shelley and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick
- In this unit, students will read *Frankenstein* by Mary Shelly and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick and examine the role of science, technology, and exploration in society. Each text asks the question “Should the advancement of science and technology be limitless or are there moral and ethical boundaries which should not be crossed?” In *Frankenstein*, students will examine Dr. Frankenstein’s reasoning for creating the monster and the conflicts that arise from his actions and choices. Students will also consider the effects Frankenstein’s decisions have on society and the creation itself. Connections to the modern world can be made through ties to cloning, stem cell research, Hitler’s desire to create the perfect race, and the creation of the atomic bomb.
- In *Do Androids Dream of Electric Sheep?*, students will see the progression of the monster in the form of a more advanced, accepted type of artificial being.
- The questions become more complex, however, when the reader considers the nature of an entire society where artificial beings are created to serve the human population. Students will consider if these beings deserve the equal treatment and rights that are given to a thinking, feeling individual, whether they were born in a hospital or a factory. Connections to the modern world can be established through the discussion of modern issues of equality and difference such as racism, sexism, and other forms of bias.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Dick, Philip K. *Do Androids Dream of Electric Sheep?*. Print.
- Shelley, Mary. *Frankenstein*. Print.

Supplemental

- *Blade Runner*. Directed by Ridley Scott. Film.
- *Blade Runner 2049*. Directed by Denis Villeneuve. Film.
- *Bride of Frankenstein* (1935). Directed by James Whale. Film.
- Britton, Kim W. "The Summer of 1816." Print.
- Dick, Philip K. "The Eyes Have It." Print.
- Dick, Philip K. "The Variable Man." Print.
- Dick, Philip K. "We Can Remember It For You Wholesale." Print.
- *Frankenstein* (1931). Directed by James Whale. Film.
- *Universal Horror*. Directed by Kevin Brownlow. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 6-8 Weeks

UNIT 3

Science Fiction As Modern Mythology

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.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.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
CCS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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.11-12.6	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.11-12.2.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.11-12.8	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.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.

Unit Essential Questions

- In which ways are Science Fiction stories built on mythological archetypes?
- How does Science Fiction carry on the traditions of ancient mythology today?

Unit Scope and Sequence

- *I Am Legend* by Richard Matheson and/or *Mythago Wood* by Robert Holdstock
- *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates
- In this unit, students will read *Mythago Wood* by Robert Holdstock and/or *I am Legend* by Richard Matheson and examine the role of mythology in contemporary works and society. In *Mythago Wood*, students will look at mythological archetypes such as creation, fertility, and hero myths that are present and how they determine the characters' thoughts and actions. Students will also understand why these archetypes are important to the characters. Students can make connections to ancient mythology and the influences of mythology on modern day society in such areas as films, advertising, products, and literature.
- In *I Am Legend*, students will examine traditional mythological figures in a modern context. Students will explore how the role of the hero applies to the character Robert Neville. Students will also analyze how the role of the hero and villain are sometimes a matter of perspective. Students will apply mythological archetypes and the hero cycle to examples found in other works and society.
- Students will consider why the vampire myth is so popular and the reasons why the creature's story is significant in both an ancient and modern context.
- Students will read *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates and examine the role of the hero in ancient and in modern storytelling. Students will connect the classical hero cycle to the roles, personalities, and journeys of contemporary superheroes.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will complete a research project based on monsters (if connecting to *I Am Legend* or *Mythago Wood*) or graphic novels (if connecting to *Black Panther A Nation Under Our Feet* or *Captain America: Winter in America*)

Resources

Core

- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Holdstock, Robert. *Mythago Wood*. Print
- Matheson, Richard. *I Am Legend*. Print

Supplemental

- *Bram Stoker's Dracula*. Directed by Francis Ford Coppola. Film.
- Burroughs, Edgar Rice. *A Princess of Mars*. Print.
- Burroughs, Edgar Rice. *Gods of Mars*. Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Dracula* (1931). Directed by Tod Browning. Film.
- *The Empire Strikes Back*. Directed by Irving Kirshner. Film
- Howard, Robert E. "Hour of the Dragon." Print
- Howard, Robert E. "Red Nails." Print.
- Miller, Frank. *The Dark Knight Returns*. Print.
- Moore, Alan. *Watchmen*. Print.
- *Nosferatu* (1922). Directed by F.W. Murnau. Film.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- *Star Wars*. Directed by George Lucas. Film.
- Stillman, Peter R. *Introduction to Myth*. Print.
- Stoker, Bram. *Dracula*. Print.
- *Return of the Jedi*. Directed by Richard Marquand. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 8-10 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

- Britton, Kim W. "The Summer of 1816." Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- Stillman, Peter R. *Introduction to Myth*. Print.
- *Universal Horror*. Directed by Kevin Brownlow. Film.

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
- Science Fiction Participation Rubric
- Written Response Rubric
- Monster Project Rubric & Graphic Novel Rubric (Note: these assignments may be given individually or in small groups based on the level, scope, ability of each class. Rubrics may be adjusted to reflect whether the assignment is in small groups for an entire period or individually for a shorter period of time.)
- Final Examination Rubrics

OTHER RESOURCES

- Sample Essay Unit One
- Sample Essays Unit Two
- Sample Monster Project & Sample Graphic Novel Project
- Sample Written Response Questions
- Final Examination
- Final Examination Sample Study Guide

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

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of 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 21st 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 21st 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 21st 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 21st Century Skills.</p>

Science Fiction 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

Written Response Rubric

20-18

- Fully developed ideas with exceptional support
- Two or more solid, direct quotes from text
- Well-written in terms of structure and word choice and voice
- 650-850 words in length (typed, double-spaced, 12 point type)
- Answers the question fully, directions followed

17-16

- Developed ideas with adequate support
- Two quotes from text which relate to ideas
- Structure is effective and word choice is appropriate
- 500-650 words in length
- Answers the question, directions followed

15-13

- Partially developed ideas with some support
- One quote from text, unrelated examples
- Un-structured and confusing, simple word choice, lacks voice
- 250-500 words in length
- Questions not fully answered or considered

12-8

- Few, underdeveloped ideas with little support
- One quote or no quotes, inappropriate or unusual examples
- Lack of coherency, difficult to follow
- 250 word or less
- Question ignored or not answered

WHAT YOU NEED TO DO:

During your presentation you will be assessed on overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three described in Section 1 of the Assignment Sheet.

___ / 25

During your presentation you will be assessed on the accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.

___ / 25

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aid in the presentation quality of your visual aids in the presentation. This includes the quality of your screenshots. Your visual aids should address all 5 bullets in the section entitled: “You will present your selection to the class, demonstrating your knowledge of.” It should be attractive, informative, and easy to understand.

___ / 30

Your active involvement/participation on this assignment will be measured both on how you construct your presentation and what you document in your personal reflection. In your reflection, you must document any and all examples of your active participation in this project. Explain how you created your presentation and which actions you took throughout the process. Explain, what you did, how you did it, and what you learned.

Reflection:
___ / 20

TOTAL: ___ / 100

Graphic Novel Project Rubric Sample

WHAT YOU NEED TO DO:

Your presentation should last the entire class period. During your presentation, you will be assessed on the quality and level of interactivity of your 35-40 minute presentation to the class. You will also be assessed on the quality and detail of your responses in the additional 5-10 minute Q&A period.

___ / 20

During your presentation, you will be assessed on the accuracy of your content and the depth of your analysis of the work and its significance to the industry and literary world as a whole.

___ / 20

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aids in the presentation, including your powerpoint or prezi and any additional materials you produce (it may be a handout, a poster, a documentary-like video clip, etc.) Your visual aids should address all 5 bullets in the section entitled: "You will present your selection to the class, demonstrating your knowledge of." They should be attractive, informative, detailed, and easy to understand.

___ / 30

Your active involvement/participation as an equal group member will be measured both on how you conduct yourself in the presentation (10 points) and what you document in your individual 2 page reflection (20 points). In your reflection, you must document any and all examples of your active participation in this project. It must be typed in Times New Roman 12 point font, double-spaced. Explain which ideas were yours and which actions you took throughout the process (Answer: What did you do? How did you do it? What did you learn?)

Involvement in presentation:
___ / 10

Reflection:
___ / 20

Final Examination Rubric – Essay 1 (Informal Essay Response)

	Thesis - 1	Evidence & Support - 2	Ideas - 3	Organization and Mechanics and Style - 4
6	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides ample and convincing evidence from text AND real life historical/contemporary event (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. 	<ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text AND real life historical/contemporary event (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. 	<ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary.
5	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text AND real life historical/contemporary event. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. 	<ul style="list-style-type: none"> -Displays original insight which illuminates the text AND real life historical/contemporary event. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. 	<ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary.
4	<ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides sufficient evidence from the text AND real life historical/contemporary event. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. 	<ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. 	<ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary.
3	<ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides some evidence from the text AND real life historical/contemporary event. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. 	<ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. 	<ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice.
2	<ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. 	<ul style="list-style-type: none"> -Provides minimal evidence from the text OR real life historical/contemporary event. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. 	<ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. 	<ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice.
1	<ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. 	<ul style="list-style-type: none"> -No concrete evidence or examples from text OR real life historical/contemporary event. -No connection between support, evidence, and thesis. 	<ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. 	<ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc.

Final Examination Rubric – Essay 2 (Course Texts/Formal Essay)

	Thesis - 1	Evidence & Support - 2	Ideas - 3	Organization and Mechanics and Style - 4
6	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides ample and convincing evidence from text (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. 	<ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text. (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. 	<ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary.
5	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. 	<ul style="list-style-type: none"> -Displays original insight which illuminates the text. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. 	<ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary.
4	<ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides sufficient evidence from the text. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. 	<ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. 	<ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary.
3	<ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides some evidence from the text. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. 	<ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. 	<ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice.
2	<ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. 	<ul style="list-style-type: none"> -Provides minimal evidence from the text. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. 	<ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. 	<ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice.
1	<ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. 	<ul style="list-style-type: none"> -No concrete evidence or examples from text. -No connection between support, evidence, and thesis. 	<ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. 	<ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc.

Sample Essay Unit 1

The Martian Chronicles

Many science fiction stories are thinly-veiled commentaries about modern life and/or human nature. After reading Ray Bradbury's *The Martian Chronicles* which chapter/story seems the most relatable to modern thinking, societal/cultural values, or human behavior (negative or positive behavior/traits)? To answer this question, you must select one story and focus and then fully support your answer with solid examples from your selected story. Be sure to analyze the elements of the story that make it so topical or relatable to a modern audience as well.

Each response should be 2-4 pages in length and is due at the end of class.

Sample Essays Unit 2

Do Androids Dream of Electric Sheep?

Respond to one of the following questions in a 1000-1250 word critical analysis essay. Use plentiful quotes throughout and be sure to explain your evidence. Please use 12 point font and standard margins, spacing, and MLA Format.

Choose one of the following prompts:

1. One important question asked in the novel is “what makes a living being human?” What is Dick’s answer to this question? How are androids and humans contrasted in this novel, and to what purpose?
2. Is Dick’s view on human nature inherently negative, positive, mixed, or ambiguous? What elements in the novel support this view?
3. The two competing outside forces in this novel are religion and the media. Is either one more beneficial to the characters in the novel (Mercerism vs. Buster Friendly) or do they both serve a more sinister purpose?

All essays are due on _____

Please turn in your essay to Turnitin.com.

Frankenstein

Throughout the reading of Mary Shelly's Frankenstein, we spent a lot of time talking about what it is to be human. Depending on a person's definition of what it is to be human, it could be argued that either Victor Frankenstein or his Monster has more qualities that are human.

Now it is time for you to take a stance. Write an essay in which you **create your own working definition for what it means to be human**, and then **determine which of these two characters contains qualities that are more human over the other**. After providing your definition and stance, support your position with solid, detailed evidence.

Directions: This will be a 1000-1200 word, typed essay. You will use Times New Roman size 12 font. Your essay will be double-spaced. There will be no extra space between paragraphs. You will need to include at least one quote in each of your body paragraphs. Remember that your evidence should back up your thesis statement. It should be specific to your thesis. You then need to explain how this evidence supports your thesis.

Citing rules: You can view the rules for it at www.mla.org. Here is an example for you to follow:

Frankenstein's Monster shows he can hold a mean grudge when he says to Victor, "I shall be with you on your wedding-night" (195).

Due dates:

The rough draft for this essay is due on _____

The final essay is due on _____

We will spend time in class peer-editing/revising. You must turn in your essay as a hard copy in class and as an electronic copy to turnitin.com No essays will be taken after _____, and you will lose 10 points for every day the paper is late. If you are going to be absent, it is your responsibility to hand in the essay. If you are absent for an extended period of time and have no way of turning in a hard copy, you still must submit an electronic copy to turnitin.com for it to count as being on time.

This assignment is worth 100 points, and it is the first major grade for marking period _____. Feel free to schedule an appointment for extra help if you need some assistance during the editing/revision process. Good luck!

Monster Research Project Sample

As we have learned so far in class, writers and filmmakers have portrayed the same monster in a variety of ways to meet the needs of the story and/or audience. Your job in this assignment is to research and present your findings on the portrayal of one monster of your choosing in multiple works across time.

Select and research one monster that has been portrayed in multiple ways over time in books, television, and/or movies. It could be a mainstream monster (like Dracula), an urban legend monster (like Bigfoot), or any monster in between! You will ultimately be presenting on three different works. You can if you want to, but you do not have to read entire books or watch entire films for this assignment. You are welcome to research these works based on the wealth of information available about them on the web and in books.

Section 1: You will present your selection to the class. Your presentation will consist of:

- Based on your research and on the works covered, develop a thesis about your monster. Your thesis should be an overall statement about how your monster functions in the literary world.
- Analysis of Work One: a malevolent portrayal of your monster in a book, show, or film
- Analysis of Work Two: a sympathetic portrayal of your monster in a book, show, or film
- Analysis of Work Three: an additional portrayal of your monster from either perspective (or another perspective of your choice) from a significantly different period of time than your first two examples
- Every monster has essential qualities which are present in all stories that feature it. Despite the different portrayals of your monster in the stories you researched, what qualities of the three works remain the same? Focus on the character qualities of the monster itself and the major themes and motifs of the stories. Move beyond the literal and display higher level thinking.

Section 2: You will be assessed on the following milestones:

- The overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three as described in Section 1 of the Assignment Sheet.
- The accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.
- The quality of your visual aids and written ideas and explanations in the presentation. This includes the quality of your screenshots.
- Your individual reflection paper, citing in detail what you did to complete this project, what you learned, and how you learned it. Your reflection should be 500 words typed.

Helpful hints:

- Be mindful of the screenshots you choose for your presentation. Screenshots should, at most, be “PG-13” in nature. If you think it may not be appropriate, do not use the screenshot! If the screenshot is inappropriate for class, your teacher will stop viewing your presentation and you will be assessed only on what is already assessable in the prior sided.
- Remember that even horror fans have a variety of different levels of exposure to literary monsters. Your presentation should be interesting to both amateurs and experts of the world of monsters.
- Just like the works you will be presenting on, visual aids could vary in terms of effectiveness. If it’s too plain, people won’t be interested. If it’s too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.

This project is worth 100 points, and it is a major assignment for this marking period. Have fun, and good luck!

Graphic Novel Research Project Sample

You will check out a book from the media center for this assignment. You will research and study one comic book/graphic novel collection which changed the way people look at comics in one way or another. It could be a book that defined the 1980s movement towards gritty realism and scholastic thinking; it could be a book that defined the shift from the Golden Age to the Silver Age of comics; it could be the controversial 1940s-1950s movement of EC Comics; it could be anything in between!

Requirements for this assignment:

- Each group will complete and present one powerpoint or prezi presentation for an entire class period.
- Each student will submit one 2 page reflection response (typed, Times New Roman 12 point font, double-spaced)

You will create a powerpoint or prezi presentation on your selection, demonstrating your knowledge of:

- the work as a whole
- the authors/artists/company involved
- the state of the comic industry at the original time of publication
- the reason(s) the work is significant, including analysis of the work which demonstrates its importance. You should analyze and discuss both the text and the artwork of the book.
- the impact the work has had on the industry

You will be assessed on the following milestones:

- the accuracy of your content, the depth of your analysis of the work and its significance to the industry/literary world as a whole
- the quality of your powerpoint or prezi presentation
- Your individual reflection paper, citing in detail what you learned, and how you learned it. What do you know about your story or about graphic novels in general that you didn't know before? Your reflection should be about 2 pages typed, double-spaced.

Helpful hints:

- Just like comic book artwork itself, the visual aids in your powerpoint or prezi could vary in terms of effectiveness. If it's too plain, people won't be interested. If it's too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.
- The powerpoint or prezi presentation should be about the graphic novel you selected, addressing the 6 bullets above under "demonstrating your knowledge of:" The reflection should be about you, your process in completing the assignment, and what you learned from completing the assignment.

This project will be worth 100 points, and it is a major assignment for this marking period.

Printed powerpoints/prezis, visual aids, and individual student reflections will all be due on the same day, regardless of when your group is presenting. **All printed materials will be due on _____.** You will receive a 10% penalty in the specific rubric category for every day these documents are late (-3 per day for the entire group on late visual aids & -2 per day for the individual student with a late reflection).

