

---

# TRUMBULL PUBLIC SCHOOLS

## TRUMBULL, CONNECTICUT

---

Regular Meeting – Tuesday, February 7, 2023, 7:00 p.m.  
Long Hill Administration Building

<https://us06web.zoom.us/j/86747812066?pwd=N21YczNDb2RGWXL6K2RhN1N3V2VUUT09>

Webinar ID: 867 4781 2066

Password: 784056

Join by telephone: (309) 205-3325 or (877) 853-5257 (Toll Free) / Webinar ID: 867 4781 2066

### I. CALL TO ORDER

### II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Recognitions:
  - VFW Student Essay Winners
  - VFW Teacher of the Year for the State of Connecticut, Kathy Rubano
- C. Correspondence – Ms. Julia McNamee - Correspondence may be sent to [BoardofEd@trumbullps.org](mailto:BoardofEd@trumbullps.org)
- D. 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.
- E. Superintendent Report
- F. Board Chairman Report
- G. Student BOE Representatives Report

### III. REPORTS/ACTION ITEMS

- A. Approval/Minutes
  - BOE Budget Meeting of January 10, 2023
  - BOE Budget Meeting of January 12, 2023
- B. Personnel – Dr. Semmel
- C. Approval/DECA Trip to Orlando, FL – Ms. Rusate
- D. Approval/Color Guard Field Trip to Attend Winter Guard International– Mr. Murphy
- E. Approval/Model Congress Field Trip – Ms. Boland
- F. Future Ready Technology Plan – Mrs. Hefe
- G. Approval/2023-2024 Budget – Dr. Semmel
- H. Curriculum Committee Report - Mrs. Petitti
  - New Text Proposal - Kindergarten Social Studies
  - Grade 2 Social Studies Curriculum Guide Update & New Text Proposals
  - Grade 3 Social Studies Curriculum Guide Update & New Text Proposal
  - Grade 4 Social Studies Curriculum Guide Update
  - Grade 5 Social Studies Curriculum Guide Update
- I. Financial Committee Report – Mrs. Norcel
  - Financial Reports as of November 30, 2022 and December 31, 2022 - Mr. Hendrickson

### IV. OTHER

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Agenda Item II-B

Recognition

- VFW Student Essay Contest Winners

The following students have won awards for their essay entries in the VFW contests.

Trumbull High School student Justin Adorante won the VFW Essay contest for the Voice of Democracy Program at the high school level.

Hillcrest Middle School student Addison Doyle and Madison Middle School student Samantha Russo won for the VFW sponsored Patriot's Pen Program essay contest.

Recommendation:

Recognize

- Connecticut VFW Teacher of the Year, Kathy Rubano

THS Social Studies Department Chairperson Kathy Rubano has been selected as Veterans of Foreign Wars (VFW) Teacher of The Year for the State of Connecticut. She won the local Post, the District (Fairfield County) and now the State.

Recommendation:

Recognize

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- BOE Budget Meeting, January 10, 2023
- BOE Budget Meeting, January 12, 2023

Recommendation:

Approve the minutes of the above noted meetings.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Budget Meeting – January 10, 2023

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

Members present:

L. Timpanelli - Chairman  
J. Norcel – Vice Chairman  
J. McNamee - Secretary  
C. Bandecchi - arrived at 7:50 p.m.  
T. Gallo  
L. Nuland  
M. Petitti  
A. Squicciarro

Agenda Item I—Call to Order

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

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: 25 Trumbull parents wrote in support of healthy start times. Three people wrote in opposition citing work schedules and an increase in traffic congestion. Patricia Kelly supports the formation of the Conservative Club. Bree Ann Prezioso wrote about her son. Joanne Mekawi and Darnelly D’Erario asked the Board to fund specialists at Frenchtown. Mary Hall wrote about parking policy concerns.
- C. Public Comment - Jonathan Dizney thanked Dr. Semmel for a comprehensive budget in these challenging economic times; and in support of healthy start time. Timea Kane spoke of the importance of special education at TPS.
- D. Superintendent Report – there was no report this evening.
- E. Board Chairman Report – As we begin the budget discussion at tonight’s meeting, Mrs. Timpanelli stated that it is the BOE’s responsibility to advocate for students, staff and programs to secure the necessary resources to allow our students to compete and excel. When funding our budget, we must be mindful of inflation and expiring federal funds. Maintaining our level of excellence at TPS is paramount.
- F. Student Board Representatives Report – there was no report this evening.

Agenda Item III—Reports/Action Items

- A. Approval/Minutes
  - BOE Special Meeting/Executive Session of 12/12/2022

- BOE Regular Meeting of 12/13/2022

It was moved (Norcel) and seconded (Gallo) to approve the BOE Special Meeting/Executive Session of 12/12/2022. Abstain- Squicciarro 7 in favor motion passes

It was moved (Norcel) and seconded (Gallo) to approve the BOE Regular Meeting of 12/13/2022 meeting as presented. Vote: Unanimous in favor.

## B. Personnel

Dr. Semmel presented the following appointments:

Chella, Joseph; (\$165,000 - unaffiliate position) Director of Human Capital and Talent Development at the Long Hill Administration Building, effective January 3, 2023.

Wasowski, Kathryn; 6/7 (\$69,190) special education teacher at Madison Middle School effective January 17, 2023.

Receive and file.

Dr. Semmel presented the following certified resignation:

Flatto, Elizabeth; reading teacher at Hillcrest Middle School since October 2005, resigning effective December 31, 2022

It was moved (Gallo) and seconded (Norcel) to approve the above resignation of Elizabeth Flatto as presented. Vote: Unanimous in favor.

## C. 2023-2024 Budget Presentation & Discussion – Dr. Semmel and Mr. Hendrickson

### Part I – Introduction – Dr. Semmel

- Overview- Our mission for the 2023-2024 budget is to rebuild our schools to meet the educational needs of all students within a supportive academic environment that empowers each student to become a life-long learner. Our priority is to invest in high leverage strategies that optimize student learning. In preparing the 2023-2024 budget, we must be mindful of the current economic challenges and the expiration of federal funds that will impact our budget process as we plan for the future.

➤

### Part II – Financial Summary- Dr. Semmel

- Financial Summary- The proposed budget totals \$122,380,277; that is a year-to-year increase of \$6,464,719 or 5.58%. The major drivers are: salaries (64.6%); benefits (17.5%) and purchased services (11.1%). Dr. Semmel detailed the cost per pupil expenditures, Ct's Next Generation Accountability results, projected enrollment and staffing needs. The overall impact on the number of certified staff has a net change of 0 (with a request for 1.0 FTE THS, 1.0 FTE Agriscience teacher, 1.0 elementary math specialist, 1.0 ELA middle school team leader and one elementary assistant principal). Non- certified staffing changes include a request for 2.0 athletic trainers and a 0.5 custodian at THS. Our budget objective is to focus on preparing students for academic and developmental success using cost effective planning.
- Health Insurance- Mr. Hendrickson presented the proposed budget for Health Insurance that reflects a \$1,392,147 increase over last year's budget to equal an 8% increase. Year to year medical rate increase assumed at 8%, this is a preliminary estimated amount as we expect final rates in late March.

Part III – Trumbull High School, Agriscience & Athletics- Mr. Guarino, Dr. Paslov, Mr. King  
Principal Marc Guarino and Dr. Paslov/Agriscience presented the proposed budget for THS that reflects a \$71,753 increase (11.00%) over the 2022-2023 budget. This increase includes furniture, world language equipment and Agriscience supplies, dues and fees.

Athletic Director Mike King presented the proposed budget for Athletics that reflects a \$155,388 increase (12.13%) over the 2022-2023 budget. The increase includes athletic trainers and coaches. The expense for athletic trainers is offset by reduction in purchased services (contracted trainers). However, the year-to-year dollar increase is being recalculated and will be reflected in a revised slide to be distributed at the next Board of Education budget meeting on January 12, 2023.

Part IV – Transportation – Mrs. Dawn Perkins

Mrs. Perkins presented the proposed budget that reflects a \$1,358,626 increase (20.70%) over the 2022-2023 budget. The current transportation contract expires 6/30/23 and is currently out to bid with a prospective 20% increase in regular routes, special ed: in and out of district and increased fuel costs.

Part V – Assistant Superintendent – Dr. Susan Iwanicki

Dr. Iwanicki presented the proposed budget that reflects a \$172,546 increase (11.52%) over the 2022-2023 budget. The increase includes curriculum writing, textbooks and testing materials. However, the year-to-year dollar increase is being recalculated and will be reflected in a revised slide to be distributed at the next Board of Education budget meeting on January 12, 2023.

Part VI – Human Capital and Talent Development – Mr. Joseph Chella

Mr. Chella presented the proposed budget that reflects a \$1,970 increase (1.42%) over the 2022-2023 budget. The increase includes purchased services – software and NovaTime.

Part VII - Technology & Digital Learning – Mr. Jeffrey Hackett, Ms. Christina Hefele

Mr. Hackett presented the proposed budget for Technology that reflects a \$626,317 (56.73%) increase over the 2022-2023 budget. The increase includes computers, software and telephones.

Ms. Hefele presented the proposed budget for Digital Learning that reflects a \$640 increase (0.31%) over the 2022-2023 budget.

In summation to this evening’s budget meeting, Dr. Semmel detailed the major drivers (salaries, benefits, transportation, PPS outplaced tuition, energy and utilities, elementary strings/band, property, supplies) of the proposed budget request for 2023-2024 that represents a 5.58% increase.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 9:18 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Budget Meeting – January 12, 2023

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

Members present:

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

Members absent:

J. Norcel

Agenda Item I—Call to Order

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

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: Chris Chase wrote in support of healthy start times for the 2023-2024 school year; Anne Meyer Rosa, Christina Rossi and Daphne Teittinen-Schreck ask that all Frenchtown specialists be retained and Bree Ann Prezioso wrote in favor of adding summer social events for autistic children.
- C. Public Comment – no public comment this evening
- D. Superintendent Report – no report this evening
- E. Board Chairman Report – no report this evening
- F. Teacher Board Representative Report -Teacher Board Representative John Mastrianni asked the Board to fully fund the Superintendent’s budget proposal for the next school year.

Agenda Item III—Reports/Action Items

- A. 2023-2024 Budget Presentation & Discussion (Continuation)

Part VIII - Elementary Schools – Mrs. Jennifer Neumeyer

Mrs. Neumeyer stated the importance of the literacy consultants and math specialists and the critical role they play at our elementary schools. She urged the Board to maintain the number of specialists and supports the addition of an elementary assistant principal.

Mrs. Neumeyer presented the proposed budget for Elementary schools that reflects a \$35,121 increase (7.63%) over last year’s budget. The increase includes classroom supplies and texts and workbooks.

Part IX – Middle Schools – Mr. Bryan Rickert, Mr. Peter Sullivan

Mr. Rickert and Mr. Sullivan presented the proposed budget for middle schools that reflects a \$19,202 increase (7.88%) over last year's budget. The increase includes classroom supplies and texts, library books and activities.

Part X – Facilities Department – Mr. David Cote

Mr. Cote presented the proposed budget for Facilities that reflects a \$204,895 increase (6.60%) over last year's budget. The increase includes electricity, natural gas, gasoline, recycling and supplies. We continue to reap the benefits from solar panels that help defray our energy bill.

Part XI – PPS Department and TECEC – Mr. Dean Catalano, Dr. Matthew Wheeler

Mr. Catalano presented the proposed budget for Pupil Personnel Services that reflects a \$355,002 increase (7.61%) over last year's budget. The increase includes outplaced tuition and consultants. PPS is requesting an increase to outplacement funding to ensure adequate funding based on 2022-2023 actuals and anticipated changes for the 2023-2024 school year.

Mr. Catalano discussed the success of the Elite and Reach programs and the benefits to our community.

Dr. Wheeler presented the proposed budget for TECEC that reflects a \$8,478 decrease (-17.16%) over last year's budget.

To conclude this evening's meeting, Dr. Semmel stated the essentials of this budget proposal, discussed some of the potential reductions (e.g. transportation and insurance), and provided the timeline for final approval.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:25 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, February 7, 2023

Dr. Semmel

Agenda Item III-B

Personnel

DiDonato, Jennifer; MA/9 (\$41,417) (.6) reading teacher at Hillcrest Middle School effective February 1, 2023.

Swift, Marissa; MA/4 (\$58,734) special education\* teacher at Trumbull High School effective January 10, 2023.

Recommendation:

Receive and file.

Resignation – Certified

Acerbo, Lisa; English teacher at Trumbull High School since August 2008, resigning effective January 20, 2023.

Recommendation:

Accept.

\*Designated teacher shortage area

\*\*THS Graduate

\*\*\*Trumbull Resident

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting–February 7, 2023

Ms. Christina Rusate

Agenda Item – III-C

Approval/Trumbull High School DECA group trip to Orlando, FL

The THS DECA Group trip is scheduled April 21<sup>st</sup>, 2023 through April 26<sup>th</sup>, 2023 for students to attend the International Career Development Conference (ICDC) held in Orlando, Florida. The names and number of students attending will be decided after the state-wide Career Development Conference in March.

Funding for these trips are provided by students and DECA. The estimated family contribution is \$600 per person. Accordingly, attached please review the field trip request submitted by Trumbull High School teacher Christina Rusate along with the corresponding trip itinerary for the ICDC event.

Recommendation:

Approve the overnight THS DECA trip to Orlando, FL as presented.

96m

TRUMBULL PUBLIC SCHOOLS  
FIELD TRIP REQUEST

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

Date Submitted 11/29/2022 Submitted By C. Rusate Trip Date 4/21-26, 2023  
 School THS Group DECA  
 Destination Orlando, FL Address(Directions) DECA ICDC

Time: Leave School TBD Leave Destination \_\_\_\_\_  
 Arrive Destination TBD Arrive At School \_\_\_\_\_

Itinerary TBD - Tentative Schedule Attached

How will this activity enhance student learning and integrate curricular goals?  
Attending ICDC supports students growth and development of business & leadership skills

Number of Students TBD Grade Level 9-12 Number of Adults 1 (pending # of  
 Teacher(s) C. Rusate Perkins Qualifying students)

Substitute Required? Yes  No  Nurse Notified SS Date 11/28/22  
 Initials \_\_\_\_\_

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

To be arranged by: Transportation Office  School Office   
 Any Special Considerations shuttle & Airfare to be arranged by C. Rusate

Costs:	Amount	To Be Paid By
Transportation	<u>Flight \$300pp / misc \$400pp</u>	<u>DECA funds /</u>
Other	<u>Req = \$105 / Hotel \$400pp / meals \$150pp</u>	<u>Family cont.</u>

Principal's Approval [Signature] Date 12/1/22  
 Assistant Superintendent [Signature] Date 12/9/22

Est Fam  
 cont  
 \$600

This section to be completed by Transportation Department. Confirmation will be forwarded.  
 The trip schedule will be as follows:  
 Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Arrive School \_\_\_\_\_  
 Number of Vehicles \_\_\_\_\_ Cost per Vehicle \_\_\_\_\_ Total Cost \_\_\_\_\_  
 Supervisor of Transportation \_\_\_\_\_ Date \_\_\_\_\_

Revised 10/15/13

12/12 ✓ copy to line

\*Preliminary Request - more details to be provided once available

see attachment

November 29, 2022

Dear Board of Education Members:

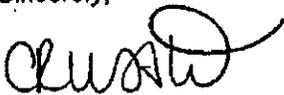
Enclosed please find a preliminary request for the Trumbull High School DECA group to attend the 2023 International Career Development Conference, to be held in Orlando, Florida. I would like to provide you with a little background information regarding this request.

In March, approximately 40 THS DECA members will be competing at the state-wide Career Development Conference to be held at the Aqua Turf in Plantsville, CT. At this conference, students will compete individually and in teams in a variety of business and marketing events including Principles of Business Administration Events, Team Decision Making Events, Individual Series Events, as well as Written Events. Students will take a content area exam and perform role plays before professional judges trying to earn a top spot in the state. For the past decade or so, THS DECA has been lucky enough to have approximately ten or more students earn those top spots, and thus the potential to attend the International Career Development Conference. Additionally, this year, the ambitious DECA members have earned THRIVE level recognition for their work on the Membership & Chapter Campaigns. As of now, we have already earned three spots to the THRIVE Leadership Academy at ICDC. While we will not know the exact names and numbers of additional eligible students for ICDC until March, we hope to repeat THS history and earn several of these prestigious spots. The turnaround time between the state competition and commitment for the national conference is quite short, hence why we are putting this request before you today.