Sample Written Response Questions

I Am Legend

Sample A

Definitions of “hero” and “anti-hero” from thefreedictionary.com:

“Hero:

1. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
2. A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life: soldiers and nurses who were heroes in an unpopular war.

Anti-hero: A main character in a dramatic or narrative work who is characterized by a lack of traditional heroic qualities, such as idealism or courage.”

Is Robert Neville a hero or an anti-hero? Use the definitions up top to frame your idea and include at least three specific elements from the text to support your argument. Be specific.

Sample B

As we read and discussed Richard Matheson’s I Am Legend, we spent a lot of time talking about how the author integrated the mythology of the vampire into a modern tale. We noticed that the author took various steps to present the mythology of the vampire (desire for blood, disdain for garlic, etc.) to the reader in a logical and scientific manner. Now, it is up to you to decide whether or not you bought it:

Was the mythology of the vampires used effectively and convincingly in I Am Legend?

To answer this completely you must take a definitive stance whether you thought the author was effective or ineffective in implementing classic vampire mythology into this modern vampire tale. You then must provide specific examples of how vampire mythology is used in the book, and why it is effective and convincing.

A Princess of Mars

In the novel so far, which supporting character has had the greatest influence on John Carter? How come? How does this influence reveal Carter's personality and affect his decision making?

Science Fiction Final Exam

Part I – Informal Essay Response

Read the two quotations below:

“I can picture in my mind a world without war, a world without hate. And I could picture us attacking that world, because they’d never expect it.”

-Jack Handy

“Only when we have to fight to stay human do we realize how precious it is. How dear to us.”

-Invasion of the Body

Snatchers

In an informal essay, respond to ONE of the quotes, connecting it to one of the works we’ve read this semester **(must be a novel)** AND to a real life historical/contemporary event. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You must be sure to explain the quote and your connections to the quote. Be as specific as possible.

Part II – Course Texts/Formal Essay

Read the two quotations below:

“(Science Fiction) Literature is an uttering, or outering, of the human imagination. It lets the shadowy forms of thought and feeling — heaven, hell, monsters, angels and all — out into the light, where we can take a good look at them and perhaps come to a better understanding of who we are and what we want, and what the limits to those wants may be.”

-Margaret Wood, “Why
We Need Science Fiction,” The
Guardian

“Science Fiction writers foresee the inevitable, and although problems and catastrophes may be inevitable, solutions are not.”

-Isaac Asimov

In an essay, explain the significance of ONE of the quotes to the characters and a common theme of two of the works we studied this semester **(may be either 2 novels, or a novel and a film—You may NOT discuss the work you used in your first response)**. Think “big picture,” be original, and show insight in your answer. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You will be graded on your ability to draw inferences and conclusions, give clear explanations, and cite evidence (specific examples, not plot summary) to support your points. Reflect on the quote and extend your understanding of the text. Your response should be organized (introduction, body paragraphs and conclusion), developed and elaborated.

Science Fiction Sample Final Exam Study Guide

Works Covered:

- *Frankenstein* by Mary Shelly
- *I Am Legend* by Richard Matheson
- *The Martian Chronicles* by Ray Bradbury
- *Bride of Frankenstein* (film)

Test Format:

- Two open-ended questions, each with its own rubric. Both questions will assess your understanding of the science fiction genre.
- For one question, you may support your answer using one text covered in the course, and one personal/historical/contemporary connection. For the other question, you may support your answer using either two texts covered in the course, or one text and one film.

Study Tips:

- Do not confuse this test format with the major assessments taken in class during the semester. The in-class tests were scored holistically, with information and original ideas being the main points for assessment. This exam has a rubric that is specifically looking for both ideas and organization. Picture this exam as a mix between an in-class test and a major essay assignment. You have an entire exam period to answer both questions, which means you have more than 45 minutes for each question. There must be evidence of prewriting, organization and revision.
- When reviewing for the exam, reflect on the following elements of each work we have studied and discussed this semester:
 - Major themes, ideas and messages
 - The author's/director's tone and style
 - The content of the work in relation to the time in which the work was created
 - The reasons why this work is an example of the science fiction genre
 - How the work relates to personal/historical/contemporary situations in our own world and society
 - Knowledge of basic elements, such as major characters and events will strengthen your responses

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Dr. Iwanicki and Regina Williams

Agenda Item – III-G

Second Reading Policies for
Review & Approval

A review of Policy 418.239/4218.239 Required COVID-19 Vaccinations for Certified and Non-Certified Staff. Dr. Iwanicki and Regina Williams will present the CAGE recommendations regarding this policy based on the governor's order Executive Order 13-G.

Recommendation:

Review and approve.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations for Certified and Non-Certified Staff

The Board of Education (BOARD) recognizes the importance of protecting the health and safety of students, staff and the community during the COVID-19 pandemic. Therefore, in accordance with the Governor's Executive Order 13D, the Board requires that all staff within District schools, as defined by this policy, are required to receive at least one dose of a COVID-19 vaccine by September 27, 2021. Those not vaccinated by such date due to certain exemptions are required to be tested for COVID-19 on a weekly basis.

Definitions

For purposes of this policy, the following definitions shall apply:

“Fully vaccinated” means at least 14 days have elapsed since a person has received the final dose of a vaccine approved for use against COVID-19 by the U.S. Food and Drug Administration, or as otherwise defined by the Centers for Disease Control.

“School Board” refers to the operator of any public or non-public preK through grade 12 school.

“Contract Worker” means any person who provides service to the school board, but is not employed by the Board and is not a volunteer.

“Covered Worker” refers to all employees, both full and part-time, contractors, providers, assistants, substitutes, and other individuals working in a public or non-public pre-K to grade 12 school including individuals providing operational or custodial services or administrative support or any person whose job duties require them to make regular or frequent visits to any such schools.

Covered Worker does not include a contractor or employee of an outside vendor who visits a public or non-public pre-K through grade 12 school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

“Contractor” refers to any person or business entity, including a vendor of support services or subcontractor, that provides the personnel who function as contract workers, state employees, state hospital employees, or covered workers to a covered state agency, school board, or child care facility.

COVID-19 Vaccination Requirements

Vaccines shall be required as provided below.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

COVID-19 Vaccination Requirements (continued)

On and after September 27, 2021, school boards (the Board) shall, prior to extending an offer of employment to, or entering into a contract for the in-person services of, a covered worker or an entity that employs a covered worker, require that any covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine,
3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the covered worker objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any covered worker claiming such exemption shall apply for an exemption on the basis of medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

4. A covered worker who is hired before September 27, 2021 may, as an alternative to vaccination, and regardless of whether such worker has a medical or religious exemption, comply with the testing requirements contained within this policy.

On and after September 27, 2021, the Board shall not employ, or maintain a contract for the provision of in-person services of, any covered worker or an entity that employs a covered worker, unless such covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine, or

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

COVID-19 Vaccination Requirements (continued)

3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the individual objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board or childcare facility employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

4. A covered worker who is hired before September 27, 2021 may, as an alternative to vaccination, and regardless of whether such worker has a medical or religious exemption, comply with the testing requirements contained within this policy.

On and after September 27, 2021, the Board will not employ, or contract for the provision of services from, any covered worker or entity that employs a covered worker subject to the conditions above and is not exempt who has received the first dose of a two-dose series vaccination but fails to receive the second dose on the appropriate date as recommended by CDC or at the scheduled appointment without good cause.

Vaccination Verification and Testing for Covered Workers

The school board shall authenticate, or where applicable require that the contractor providing the services of a covered worker authenticate, the vaccination status of covered workers, maintain documentation of vaccination or exemption of such covered workers and report compliance with this order, in a form and manner directed by the Department of Public Health.

Through this policy, or where applicable the Board direction to a contractor of a covered worker to implement a policy, covered workers who have not demonstrated proof of either full vaccination are required to submit to COVID-19 testing one time per week on an ongoing basis until fully vaccinated. Adequate proof of the test results on a weekly basis shall be presented to the school board. This requirement shall take effect on September 27, 2021.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations (continued)

Acceptable Proof of Vaccination

Covered workers may demonstrate proof of vaccination by providing one of the following:

1. CDC COVID-19 Vaccination Record Card or photo of the Vaccination Record Card;
2. Documentation from a health care provider or electronic health care records;
3. State Immunization Information record; or
4. Other documentation prescribed by the Commissioner of Public Health.

Personal attestation will not be accepted as an acceptable form of proof of a COVID-19 vaccination. *(The Commissioner of Public Health may promulgate binding standards for authentication of a Vaccination Record Card.)*

Violations and Enforcement

Any covered worker who fails to comply with this policy shall not be allowed on the premises of the school board until the individual provides adequate proof of compliance or without prior written authorization of the school board.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations (continued)

Policy Duration

This policy shall only remain in effect as long as is required by law.

Legal Reference	Connecticut General Statutes
	10-145 Certificate necessary to employment. Forfeiture for noncompliance. Substitute teachers.
	Governor's Executive Order No. 13D, August 19, 2021
	Governor's Executive Order No. 13G, September 10, 2021
	Governor's Executive Order No. 14, September 28, 2021
	Governor's Executive Order No. 14a, September 30, 2021

rev 9/21
rev 10/21

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

(Implementation Guidance for Executive Order 13G: Vaccination Mandate for Individuals Working for State Facilities, State Hospitals, Public and Non-Public Pre K–12 Schools, and Child Care Facilities Updated September 17, 2021)

This administrative regulation sets forth the form and manner in which individuals subject to the Executive Order 13D & 13G must prove and authenticate their vaccination status or request an exemption from the mandate and includes the requirements for proving compliance with the related testing mandate if the individual is working under an approved exemption. It is based upon the Connecticut Department of Public Health's "Implementation guidance for Executive Order 13G," and is subject to any future modification made to such document.

I. Proving and Authenticating Vaccination Status for Individuals Subject to the Order

A. Proof of Vaccination

Individuals may prove their COVID-19 vaccination status by providing to school board, or other designee a copy of any one of the following categories of documentation plus a signed declaration of authenticity:

1. A valid CDC Vaccination Card.

The CDC Vaccination Card must contain the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered; or

2. A record from the individual's vaccine provider indicating the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered ("Provider Vaccination Record"); or
3. A certificate from the Vaccine Administration Management System ("VAMS"), if the individual received vaccination through the VAMS system ("VAMS Certificate"). The VAMS Certificate must contain the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered; or
4. A copy of the individual's official immunization record from the Connecticut Immunization Information System, CT WiZ. Valid CT WiZ immunization records contain the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered. Individuals may download a copy of their record by visiting <https://portal.ct.gov/DPH/Immunizations/CT-WiZ-Access-My-ImmunizationRecord>

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

I. Proving and Authenticating Vaccination Status for Individuals Subject to the Order (continued)

B. Declaration of Authenticity of Vaccination Record

Individuals shall complete and sign a declaration as to the authenticity of their proof of vaccination. Proof of vaccination will not be deemed valid unless accompanied by the individual's signed declaration.

II. Exemptions and Testing Requirements

A. Medical Exemptions

Individuals who cannot receive COVID-19 vaccination because the administration of COVID-19 vaccine is likely to be detrimental to the individual's health must request an exemption from the Executive Order. Medical exemption forms must be signed by the individual's physician (MD or DO), physician's assistant (PA), or advance practice nurse practitioner (APRN). Covered Workers may use the medical exemption request form provided by the district.

B. Religious or Spiritual Exemptions

Individuals who object to vaccination on the basis of a sincerely held religious or spiritual belief may request an exemption from the Executive Order.

Covered Workers may use the religious or spiritual exemption request form provided by the district.

C. Testing Requirements

Covered workers in PreK-12 schools and child care facilities who are not "fully vaccinated" (as defined by the Executive Order) by September 27, 2021 must test for SARS-CoV-2 (the virus that causes COVID-19) at least weekly (i.e., at least one test every 7 days) unless they can provide documented proof that they have tested positive for, or been diagnosed with, COVID-19 infection in the prior 90 days.

To comply with the testing requirement, testing must be either PCR or antigen SARS-CoV-2 tests and must be administered and reported by a state licensed clinical laboratory, pharmacy-based testing provider, or other healthcare provider facility with a current Clinical Laboratory Improvement Amendments (CLIA) waiver.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

II. Exemptions and Testing Requirements (continued)

C. Testing Requirements (continued)

Only test results submitted to the school board can within 72 hours of the test administration date will be deemed compliant with the testing requirement. Test result reports should include the name and location of the testing laboratory or provider facility performing the test, the name of the person tested, the date the sample was collected, and the test result. Home-based testing and results obtained outside of a facility of the type indicated above are not considered adequate proof of a SARS-CoV-2 test for the purposes of complying with the Executive Order.

III. Document Submissions

A. Vaccine and Exemption Documents

Covered workers should follow the District's established process. The required documentation must be submitted in a timely and secure manner. These processes may be developed, implemented, and maintained either on-site through facility staff, or through an authorized third party.

B. Testing Documents

Covered workers should follow the District's established process to submit required documentation in a timely and secure manner. These processes may be developed, implemented, and maintained either on-site through facility staff, or through an authorized third party. Individuals in PreK-12 schools or childcare facilities should inquire with their employer about the appropriate process for submitting adequate proof of SARS-CoV-2 test results on a weekly basis. Processing delays with vaccine providers, VAMS, web-based applications, laboratories, medical providers, or state agencies will not excuse compliance with the Executive Order.

Covered workers who wish to request a temporary waiver from SARS-CoV-2 testing on the basis of having had COVID-19 within the prior 90 days must submit a copy of the Trumbull Public Schools Temporary Waiver request completed and signed by their healthcare provider, using the submission format and process designated by their facility for submitting test results.

Any individual granted a temporary waiver from SARS-CoV-2 must return to regular weekly testing after the expiration date indicated on the waiver form if they are not fully vaccinated by that date.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

III. Document Submissions (continued)

C. No Extensions

The Executive Order requires the submission of the appropriate vaccination documentation, requests for exemptions, and/or test results by the September 27, 2021 deadline. Individuals subject to this Executive Order are solely responsible for gathering and submitting all required documentation in advance of the established deadline in order to ensure that they are in compliance on and after September 27, 2021.

Processing delays with vaccine or healthcare providers, VAMS, web-based applications, or state agencies will not excuse compliance with the Executive Order and this policy.

IV. Maintaining Documentation to Demonstrate Compliance with the Order

A. Required Documents

The District will maintain either in paper or electronic format, the following information for all covered workers who are subject to the Executive Order. Such information shall be either physically on-site or maintained by an authorized third party, shall be kept current, and shall be made available to appropriate State regulatory agencies upon request. The District need not maintain similar documentation for contract workers, but must require contractors to positively affirm that contract workers and their Contractors are in compliance with the provisions of the Executive Order prior to granting those workers access to their facilities.

Contractors shall also maintain either in paper or electronic format, the following information for their contract workers.

Required documents include:

1. A master roster of all individuals subject to the Executive Order (including employees, contract workers, and others) and including each individual's status as:
 - a. fully vaccinated, or
 - b. having received their first dose of a two-dose COVID-19 vaccine prior to September 27, 2021 and the scheduled date of their second dose appointment that conforms to current Advisory Committee on Immunization Practices (ACIP) recommendations for COVID-19 vaccine dosing schedules, or
 - c. granted an exemption from vaccination on the basis of a medical condition or firmly held religious or spiritual belief.

- d. having chosen to submit to weekly testing in lieu of being fully vaccinated for COVID-19.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

IV. Maintaining Documentation to Demonstrate Compliance with the Order (continued)

A. Required Documents (continued)

2. A COVID-19 vaccination record for each fully or partially vaccinated individual, as well as a completed and signed declaration of authenticity of any vaccination record for individuals who have submitted a copy of a vaccination record as proof of vaccination.
3. A completed, signed, and approved medical exemption or religious/spiritual exemption form for each individual who has not been fully or partially vaccinated and has been granted an exemption.
4. Documented adequate proof of the results of a weekly test for SARS-CoV-2 for each individual who is not fully vaccinated and has not had a documented COVID-19 infection within the prior 90 days.
5. A completed and appropriately provider certified request for a temporary waiver from weekly SARS-CoV-2 testing for individuals with a documented COVID-19 infection within the prior 90 days.

B. Exemption Forms

The Trumbull Public Schools Medical Exemption Request Form must be signed by the physician (MD or DO), physician's assistant (PA), or nurse practitioner (APRN) from whom the individual is currently receiving care.

As outlined in the Executive Order covered workers may voluntarily opt for weekly testing for SARS-CoV-2 rather than receiving vaccination for COVID-19. Individuals opting for weekly testing in lieu of vaccination will be required to submit at least one negative SARS-CoV-2 test result every 7 days and comply with all other provisions of the Executive Order in order to retain access to on-site work.

C. Testing Documentation: Adequate Proof of Weekly Negative SARS-CoV-2 Test Results.

Covered workers who are not fully vaccinated by September 27, 2021, and who cannot provide documented proof that they have tested positive for, or been diagnosed with, COVID-19 infection in the prior 90 days, are required to test for SARS-CoV-2 weekly (i.e., at least once every 7 days) and submit "adequate proof of the results" of SARS-CoV-2 testing to the school board, using the process determined by their applicable facility.