We hope that you will continue to support Trumbull High School DECA's participation in this event as it is a tremendous learning experience for the students. We are happy to answer any additional questions and will provide more information as it becomes available.

Thank you very much for your time and consideration.

Sincerely,



Christina Rusate (DECA Advisor) & THS DECA Members



# INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

ORLANDO | 2023

## FRIDAY, APRIL 21

8:00 AM - 6:00 PM	CHARTERED ASSOCIATION ADVISOR CHECK-IN <i>Chapter advisors register with their chartered association advisor at their assigned hotel</i>	W206
8:00 AM - 9:00 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W206
8:00 AM - 9:00 PM	SHOP DECA + BLAZER SHOP	W205
6:30 PM	CHARTERED ASSOCIATION ADVISOR DINNER <i>by invitation only</i>	W305

\* Required state meeting

## SATURDAY, APRIL 22

7:00 AM - 8:30 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W206
7:00 AM - 8:30 PM	SHOP DECA + BLAZER SHOP	W205
9:00 AM	EVENT DIRECTORS' + ASSISTANT EVENT DIRECTORS' BRIEFING	W307BC
9:30 AM - 5:00 PM	DECA DAY IN THE PARKS <i>Advance ticket purchase required</i>	Walt Disney World Resort Universal Orlando Resort
10:00 AM	OFFICER CANDIDATE ORIENTATION + INTERVIEWS	
1:00 PM - 5:00 PM	EXHIBIT BOOTH SET-UP	WB2
5:00 PM	PARADE OF CHARTERED ASSOCIATIONS REHEARSAL	WA1-4
7:00 PM	NATIONAL ADVISORY BOARD + EXECUTIVE MENTOR RECEPTION <i>by invitation only</i>	W305
8:30 PM	GRAND OPENING SESSION	WA1-4
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

## SUNDAY, APRIL 23

7:00 AM - 9:00 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W206
7:00 AM - 9:00 PM	SHOP DECA + BLAZER SHOP	W205
7:30 AM	JUDGES' ORIENTATION	WB1
8:00 AM - 11:30 AM	SCHOOL-BASED ENTERPRISE ACADEMY   FOOD OPERATIONS <i>Sponsored by Intel and Otis Spunkmeyer</i>	
8:00 AM - 4:00 PM	EMERGING LEADER SERIES	OCCC
8:00 AM - 4:00 PM	COLLEGE + CAREER EXHIBITS / SHOP DECA <i>Advisors only from 8:00 AM - 9:00 AM</i>	WB2
8:00 AM - 5:00 PM	COMPETITIVE EVENT TESTING <i>Entrepreneurship, Innovation Event, Financial Literacy, Team Decision Making Event, and Virtual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Events</i>	WB1 + 2, WB3, WB4, WB5
8:00 AM - 5:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION <i>Business Operations Research Events, Project Management Events, Entrepreneurship Written Events, Stock Market Game, Virtual Business Challenge</i>	WB4 + WB2
9:00 AM	VIRTUAL BUSINESS CHALLENGE PARTICIPANTS' BRIEFING	OCCC
9:00 AM - 4:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES	
9:30 AM - 1:00 PM	EXECUTIVE MENTOR PROGRAM	OCCC
12:00 PM	MDA LUNCHEON <i>Sponsored by the Cuban Dyslexia Association   by invitation only</i>	W305
12:30 PM - 4:00 PM	SCHOOL-BASED ENTERPRISE ACADEMY   RETAIL OPERATIONS <i>Sponsored by Intel and Otis Spunkmeyer</i>	
4:00 PM	VOTING DELEGATES' BRIEFING + CANDIDATE CAMPAIGN SESSION	OCCC
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

## MONDAY, APRIL 24

7:00 AM - 5:00 PM	SHOP DECA	W205
7:00 AM - 7:00 PM	HEADQUARTERS + ATTRACTION/TICKET BOOTH	W206
7:30 AM	JUDGES' ORIENTATION	WB7
8:00 AM - 4:00 PM	COLLEGE + CAREER EXHIBITS / SHOP DECA	WB7
8:00 AM - 4:30 PM	EMERGING LEADER SERIES	QCCC
8:00 AM - 6:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION <i>Principles of Business Administration Events, Personal Financial Literacy, Team Decision Making Events, Individual Series Events, Integrated Marketing Campaign Events, Professional Selling and Consulting Events, School-based Enterprise, Virtual Business Challenge</i>	WB1 + WB2 + WB4
8:30 AM - 10:30 AM	JOHNSON & WALES SCHOLARSHIP AWARD BREAKFAST <i>Sponsored by Johnson &amp; Wales University   by invitation only</i>	W305
9:00 AM - 3:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES	
12:00 PM - 1:30 PM	CHARTERED ASSOCIATION OFFICER/ADVISOR LUNCHEON <i>sponsored by U.S. Army   by invitation only</i>	
2:00 PM - 3:30 PM	LEADERSHIP RECOGNITION RECEPTION <i>by invitation only</i>	W705
2:30 PM - 4:30 PM	MEET THE CANDIDATES SESSION <i>Open to all members</i>	
3:30 PM - 4:30 PM	COMPETITIVE EVENTS UPDATE <i>Advisors only</i>	
5:00 PM - 11:00 PM	DECA NIGHT AT UNIVERSAL ORLANDO <i>Advance ticket purchase required</i>	Universal Orlando Resort
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

## TUESDAY, APRIL 25

7:30 AM - 10:30 AM	JUDGES' ORIENTATION	WB4
7:30 AM - 6:00 PM	HEADQUARTERS	W206
8:00 AM	ACHIEVEMENT AWARDS SESSION	WA1-4
8:30 AM - 6:00 PM	SHOP DECA + FINALIST T-SHIRTS + RECOGNITION ITEMS	W205
8:30 AM - 6:00 PM	COMPETITIVE EVENT FINAL COMPETITION	WB4
12:00 PM	BUSINESS + ELECTION SESSION	
7:00 PM - 8:00 PM	SCHOLARSHIP + NATIONAL ADVISORY BOARD RECEPTION <i>Sponsored by National Advisory Board Partners   by invitation only</i>	W203
8:30 PM	GRAND AWARDS SESSION	WA1-1
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

## WEDNESDAY, APRIL 26

9:00 AM - 1:00 PM	NEW EXECUTIVE OFFICER ORIENTATION	W309
-------------------	-----------------------------------	------

Check [deca.org/icdc](http://deca.org/icdc) for updates. Events will be held in the ORANGE COUNTY CONVENTION CENTER unless otherwise noted.

# ICDC 2023 Estimated Costs as of 12.7.2022



Please note it is challenging to accurately estimate these costs, as per student costs will greatly depend on the number of students and number of chaperones required. Every effort will be made to keep family contributions to a minimum.

Registration	\$105 pp
Hotel - 5 nights	\$400 pp
Meals	\$150 pp
Flight w bags, etc	\$300 pp
Misc tickets to DECA events	\$400 pp
Total est	\$1355 pp
Minus DECA, grant funds	\$755 pp
Estimated family contribution	\$600 pp

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting–February 7, 2023

Mr. Joshua Murphy (3/18-3/19 field trip)

Agenda Item – III-D

Approval of Trumbull High School Color Guard to attend the Winter Guard International (WGI) for the Bethlehem Regional.

The Color Guard students/families will cover the costs of \$499 per student via the THSGEMB band parents. The monies will go to the Destinations Unlimited Inc. and will include the round-trip motor coach transportation and the one-night accommodation.

Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Joshua Murphy along with the corresponding trip itinerary.

Recommendation:

Approve the overnight trip to the WGI Bethlehem Regional in Bethlehem, PA as presented.

**TRUMBULL HIGH SCHOOL  
PRINCIPAL'S OFFICE**

Date: January 24, 2023

To: Dr. Susan Iwanicki

From: Marc Guarino

Re: Field Trip Waiver

---

Dr. Iwanicki,

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

Joshua Murphy / Colorguard – out of state - March 18, 2023 through March 19, 2023

Per Mr. Murphy, the group recently came off the waiting list for this show, and he was waiting to hear back from the travel coordinator with hotel and busing details.

Thank you.



**TRUMBULL PUBLIC SCHOOLS  
FIELD TRIP REQUEST**

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

Date Submitted 1/23/2023 Submitted By Joshua Murphy Trip Date 3/18-19/2023 *SAT./SUN.*  
 School THS Group Winter Colorguard  
 Destination WGI Bethlehem Regional Address(Directions) 1115 Linden St Bethlehem, PA

Time: Leave School 6:00am - 3/18 Leave Destination 7:00pm - 3/19  
 Arrive Destination 8:00am - 3/18 Arrive At School 9:00pm - 3/19  
 Itinerary Attached

*How will this activity enhance student learning and integrate curricular goals?*  
 Students will be afforded the opportunity to compete against groups from around the state and region.

Number of Students 13 Grade Level 7-12 Number of Adults 3  
 Teacher(s) Joshua Murphy

Substitute Required? Yes  No  Nurse Notified SM Date 1/23/23  
 Initials

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

To be arranged by: Transportation Office  School Office   
 Any Special Considerations \_\_\_\_\_

Costs:	Amount	To Be Paid By
Transportation <u>One Coach Bus</u>	<u>\$499 per student</u>	<u>THSGEMB Band Parents</u>
Other <u>Hotel</u>	<u>ALL INCLUSIVE</u>	<u>SAME AS ABOVE</u>

Principal's Approval [Signature] Date 1/24/23  
 Assistant Superintendent [Signature] Date 1/25/23

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

The trip schedule will be as follows:  
 Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Arrive School \_\_\_\_\_  
 Number of Vehicles \_\_\_\_\_ Cost per Vehicle \_\_\_\_\_ Total Cost \_\_\_\_\_

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

*[Handwritten Signature]*  
*[Handwritten Initials: CJS]*

**THS Winter Color Guard WGI Bethlehem Itinerary**  
**March 18-19, 2023**

Travel Planning provided by Destinations Unlimited – 1-800-246-1546, [julie@megahits.com](mailto:julie@megahits.com)

**Saturday – March 18, 2022 (Prelims Day)**

6:00am – Depart THS for Bethlehem, PA  
8:00am – Arrive at Rehearsal Venue  
8:30-10:30am – Rehearsal  
11:00 – Lunch and Check-in to Hotel  
1:00pm – Depart Hotel for performance venue  
2:00pm – Arrive at Performance Venue – Liberty HS 1115 Linden St Bethlehem, PA 18018  
3:00pm – Prepare for show, Enter Warmups  
~5:00pm – Performance Time  
8:00pm – Dinner at Venue  
9:00pm – Awards for Prelims  
9:30 – Check in to hotel  
11:00pm – Lights Out

**Sunday – March 19, 2022 (Finals Day)**

7:00-9:00am – Breakfast (Provided by Hotel)  
9:15am – Depart for Rehearsal venue – TBD - Assigned by WGI  
10:00 – 12:00pm – Rehearsal  
12:00pm – Lunch at Rehearsal Site  
1:00pm – Depart for Performance Venue  
1:30pm – Prepare for show, Enter Warmups  
~3:00pm – Finals Performance  
5:00pm – Dinner (On own at venue)  
7:00pm – Finals Awards  
8:00pm – Depart for THS  
10:00pm – Arrive at THS



P.O. Box 281  
Plymouth, CT 06782  
(860) 283-0397  
1-800-246-1546  
Fax: (860) 283-0398  
E-Mail: [julie@megahits.com](mailto:julie@megahits.com)

### **Tour Confirmation**

Group Name:	Trumbull High School Band	Tour Number:	AE031823
Address:	72 Strobel Rd. Trumbull, CT		
Contact Person:	Penny Ploski		
Work Phone:	203-258-4893	Email:	<a href="mailto:president@thsgembcorp.com">president@thsgembcorp.com</a> / <a href="mailto:penny.ploski@gmail.com">penny.ploski@gmail.com</a>

Tour Destination:	Bethlehem, PA	Number of Days:	2	Number of Nights:	1
Date of Tour:	March 18-19, 2023	Time of Departure:	6:00 am		
Departure Location:	Trumbull High School 72 Strobel Rd. Trumbull, CT				

### **Included Tour Features**

Round trip deluxe motorcoach transportation; 1 nights' accommodation at The Holiday Inn Express & Suites; extended continental breakfast; Gratuities to motorcoach operator; administrative planning service; all taxes and service charges on included features.

**COST PER PERSON: \$ 499.00 per person**

Cost per person is based on a minimum of 13 paying student passengers with 7 complimentary passengers. 3 student rooms are held (2 rooms of 4; 1 room of 5 with pull out sofa). 6 complimentary passengers will be double occupancy and 1 complimentary will be single occupancy.

**If group falls below minimum number of passengers, an adjustment will be made.**

**Any increases in fuel costs, taxes or government surcharges will be added to above costs.**

Payment Schedule

Full payment and rooming list due February 13, 2023

IF PAYMENT DATES ARE NOT ADHERED TO, THERE IS A POSSIBILITY THAT TOUR ARRANGEMENTS WILL BE CANCELLED.

Cancellation Penalties

No refund will be given for cancellations received on or after 2/13/2023 or for "no-shows" on the date of departure.

Cancellation Penalties apply for cancellation for ANY REASON. This includes but is not limited to: illness; government shutdown; terrorism; pandemic; weather related incidents; fear of travel; natural disaster; war; vaccination requirements; cancellation by a teacher, the Superintendent, Board of Education, Parish, district, principal, or any other official; expulsion, suspension or any reason that a student is unable or not allowed to participate in the tour.

Trip cancellation insurance for specific covered reasons is available and is **STRONGLY RECOMMENDED**. Cost is \$22.00 per person.

Destinations Unlimited assumes no responsibility or liability regarding the actions of chaperones on the tour. Destinations Unlimited does not select or in any way approve the chaperones. These individuals are selected by school officials, school administration or other entity that is not related or controlled by Destinations Unlimited. We strongly recommend that all chaperones be made aware of Board of Education policies regarding school activities and field trips. This information should include, but not be limited to, the consumption of alcohol, the availability of chaperones while on tour and the responsibility of chaperones. It is the responsibility of the educational institution to disseminate this information to all chaperones.

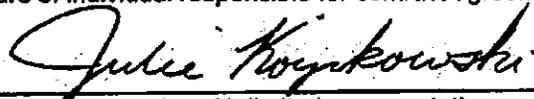
Destinations Unlimited, Inc. utilizes the services of hotels, transportation, and other travel related services in our tour product. The hotels, transportation companies and other service providers are independent contractors and are not agents of Destinations Unlimited, Inc. Destinations Unlimited, Inc. is not responsible for any failure to deliver service, or any act committed by these suppliers. Destinations Unlimited Inc. is not responsible for any personal injury, loss or damage of property, or expense resulting from matter beyond our control such as acts of God, terrorism, strikes, government actions or changes in schedules or itinerary. Destinations Unlimited, Inc. assumes no liability whatsoever in connection with any tour. It is the responsibility of the educational institution to disseminate this information to all parents and guardians of students participating in this tour. We reserve the right to alter the itinerary if necessary. All rates are quoted in US Currency.

Please sign one copy and return.

I have read the Tour Confirmation for Tour Number AE032523 and understand the Payment Schedule, Cancellation Penalties and Liability Conditions.

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

Signature of individual responsible for contract agreements.



Date: 1 / 20 / 23

Signature of Destinations Unlimited representative.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education

Ms. Katie Boland

Regular Meeting–February 7, 2023

Agenda Item – III-E

Approval of Trumbull High School Model Congress to travel to University of Pennsylvania 3/23/23-3/26/23.

The Trumbull High School’s Model Congress would like to participate in the 2023 Model Congress Competition at the University of Pennsylvania.

Funding for this trip will be paid for by parents, BEI Grants and the ACE Foundation which includes hotel, train, meals and registration. The cost per student is approximately \$440 (\$272 + Amtrak ticket).

Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Katie Boland along with the corresponding trip itinerary.