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

IV. Maintaining Documentation to Demonstrate Compliance with the Order (continued)

C. Testing Documentation: Adequate Proof of Weekly Negative SARS-CoV-2 Test Results. (continued)

Individuals who are required to test for SARS-CoV-2 under the Executive Order shall be considered to have submitted adequate proof of a SARS-CoV-2 test result if they provide evidence of a PCR or antigen SARS-CoV-2 test administered within the prior 72 hours, and for which the test was performed by, and the result reported by, a state licensed clinical laboratory, pharmacy-based testing provider, or other healthcare provider facility with a current Clinical Laboratory Improvement Amendments (CLIA) waiver, that includes the name and location of the testing laboratory or provider facility performing the test, the name of the person tested, the date the sample was collected, and the test result. Home-based testing and results obtained outside of a facility of the type indicated above are not considered adequate proof of a SARS-CoV-2 test for the purposes of complying with the Executive Order.

Covered workers who have been granted an exemption from vaccination on the basis of a medical condition or firmly held religious or spiritual beliefs must comply with the foregoing testing requirements. In addition, covered workers without an exemption but who have chosen to submit weekly test results for SARSCoV-2 rather than be vaccinated for COVID-19 must also comply with the foregoing testing requirements.

Covered workers, and/or contract workers should not be provided access to any of the facilities covered under this Executive Order unless the most recent test result provided, as required by the Order, is “negative” or indicate that virus material is “not detected”. Results provided as “inconclusive” are not considered negative results and as such require retesting. If an individual receives an inconclusive result and cannot be retested and provide a negative result within 7 days of their last negative test, then that individual should be excluded from on-site work until they can provide a negative test result.

V. Responsibility for Ensuring Continuous Compliance with the Order

The District must ensure compliance with the Order as of September 27, 2021, including ensuring that all covered workers (inclusive of employees and contract workers) have:

1. submitted proof of their status as fully vaccinated (as defined above); or
2. submitted proof of a single dose of a two-dose COVID-19 vaccine and provided the date of a scheduled second dose appointment; or
3. requested and been granted a medical or religious/spiritual exemption from COVID-19 vaccination; and

Personnel - Certified/Non-Certified

Required COVID-19 Vaccinations

V. Responsibility for Ensuring Continuous Compliance with the Order (continued)

4. if not fully vaccinated, submitted adequate proof of a negative test for SARS-CoV-2 in the prior 7 days, unless the individual has been granted a temporary testing waiver based upon a documented COVID-19 infection within the prior 90 days.

After September 27, 2021, the District must restrict access to their facilities for those individuals who fall out of compliance at any time with the requirements of the Order, including but not limited to failure to submit adequate proof of a weekly COVID-19 test result and/or failure to receive a second dose of a two-dose vaccine when scheduled and in compliance with current Advisory Committee on Immunization Practices (ACIP) recommendations for COVID-19 vaccine dosing schedules.

The District is responsible to secure compliance reports from contractors regarding their contract workers' compliance with the Executive Order. At a minimum, periodic reporting of numbers of contract workers who are vaccinated, have been granted an exemption, and are subject to weekly testing should be reported to the school board at a frequency that the school board facility determines is sufficient to assure compliance.

VI. Enforcement and Inspection

The Board of Education is required to collect and maintain copies of the required documentation for employees and other covered workers, and to ensure compliance with the Executive Order, by the September 27th deadline. The Board must make available for inspection by the State Department of Education any documentation required to confirm compliance with the Order, upon request.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – October 26, 2021

Mr. Hendrickson

Agenda Item – III-H

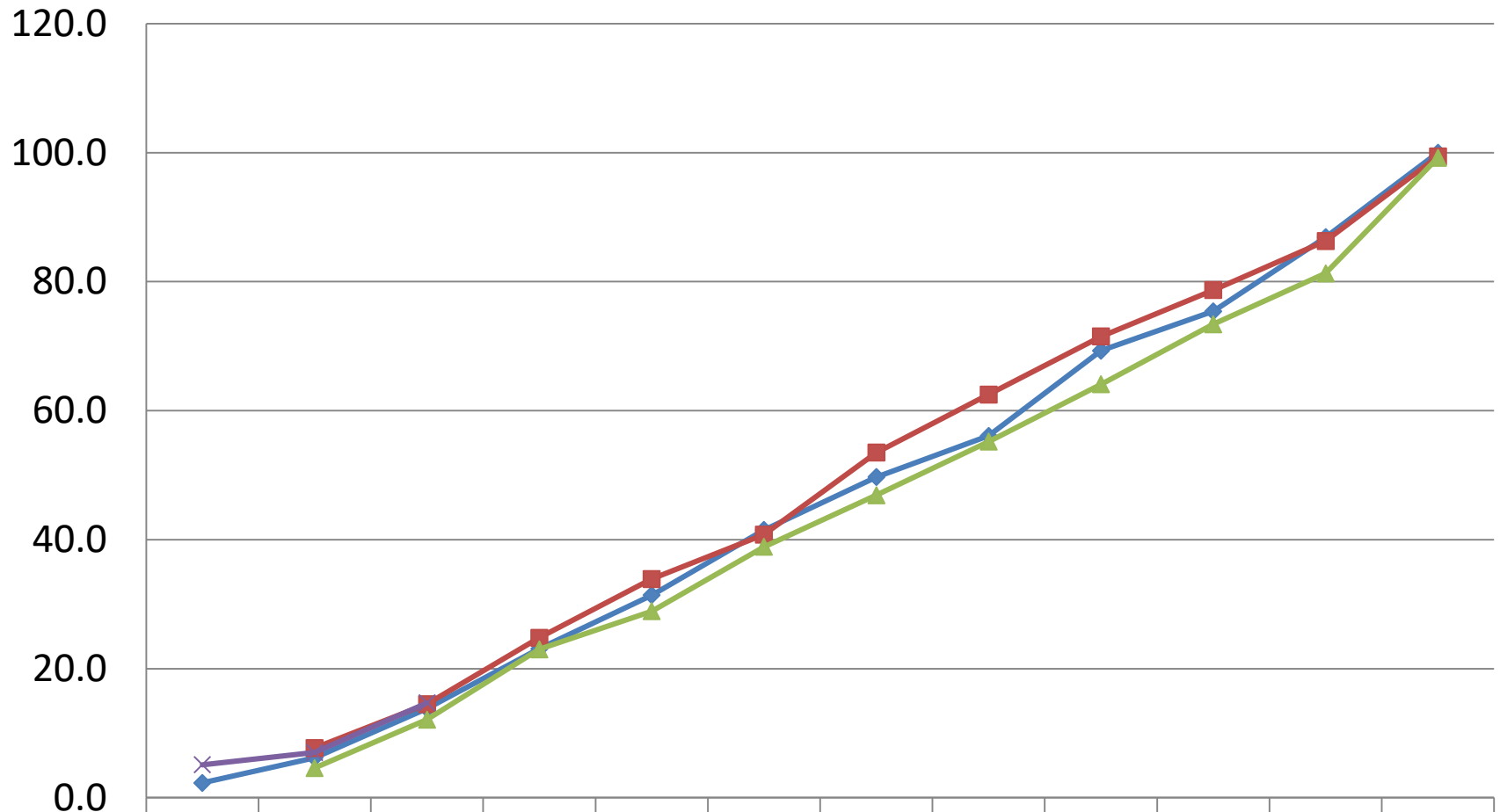
Approval/Financial Reports through
September 30, 2021

- The Finance Committee of the Board of Education met on October 20, 2021 which included the review of the financials through September 30, 2021.

Recommendation:

- Approve Financial Reports as of September 30, 2021.

Cumulative Total Board of Education Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2018-19	2.3	6.2	13.8	23.1	31.4	41.5	49.7	56.1	69.3	75.4	86.9	100.0
2019-20		7.7	14.5	24.8	33.9	40.8	53.5	62.5	71.5	78.7	86.3	99.4
2020-21		4.6	12.1	23.0	28.9	38.9	46.9	55.2	64.1	73.4	81.3	99.2
2021-22	5.1	7.0	14.7									

◆ 2018-19
 ■ 2019-20
 ▲ 2020-21
 × 2021-22

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TRUMBULL BOE, CT
 YEAR-TO-DATE BUDGET REPORT

P 1
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FOR 2022 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	112,296,658	0	112,296,658	16,458,332.02	89,876,373.90	5,961,952.08	94.7%
009 TOWN ACCOUNTS FUND	0	1,257,428	1,257,428	50,318.14	202,054.08	1,005,055.78	20.1%
200 GRANTS FUND	0	1,648,506	1,648,506	295,857.17	2,684,376.42	-1,331,727.19	180.8%
205 SPECIAL REVENUE FUND	0	315,185	315,185	380,488.95	971,290.99	-1,036,595.22	428.9%
210 SCHOOL LUNCH FUND	0	2,591,926	2,591,926	377,159.50	1,981,051.21	233,715.29	91.0%

GRAND TOTAL 112,296,658 5,813,045 118,109,703 17,562,155.78 95,715,146.60 4,832,400.74 95.9%

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

Trumbull Board of Education Expense vs Budget Summary
Report for the Period Ended 9/30/2021

<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>
<u>Salaries</u>						
Admin/Supervisors		\$4,672,445	\$1,231,149	\$3,454,382	(\$13,085)	100%
Teachers		\$54,603,505	\$4,571,375	\$48,966,153	\$1,065,977	98%
Custodians/Maintenance		\$3,712,660	\$801,107	\$2,801,781	\$109,772	97%
Tech Support		\$534,412	\$128,872	\$348,358	\$57,182	89%
Admin Support		\$2,710,804	\$600,148	\$2,062,847	\$47,808	98%
Paras & Aides		\$4,369,946	\$512,753	\$3,975,689	(\$118,496)	103%
Substitutes		\$872,435	\$46,607	\$825,828	\$0	100%
Coaches & Advisors		\$695,045	\$9,841	\$685,204	\$0	100%
Salaries Other		\$1,584,765	\$161,721	\$1,212,034	\$211,010	87%
Misc Salary Items		\$308,668	\$172,635	\$0	\$136,033	56%
Salaries	Total	\$74,064,685	\$8,236,207	\$64,332,277	\$1,496,201	98%
<u>Employee Benefits</u>						
Health Insurance		\$16,201,647	\$4,046,470	\$11,290,077	\$865,100	95%
FICA		\$1,882,323	\$257,517	\$1,624,806	\$0	100%
Other Insurance		\$336,501	\$30,768	\$299,084	\$6,650	98%
Unemployment		\$130,000	\$1,779	\$128,220	\$1	100%
Benefits Other		\$193,595	\$39,924	\$147,702	\$5,969	97%
Employee Benefits	Total	\$18,744,066	\$4,376,458	\$13,489,889	\$877,719	95%
<u>Purchased Professional Services</u>						
Legal		\$260,000	\$12,344	\$258,556	(\$10,900)	104%
Service Contracts		\$415,087	\$283,361	\$37,310	\$94,416	77%
Consultants		\$225,000	\$57,029	\$304,457	(\$136,485)	161%
Other Prof Services		\$459,900	\$129,061	\$215,850	\$114,989	75%
Purchased Professional Services	Total	\$1,359,987	\$481,794	\$816,173	\$62,020	95%
<u>Purchased Property Services</u>						
Utilities		\$1,289,000	\$205,598	\$1,142,052	(\$58,650)	105%
Repairs & Svc Fees		\$348,500	\$81,619	\$185,875	\$81,006	77%
Copiers		\$265,000	\$40,830	\$210,150	\$14,020	95%
Other Purch'd Property Svcs		\$111,900	\$27,828	\$83,497	\$575	99%
Purchased Property Services	Total	\$2,014,400	\$355,875	\$1,621,574	\$36,951	98%
<u>Purchased Other Services</u>						
Transportation		\$6,152,707	\$354,923	\$5,638,198	\$159,586	97%
Communications		\$275,250	\$51,960	\$198,074	\$25,216	91%
Postage		\$40,000	\$6,683	\$39,318	(\$6,001)	115%
Advertising		\$1,200	\$1,875	\$0	(\$675)	156%
Interns		\$296,400	\$0	\$0	\$296,400	0%
Tuition		\$4,750,000	\$1,287,987	\$2,157,952	\$1,304,061	73%
Printing		\$14,950	\$0	\$2,092	\$12,858	14%
Other Purch'd Svcs		\$323,352	\$64,618	\$45,571	\$213,163	34%
Purchased Other Services	Total	\$11,853,859	\$1,768,045	\$8,081,205	\$2,004,608	83%
<u>Supplies</u>						
Supplies-Teaching		\$601,227	\$110,393	\$145,235	\$345,600	43%
Supplies-Office		\$101,550	\$17,678	\$18,309	\$65,563	35%
Supplies-Custodial		\$175,000	\$43,241	\$125,812	\$5,947	97%
Supplies-Maintenance		\$284,000	\$46,755	\$81,470	\$155,774	45%
Text & Workbooks		\$407,266	\$54,078	\$83,196	\$269,992	34%
Subscriptions		\$315,545	\$264,063	\$2,228	\$49,254	84%
Testing Materials		\$134,600	\$50,525	\$33,749	\$50,326	63%
Books & A/V		\$44,040	\$0	\$18,170	\$25,870	41%
Software		\$119,000	\$129,598	(\$0)	(\$10,598)	109%

Trumbull Board of Education Expense vs Budget Summary
Report for the Period Ended 9/30/2021

<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>
Energy		\$435,000	\$26,772	\$408,228	\$0	100%
Other Supplies		\$31,650	\$869	\$3,781	\$27,001	15%
	Supplies Total	\$2,648,878	\$743,972	\$920,177	\$984,728	63%
 <u>Property</u>						
Office Equipment		\$850	\$0	\$850	\$0	100%
Office Furniture		\$0	\$0	\$0	\$0	#DIV/0!
Classroom Equipment		\$409,131	\$171,312	\$108,594	\$129,225	68%
Classroom Furniture		\$12,700	\$3,500	\$5,635	\$3,565	72%
Bldg Equipment		\$148,492	\$25,622	\$71,448	\$51,422	65%
Bldg Improvements		\$158,489	\$55,349	\$97,750	\$5,390	97%
Other Equipment		\$3,500	\$0	\$676	\$2,824	19%
	Property Total	\$733,162	\$255,782	\$284,953	\$192,427	74%
 <u>Miscellaneous</u>						
Dues, Fees and Memberships		\$876,621	\$240,198	\$330,127	\$306,297	65%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
	Miscellaneous Total	\$877,621	\$240,198	\$330,127	\$307,297	65%
 <u>Other Objects</u>						
Other-Ant Surpl/Excess Cst		\$0	\$0	\$0	\$0	#DIV/0!
	Other Objects Total	\$0	\$0	\$0	\$0	#DIV/0!
 <u>Munis Report Total</u>						
		\$112,296,658	\$16,458,332	\$89,876,374	\$5,961,952	95%

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Salaries							
Admin/Supervisors							
01011000-51113	TECEC-Admin-Admin Salaries	\$121,360	\$0	\$121,360	\$32,674	\$88,686	\$0
01011200-51114	PPS-Admin-Director/Coordinator	\$309,071	\$0	\$309,071	\$83,211	\$225,859	\$0
01402320-51114	Asst Super-Admin-Asst Superintendent	\$130,000	\$0	\$130,000	\$13,000	\$115,000	\$2,000
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Curr Dir-Admin-Director	\$193,000	\$0	\$193,000	\$53,092	\$144,108	(\$4,200)
01422520-51125	Tech-Admin-Manager	\$132,575	\$0	\$132,575	\$35,693	\$96,882	(\$0)
01512400-51113	BHES-Admin-Principal	\$178,449	\$0	\$178,449	\$48,044	\$130,405	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$178,449	\$0	\$178,449	\$48,044	\$130,405	\$0
01532400-51113	DFES-Admin-Princiapl	\$178,449	\$0	\$178,449	\$48,044	\$130,405	\$0
01542400-51113	MBES-Admin-Principal	\$178,449	\$0	\$178,449	\$48,044	\$130,405	\$0
01552400-51113	JRES-Admin-Principal	\$162,865	\$0	\$162,865	\$43,848	\$119,017	(\$0)
01582400-51113	TSES-Admin-Principal	\$178,449	\$0	\$178,449	\$48,044	\$130,405	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$335,544	\$0	\$335,544	\$90,339	\$245,205	(\$0)
01622400-51113	MMS-Admin-Principal/Asst Principal	\$343,331	\$0	\$343,331	\$92,435	\$250,896	(\$0)
01711006-51114	THS-Ag Science-Director	\$77,124	\$0	\$77,124	\$21,301	\$57,816	(\$1,993)
01711019-51114	Sports-Sports General-Director	\$164,882	\$0	\$164,882	\$44,391	\$120,491	(\$0)
01712400-51113	THS-Admin-Principals	\$842,283	\$0	\$842,283	\$226,768	\$615,514	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51113	Facilities-Administrator	\$0	\$0	\$0	\$6,850	\$0	(\$6,850)
01822230-51125	Facilities-Admin-Director/Managers	\$242,997	\$0	\$242,997	\$46,422	\$177,575	\$19,000
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$67,969	\$0	\$67,969	\$19,302	\$52,391	(\$3,724)
01902320-51115	Super-Admin-Superintendent	\$248,750	\$0	\$248,750	\$70,721	\$191,958	(\$13,929)
01912520-51113	Bus Off-Admin-Business Administrator	\$169,500	\$0	\$169,500	\$46,547	\$126,343	(\$3,390)
01912520-51129	Bus Off-Admin-Acctg Manager	\$85,182	\$0	\$85,182	\$22,934	\$62,248	\$0
01922530-51125	Asst Super-Dir Digital Learning	\$153,767	\$0	\$153,767	\$41,399	\$112,368	(\$0)
	Admin/Supervisors Total	\$4,672,445	\$0	\$4,672,445	\$1,231,149	\$3,454,382	(\$13,085)
Teachers							
01802320-51119	Super-Personnel-Teacher Xtra Time	\$11,998	\$0	\$11,998	\$2,613	\$0	\$9,385
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01402210-51110	Curr Dir-D/W-ELL Teachers	\$586,408	\$0	\$586,408	\$48,168	\$498,239	\$40,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$114,478	\$0	\$114,478	\$8,806	\$105,672	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$378,442	\$0	\$378,442	\$43,502	\$334,940	\$0
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$0	\$0	\$50,000
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$17,920	\$0	\$12,080
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$80,104	\$0	\$80,104	\$32,406	\$0	\$47,698
01912520-51196	D/W-Admin-Retirement/LOA Savings	\$0	\$0	\$0	\$0	\$0	\$0
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01011200-51119	PPS-L/W-Teacher Xtra Time	\$24,000	\$0	\$24,000	\$6,502	\$0	\$17,498
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$1,989,018	\$0	\$1,989,018	\$158,233	\$1,842,437	(\$11,652)
01072110-51111	PPS-L/W-Social Workers	\$1,285,959	\$0	\$1,285,959	\$91,382	\$1,072,999	\$121,579
01082150-51111	PPS-L/W-Speech & Language	\$1,358,551	\$0	\$1,358,551	\$106,134	\$1,214,017	\$38,400
01161200-51110	PPS-SPED-Elementary Teachers	\$1,822,829	\$0	\$1,822,829	\$148,066	\$1,700,088	(\$25,324)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,262,530	\$0	\$1,262,530	\$103,552	\$1,151,662	\$7,316
01331200-51110	PPS-SPED-THS Teachers	\$1,973,517	\$0	\$1,973,517	\$155,011	\$1,912,089	(\$93,583)
01371200-51118	PPS-ESY-Teacher salaries	\$133,000	\$0	\$133,000	\$146,974	\$0	(\$13,974)
01011000-51110	TECEC-Classroom-Teachers	\$662,244	\$0	\$662,244	\$50,708	\$611,302	\$234
01121200-51111	TECEC-Classroom-Specialists	\$110,000	\$0	\$110,000	\$12,643	\$125,681	(\$28,324)
01511001-51110	BHES-Classroom-Teachers	\$2,167,873	\$0	\$2,167,873	\$170,838	\$2,028,446	(\$31,411)
01511002-51110	BHES-Classroom-Specialists	\$394,182	\$0	\$394,182	\$42,298	\$559,322	(\$207,438)
01512220-51110	BHES Library-Teachers-Salaries	\$93,385	\$0	\$93,385	\$7,183	\$86,202	\$0
01521001-51110	FTES-Classroom-Teachers	\$2,585,110	\$0	\$2,585,110	\$194,082	\$2,210,787	\$180,241
01521002-51110	FTES-Classroom-Specialists	\$889,845	\$0	\$889,845	\$62,134	\$725,993	\$101,718
01522220-51110	FTES Library-Teachers-Salaries	\$105,496	\$0	\$105,496	\$8,115	\$97,381	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,402,500	\$0	\$2,402,500	\$175,967	\$2,111,601	\$114,932
01531002-51110	DFES-Classroom-Specialists	\$551,263	\$0	\$551,263	\$50,149	\$543,235	(\$42,121)
01532220-51110	DFES Library-Teachers-Salaries	\$80,442	\$0	\$80,442	\$6,188	\$74,254	\$0
01541001-51110	MBES-Classroom-Teachers	\$2,402,936	\$0	\$2,402,936	\$179,703	\$2,142,097	\$81,135
01541002-51110	MBES-Classroom-Specialists	\$812,223	\$0	\$812,223	\$64,718	\$729,365	\$18,140
01542220-51110	MBES Library-Teachers-Salaries	\$114,478	\$0	\$114,478	\$8,806	\$105,672	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,957,727	\$0	\$1,957,727	\$149,992	\$1,757,323	\$50,412

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01551002-51110	JRES-Classroom-Specialists	\$477,992	\$0	\$477,992	\$48,610	\$533,559	(\$104,176)
01552220-51110	JRES Library-Teachers-Salaries	\$114,478	\$0	\$114,478	\$8,806	\$105,672	\$0
01581001-51110	TES-Classroom-Teachers	\$1,798,582	\$0	\$1,798,582	\$138,105	\$1,617,449	\$43,028
01581002-51110	TES-Classroom-Specialists	\$420,582	\$0	\$420,582	\$44,879	\$508,893	(\$133,190)
01582220-51110	TES Library-Teachers-Salaries	\$88,060	\$0	\$88,060	\$6,774	\$81,286	\$0
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,969,616	\$0	\$3,969,616	\$284,089	\$3,353,487	\$332,041
01611016-51110	HMS-Music-Teacher Salaries	\$337,268	\$0	\$337,268	\$27,135	\$300,508	\$9,625
01611019-51110	HMS-PE/Health-Teacher Salaries	\$390,096	\$0	\$390,096	\$31,574	\$358,521	\$1
01612120-51110	HMS-Guidance-Teacher Salaries	\$286,244	\$0	\$286,244	\$34,140	\$252,104	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$99,033	\$0	\$99,033	\$7,618	\$91,415	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,239,485	\$0	\$4,239,485	\$329,098	\$3,904,629	\$5,758
01621016-51110	MMS-Music-Teacher Salaries	\$318,661	\$0	\$318,661	\$24,740	\$271,765	\$22,156
01621019-51110	MMS-PE/Health-Teacher Salaries	\$399,307	\$0	\$399,307	\$35,024	\$367,908	(\$3,625)
01622120-51110	MMS-Guidance-Teacher Salaries	\$317,719	\$0	\$317,719	\$36,561	\$281,158	\$0
01622220-51110	MMS-Library-Teacher Salaries	\$104,176	\$0	\$104,176	\$8,014	\$96,162	(\$0)
01622400-51110	MMS-Admin-Teacher Xtra days	\$2,366	\$0	\$2,366	\$0	\$0	\$2,366
01711001-51110	THS-Classroom-Teacher Salaries	\$11,004,604	\$0	\$11,004,604	\$872,481	\$9,938,054	\$194,069
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$218	\$0	\$2,782
01711006-51110	THS-Ag Science-Teachers Salaries	\$590,970	\$0	\$590,970	\$86,013	\$504,956	\$1
01711016-51110	THS-Music-Teacher Salaries	\$458,728	\$0	\$458,728	\$25,405	\$285,987	\$147,336
01711019-51110	THS-PE/Health-Teacher Salaries	\$854,514	\$0	\$854,514	\$68,783	\$772,872	\$12,859
01711022-51110	THS-Alternate School-Teachers Salaries	\$398,956	\$0	\$398,956	\$32,882	\$363,067	\$3,008
01711028-51110	THS-Admin-Teacher Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,318,017	\$0	\$1,318,017	\$161,056	\$1,156,961	(\$0)
01712220-51110	THS-Library-Teacher Salaries	\$85,513	\$0	\$85,513	\$6,578	\$78,935	\$0
Teachers Total		\$54,603,505	\$0	\$54,603,505	\$4,571,375	\$48,966,153	\$1,065,977

Custodians/Maintenance

01842610-51140	Facilities-Custodial-Salaries	\$2,719,708	\$0	\$2,719,708	\$548,341	\$2,210,814	(\$39,447)
01842610-51141	Facilities-Custodial-Custodial OT	\$51,410	\$0	\$51,410	\$31,977	\$0	\$19,433
01842610-51142	Facilities-Custodial-School OT	\$74,545	\$0	\$74,545	\$5,530	\$0	\$69,015
01842610-51143	Facilities-Snow Removal-Salaries	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01842610-51145	Facilities-Custodial- Custodial Support	\$6,698	\$0	\$6,698	\$1,768	\$0	\$4,930
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,820	\$0	\$6,820	\$570	\$0	\$6,250
01852620-51140	Facilities-Maintenance-Salaries	\$769,057	\$0	\$769,057	\$174,926	\$590,968	\$3,164
01852620-51141	Facilities-Maintenance-Maint OT	\$22,848	\$0	\$22,848	\$6,321	\$0	\$16,527
01852620-51142	Facilities-Maintenance-Security Checks	\$574	\$0	\$574	\$0	\$0	\$574
01852620-51145	Facilities-Maintenance-Summer Help	\$41,000	\$0	\$41,000	\$31,673	\$0	\$9,327
Custodians/Maintenance Total		\$3,712,660	\$0	\$3,712,660	\$801,107	\$2,801,781	\$109,772

Tech Support

01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$39,698	\$0	\$39,698	\$0	\$0	\$39,698
01422520-51129	Tech-Admin-Other Technical	\$479,714	\$0	\$479,714	\$124,226	\$348,358	\$7,130
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$4,646	\$0	\$10,354
Tech Support Total		\$534,412	\$0	\$534,412	\$128,872	\$348,358	\$57,182

Administrative Support

01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$5,638	\$43,224	(\$0)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01011200-51130	PPS-Admin-Secy 12 Mth	\$121,107	\$0	\$121,107	\$27,917	\$72,098	\$21,092
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$813	\$0	(\$813)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$70,660	\$0	\$70,660	\$19,893	\$52,367	(\$1,600)
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$56,607	\$0	\$56,607	\$15,240	\$41,367	(\$0)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51130	Tech-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$9,788	\$35,721	\$16,277
01512400-51130	BHES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$16,635	\$45,151	\$0
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$4,517	\$34,632	\$0
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51130	FTES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$17,085	\$45,151	(\$450)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,070	\$0	\$40,070	\$5,864	\$34,606	(\$400)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$39	\$0	(\$39)
01532400-51130	DFES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$17,235	\$45,151	(\$600)
01532400-51131	DFES-Admin-Secy 10 Mth	\$40,072	\$0	\$40,072	\$4,539	\$34,795	\$738
01532400-51135	DFES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$411	\$0	(\$411)
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$3,773	\$0	\$58,013

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01542400-51131	MBES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$4,517	\$34,632	\$0
01542400-51135	MBES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51130	JRES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$17,235	\$45,151	(\$600)
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$4,581	\$35,122	(\$0)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$225	\$0	(\$225)
01582400-51130	TES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$16,635	\$45,151	\$0
01582400-51131	TES-Admin-Secy 10 Mth	\$36,972	\$0	\$36,972	\$4,266	\$32,706	\$0
01582400-51135	TES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$5,638	\$43,224	(\$0)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01612400-51130	HMS-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$16,635	\$45,151	\$0
01612400-51131	HMS-Admin-Secy 10 Mth	\$39,100	\$0	\$39,100	\$4,665	\$35,767	(\$1,332)
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$530	\$0	(\$530)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,320	\$0	\$49,320	\$5,691	\$43,630	(\$0)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$21	\$0	(\$21)
01622400-51130	MMS-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$16,635	\$45,151	\$0
01622400-51131	MMS-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$5,638	\$43,224	(\$0)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51131	THS-Ag Science-Secy 10 Mths	\$36,992	\$0	\$36,992	\$4,518	\$32,724	(\$250)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$492	\$0	\$492	\$256	\$0	\$236
01712120-51130	THS-Guidance-Secy 12 Mths	\$177,966	\$0	\$177,966	\$48,204	\$130,052	(\$290)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$114	\$22,180	(\$22,294)
01712220-51131	THS-Library-Secy 10 Mths	\$25,682	\$0	\$25,682	\$3,888	\$23,347	(\$1,554)
01712400-51130	THS-Admin-Secy 12 Mth	\$121,107	\$0	\$121,107	\$25,671	\$97,628	(\$2,192)
01712400-51131	THS-Admin-Secy 10 Mth	\$146,365	\$0	\$146,365	\$17,923	\$128,442	(\$0)
01712400-51135	THS-Admin-Clerical Xtra Time	\$239	\$0	\$239	\$43	\$0	\$196
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,320	\$0	\$49,320	\$6,544	\$42,595	\$182
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$3,135	\$0	\$3,135	\$64	\$0	\$3,071
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$165,629	\$0	\$165,629	\$45,543	\$121,037	(\$950)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$5,138	\$39,391	(\$0)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$1,863	\$0	\$1,863	\$2,948	\$0	(\$1,085)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$125,367	\$0	\$125,367	\$34,353	\$91,614	(\$600)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01882700-51130	Trans-Admin-Secy 12 Mth	\$96,886	\$0	\$96,886	\$28,514	\$77,394	(\$9,021)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$1,200	\$0	\$2,690
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,500	\$0	\$4,500	\$475	\$0	\$4,025
01902320-51130	Super-Admin-Support Staff	\$144,306	\$0	\$144,306	\$42,125	\$113,553	(\$11,372)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$38	\$0	(\$38)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$286,467	\$0	\$286,467	\$78,794	\$209,718	(\$2,045)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$1,467	\$0	\$33
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Support Total		\$2,710,804	\$0	\$2,710,804	\$600,148	\$2,062,847	\$47,808
Paras & Aides							
01011200-51120	PPS-L/W-Instructional Paras	\$1,928,354	\$0	\$1,928,354	\$208,291	\$1,995,736	(\$275,672)
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$5,587	\$0	\$194,413
01011200-51122	PPS-L/W-ABA Paras	\$1,031,217	\$0	\$1,031,217	\$96,223	\$990,504	(\$55,510)
01032130-51128	PPS-L/W-Health Aides	\$79,259	\$0	\$79,259	\$7,606	\$77,419	(\$5,766)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$80,458	\$0	(\$458)
01371200-51128	PPS-ESY-Health Aides	\$7,000	\$0	\$7,000	\$5,165	\$0	\$1,835
01371200-51129	PPS-ESY-Para	\$47,000	\$0	\$47,000	\$40,881	\$0	\$6,119
01412210-51120	PPS-D/W-Para Training	\$14,250	\$0	\$14,250	\$0	\$14,250	\$0
01011000-51120	TECEC-Classroom-Paras	\$178,158	\$0	\$178,158	\$16,960	\$147,175	\$14,022
01011000-51122	TECEC-Classroom-ABA Paras	\$216,379	\$0	\$216,379	\$22,032	\$216,674	(\$22,327)
01511001-51120	BHES-Classroom-Instructional Aides	\$64,293	\$0	\$64,293	\$1,930	\$62,363	\$0
01512400-51120	BHES-Admin-Paras	\$19,315	\$0	\$19,315	\$1,052	\$18,263	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$72,014	\$0	\$72,014	\$1,068	\$70,946	\$0
01522400-51120	FTES-Admin-Paras	\$18,278	\$0	\$18,278	\$2,985	\$14,658	\$635
01531001-51120	DFES-Classroom-Instructional Aides	\$54,539	\$0	\$54,539	\$1,861	\$52,678	\$0
01532400-51120	DFES-Admin-Paras	\$9,443	\$0	\$9,443	\$1,469	\$7,974	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$66,429	\$0	\$66,429	\$512	\$65,917	\$0
01542400-51120	MBES-Admin-Paras	\$9,655	\$0	\$9,655	\$765	\$8,890	\$0
01551001-51120	JRES-Classroom-Instructional Aides	\$46,984	\$0	\$46,984	\$1,697	\$45,287	\$0
01552400-51120	JRES-Admin-Paras	\$10,094	\$0	\$10,094	\$1,418	\$8,676	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$57,299	\$0	\$57,299	\$1,652	\$55,647	\$0
01582400-51120	TES-Admin-Paras	\$9,443	\$0	\$9,443	\$1,153	\$8,290	\$0
01612400-51120	HMS-Admin-Admin Para	\$11,961	\$0	\$11,961	\$661	\$11,300	\$0

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$12,504	\$0	\$12,504	\$4,111	\$31,108	(\$22,715)
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51120	THS-L/W-Paras	\$126,078	\$0	\$126,078	\$7,216	\$71,934	\$46,928
	Paras & Aides Total	\$4,369,946	\$0	\$4,369,946	\$512,753	\$3,975,689	(\$118,496)

Substitutes

01802320-51117	Super-Personnel-Substitute Teachers	\$708,209	\$0	\$708,209	\$28,193	\$680,016	\$0
01802320-51129	Super-Personnel-Substitute Paras	\$88,616	\$0	\$88,616	\$6,290	\$82,326	\$0
01802320-51139	Super-Personnel-Substitute Secys	\$14,610	\$0	\$14,610	\$8,159	\$6,451	\$0
01802320-51140	Facilities-Admin-Substitutes	\$61,000	\$0	\$61,000	\$3,965	\$57,035	\$0
	Substitutes Total	\$872,435	\$0	\$872,435	\$46,607	\$825,828	\$0