Recommendation:

Approve the overnight trip for THS Model Congress to University of Pennsylvania as presented.

**TRUMBULL HIGH SCHOOL  
PRINCIPAL'S OFFICE**

Date: January 23, 2023

To: Dr. Iwanicki

From: Marc Guarino

Re: Field Trip Waiver

---

Dr. Iwanicki,

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

Katie Boland – out of state – 3/23/23 through 3/26/23, Model Congress to the University of Pennsylvania.

Per Ms. Boland, the competition information and dates were released to advisors on 1/12/23. She does not have any other quotes for accommodations, because they are required to stay at the conference hotel.

Thank you.

A handwritten signature in black ink, appearing to read "Marc Guarino". The signature is fluid and cursive, with a long horizontal stroke at the end.

TRUMBULL PUBLIC SCHOOLS  
FIELD TRIP REQUEST

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

Date Submitted 1-20-2023 Submitted By Katje Boland Trip Date March 23-26, 2023  
 School THS Group THS Model Congress  
 Destination University of Pennsylvania Address(Directions) \_\_\_\_\_

Time: Leave School 7 AM 3/23 Leave Destination 3:30pm 3/26  
 Arrive Destination 12PM 3/23 Arrive At School 7:00pm 3/26  
 Itinerary Students will participate in the 2023 Model Congress competition at the University of Pennsylvania

How will this activity enhance student learning and integrate curricular goals?  
Students will learn first hand the legislative process as well as research and public speaking skills

Number of Students 25 Grade Level 9-12 Number of Adults 2  
 Teacher(s) Boland and Cafferty

Substitute Required? Yes  No  Nurse Notified SS Date 1/20/23  
3/23 and 3/24 Initials

Transportation: School Buses  Coaches  Parents Driving   
n/a Amtrak (parents must sign parent driver form)

To be arranged by: Transportation Office  School Office  n/a  
 Any Special Considerations \_\_\_\_\_

Costs:	Amount	To Be Paid By
Transportation <u>Amtrak</u>	<u>\$4212</u>	<u>Parents</u>
Other <u>Lodging + Registration</u>	<u>\$8045</u>	<u>grants to parents</u>

PO #  
02302712

Principal's Approval [Signature] Date 1/23/23  
 Assistant Superintendent [Signature] Date 1/25/23

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

The trip schedule will be as follows:  
 Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Arrive School \_\_\_\_\_  
 Number of Vehicles \_\_\_\_\_ Cost per Vehicle \_\_\_\_\_ Total Cost \_\_\_\_\_

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



**PENNMCM**

## **University of Pennsylvania Model Congress Competition**

- Dates:** Thursday, March 23rd to Sunday, March 26th, 2023
- Students:** Open to 25 students; priority given to Executive Board members, upperclassmen, and those that have done day competitions this year.
- Chaperones:** Ms. Katie Boland and Mr. Sean Cafferty
- Hotel:** Sheraton Philadelphia University City Hotel  
Rate is \$260 per night  
9 hotel rooms total for 3 nights = \$7,020.00
- Transportation:** Amtrak from Bridgeport to Washington DC.  
Thursday, Train 141 - Northeast Regional leaves at 7:59am  
Sunday, Train 96 - Northeast Regional leaves at 3:23pm  
Costs right now are \$156 per person.
- Expenses:** Hotel \$5545.00  
Train \$4212.00  
Meals \$550.00  
Registration \$2500.00  
**TOTAL: \$12,807.00 = \$512.28 per person**
- Grants:** Trumbull ACE Foundation & BEI Grants -- \$1800

**TOTAL COST PER STUDENT: \$440.00 per person**  
**(\$272.00 per person + Amtrak)**

# THIS IS THE MODEL CONGRESS AT THE UNIVERSITY OF PENNSYLVANIA.

Penn Model Congress, founded in 1997, is an entirely student-run organization open to all undergraduates of the University of Pennsylvania. The club sponsors panels, guest speakers, and field trips in order to enhance our understanding of the United States government, particularly the Congress and legislative process.

Our year culminates in the spring, when we host a high school conference where 700 delegates from across the nation convene at mPenn to debate their own legislation in simulation of the United States Congress. Members act as committee chairs to facilitate debate and oversee the conference. In addition, members may choose to be part of the conference staff to have a more active role in the planning and administering of the conference throughout the year.

## CONFERENCE OVERVIEW

Welcome to the University of Pennsylvania's 2023 Model Congress Conference! We are thrilled to be able to host this event in person for the first time since 2019. At Penn Model Congress, high school students will be able to simulate the lawmaking process by pushing to pass a bill on an issue they care about in a mock congressional committee. This year's conference promises to be an exciting and engaging experience, with sessions focused on the most pressing issues facing our communities today. Thank you for joining us!

The PMC conference will be held on the University of Pennsylvania's campus and take place from March 23-26, 2023. Accommodation will be available at the Sheraton Philadelphia University City Hotel.

**Trumbull Board of Education**

6254 Main Street  
 Trumbull, CT 06611  
 (203) 452-4324 Fax (203) 452-4327

**Purchase Order**

Fiscal Year 2023 Page 1 of 1

THIS NUMBER MUST APPEAR ON ALL INVOICES,  
 PACKAGES AND SHIPPING PAPERS.

**Bill To**  
 TRUMBULL BOARD OF  
 EDUCATION  
 ATTN: ACCOUNTS PAYABLE  
 6254 MAIN STREET  
 TRUMBULL, CT 06611

**Ship To**  
 THS ADMINISTRATION  
 TRUMBULL HIGH SCHOOL  
 72 STROBEL ROAD  
 TRUMBULL, CT 06611

Purchase Order Number **02302712**  
 Purchase Order Date **01/19/2023**  
 Department **THS ADMINISTRATION**

**Vendor**  
 TRUSTEES OF UNIVERSITY OF PENNSYLVANIA  
 PENN MODEL CONGRESS  
 PO BOX 30794  
 228 SOUTH 40TH STREET  
 PHILADELPHIA, PA 19104

VENDOR PHONE NUMBER	VENDOR FAX NUMBER	VENDOR NUMBER	REQUISITION NUMBER	DELIVERY REFERENCE
		12299	1002927	Kathleen Boland

**NOTES**

ITEM #	DESCRIPTION	QUANTITY	UOM	UNIT PRICE	EXTENDED PRICE
1	Competition Model Congress	1.0000	EACH	\$8,595.0000	\$8,595.00

**GL SUMMARY**

100 - 20032	\$8,595.00
-------------	------------

**CONDITIONS**

1. Invoice IN DUPLICATE to: Trumbull Board of Education, c/o BILL TO ADDRESS on Purchase Order.
2. All goods are subject to inspection and return, notwithstanding prior payment.
3. MUNICIPALITY - TAX EXEMPT #20-5352138.
4. Not responsible for purchases made except on written orders as specified.
5. Cartage and delivery charges, if any, must be prepaid and included in the bill.
6. Price changes for non-bid purchases, require written authorization from school business official prior to shipment.

In Full  In Part  Cancel

*Mary J. Samuel*  
 Authorized Buyer

*Paul Hendrickson*  
 Purchasing Agent/Purchasing Authority

Received By \_\_\_\_\_ Date \_\_\_\_\_

Purchase Order Total **\$8,595.00**

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Mrs. Hefele

Agenda Item – III-F

Future Ready Technology Plan

Christina Hefele, Director of Digital Learning will give a presentation on the district's participation in the Future Ready Schools Cohort and share the 3-year plan that the committee developed that shows how technology will be implemented to support our curriculum and district goals.

Recommendation:

Review and Discuss

# Future Ready Plan



*Trumbull Public Schools 3-Year Plan 2023-2026*



# Future Ready Introduction



## Future Ready Gears

- Curriculum, Instruction, and Assessment
- Personalized Professional Learning
- Budget and Resources
- Community Partnerships
- Data and Privacy
- Robust Infrastructure
- Use of Space and Time
- Collaborative Leadership

Future Ready Schools is a Project of the Alliance for Excellent Education, working in partnership with the US Department of Education and a vast coalition of over 50 national and regional partners. Future Ready provides district leaders, like us, tools to work collaboratively to make personalized, student-centered learning a reality in all schools. At the heart of Future Ready is the Future Ready Framework, a robust structure for digital learning visioning, planning, and implementation focused on Personalized Student Learning. The research-based Framework emphasizes collaborative leadership and creating an innovative school culture. All content focuses on seven key areas (called gears), plus leadership, each of which are addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making.