Coaches & Advisors

01613202-51116	HMS-Activities-Advisors	\$35,000	\$0	\$35,000	\$0	\$35,000	\$0
01623202-51116	MMS-Activities-Advisors	\$35,000	\$0	\$35,000	\$0	\$35,000	\$0
01711016-51116	THS-Music-Directors	\$18,419	\$0	\$18,419	\$0	\$18,419	\$0
01713202-51116	THS-Activities-Advisors	\$115,000	\$0	\$115,000	\$0	\$115,000	\$0
01713201-51116	Sports-Sports General-Coaches	\$491,626	\$0	\$491,626	\$1,440	\$481,785	\$8,401
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	\$0	\$0	\$0
01723304-51116	Sports-Football-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0
01723308-51116	Sports-Swimming-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0
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	\$0	\$0	\$0
01723318-51116	Sports-Cheerleading-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723319-51116	Sports-Weight Training-Coaches	\$0	\$0	\$0	\$8,401	\$0	(\$8,401)
	Coaches Total	\$491,626	\$0	\$491,626	\$9,841	\$481,785	\$0
	Coaches & Advisors Total	\$695,045	\$0	\$695,045	\$9,841	\$685,204	\$0

Salaries Other

01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$2,060	\$0	(\$2,060)
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$306	\$0	(\$306)
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$0	\$0	\$0
01011201-51117	PPS-L/W-Tutors Homebound	\$105,738	\$0	\$105,738	\$0	\$0	\$105,738
01011203-51117	PPS-L/W-Tutors Tutorial	\$61,684	\$0	\$61,684	\$0	\$0	\$61,684
01011204-51117	PPS-L/W-Tutors Expulsions	\$12,668	\$0	\$12,668	\$0	\$0	\$12,668
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$50,000	\$0	\$50,000	\$18,889	\$51,270	(\$20,159)
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$72,978	\$0	\$72,978	\$19,648	\$53,330	\$0
01822230-51127	Facilities-D/W-Security Guards	\$691,118	\$0	\$691,118	\$68,630	\$607,142	\$15,345
01822230-51128	Facilities-D/W-Security Guards OT	\$70,000	\$0	\$70,000	\$9,039	\$0	\$60,961
01882700-51150	Bus Monitors	\$0	\$0	\$0	\$0	\$0	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$506,579	\$0	\$506,579	\$41,691	\$500,292	(\$35,405)
01331200-51126	PPS-SPED-Work Experience	\$5,500	\$0	\$5,500	\$282	\$0	\$5,218
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	\$8,500	\$0	\$8,500	\$1,177	\$0	\$7,323
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
	Salaries Other	\$1,584,765	\$0	\$1,584,765	\$161,721	\$1,212,034	\$211,010

Misc Salary Items

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01912520-51198	D/W-Admin-Retiree Payments	\$283,668	\$0	\$283,668	\$172,635	\$0	\$111,033
01912520-51199	D/W-Admin-Reserve For Negotiations	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
	Misc Salary Items Total	\$308,668	\$0	\$308,668	\$172,635	\$0	\$136,033
	Salaries Total	\$74,064,685	\$0	\$74,064,685	\$8,236,207	\$64,332,277	\$1,496,201
<u>Employee Benefits</u>							
<u>Health Insurance</u>							
01912520-52002	Benefits-Health & Dental	\$16,201,647	\$0	\$16,201,647	\$5,008,321	\$15,171,679	(\$3,978,353)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$897,112)	(\$3,664,964)	\$4,562,076
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$64,739)	(\$216,638)	\$281,377
	Health Insurance Total	\$16,201,647	\$0	\$16,201,647	\$4,046,470	\$11,290,077	\$865,100
<u>FICA</u>							
01912520-52001	Benefits-FICA	\$1,882,323	\$0	\$1,882,323	\$257,517	\$1,624,806	\$0
	FICA	\$1,882,323	\$0	\$1,882,323	\$257,517	\$1,624,806	\$0
<u>Other Insurance</u>							
01912520-52004	Benefits-Disability Insurance	\$20,403	\$0	\$20,403	\$4,734	\$15,606	\$63
01912520-52003	D/W-Admin-Medical Waiver	\$200,983	\$0	\$200,983	\$313	\$200,670	\$0
01912520-52005	Benefits-Life Insurance	\$115,115	\$0	\$115,115	\$25,721	\$82,807	\$6,586
	Other Insurance Total	\$336,501	\$0	\$336,501	\$30,768	\$299,084	\$6,650
<u>Unemployment</u>							
01912520-52006	D/W-Admin-Unemployment	\$130,000	\$0	\$130,000	\$1,779	\$128,220	\$1
	Unemployment Total	\$130,000	\$0	\$130,000	\$1,779	\$128,220	\$1
<u>Benefits Other</u>							
01912520-52008	Benefits-Administrative Fees	\$18,821	\$0	\$18,821	\$5,105	\$7,747	\$5,969
01912520-52010	Benefits-TBOE 401a Contribution	\$174,774	\$0	\$174,774	\$34,819	\$139,955	\$0
	Benefits Other Total	\$193,595	\$0	\$193,595	\$39,924	\$147,702	\$5,969
	Employee Benefits Total	\$18,744,066	\$0	\$18,744,066	\$4,376,458	\$13,489,889	\$877,719
<u>Purchased Professional Services</u>							
<u>Legal</u>							
01902310-53308	Super-BOE-Legal-Reg Ed	\$120,000	\$0	\$120,000	\$9,796	\$111,104	(\$900)
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$2,548	\$147,452	(\$10,000)
	Legal Total	\$260,000	\$0	\$260,000	\$12,344	\$258,556	(\$10,900)
<u>Service Contracts</u>							
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$172,562	\$0	\$172,562	\$169,423	\$0	\$3,139
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$0	\$0	\$7,000
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$80,000	\$0	\$80,000	\$80,117	\$0	(\$117)
01422520-53305	Tech-Admin-Maintenance Contracts	\$31,000	\$0	\$31,000	\$8,780	\$0	\$22,220
01011200-53300	PPS-Admin-Prof Purch'd Services	\$69,525	\$0	\$69,525	\$19,988	\$1,200	\$48,337
01052130-53305	PPS-Health Services-Service Contracts	\$55,000	\$0	\$55,000	\$5,052	\$36,110	\$13,837
	Service Contracts Total	\$415,087	\$0	\$415,087	\$283,361	\$37,310	\$94,416
<u>Consultants</u>							
01011200-53230	PPS-L/W-Consultants	\$225,000	\$0	\$225,000	\$57,029	\$304,457	(\$136,485)
	Consultants Total	\$225,000	\$0	\$225,000	\$57,029	\$304,457	(\$136,485)
<u>Other Professional Services</u>							
01011000-53301	PPS-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$21,373	\$1,142	\$1,485
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$1,963	\$0	\$17,037
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01912520-53310	Bus Off-Admin-Athletic Insurance	\$90,000	\$0	\$90,000	\$92,602	\$0	(\$2,602)
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,800	\$0	\$4,800	\$293	\$763	\$3,744
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$4,100	\$0	\$4,100	\$0	\$0	\$4,100
01422520-53300	Tech-Admin-Other Professional Svcs	\$10,600	\$0	\$10,600	\$5,718	\$0	\$4,882
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	\$7,112	\$0	\$36,388
01712120-53220	THS-Guidance-Career Guidance	\$1,000	\$0	\$1,000	\$0	\$214	\$786
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0
01713201-53300	Sports-Sports General-Purch'd Svcs	\$189,000	\$0	\$189,000	\$0	\$145,731	\$43,269
01723301-53300	Sports-Baseball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723302-53300	Sports-Basketball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Field Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Football-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723305-53300	Sports-Ice Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723306-53300	Sports-Lacrosse-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723307-53300	Sports-Soccer-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723308-53300	Sports-Swimming-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723312-53300	Sports-Wrestling-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723315-53300	Sports-Gymnastics-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723317-53300	Sports-Cross Country-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723318-53300	Sports-Cheerleading-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$7,000	\$0	\$7,000	\$0	\$3,000	\$4,000
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
Other Professional Services Total		\$459,900	\$0	\$459,900	\$129,061	\$215,850	\$114,989
Purchased Professional Services Total		\$1,359,987	\$0	\$1,359,987	\$481,794	\$816,173	\$62,020
<u>Purchased Property Services</u>							
<u>Utilities</u>							
01842611-54101	Facilities-D/W-Electricity	\$1,160,000	\$0	\$1,160,000	\$179,506	\$1,038,494	(\$58,000)
01842611-54105	Facilities-D/W-Water	\$129,000	\$0	\$129,000	\$26,092	\$103,558	(\$650)
Utilities Total		\$1,289,000	\$0	\$1,289,000	\$205,598	\$1,142,052	(\$58,650)
<u>Repairs & Service Fees</u>							
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,800	\$0	\$1,800	\$0	\$0	\$1,800
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$200	\$0	\$2,800
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$60	\$1,998	\$5,942
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$14,000	\$0	\$14,000	\$1,025	\$0	\$12,975
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$1,240	\$0	\$18,760
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$35,000	\$0	\$35,000	\$14,230	\$50,780	(\$30,010)
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$4,555	\$1,864	\$8,581
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$22,889	\$18,423	\$8,688
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$0	\$0	\$0	\$2,015	\$14,497	(\$16,512)
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$0	\$0	\$0	\$1,316	\$380	(\$1,696)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$13,156	\$70,971	\$15,873
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$300	(\$300)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$11,459	\$15,991	\$12,550
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$0	\$0	\$0	\$975	\$7,410	(\$8,385)
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$4,450	\$0	\$10,550
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$4,050	\$3,260	\$2,690
Repairs & Service Fees Total		\$348,500	\$0	\$348,500	\$81,619	\$185,875	\$81,006
<u>Copiers</u>							

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01422520-54409	D/W Copiers	\$0	\$0	\$0	\$40,830	\$204,150	(\$244,980)
01902320-54409	D/W-Admin-Copiers	\$265,000	\$0	\$265,000	\$0	\$6,000	\$259,000
	Copiers Total	\$265,000	\$0	\$265,000	\$40,830	\$210,150	\$14,020
Other Purchased Property Services							
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	\$500	\$0	\$500	\$0	\$0	\$500
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$356	\$0	\$144
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$0	\$140	\$1,060
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$21	\$0	\$1,679
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$0	\$600	\$2,400
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711014-54900	THS-Industrial Arts-Other Purch'd Prop Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$236	\$11,764	\$3,000
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$16,634	\$47,274	(\$13,908)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$347	\$3,453	\$100
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$10,233	\$19,767	\$0
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$0	\$0	\$0	\$0	\$500	(\$500)
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$0	\$0	\$500
	Other Purch'd Property Services Total	\$111,900	\$0	\$111,900	\$27,828	\$83,497	\$575
	Purchased Property Services Total	\$2,014,400	\$0	\$2,014,400	\$355,875	\$1,621,574	\$36,951
Purchased Other Services							
Transportation							
01882700-55101	Trans-Admin-Reg Buses	\$3,354,190	\$0	\$3,354,190	\$0	\$3,353,190	\$1,000
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$163,200	\$0	\$163,200	\$256,739	\$0	(\$93,539)
01882700-55109	Trans-Admin-Fuel	\$200,000	\$0	\$200,000	\$26,481	\$141,049	\$32,470
01882700-55809	Trans-Admin-Field Trips	\$0	\$0	\$0	\$0	\$9,000	(\$9,000)
01882701-55101	Trans-Admin-SPED In District	\$1,265,675	\$0	\$1,265,675	\$0	\$1,770,675	(\$505,000)
01882701-55105	Trans-Admin-SPED Out of District	\$721,900	\$0	\$721,900	\$71,703	\$75,171	\$575,027
01882701-55108	Trans-Admin-Monitors	\$254,113	\$0	\$254,113	\$0	\$254,113	\$0
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$0	\$0	\$2,629
01711016-55809	THS-Music-Transportation	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000
01711022-55809	THS-Alternate School-Field Trips	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000
01713201-55809	THS-Activities-Sports	\$127,000	\$0	\$127,000	\$0	\$35,000	\$92,000
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	\$127,000	\$0	\$127,000	\$0	\$35,000	\$92,000
	Transportation Total	\$6,152,707	\$0	\$6,152,707	\$354,923	\$5,638,198	\$159,586
Communications							

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01422520-55903	Tech-Admin-Telephone Cell	\$32,000	\$0	\$32,000	\$5,359	\$28,067	(\$1,426)
01422520-55904	Tech-Admin-Telephone LAN	\$88,000	\$0	\$88,000	\$12,194	\$48,526	\$27,280
01422520-55907	Tech-Admin-WAN Communications	\$155,250	\$0	\$155,250	\$34,407	\$121,481	(\$638)
	Communications Total	\$275,250	\$0	\$275,250	\$51,960	\$198,074	\$25,216
Postage							
01902320-55900	Super-Admin-Postage	\$40,000	\$0	\$40,000	\$6,683	\$39,318	(\$6,001)
	Postage Total	\$40,000	\$0	\$40,000	\$6,683	\$39,318	(\$6,001)
Advertising							
01912520-55903	Bus Off-Admin-Advertising	\$1,200	\$0	\$1,200	\$1,875	\$0	(\$675)
	Advertising Total	\$1,200	\$0	\$1,200	\$1,875	\$0	(\$675)
Interns							
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01521001-55500	FTES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01531001-55500	DFES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01541001-55500	MBES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01551001-55500	JRES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01581001-55500	TES-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01611001-55500	HMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01621001-55500	MMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$0	\$0	\$31,200
01401000-55502	THS-Classroom-Interns	\$46,800	\$0	\$46,800	\$0	\$0	\$46,800
	Interns Total	\$296,400	\$0	\$296,400	\$0	\$0	\$296,400
Tuition							
01402320-55600	Asst Super-Admin-Tuition	\$450,000	\$0	\$450,000	\$3,960	\$293,894	\$152,146
01396110-55600	PPS-L/W-Tuition Outplaced	\$5,300,000	\$0	\$5,300,000	\$1,284,027	\$2,864,059	\$1,151,915
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,000,000)	\$0	(\$1,000,000)	\$0	(\$1,000,000)	\$0
	Tuition Total	\$4,750,000	\$0	\$4,750,000	\$1,287,987	\$2,157,952	\$1,304,061
Printing							
01902320-55905	Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$1,142	\$358
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$0	\$0	\$200
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	\$950	\$550
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$0	\$0	\$9,000
01713202-55906	THS-Activities-Printing	\$750	\$0	\$750	\$0	\$0	\$750
	Printing Total	\$14,950	\$0	\$14,950	\$0	\$2,092	\$12,858
Other Purch'd Services							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$0	\$0	\$700
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$0	\$4,308	\$25,692
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$373	\$0	\$14,627
01401203-55801	Asst Super-L/W-Mileage	\$20,000	\$0	\$20,000	\$196	\$0	\$19,804
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01412210-55800	Curr Dir-Admin-Professional Devt	\$80,000	\$0	\$80,000	\$19,719	\$1,263	\$59,017
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	(\$12)	\$0	\$12
01422520-55800	Tech-Admin-Professional Devt	\$2,850	\$0	\$2,850	\$0	\$0	\$2,850
01422520-55804	Tech-Admin-Mileage	\$4,200	\$0	\$4,200	\$134	\$0	\$4,066
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01612400-55800	HMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01622400-55800	MMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
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	\$2,000	\$0	\$2,000	\$900	\$0	\$1,100
01712400-55901	THS-Admin-Other Purch'd Svcs	\$2,000	\$0	\$2,000	\$177	\$0	\$1,823
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$61,702	\$0	\$61,702	\$26,903	\$0	\$34,799
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$20,900	\$0	\$20,900	\$13,279	\$0	\$7,621
01842610-55803	Facilities-Admin-Mileage	\$2,600	\$0	\$2,600	\$287	\$0	\$2,313
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$0	\$1,400
01902320-55800	Super-Admin-Professional Devt	\$4,500	\$0	\$4,500	\$2,662	\$0	\$1,838
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$6,000	\$0	\$6,000	\$0	\$0	\$6,000
	Other Purch'd Services Total	\$323,352	\$0	\$323,352	\$64,618	\$45,571	\$213,163
	Purchased Other Services Total	\$11,853,859	\$0	\$11,853,859	\$1,768,045	\$8,081,205	\$2,004,608
Supplies							
Supplies Teaching							
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$100,000	\$0	\$100,000	(\$44)	\$6,545	\$93,500
01011200-56111	PPS-Classroom-Classroom Supplies	\$30,000	\$0	\$30,000	\$1,870	\$1,899	\$26,231
01011000-56111	TECEC-Classroom-Classroom Supplies	\$6,000	\$0	\$6,000	\$476	\$486	\$5,039
01511001-56111	BHES-Classroom Supplies	\$23,000	\$0	\$23,000	\$8,055	\$7,973	\$6,972
01512220-56901	BHES-Library-Supplies	\$2,568	\$0	\$2,568	\$1,224	\$542	\$802
01521001-56111	FTES-Classroom Supplies	\$29,000	\$0	\$29,000	\$11,017	\$5,640	\$12,343
01522220-56901	FTES-Library-Supplies	\$2,500	\$0	\$2,500	\$0	\$744	\$1,756
01531001-56111	DFES-Classroom Supplies	\$30,000	\$0	\$30,000	\$18,098	\$9,177	\$2,725
01532220-56901	DFES-Library-Supplies	\$2,500	\$0	\$2,500	\$0	\$218	\$2,282
01541001-56111	MBES-Classroom Supplies	\$28,000	\$0	\$28,000	\$6,738	\$19,307	\$1,954
01542220-56901	MBES-Library-Supplies	\$2,500	\$0	\$2,500	\$0	\$571	\$1,929
01551001-56111	JRES-Classroom Supplies	\$25,000	\$0	\$25,000	\$11,442	\$3,937	\$9,621
01552220-56901	JRES-Library-Supplies	\$2,500	\$0	\$2,500	\$0	\$1,449	\$1,051
01581001-56111	TES-Classroom Supplies	\$25,000	\$0	\$25,000	\$10,722	\$2,156	\$12,122
01582220-56901	TES-Library-Supplies	\$2,500	\$0	\$2,500	\$1,740	\$125	\$636
01611001-56111	HMS-Classroom-Classroom Supplies	\$32,059	\$0	\$32,059	\$11,609	\$7,786	\$12,664
01611016-56111	HMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$669	\$1,831
01611019-56111	HMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01612220-56111	HMS-Library-Supplies	\$1,900	\$0	\$1,900	\$0	\$0	\$1,900
01621001-56111	MMS-Classroom-Classroom Supplies	\$35,000	\$0	\$35,000	\$17,532	\$2,185	\$15,283
01621016-56111	MMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$272	\$2,228
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$588	\$988	\$423
01622220-56901	MMS-Library-Supplies	\$2,000	\$0	\$2,000	\$34	\$1,104	\$863
01711001-56111	THS-Classroom-Classroom Supplies	\$35,000	\$0	\$35,000	\$1,860	\$5,260	\$27,879
01711002-56112	THS-Art-Supplies	\$18,000	\$0	\$18,000	\$1,056	\$2,764	\$14,181
01711003-56112	THS-Business Ed-Supplies	\$1,100	\$0	\$1,100	\$359	\$220	\$521
01711006-56112	THS-Ag Science-Supplies	\$31,000	\$0	\$31,000	\$1,678	\$16,604	\$12,718
01711010-56112	THS-Language Arts-Supplies	\$2,005	\$0	\$2,005	\$444	\$0	\$1,561
01711011-56112	THS-Foreign Language-Supplies	\$1,750	\$0	\$1,750	\$0	\$0	\$1,750
01711013-56112	THS-Home Economics-Supplies	\$13,500	\$0	\$13,500	\$622	\$564	\$12,315
01711014-56112	THS-Industrial Arts-Supplies	\$14,000	\$0	\$14,000	\$643	\$2,574	\$10,783
01711015-56112	THS-Mathematics-Supplies	\$2,015	\$0	\$2,015	\$340	\$280	\$1,395
01711016-56112	THS-Music-Supplies	\$5,900	\$0	\$5,900	\$0	\$900	\$5,000
01711019-56112	THS-PE/Health-Supplies	\$3,000	\$0	\$3,000	\$0	\$979	\$2,021
01711022-56112	THS-Alternate School-Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01711027-56112	THS-Science-Supplies	\$12,000	\$0	\$12,000	\$0	\$0	\$12,000
01711028-56112	THS-Social Studies-Supplies	\$830	\$0	\$830	\$0	\$220	\$610
01712120-56112	THS-Guidance-Supplies	\$600	\$0	\$600	\$0	\$0	\$600
01712220-56901	THS-Library-Supplies	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01712221-56112	THS-Audio Visual-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$1,000	\$0	\$1,000	\$1,005	\$0	(\$5)
01713201-56112	Sports-Sports General-Supplies	\$65,000	\$0	\$65,000	\$1,287	\$41,097	\$22,617
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