In May of 2022, Trumbull Public Schools joined a CT Future Ready Cohort to begin developing a 3-year comprehensive technology plan focused on teaching and learning. The Trumbull cohort consisted of the following members:

Christina Hefele - Director of Digital Learning

Jeff Hackett - Manager of Technology

Jeff VanSteenburg - Network Administrator

Jenell Cunningham - Elementary Technology Integration Specialist

Michaela Durand - Middle School Technology Integration Specialist

Chris Eide - High School Technology Integration Specialist

Rebecca Ferraro - Elementary Teacher Librarian

Jeff Alterman - Middle School Teacher

Molly Dushay - High School Teacher

Stacey Garrity - Special Education Assistive Technology

The cohort met monthly from June-November with 20+ other district teams from CT to unpack the Future Ready framework, share ideas and best practices, and write components of this plan. The process the committee followed is outlined below in "Crafting the Vision".

# Crafting the Vision



Assemble a Future Ready Schools® Planning Team



Measure District Readiness



Gather Input from Stakeholders



Create Your Future Ready Action Plan



Export, Share, Connect, and Repeat!

The Trumbull Public Schools Future Ready Committee felt it was important to align the 3-year technology plan with the mission and vision of the district as well as the Vision of the Graduate work done last year.

Our mission states, “Trumbull Public Schools, 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 life-long learner and to live and participate in a democratic, diverse and global society.” With this in mind, Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

**Vision:** We believe that our digital learning program should be embedded into our curriculum and driven by our teaching and learning goals and aligned with our district mission and our vision of the graduate.

**As a result, this 3-year technology plan was developed with these three key goals in mind:**

- **Goal 1:** Provide equitable, reliable access to technology for all students and staff.
- **Goal 2:** Provide personalized, borderless learning opportunities for students, staff, and the community.
- **Goal 3:** Support the goals and skills outlined in the Trumbull Public Schools Vision of the Graduate.

# Needs Assessment

As part of the development of this technology plan, the Trumbull Future Ready Committee was required to perform a self-assessment on each gear of the Future Ready framework: curriculum, instruction and assessment, personalized professional learning, budget and resources, community partnerships, data and privacy, robust infrastructure, use of space and time, and collaborative leadership. The assessment helps districts identify their areas of strength and weakness and helps determine the districts readiness to implement robust student-centered learning. Input for the assessment was gathered from a variety of stakeholder groups including teachers, library media specialists, technology integrators, administrators and students. The complete survey results can be found in Appendix A. Below is a summary of the assessment findings:

- Identified Areas of Strength
  - Adequacy of devices
  - Data and Data Systems
  - Data Policies, Procedures and Practices for Data Privacy
  - Flexible Learning
  - High Expectations for Evidence-Based Transformation to Digital Learning
- Biggest Areas Identified for Improvement
  - Consistent Funding streams for technology replacement
  - Formal cycle for review and replacement of technology
  - A shared forward-thinking vision for digital learning

## Action Plan

Below you will find a section for each Future Ready gear in the framework. The section will include a snapshot of the overall assessment rating and then outline some goals to help the district move forward over the next 3-years as a Future Ready School System. Each goal includes an indicator that the committee will use to evaluate our progress or adjust our plan on an annual basis. Please keep in mind in order to move forward with some of the goals, there will need to be a commitment annually for adequate budgetary funding. The Board has been provided with a separate Technology Replacement for the next 5-years which requires annual funding for Technology to be approximately \$700,000 to \$1,000,000 per year to sustain our current technology program primarily focused on replacing aging SMARTBoards, projectors, teacher desktop computers and laptops. The plan will be reviewed and adjusted each year based on funding allocations.



**YOUR DISTRICT'S STAGE OF READINESS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Gear Score: Curriculum, Instruction, and Assessment	5.4
21st Century Skills/Deeper Learning	7.0
Personalized Learning	5.0
Collaborative, Relevant, and Applied Learning	5.0
Leveraging Technology	5.0
Assessment—Analytics Inform Instruction	5.0

**Why Statement:** We believe digital learning should be embedded into curriculum and instruction as a tool to increase personalized learning. Trumbull strives to leverage technology to provide meaningful analytics for both students and teachers. Our curriculum guides should integrate multiple highly effective learning technologies and 21st Century skills to support a diverse range of learners.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to the areas of growth mindset, critical thinking, innovation and self-efficacy which are integrated into curriculum, instruction, and assessment.

## Goals: Curriculum, Instruction & Assessment

Goal	Description of Goal	Action Steps	Indicator
1.1- 21st Century Skills/Deeper Learning	Intentionally integrate deeper learning with critical thinking, creativity and innovation, and self-efficacy to solve real-world problems.	<ul style="list-style-type: none"> <li>● Incorporate VOG digital rubrics across all grade levels</li> <li>● Modify &amp; incorporate standards based report card to include VOG skills &amp; dispositions district-wide</li> </ul>	By August 2025 the VOG rubrics and standards will be reflected across all grade levels and incorporated into Infinite Campus
1.2- Personalized learning	<p>Increase personalized learning opportunities for high school students through the capstone projects and electives.</p> <p>Continue to support teachers in providing more student choice opportunities.</p>	<ul style="list-style-type: none"> <li>● Provide educators additional professional learning on strategies to implement student choice.</li> <li>● Continue to support teachers in providing more student choice opportunities.</li> </ul>	By June 2025 each school will produce examples of student work from each grade level to demonstrate personalized learning.
1.3 Collaborative Relevant and Applied Learning	Continue to increase peer collaboration to have value and authenticity in learning.	<ul style="list-style-type: none"> <li>● High school students will have the opportunity to support middle school and elementary school students in-person and/or virtually.</li> </ul>	By August 2024, opportunities for students to collaborate will be evident with students engaging in the local community.
1.4 Leveraging Technology	<p>Continue to provide and explore technologies that support VOG skills and dispositions to integrate into highly effective teaching and learning.</p> <p>Increase opportunities for student innovation through in-school and after-school curriculum and programs.</p>	<ul style="list-style-type: none"> <li>● Provide teachers with a list of the diverse, district approved technologies to integrate into curriculum, instruction and assessments.</li> <li>● Provide professional learning opportunities for teachers and staff to enrich their digital toolbox for use with students.</li> </ul>	<p>Continue to provide a list of approved technologies on an annual basis.</p> <p>By June 2023 have a model for Makerspace environments</p> <p>By June 2024 the plan and maintenance for the planetarium and observatory will be in place.</p>

		<ul style="list-style-type: none"> <li>● Develop a plan to upgrade and maintain Hillcrest planetarium</li> <li>● Realign usage of observatory at Middlebrook</li> <li>● Introduce Makerspace environments across schools to develop 21st century skills</li> <li>● Incorporate virtual reality field trips into instruction</li> </ul>	
1.6 Coding Curriculum	Review and Revise K-5 Coding Curriculum	<ul style="list-style-type: none"> <li>● Review CT Public Act 19-128 - A Law Concerning Computer Science Instruction in schools.</li> <li>● Review and update elementary and middle school curriculum guides as needed</li> </ul>	By September 2024 the K-5 coding curriculum revisions will be sent to the Curriculum Committee for approval.
1.7 Assessment-Analytics Inform Instruction	Increase use of online assessment tools to use immediate feedback results to drive instruction.	<ul style="list-style-type: none"> <li>● Build educator capacity in understanding of digital tools that support assessments and feedback.</li> </ul>	Annually teachers will be able to produce assessments and student work with adequate feedback.



## YOUR DISTRICT'S STAGE OF READINESS FOR PERSONALIZED PROFESSIONAL LEARNING

Gear Score: Personalized Professional Learning	4.0
Shared Ownership and Responsibility for Professional Growth	5.0
21st Century Skill Set	5.0
Diverse Opportunities for Professional Learning Through Technology	3.0
Broad-Based, Participative Evaluation	3.0

**Why Statement:** We believe that it is important to provide robust learning opportunities for all staff members that align with a 21st century skill set. These diverse opportunities for professional learning will be high-quality, ongoing, job-embedded opportunities.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to the areas of growth mindset and self-efficacy which are integrated into ongoing professional learning.