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
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	\$65,000	\$0	\$65,000	\$1,287	\$41,097	\$22,617
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Supplies Teaching Total	\$601,227	\$0	\$601,227	\$110,393	\$145,235	\$345,600
<u>Supplies Office</u>							
01902320-56110	Super-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$1,354	\$3,362	\$284
01422214-56900	Tech-L/W-Parts	\$12,500	\$0	\$12,500	\$3,513	\$3,746	\$5,241
01422520-56900	Tech-Admin-Parts	\$5,700	\$0	\$5,700	\$0	\$71	\$5,629
01402320-56110	Asst Super-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$146	\$195	\$3,659
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$48	\$0	(\$48)
01912520-56110	Bus Off-Admin-Office Supplies	\$9,000	\$0	\$9,000	\$1,769	\$3,298	\$3,933
01422520-56110	Tech-Admin-Office Supplies	\$1,250	\$0	\$1,250	\$796	\$0	\$454
01822230-56110	Facilities-Admin-Office Supplies	\$6,300	\$0	\$6,300	\$208	\$340	\$5,752
01011200-56110	PPS-Admin-Office Supplies	\$1,000	\$0	\$1,000	\$219	\$141	\$640
01011000-56110	TECEC-Admin-Office Supplies	\$4,800	\$0	\$4,800	\$0	\$0	\$4,800
01052130-56110	PPS-Health Services-Supplies	\$6,500	\$0	\$6,500	\$1,567	\$3,842	\$1,091
01512400-56110	BHES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$842	\$46	\$3,112
01522400-56110	FTES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$741	\$0	\$3,259
01532400-56110	DFES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$1,755	\$941	\$1,305
01542400-56110	MBES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$1,660	\$20	\$2,319
01552400-56110	JRES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$1,454	\$572	\$1,974
01582400-56110	TES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$0	\$1,046	\$2,954
01612400-56110	HMS-Admin-Office Supplies	\$7,000	\$0	\$7,000	\$325	\$0	\$6,675
01622400-56110	MMS-Admin-Office Supplies	\$8,000	\$0	\$8,000	\$1,282	\$0	\$6,718
01712400-56110	THS-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$0	\$690	\$3,310
01712221-56900	THS-Audio Visual-Parts & Maintenance	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Supplies Office Total	\$101,550	\$0	\$101,550	\$17,678	\$18,309	\$65,563
<u>Supplies Custodial</u>							
01842610-56130	Facilities-Custodial-Supplies	\$175,000	\$0	\$175,000	\$43,241	\$125,812	\$5,947
	Supplies Custodial Total	\$175,000	\$0	\$175,000	\$43,241	\$125,812	\$5,947
<u>Supplies Maintenance</u>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$0	\$0	\$9,000
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$3,459	\$4,460	\$7,081
01852625-56134	Facilities-Grounds-Supplies	\$35,000	\$0	\$35,000	\$12,492	\$2,836	\$19,671
01852627-56134	Facilities-Lawn Care-Supplies	\$0	\$0	\$0	\$298	\$300	(\$598)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$290	\$1,582	\$128
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$4,232	\$12,736	\$13,032
01852633-56134	Facilities-Electrical-Supplies	\$55,000	\$0	\$55,000	\$4,166	\$17,660	\$33,174
01852635-56134	Facilities-Floor Repair-Supplies	\$0	\$0	\$0	\$279	\$720	(\$999)
01852637-56134	Facilities-Glass-Supplies	\$0	\$0	\$0	\$567	\$0	(\$567)
01852638-56134	Facilities-Hardware-Supplies	\$0	\$0	\$0	\$180	\$985	(\$1,165)
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$6,624	\$18,651	\$29,725
01852644-56134	Facilities-Plumbing-Supplies	\$36,000	\$0	\$36,000	\$5,615	\$16,598	\$13,787
01852645-56134	Facilities-Roofing-Supplies	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852646-56134	Facilities-Pest Control-Supplies	\$0	\$0	\$0	\$28	\$0	(\$28)
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$674	\$4,943	\$4,384
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$32,000	\$0	\$32,000	\$7,852	\$0	\$24,148
	Supplies Maintenance Total	\$284,000	\$0	\$284,000	\$46,755	\$81,470	\$155,774
<u>Text & Workbooks</u>							
01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$190	\$0	\$4,110
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$130,000	\$0	\$130,000	\$2,541	\$24,174	\$103,285
01511001-56411	BHES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$14,230	\$10,938	\$3,833
01521001-56411	FTES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$1,819	\$8,662	\$18,519
01531001-56411	DFES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$9,594	\$4,412	\$14,995
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$0	\$15,793	\$13,207
01551001-56411	JRES-Classroom-Text & Workbooks	\$26,000	\$0	\$26,000	\$2,964	\$5,559	\$17,477
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$7,568	\$152	\$21,280
01611001-56411	HMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$990	\$1,175	\$10,835
01621001-56411	MMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$0	\$1,860	\$11,140
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$8,000	\$0	\$8,000	\$1,881	\$2,004	\$4,115
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01711010-56411	THS-Language Arts-Text & Workbooks	\$18,000	\$0	\$18,000	\$1	\$0	\$18,000
01711011-56411	THS-Foreign Language-Text & Workbooks	\$11,516	\$0	\$11,516	\$3,172	\$6,894	\$1,450
01711013-56411	THS-Home Economics-Text & Workbooks	\$3,800	\$0	\$3,800	\$0	\$0	\$3,800
01711015-56411	THS-Mathematics-Text & Workbooks	\$9,000	\$0	\$9,000	\$4,589	\$91	\$4,320
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$500
01711022-56411	THS-Alternate School-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56411	THS-Science-Text & Workbooks	\$9,800	\$0	\$9,800	\$0	\$0	\$9,800
01711028-56411	THS-Social Studies-Text & Workbooks	\$10,350	\$0	\$10,350	\$4,541	\$1,483	\$4,326
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
Text & Workbooks Total		\$407,266	\$0	\$407,266	\$54,078	\$83,196	\$269,992
Subscriptions							
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$484	\$0	\$216
01412210-56425	Curr Dir-Admin-Periodicals	\$300	\$0	\$300	\$0	\$0	\$300
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$300,000	\$0	\$300,000	\$260,827	\$0	\$39,173
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$86	\$0	\$114
01822230-56425	Facilities-Admin-Periodicals	\$350	\$0	\$350	\$0	\$0	\$350
01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$175	\$0	\$826
01512220-56425	BHES-Library-Periodicals	\$1,245	\$0	\$1,245	\$0	\$0	\$1,245
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$1,200	\$0
01532220-56425	DFES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$0	\$1,250
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,245	\$0	\$5
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$825	\$0	\$425
01612220-56425	HMS-Library-Periodicals	\$2,000	\$0	\$2,000	\$0	\$345	\$1,655
01622220-56425	MMS-Library-Periodicals	\$1,500	\$0	\$1,500	\$422	\$683	\$395
01712220-56425	THS-Library-Periodicals	\$2,100	\$0	\$2,100	\$0	\$0	\$2,100
01712400-56425	THS-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
Subscriptions Total		\$315,545	\$0	\$315,545	\$264,063	\$2,228	\$49,254
Testing Materials							
01412210-56904	Curr Dir-D/W-Testing Materials	\$95,000	\$0	\$95,000	\$50,525	\$30,808	\$13,667
01011200-56904	PPS-L/W-Testing Materials	\$37,000	\$0	\$37,000	\$0	\$2,329	\$34,671
01011000-56904	TECEC-Classroom-Testing Materials	\$2,000	\$0	\$2,000	\$0	\$612	\$1,388
01712120-56903	THS-Guidance-Testing Materials	\$600	\$0	\$600	\$0	\$0	\$600
Testing Materials Total		\$134,600	\$0	\$134,600	\$50,525	\$33,749	\$50,326
Books & A/V							
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$0	\$7,967	\$33
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$233	\$4,767
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$3,296	\$1,704
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$1,988	\$3,013
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$2,941	\$2,059
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$988	\$4,012
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01622220-56420	MMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$0	\$756	\$1,244
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$0	\$0	\$7,040
Books & A/V Total		\$44,040	\$0	\$44,040	\$0	\$18,170	\$25,870
Software							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,583	\$0	\$418
01422214-56118	Tech-L/W-Software	\$114,000	\$0	\$114,000	\$125,016	(\$0)	(\$11,016)

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	Software Total	\$119,000	\$0	\$119,000	\$129,598	(\$0)	(\$10,598)
Energy							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$435,000	\$0	\$435,000	\$26,772	\$408,228	\$0
	Energy Total	\$435,000	\$0	\$435,000	\$26,772	\$408,228	\$0
Other Supplies							
01422214-56117	Tech-L/W-Computer Supplies	\$850	\$0	\$850	\$0	\$0	\$850
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$350	\$0	\$350	\$0	\$0	\$350
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,500	\$0	\$6,500	\$158	\$41	\$6,301
01613202-56119	HMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01623202-56119	MMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01712400-56270	THS-Admin-Security Supplies	\$1,250	\$0	\$1,250	\$566	\$0	\$684
01712400-56907	THS-Admin-Graduation	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$2,700	\$0	\$2,700	\$145	\$0	\$2,555
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$909	(\$909)
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$2,830	(\$2,830)
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Other Supplies Total	\$31,650	\$0	\$31,650	\$869	\$3,781	\$27,001
	Supplies Total	\$2,648,878	\$0	\$2,648,878	\$743,972	\$920,177	\$984,728
Property							
Office Equipment							
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$850	(\$500)
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$0	\$0	\$500
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
	Office Equipment Total	\$850	\$0	\$850	\$0	\$850	\$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	\$0	\$0	\$0
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	Office Furniture Total	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Equipment							
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01421001-57310	Tech-Classroom-Computer Equipment	\$233,500	\$0	\$233,500	\$158,666	\$58,800	\$16,034
01422214-57301	Tech-L/W-Computer Equipment	\$11,500	\$0	\$11,500	\$0	\$4,256	\$7,244
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$28,500	\$0	\$28,500	\$8,271	\$8,581	\$11,648
01032130-57303	PPS-L/W-Equipment Instructional	\$11,000	\$0	\$11,000	\$0	\$8,173	\$2,827
01011000-57301	TECEC-Classroom-Instructional Equipment	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,479	\$0	\$2,479	\$0	\$0	\$2,479
01512220-57302	BHES-Library-Equipment Instructional	\$2,214	\$0	\$2,214	\$0	\$0	\$2,214
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$907	\$330	\$1,163
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$0	\$257	\$2,043
01531001-57301	DFES-Classroom-Equipment Instructional	\$400	\$0	\$400	\$0	\$214	\$186
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$88	\$2,312
01541001-57301	MBES-Classroom-Equipment Instructional	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$846	\$0	\$1,354
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01552220-57302	JRES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$1,047	\$351	\$802
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$109	\$2,391
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$234	\$0	\$3,166
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$82	\$1,360	\$1,858
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$223	\$277	\$1,200
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$498	\$2,902
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	\$0	\$215	\$1,485
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$0	\$0	\$969

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01711011-57301	THS-Foreign Language-Equipment Instructional	\$6,200	\$0	\$6,200	\$0	\$5,976	\$224
01711013-57301	THS-Home Economics-Equipment Instructional	\$2,500	\$0	\$2,500	\$711	\$2,446	(\$657)
01711014-57301	THS-Industrial Arts-Equipment Instructional	\$800	\$0	\$800	\$0	\$1,300	(\$500)
01711016-57301	THS-Music-Equipment Instructional	\$1,794	\$0	\$1,794	\$128	\$995	\$671
01711019-57301	THS-PE/Health-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01711027-57301	THS-Science-Equipment Instructional	\$8,500	\$0	\$8,500	\$0	\$2,065	\$6,435
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$0	\$0	\$775
01712221-57301	THS-Audio Visual-Equipment Instructional	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01713201-57301	Sports-Sports General-Equipment Instructional	\$40,000	\$0	\$40,000	\$197	\$12,303	\$27,500
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		\$409,131	\$0	\$409,131	\$171,312	\$108,594	\$129,225
<u>Classroom Furniture</u>							
01852651-57301	Facilities-Building Improvement-Furniture	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$810	(\$810)
01511001-57308	BHES-Classroom-New Furniture	\$1,000	\$0	\$1,000	\$751	\$751	(\$501)
01521001-57308	FTES-Classroom-New Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01531001-57308	DFES-Classroom-New Furniture	\$2,000	\$0	\$2,000	\$1,664	\$2,511	(\$2,174)
01541001-57308	MBES-Classroom-New Furniture	\$2,000	\$0	\$2,000	\$0	\$872	\$1,128
01551001-57308	JRES-Classroom-New Furniture	\$2,000	\$0	\$2,000	\$695	\$432	\$873
01581001-57308	TES-Classroom-New Furniture	\$2,000	\$0	\$2,000	\$390	\$260	\$1,350
01611001-57308	HMS-Classroom-New Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-New Furniture	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furniture Total		\$12,700	\$0	\$12,700	\$3,500	\$5,635	\$3,565
<u>Building Equipment</u>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$0	\$3,063	\$1,937
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852625-57307	Facilities-Grounds-Equipment	\$17,000	\$0	\$17,000	\$25,437	\$0	(\$8,437)
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57307	Facilities-Electrical-Equipment	\$2,500	\$0	\$2,500	\$185	\$0	\$2,315
01852639-57307	Facilities-HVAC-Equipment	\$25,992	\$0	\$25,992	\$0	\$0	\$25,992
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-57307	Facilities-IAQ-Equipment	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852654-57340	Facilities-Maintenance-Vehicle	\$80,000	\$0	\$80,000	\$0	\$68,385	\$11,615
Building Equipment Total		\$148,492	\$0	\$148,492	\$25,622	\$71,448	\$51,422
<u>Building Improvements</u>							
01842611-57202	Facilities-Project Lease Pymts	\$128,489	\$0	\$128,489	\$0	\$0	\$128,489
01852650-57200	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$720	\$9,020	(\$9,740)
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$8,010	(\$8,010)
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$54,629	\$80,720	(\$105,349)
Building Improvements Total		\$158,489	\$0	\$158,489	\$55,349	\$97,750	\$5,390
<u>Other Equipment</u>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,500	\$0	\$3,500	\$0	\$676	\$2,824
Other Equipment Total		\$3,500	\$0	\$3,500	\$0	\$676	\$2,824
Property Total		\$733,162	\$0	\$733,162	\$255,782	\$284,953	\$192,427
<u>Miscellaneous</u>							
<u>Dues, Fees and Memberships</u>							
01912520-58310	Redemption of Principal on Loans	\$673,494	\$0	\$673,494	\$172,784	\$297,424	\$203,286
01912520-58320	Interest on Loans	\$120,124	\$0	\$120,124	\$12,255	\$17,308	\$90,561
01902320-58900	Super-Admin-Dues & Fees	\$13,000	\$0	\$13,000	\$14,364	\$2,400	(\$3,764)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$1,285	\$3,245	\$2,470
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0

Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 9/30/2021

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$0	\$0	\$375
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$6,036	\$0	\$964
01422520-58900	Tech-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$120	\$0	\$1,380
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$150	\$0	\$1,850
01011000-58900	TECEC-Admin-Dues & Fees	\$700	\$0	\$700	\$0	\$97	\$603
01512400-58900	BHES-Admin-Dues & Fees	\$553	\$0	\$553	\$0	\$0	\$553
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$318	\$0	\$235
01532400-58900	DFES-Admin-Dues & Fees	\$248	\$0	\$248	\$0	\$0	\$248
01542400-58900	MBES-Admin-Dues & Fees	\$250	\$0	\$250	\$0	\$0	\$250
01552400-58900	JRES-Admin-Dues & Fees	\$250	\$0	\$250	\$0	\$0	\$250
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$233	\$78	\$239
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$1,060	\$0	(\$160)
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$305	\$0	\$594
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$25	\$425	(\$450)
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,205	\$310	\$710
01713201-58900	Sports-Sports General-Dues & Fees	\$35,000	\$0	\$35,000	\$20,293	\$8,840	\$5,867
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
	Dues, Fees and Memberships Total	\$876,621	\$0	\$876,621	\$240,198	\$330,127	\$306,297
<u>Other Miscellaneous</u>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	Other Miscellaneous Total	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	Miscellaneous Total	\$877,621	\$0	\$877,621	\$240,198	\$330,127	\$307,297
<u>Other Objects</u>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Excess Cost Reim	\$0	\$0	\$0	\$0	\$0	\$0
	Other Objects Total	\$0	\$0	\$0	\$0	\$0	\$0
	Munis Report Total	\$112,296,658	\$0	\$112,296,658	\$16,458,332	\$89,876,374	\$5,961,952

**Trumbull Board of Education COVID Expense
Report for the Period Ended 9/30/2021**

<u>Account #</u>	<u>Account Description</u>	<u>Actual</u>	<u>Committed/ Expended</u>	<u>Available/ Estimates</u>
<u>COVID Expenses reflected in above expended</u>				
01011200-53230 -COVID	CONSULTANT	\$0	\$0	\$0
01011200-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01052130-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01331200-51110 -COVID	TEACHERS-CLASSROOM	\$0	\$0	\$0
01401203-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01402320-51114 -COVID	DIRECTOR	\$0	\$0	\$0
01421001-57310 -COVID	EQUIPMENT-COMPUTER	\$0	\$0	\$0
01422214-56900 -COVID	PARTS, MAINTENANCE	\$0	\$0	\$0
01422214-57301 -COVID	EQUIPMENT-COMPUTER	\$0	\$0	\$0
01422520-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01422520-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01422520-56900 -COVID	PARTS, MAINTENANCE	\$0	\$0	\$0
01521001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01541001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01541001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01551001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01581001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01611016-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01612400-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01712400-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01712400-57308 -COVID	FURNITURE	\$0	\$0	\$0
01713201-56112 -COVID	SUPPLIES	\$0	\$0	\$0
01802320-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01802320-51129 -COVID	OTHER NON-CERTIFIED	\$0	\$0	\$0
01802320-51139 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01842610-51140 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-51149 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-56130 -COVID	SUPPLIES - CUSTODIAL	\$5,139	\$3,000	(\$8,139)
01852620-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01852631-54300 -COVID	REPAIRS, SERVICE FEES	\$0	\$0	\$0
01852639-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE	\$0	\$0	\$0
01852639-57307 -COVID	EQUIPMENT	\$0	\$0	\$0
01852644-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE	\$0	\$0	\$0
COVID Total		5,139	\$3,000	(\$8,139)
Report Total less COVID	\$112,296,658 \$0 \$112,296,658	\$16,453,193.19	\$89,873,374	\$5,970,091
Munis Report Total	\$112,296,658 \$0 \$112,296,658	\$16,458,332	\$89,876,374	\$5,961,952

	Trumbull Board of Education				
	Town 009 Accounts				
	7/1/21 to 9/30/21				
Org#	Description	Budget	Expenditures	Encumbrances	Balance
09002611	Electricity	24,000	6,000	-	18,000
09005000	Community Services-Custodian Reg Pay	1,000	-	-	1,000
09005000	Community Services-Custodian OT Pay	80,688	10,826	-	69,862
09005000	Community Services-Custodian OT Pay-COVID	20,500	-	-	20,500
09006001	Non Public Schools - Teachers	100,291	8,292	99,510	(7,511)
09006200	Community Services - HC Pool Employee	59,400	13,131	44,512	1,757
09006200	Community Services - HC Pool Supplies	15,151	322	776	14,053
09007001	Non Public Transportation-Admin	15,270	4,011	10,886	373
09007001	Non Public Transportation-Secretary	15,581	4,092	11,108	381
09007001	Non Public Transportation-Bus Routes	925,547	3,644	35,262	886,641
	Total Town 009 Fund	1,257,428	50,318	202,054	1,005,056

10/18/2021 13:19
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TRUMBULL BOE, CT
ACCOUNT SUMMARY TRIAL BALANCE FOR FY22/SEP TO SEP
FUND

P 1
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ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-10410 - SA CASH ACCT - PEOPLES BANK	269,553.49	25,073.76	9,124.93	15,948.83	285,502.32
100 -00-0000-14004 - DUE FROM 205 FUND	44.52	.00	.00	.00	44.52
100 -00-0000-20032 - THS Model Congress	-3,806.75	.00	.00	.00	-3,806.75
100 -00-0000-20068 - MATH HONOR SOCIETY	-1,406.06	.00	.00	.00	-1,406.06
100 -00-0000-20082 - THS ORCHESTRA	-741.60	.00	.00	.00	-741.60
100 -00-0000-20101 - THS LIBRARY CLUB	-3,487.45	.00	.00	.00	-3,487.45
100 -00-0000-20110 - THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 -00-0000-20130 - THS BOOK STORE	-3,199.78	.00	.00	.00	-3,199.78
100 -00-0000-20133 - THS NEWSPAPER	-108.01	.00	.00	.00	-108.01
100 -00-0000-20139 - THS TRILLIUM YEARBOOK	-15,992.39	.00	.00	.00	-15,992.39
100 -00-0000-20152 - HILLCREST MIDDLE SCHOOL	-14,837.41	675.00	2,508.21	-1,833.21	-16,670.62
100 -00-0000-20156 - MADISON MIDDLE SCHOOL	-3,731.65	1,312.21	3,140.75	-1,828.54	-5,560.19
100 -00-0000-20163 - THS Class of 2016	-2,759.45	2,759.45	.00	2,759.45	.00
100 -00-0000-20164 - THS Class of 2017	-5,343.71	.00	.00	.00	-5,343.71
100 -00-0000-20165 - THS Class of 2018	-8,098.26	.00	.00	.00	-8,098.26
100 -00-0000-20166 - THS Class of 2019	-2,291.64	.00	.00	.00	-2,291.64
100 -00-0000-20167 - THS Class of 2020	-13,251.30	.00	.00	.00	-13,251.30
100 -00-0000-20168 - THS Class of 2021	-8,009.51	.00	.00	.00	-8,009.51
100 -00-0000-20169 - THS Class of 2022	-830.00	.00	3,441.00	-3,441.00	-4,271.00
100 -00-0000-20170 - THS Class of 2023	-1,121.00	.00	.00	.00	-1,121.00
100 -00-0000-20171 - THS Class of 2024	-1,500.00	.00	.00	.00	-1,500.00
100 -00-0000-20172 - THS Class of 2025	-1,000.00	.00	.00	.00	-1,000.00
100 -00-0000-20180 - THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 -00-0000-20190 - THS VOAG FARM	-24,042.64	898.73	1,407.24	-508.51	-24,551.15
100 -00-0000-20251 - BOOTH HILL SCHOOL	-3,646.49	.00	1,025.00	-1,025.00	-4,671.49
100 -00-0000-20252 - FRENCHTOWN SCHOOL	-3,789.02	156.96	6.09	150.87	-3,638.15
100 -00-0000-20253 -					

10/18/2021 13:19
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TRUMBULL BOE, CT
ACCOUNT SUMMARY TRIAL BALANCE FOR FY22/SEP TO SEP
FUND

P 2
glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
DANIELS FARM	-501.57	.00	.00	.00	-501.57
100 -00-0000-20254 -					
MIDDLEBROOK SCHOOL	-4,640.97	949.75	300.00	649.75	-3,991.22
100 -00-0000-20255 -					
JANE RYAN SCHOOL	-410.83	.00	.00	.00	-410.83
100 -00-0000-20258 -					
TASHUA SCHOOL	-7,779.39	.00	122.27	-122.27	-7,901.66
100 -00-0000-20510 -					
THS STUDENT COUNCIL	-5,371.03	.00	.00	.00	-5,371.03
100 -00-0000-20550 -					
GENERAL FUND	-2,910.47	288.83	.00	288.83	-2,621.64
100 -00-0000-20599 -					
THS HISTORY HONOR SOCIETY	-470.91	.00	.00	.00	-470.91
100 -00-0000-20603 -					
THS DECA (MARKETING EDUCATION)	-7,792.19	1,864.35	2,431.00	-566.65	-8,358.84
100 -00-0000-20604 -					
THS BAND	-967.02	.00	.00	.00	-967.02
100 -00-0000-20605 -					
THS KEY CLUB	-477.26	.00	.00	.00	-477.26
100 -00-0000-20606 -					
THS BEST BUDDIES	-1,286.90	.00	.00	.00	-1,286.90
100 -00-0000-20607 -					
THS HOME ECON. CLUB	-2.23	.00	.00	.00	-2.23
100 -00-0000-20608 -					
THS LOST TEXTBOOKS	-6,195.70	.00	.00	.00	-6,195.70
100 -00-0000-20609 -					
THS Creative Minds	-2,572.87	.00	.00	.00	-2,572.87
100 -00-0000-20611 -					
THS ACADEMIC DECATHLON	-3,167.50	.00	.00	.00	-3,167.50
100 -00-0000-20613 -					
THS LATIN CLUB	-144.03	.00	.00	.00	-144.03
100 -00-0000-20614 -					
THS CHORAL GROUP	-4.95	.00	.00	.00	-4.95
100 -00-0000-20615 -					
THS ITALIAN CLUB	-987.96	.00	.00	.00	-987.96
100 -00-0000-20617 -					
THS FUTURE BUSINESS LEADERS	-2,863.86	.00	.00	.00	-2,863.86
100 -00-0000-20620 -					
THS FRENCH CLUB	-952.64	.00	.00	.00	-952.64
100 -00-0000-20621 -					
THS MISCELLANEOUS	-4,652.55	2,000.74	289.83	1,710.91	-2,941.64
100 -00-0000-20622 -					
THS IN/OUT	-3,210.36	57.08	.00	57.08	-3,153.28
100 -00-0000-20624 -					
THS SPANISH CLUB	-1,062.97	.00	.00	.00	-1,062.97
100 -00-0000-20625 -					
THS SODA MACHINE	-288.83	.00	.00	.00	-288.83
100 -00-0000-20627 -					
THS World Lang. HONOR SOCIETIES	-1,972.01	.00	.00	.00	-1,972.01
100 -00-0000-20628 -					
THS A.V. CLUB	-172.13	.00	.00	.00	-172.13
100 -00-0000-20629 -					
THS SUNSHINE FUND	-1,111.73	.00	.00	.00	-1,111.73

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TRUMBULL BOE, CT
ACCOUNT SUMMARY TRIAL BALANCE FOR FY22/SEP TO SEP
FUND

P 3
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ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-20630 - THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 -00-0000-20631 - THS SOAR Enterprises	-2,800.40	.00	.00	.00	-2,800.40
100 -00-0000-20633 - THS WE THE PEOPLE	-51.96	.00	.00	.00	-51.96
100 -00-0000-20637 - THS Ethics Club	177.95	.00	.00	.00	177.95
100 -00-0000-20639 - THS MODEL U.N. CLUB	-1,901.80	.00	.00	.00	-1,901.80
100 -00-0000-20640 - THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 -00-0000-20641 - THS THESPIAN SOCIETY	-13,890.19	348.22	.00	348.22	-13,541.97
100 -00-0000-20642 - THS Youth to Youth	-1,051.93	.00	.00	.00	-1,051.93
100 -00-0000-20643 - THS GRADUATION-CAP & GOWNS	-10,607.91	.00	.00	.00	-10,607.91
100 -00-0000-20644 - THS ROBOTICS CLUB	-1,623.45	.00	.00	.00	-1,623.45
100 -00-0000-20645 - THS LINK CREW LEADERS	-13,931.60	.00	10,692.20	-10,692.20	-24,623.80
100 -00-0000-20646 - THS CHEERLEADING	-5,075.68	.00	.00	.00	-5,075.68
100 -00-0000-20647 - THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 -00-0000-20702 - THS PEER LEADERS	-412.43	.00	.00	.00	-412.43
100 -00-0000-20703 - THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 -00-0000-20707 - THS NATIONAL HONOR SOCIETY	-907.37	.00	.00	.00	-907.37
100 -00-0000-20708 - THS POETRY	-785.40	.00	.00	.00	-785.40
100 -00-0000-20709 - THS ALT METHODS OF PYMNT	37.77	.00	.00	.00	37.77
100 -00-0000-20710 - THS GIRLS BASKETBALL	-6,613.76	.00	.00	.00	-6,613.76
100 -00-0000-20711 - THS BOYS BASKETBALL	-40.27	.00	.00	.00	-40.27
100 -00-0000-20712 - THS GLOW CLUB	-83.00	.00	.00	.00	-83.00
100 -00-0000-20713 - THS GRAPHIC DESIGN	-214.00	.00	.00	.00	-214.00
100 -00-0000-20714 - THS GYMNASTICS	-1,603.02	.00	.00	.00	-1,603.02
100 -00-0000-20715 - THS BUS.ED.ENTREPRENEUR	-998.85	.00	.00	.00	-998.85
100 -00-0000-20718 - THS GIRLS CROSS COUNTRY	-22.25	.00	.00	.00	-22.25
100 -00-0000-20719 - THS GOLF	-566.95	.00	.00	.00	-566.95
100 -00-0000-20726 -					

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TRUMBULL BOE, CT
ACCOUNT SUMMARY TRIAL BALANCE FOR FY22/SEP TO SEP
FUND

P 4
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ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS GIRLS INDOOR TRACK	177.98	.00	.00	.00	177.98
100 -00-0000-20727 -					
THS BOYS INDOOR TRACK	-2,276.96	.00	.00	.00	-2,276.96
100 -00-0000-20728 -					
THS MOCK TRIAL	-161.46	.00	.00	.00	-161.46
100 -00-0000-20732 -					
THS GIRLS OUTDOOR TRACK	-1,269.74	.00	.00	.00	-1,269.74
100 -00-0000-20733 -					
THS GIRLS TENNIS	-3,060.62	.00	.00	.00	-3,060.62
100 -00-0000-20810 -					
Trumbull Football Alumni Assoc	-1,000.00	.00	.00	.00	-1,000.00
100 -00-0000-24004 -					
Due to Fund 001/Town	-11,639.61	.00	2,141.18	-2,141.18	-13,780.79
100 -00-0000-24008 -					
Due to Fund 205/BOE Programs	4,317.00	244.62	.00	244.62	4,561.62
100 -00-0000-29280 -					
ACCOUNTS PAYABLE	.00	11,266.11	11,266.11	.00	.00
TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	47,895.81	47,895.81	.00	.00
REPORT TOTALS	.00	47,895.81	47,895.81	.00	.00

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

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TRUMBULL BOE, CT
YEAR-TO-DATE BUDGET REPORT