## Goals: Personalized Professional Learning

Goal	Description of Goal	Action Steps	Indicator
2.1	Build teacher driven professional development opportunities via a personalized professional learning plan.	<ul style="list-style-type: none"> <li>Develop a template for a personalized professional learning plan aligned with the Technology Plan and PDEC goals</li> </ul>	By August 2024, all staff members will have written a personalized professional learning plan which includes at least one technology skill.
2.2	Consider personalized faculty meetings/department meetings for teachers to direct professional learning time	<ul style="list-style-type: none"> <li>Offer PD to Lead and Learn committee on personalized professional learning and ways to implement ideas such as Flipped Faculty Meetings using a variety of digital tools.</li> </ul>	By the end of 2025, all administrators and department heads will have facilitated meetings where teachers are able to direct their professional learning time.
2.3	Build opportunities for teachers to learn new software/hardware resources that can be part of their personalized learning plan.	<ul style="list-style-type: none"> <li>Creation of surveys on what staff members need assistance in learning which applications</li> <li>Create a catalog of various learning opportunities for staff members to receive PD - virtual, Lunch and Learn, newsletters</li> </ul>	By the end of 2024, Technology Integration Specialists will have identified critical skills that staff members need and plan opportunities for new learning of these skills.

## Budget and Resources



YOUR DISTRICT'S STAGE OF READINESS FOR BUDGET AND RESOURCES	
Gear Score: Budget and Resources	3.0
Efficiency and Cost Savings	7.0
Alignment to District and School Plans	5.0
Consistent Funding Streams	0.0
Learning Return on Investment	0.0

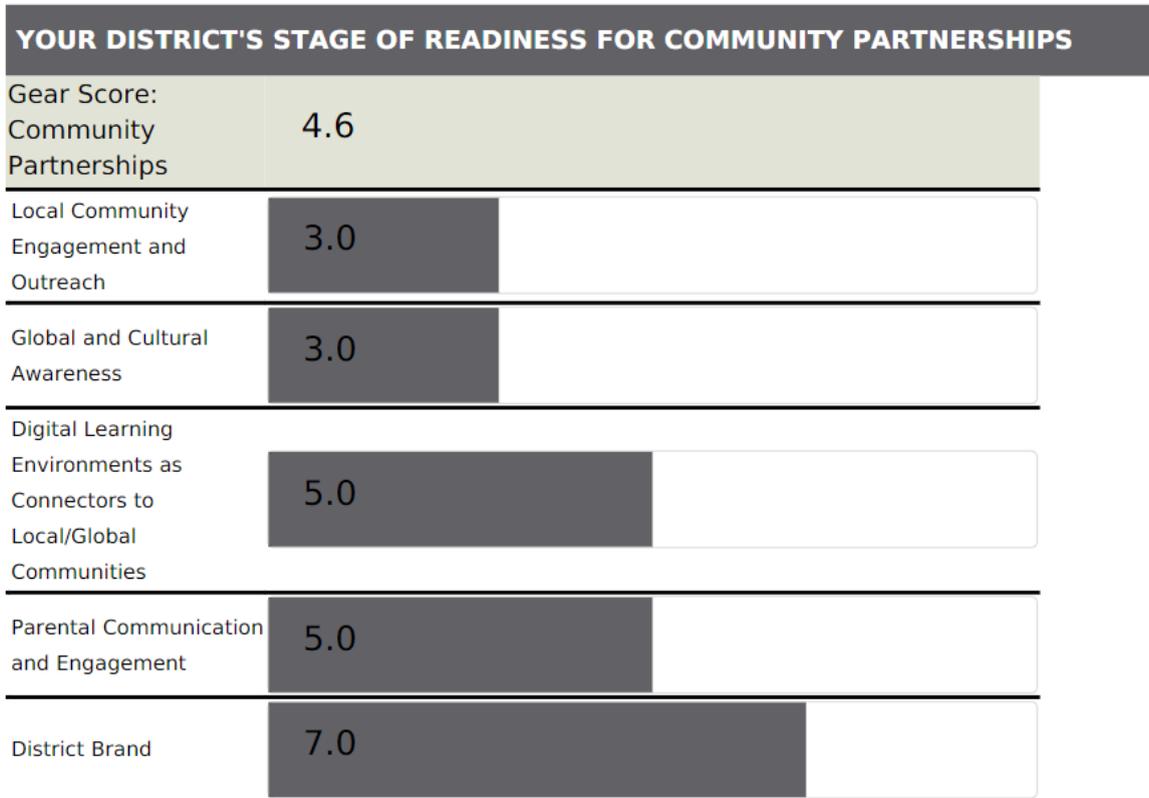
**Why Statement:** Adequate, ongoing, and sustainable funding is necessary to support our digital learning goals to continue to support quality instruction and learning in the classroom.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to all areas of the Vision of the Graduate work as an adequate budget and resources are necessary to support all of our teaching and learning work in the district.

### Goals: Budget and Resources

Goal	Description of Goal	Action Steps	Indicator
3.1	Maintain an updated and dynamic 5-year technology hardware plan	<ul style="list-style-type: none"> <li>Yearly review and adjust to district needs</li> </ul>	At the end of each year we anticipate the Technology plan will at least be 75% funded and complete
3.2	Participate in information gathering around the hardware resources being used in comparable districts.	<ul style="list-style-type: none"> <li>Reach out to local technology directors</li> <li>Look at budget documents to see technology funding</li> <li>Use outside shared resources such as conferences, list serves, etc.</li> </ul>	Analyze gathered information to assess where we are in comparison with similar districts and adjust if necessary
3.3	Provide opportunities for all roles including teachers to have input on purchase of tools to support instruction	<ul style="list-style-type: none"> <li>Survey staff and create an advisory group of peers for recommendation of future needs</li> </ul>	Follow up with staff and evaluate results

## Community Partnerships



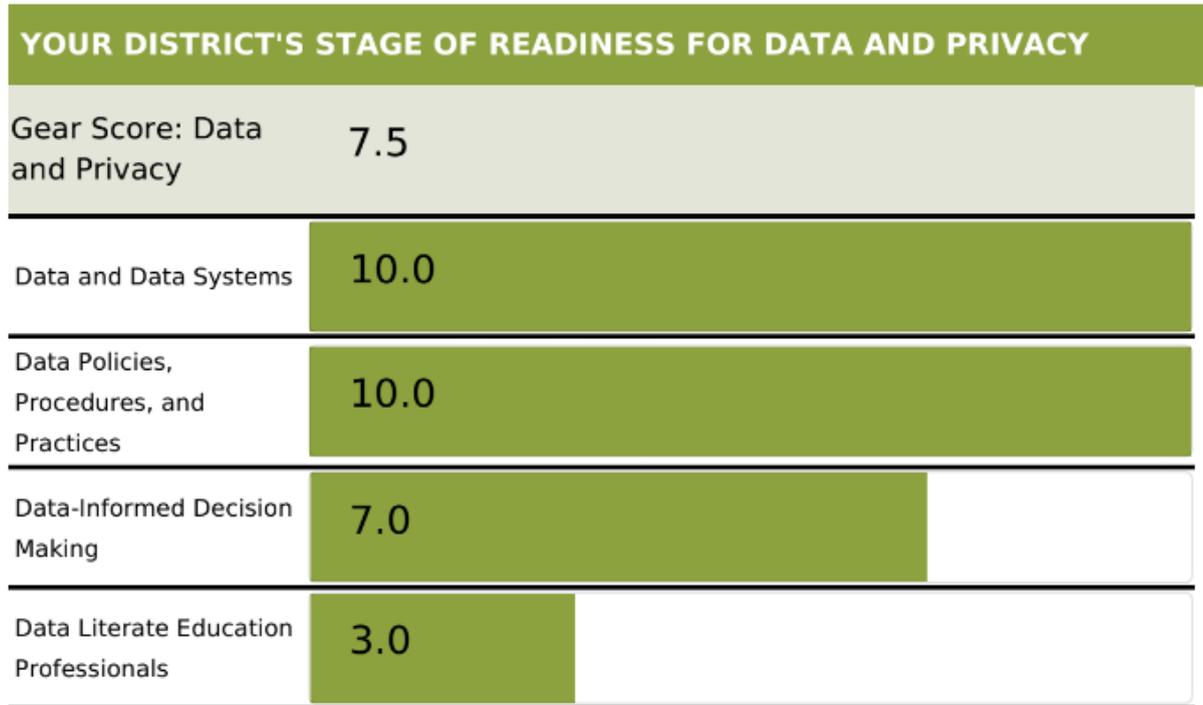
**Why Statement:** Community partnerships play an integral role in Trumbull's Vision of the Graduate. We believe to meet the needs of all students to become life-long learners in a diverse and global society, we must partner with our local and global community. Partnerships offer students the opportunities to extend their knowledge and understanding while appreciating the diversity of cultures and the community to support inclusivity. In addition, community stakeholders will gain the opportunity to engage in student-learning and real-world experience.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions such as communication and collaboration with professionals in the community and specific professionals.