P 1
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FOR 2022 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2009010 IDEA-611 20977	0	150,655	150,655	120,869.95	1,210,624.23	-1,180,838.94	883.8%
2009011 IDEA-611 NP 20977	0	12,481	12,481	2,833.76	34,005.11	-24,357.87	295.2%
2009080 TITLE III-A 20868	0	4,654	4,654	2,223.04	26,676.42	-24,245.96	621.0%
2009081 Title III-A NP	0	8,882	8,882	.00	.00	8,882.00	.0%
2009112 NP ESSER-Covid	0	17,018	17,018	.00	285.06	16,732.71	1.7%
2009120 ESSER II	0	765,457	765,457	52,668.19	536,303.95	176,484.90	76.9%
2009121 ESSER ARP	0	0	0	32,581.00	390,971.88	-423,552.88	100.0%
2009140 TITLE I 20679	0	93,319	93,319	15,141.92	75,741.56	2,435.87	97.4%
2009141 TITLE I NP	0	901	901	.00	.00	901.28	.0%
2009300 TITLE IV-A 20873	0	11,032	11,032	.00	.00	11,031.70	.0%
2009301 TITLE IV-A NP 20873	0	4,134	4,134	577.00	405.00	3,152.30	23.8%
2009350 HEADSTART ABCD OCT-SEPT	0	62,276	62,276	53,026.89	251,134.03	-241,885.40	488.4%
2009370 HEAD START FOOD	0	3,956	3,956	482.00	.00	3,473.85	12.2%
2009450 IDEA PRE-K 20983	0	41,894	41,894	3,212.64	32,025.58	6,655.89	84.1%
2009460 OPEN CHOICE	0	240,139	240,139	6,326.88	15,747.82	218,064.08	9.2%
2009470 PERKINS GRANT 20742	0	370	370	.00	.00	370.40	.0%
2009480 TITLE II PART A 20858	0	30,432	30,432	3,808.96	45,707.52	-19,084.66	162.7%
2009481 TITLE II-A NP 20858	0	33,816	33,816	1,156.00	.00	32,660.22	3.4%
2009505 TPAUD-DFC	0	45,477	45,477	15,216.69	19,624.67	10,635.79	76.6%
2009507 TPAUD-Opioid Prevention	0	3,526	3,526	2,389.97	1,135.86	.00	100.0%
2009520 MAGNET TRANSPORTATION	0	72,800	72,800	.00	.00	72,800.00	.0%
2009700 CRF Grant -Coronavirus Reli	0	25,861	25,861	-18,127.19	43,987.73	.00	100.0%
2009710 SPED Stipend-COVID 19	0	19,427	19,427	1,469.47	.00	17,957.53	7.6%
GRAND TOTAL	0	1,648,506	1,648,506	295,857.17	2,684,376.42	-1,331,727.19	180.8%

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

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
300 -00-0000-10400 - CASH	127,722.83	100.00	.00	100.00	127,822.83
300 -00-0000-14000 - DUE TO/FROM BOE	742.05	47.35	.00	47.35	789.40
300 -00-0000-31510 -BREW FB-Brewster	-188.93	.00	.00	.00	-188.93
300 -00-0000-31510 -BURK FB-Peter Burke	-7,920.92	.00	.00	.00	-7,920.92
300 -00-0000-31510 -CAPO FB-K. Capobianco	-1,834.23	.00	.00	.00	-1,834.23
300 -00-0000-31510 -CASS FB-Donna Cassidy	-11,419.63	.00	.00	.00	-11,419.63
300 -00-0000-31510 -CITI FB-Citizenship/Holdsworth	-39.52	.00	.00	.00	-39.52
300 -00-0000-31510 -CURT FB-Mary Curtiss	-6,955.73	.00	.00	.00	-6,955.73
300 -00-0000-31510 -DICK FB-Samuel Dick	-1,099.97	.00	.00	.00	-1,099.97
300 -00-0000-31510 -GRIN FB-Ran Grinnell	-1,090.08	.00	.00	.00	-1,090.08
300 -00-0000-31510 -HAMP FB-Clare Hampford	-3,878.83	.00	.00	.00	-3,878.83
300 -00-0000-31510 -HART FB-G. Hartz	-9.95	.00	.00	.00	-9.95
300 -00-0000-31510 -KLEI FB-Klein/Danaher	-3,231.60	.00	.00	.00	-3,231.60
300 -00-0000-31510 -LORI FB-Lorimer	-77.96	.00	.00	.00	-77.96
300 -00-0000-31510 -MAIN FB-Dr. Gloria Maina	-555.03	.00	.00	.00	-555.03
300 -00-0000-31510 -MALL FB-Frances S. Mallett	-1,161.60	.00	.00	.00	-1,161.60
300 -00-0000-31510 -MCDO FB-Loretta McDougall	-13,177.89	.00	.00	.00	-13,177.89
300 -00-0000-31510 -MRAZ FB-Karen Mraz	-9,348.60	.00	.00	.00	-9,348.60
300 -00-0000-31510 -NATI FB-National Merit	-535.59	.00	.00	.00	-535.59
300 -00-0000-31510 -PASC FB-Ralph Pascale Memorial	-517.43	.00	.00	.00	-517.43
300 -00-0000-31510 -PHNA FB-PHNA Scholarship	-1,001.21	.00	.00	.00	-1,001.21
300 -00-0000-31510 -R-BRE FB-Restricted Brewster	-1,685.00	.00	.00	.00	-1,685.00
300 -00-0000-31510 -R-DIC FB-Restricted S. Dick	-10,000.00	.00	.00	.00	-10,000.00
300 -00-0000-31510 -R-PHN FB-Restricted PHNA	-8,000.00	.00	.00	.00	-8,000.00
300 -00-0000-31510 -R-ROS FB-Restricted Rossomando	-5,190.00	.00	.00	.00	-5,190.00
300 -00-0000-31510 -R-SIM FB-Restricted Simses	-2,500.00	.00	.00	.00	-2,500.00
300 -00-0000-31510 -R-STO					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
FB-Restricted R. Stowe	-2,200.00	.00	.00	.00	-2,200.00
300 -00-0000-31510 -R-ZIN					
FB Restricted-Zink	-10,000.00	.00	.00	.00	-10,000.00
300 -00-0000-31510 -RESN					
FB-Jill Resnick Scholarship	-16,361.63	.00	.00	.00	-16,361.63
300 -00-0000-31510 -ROSS					
FB-R. Rossomando	-950.27	.00	.00	.00	-950.27
300 -00-0000-31510 -SEAM					
FB-Dick Seaman	-4,536.61	.00	.00	.00	-4,536.61
300 -00-0000-31510 -SIMS					
FB-R. Simses	-304.65	.00	.00	.00	-304.65
300 -00-0000-31510 -STOW					
FB-R. Stowe	-268.30	.00	.00	.00	-268.30
300 -00-0000-31510 -THSET					
FB-THS Scholarship	-1,110.00	.00	.00	.00	-1,110.00
300 -00-0000-31510 -VILL					
FB-Jennie Villano	-210.91	.00	.00	.00	-210.91
300 -00-0000-31510 -ZINK					
FB-Zink Scholarship	-1,102.81	.00	.00	.00	-1,102.81
300 -00-0000-40151 -					
INTEREST INCOME	.00	.00	47.35	-47.35	-47.35
300 -00-0000-40400 -					
REVENUE	.00	.00	100.00	-100.00	-100.00
TOTALS FOR FUND 300					
SCHOLARSHIP FUND	.00	147.35	147.35	.00	.00
REPORT TOTALS	.00	147.35	147.35	.00	.00

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

<u>Object Description</u>	<u>Code</u>	<u>3.81% Budget</u>	<u>3.00% Budget</u>	<u>Difference</u>	<u>Adjustment</u>
<u>Salaries</u>	<u>100</u>				
Admin/Supervisors	110	\$4,412,445	\$4,672,445	\$260,000	HR Director, Director of Operations
Teachers	120	\$54,153,505	\$54,603,505	\$450,000	Net Teaching Positions
Custodians/Maintenance	130	\$3,712,660	\$3,712,660	\$0	
Tech Support	140	\$534,412	\$534,412	\$0	
Admin Support	150	\$2,753,638	\$2,710,804	-\$42,834	Remove additional P/R person; Alicia = +0.25 FTE
Paras & Aides	160	\$4,369,946	\$4,369,946	\$0	
Substitutes	170	\$872,435	\$872,435	\$0	
Coaches & Advisors	180	\$695,045	\$695,045	\$0	
Salaries Other	190	\$1,735,748	\$1,785,748	\$50,000	Data Analyst
Misc Salary Items	195	\$463,668	\$308,668	-\$155,000	Admin - Retiree payments
Salaries Total		\$73,703,502	\$74,265,668	\$562,166	
<u>Benefits</u>	<u>200</u>				
Health Insurance	210	\$16,221,647	\$16,201,647	-\$20,000	Eliminated benefits for additional payroll person
FICA	220	\$1,882,323	\$1,882,323	\$0	
Other Insurance	280	\$135,518	\$135,518	\$0	
Benefits Other	290	\$193,595	\$193,595	\$0	
Benefits Total		\$18,433,083	\$18,413,083	-\$20,000	
<u>Services-Prof & Technical</u>					
Professional Devt	320	\$148,950	\$148,950	\$0	
Legal	330	\$280,000	\$260,000	-\$20,000	Legal (SpEd + Regular, each -\$10,000)
Service Contracts	340	\$420,562	\$415,087	-\$5,475	PPS - Purchased Services
Consultants	360	\$225,000	\$225,000	\$0	
Other Prof Services	390	\$452,900	\$452,900	\$0	
Services-Prof & Technical Total		\$1,527,412	\$1,501,937	-\$25,475	
<u>Services-Property</u>					
Utilities	410	\$1,329,000	\$1,289,000	-\$40,000	Electricity reduced
Energy	415	\$578,489	\$563,489	-\$15,000	Gas reduced
Repairs & Svc Fees	430	\$375,700	\$375,700	\$0	
Communications	440	\$275,250	\$275,250	\$0	
Copiers	445	\$265,000	\$265,000	\$0	
Bldg Improvements	450	\$30,000	\$30,000	\$0	
Other Purch'd Property Svcs	490	\$147,900	\$147,900	\$0	
Services-Property Total		\$3,001,339	\$2,946,339	-\$55,000	
<u>Services-Purchased Other</u>					
Transp		\$6,152,707	\$6,152,707	\$0	
Postage	530	\$40,000	\$40,000	\$0	
Advertising	540	\$1,200	\$1,200	\$0	
Interns	550	\$296,400	\$296,400	\$0	
Tuition	560	\$4,750,000	\$4,750,000	\$0	
Printing	570	\$14,950	\$14,950	\$0	
Other Purch'd Svcs	590	\$177,402	\$177,402	\$0	
Services-Purch'd Other Total		\$11,432,659	\$11,432,659	\$0	
<u>Supplies</u>	<u>600</u>				
Supplies-Teaching	610	\$601,227	\$601,227	\$0	
Supplies-Office	620	\$74,350	\$74,350	\$0	
Supplies-Custodial	630	\$175,000	\$175,000	\$0	
Supplies-Maintenance	635	\$252,000	\$252,000	\$0	
Text & Workbooks	640	\$407,266	\$407,266	\$0	
Subscriptions	645	\$315,545	\$315,545	\$0	
Testing Materials	650	\$134,600	\$134,600	\$0	
Books & A/V	655	\$44,040	\$44,040	\$0	
Software	660	\$119,000	\$119,000	\$0	
Other Supplies	690	\$31,650	\$31,650	\$0	
Supplies Total		\$2,154,678	\$2,154,678	\$0	

<u>Object Description</u>	<u>Code</u>	<u>3.81% Budget</u>	<u>3.00% Budget</u>	<u>Difference</u>	<u>Adjustment</u>
Property	700				
Office Equipment	610	\$850	\$850	\$0	
Office Furniture	620	\$0	\$0	\$0	
Classroom Equipment	630	\$409,131	\$409,131	\$0	
Classroom Furniture	635	\$12,700	\$12,700	\$0	
Bldg Equipment	640	\$178,492	\$148,492	-\$30,000	HVAC, IAQ, Maintenance Vehicle (all -\$10,000)
Other Equipment	645	\$3,500	<u>\$3,500</u>	<u>\$0</u>	
Property Total		\$604,673	\$574,673	-\$30,000	
Other Objects	800				
Dues, Fees and Memberships	810	\$1,287,647	\$876,621	-\$411,026	Loans not needed: New TD Loan = \$198,000
Unemployment	825	\$130,000	<u>\$130,000</u>	<u>\$0</u>	TD Loan #3 = \$129,693
Other Objects	890	\$1,000	<u>\$1,000</u>	<u>\$0</u>	UI Loan = <u>\$ 83,333</u>
Other Objects Total		\$1,418,647	\$1,007,621	-\$411,026 Total =	\$411,026
Miscellaneous	900				
Other-Anticipated Surplus		\$0	\$0	\$0	
Other-Anticipated Excess Cost		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
Miscellaneous Total		\$0	\$0	\$0	
Report Total		\$112,275,993	\$112,296,658	\$20,665	
Net FTE Adjustment		\$ 477,166	\$0	-\$477,166	Incremental FTE distributed to salary accounts.
Special Revenue (205) Account Adjustment		<u>\$ 430,000</u>	<u>\$0</u>	<u>-\$430,000</u>	205 Accounts reduced by \$430K in 2020-21
		\$ 907,166	\$ -	\$ (907,166)	
Report Total		\$ 113,183,159	\$ 112,296,658	\$ (886,501)	

TRUMBULL PUBLIC SCHOOLS

Personnel Account Changes: 3.81% => 3.00%

<u>FTE</u>	<u>New Positions</u>		<u>Account</u>	<u>Amount</u>					
1.00	Math Intervention at MS	\$80,000	01611001-51110	\$80,000	120	110	1.00	Director of Human Resources	\$130,000
0.50	Math Intervention at ES	\$40,000	01541002-51110	\$40,000	120		1.00	Director of Operations	<u>\$130,000</u>
1.00	Literacy Intervention at ES	\$80,000	01521002-51110	\$80,000	120			s/t	\$260,000
1.00	Wellness at THS	\$65,000	01711019-51110	\$65,000	120				
0.25	Business Office	\$17,166	01912520-51130	\$17,166	150	120	1.00	Math Intervention at MS	\$80,000
	Additional Payroll Person		01912520-51130	-\$60,000	150		0.50	Math Intervention at ES	\$40,000
1.00	School Psychologist	\$65,000	01062140-51111	\$65,000	120		1.00	Literacy Intervention at ES	\$80,000
1.00	Speech and Language Pathologist	\$65,000	01082150-51111	\$65,000	120		1.00	Wellness at THS	\$65,000
0.50	SPED at Booth Hill	\$40,000	01161200-51110	\$40,000	120		1.00	School Psychologist	\$65,000
1.00	Director of Human Resources	\$130,000	01402320-51114	\$130,000	110		1.00	Speech and Language Pathologist	\$65,000
1.00	Director of Operations	\$130,000	01822230-51125	\$130,000	110		0.50	SPED at Booth Hill	\$40,000
1.00	Data Analyst	\$50,000	01922530-51229	\$50,000	190		1.00	Bilingual Tutor	\$40,000
1.00	Bilingual Tutor	\$40,000	01402210-51110	\$40,000	120		1.00	Grade 2 Frenchtown	\$65,000
<u>1.00</u>	<u>Grade 2 Frenchtown</u>	<u>\$65,000</u>	<u>01521001-51110</u>	<u>\$65,000</u>	<u>120</u>		1.00	Booth Hill	-\$65,000
11.25		\$867,166		\$807,166			2.00	Daniels Farms	-\$130,000
	<u>Positions Eliminated</u>						1.00	Jane Ryan	-\$65,000
1.00	Booth Hill	-\$65,000	01511001-51110	-\$65,000	120		1.00	Middlebrook	-\$65,000
2.00	Daniels Farms	-\$130,000	01531001-51110	-\$130,000	120		1.00	THS	<u>-\$65,000</u>
1.00	Jane Ryan	-\$65,000	01551001-51110	-\$65,000	120				\$150,000
1.00	Middlebrook	-\$65,000	01541001-51110	-\$65,000	120		01912520-51196	Teacher turnover	<u>\$300,000</u>
<u>1.00</u>	<u>THS</u>	<u>-\$65,000</u>	<u>01711001-51110</u>	<u>-\$65,000</u>	<u>120</u>			s/t	\$450,000
6.00		-\$390,000		-\$390,000					
						150	0.25	Business Office	\$17,166
							-1.00	Additional Payroll Person	<u>-\$60,000</u>
5.25		\$477,166		\$417,166					-\$42,834
						190	1.00	Data Analyst	\$50,000

Note: Teacher turnover was originally budgeted at -\$300,000; however, there was no history to base this on, so it was eliminated.

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, October 26, 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

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, October 26, 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. Negotiations for a successor Agreement have begun.
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2020 to June 30, 2021. Negotiations for a successor Agreement have begun.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025.
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. Negotiations for a successor Agreement have begun.</p> <p>The CILU Support Agreement covers the period from July 1, 2020 to June 30, 2021. Negotiations for a successor Agreement have begun.</p>