## Goals: Community Partnerships

Goal	Description of Goal	Action Steps	Indicator
4.1	New district website to improve communication between community and schools	<ul style="list-style-type: none"> <li>Development of a new district website that will have responsive design and be uniform for schools across the district.</li> </ul>	By August 2023, new websites will be launched and encompass all individual school websites.
4.2	Collaboration with Sikorsky, ACE Foundation, TPAUD, BEI, Discovery Science Center, local universities and other organizations in order to help provide funding and provide experiences to our students.	<ul style="list-style-type: none"> <li>Potentially offering program to have high school seniors volunteering in middle/elementary schools (with an interest in education)</li> <li>Parent University</li> <li>Collaboration with Trumbull Senior Center</li> <li>Collaboration with Trumbull Library System to foster innovative practices and offer workshops for community focused on technology</li> </ul>	<p>By April 2023, Trumbull Public Schools will have held its first Parent University since Covid.</p> <p>By June 2025, new projects will be initiated with various community organizations.</p>
4.3	Development of district brand	<ul style="list-style-type: none"> <li>Create clear plan for communication from district - for example, will all weekend updates be sent via Smore</li> <li>District wide approach to social media</li> </ul>	By August 2024, all schools will have a social media presence with clear guidelines for posting and branding to be integrated with their new website platform.

## Data and Privacy



**Why Statement:** Trumbull Public Schools will continue to be compliant with the CT Data privacy law. On an ongoing basis, we will continue to monitor and expand our list of approved resources based on teacher requests. Our goal is to provide a robust digital toolbox that supports the dispositions and skills for all students outlined in the Vision of the Graduate.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to the areas of communication and critical thinking and problem solving which are integrated into our data and data privacy practices.

## Goals: Data & Data Privacy

Goal	Description of Goal	Action Steps	Indicator
5.1 - Data Literate Education Professionals	<p>Provide annual training to all teachers and staff on Data Privacy including FERPA, PA-182.</p> <p>Increase student awareness and understanding of data privacy</p>	<ul style="list-style-type: none"> <li>• Incorporate an online training module into the Beginning of the Year Compliance Training Module for Staff</li> <li>• Incorporate Data Literacy into grades 3-8 Library Media Curriculum to ensure students have an understanding of data privacy.</li> </ul>	<p>By August 2024 revamped Data Privacy Module will be available</p> <p>By August 2024 Revised Elementary Library Curriculum includes Data Literacy in grades 3-5</p> <p>By August 2024 Middle School Digital Literacy and Media Curriculum reflects updated Data Literacy/Privacy lessons</p>
5.2 - Data Informed Decision Making Process	Increase capacity of district leaders and school-based leadership teams to use data to inform instruction	<ul style="list-style-type: none"> <li>• Meet monthly with the District Leading &amp; Learning team to provide professional development on analyzing data to help inform programs, interventions, and curriculum at the school levels.</li> </ul>	By June 2024 each school will be able to produce evidence of the data inquiry/cycle process used at their school to inform the MTSS process using digital forms.



YOUR DISTRICT'S STAGE OF READINESS FOR ROBUST INFRASTRUCTURE	
Gear Score: Robust Infrastructure	6.0
Adequacy of Devices; Quality and Availability	10.0
Robust Network Infrastructure	7.0
Adequate and Responsive Support	7.0
Formal Cycle for Review and Replacement	0.0

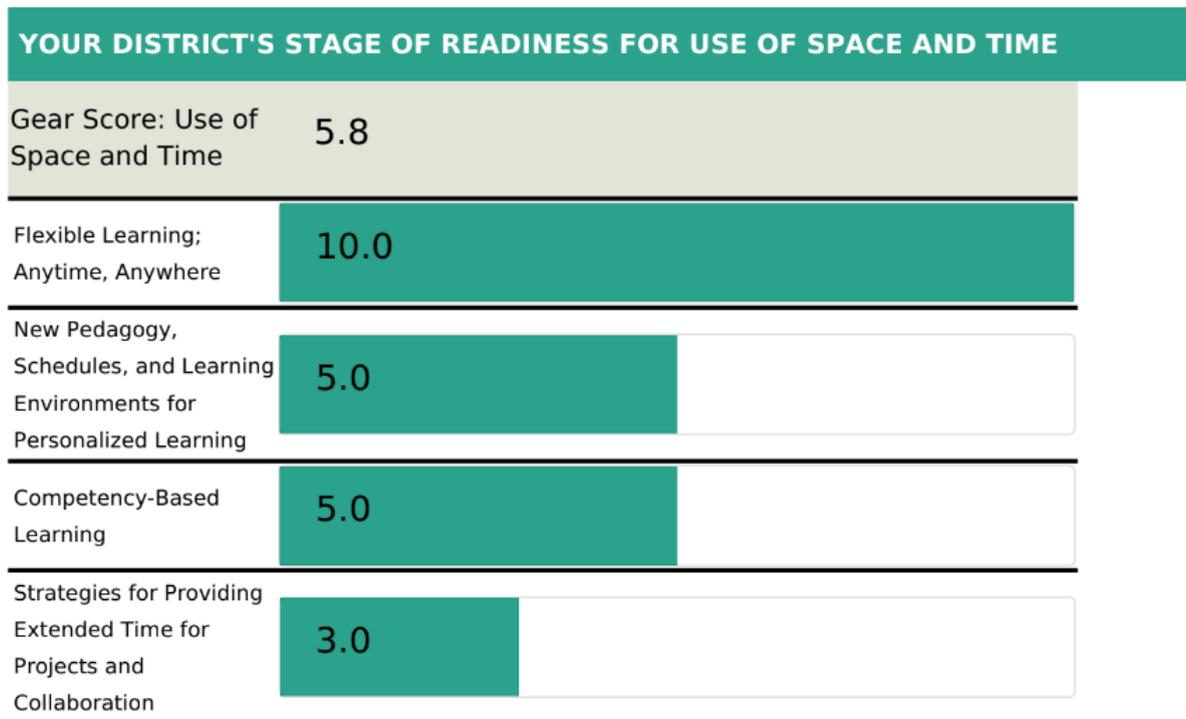
**Why Statement:** We believe that a robust infrastructure is necessary to achieve our digital learning goals. The school community supports a system that provides equitable access to resources for all students to learn. A reliable and expandable infrastructure is the foundation needed to ensure that all digital learning resources are usable in order to achieve the goals outlined in the vision of the graduate.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to all areas of the Vision of the Graduate work as a robust and sustainable infrastructure is necessary to support all of our teaching and learning work in the district.

## Goals: Robust Infrastructure

Goal		Description of Goal	Action Steps	Indicator
6.1	Robust Network	Ensure a stable and reliable network for the learning environment	<ul style="list-style-type: none"> <li>Perform network monitoring and usage to plan for future district bandwidth needs (i.e. Internet, Wi-Fi, etc)</li> <li>Continue to improve a secure and reliable infrastructure (Firewall, Account security, Virus\Malware protection)</li> </ul>	Bi-Annual report produced of Network performance and bandwidth usage
6.2	Provide adequate devices for an effective learning climate	Ensure all students and staff have compatible and up to date technology resources in school and at home.	<ul style="list-style-type: none"> <li>Keep administration advised of budgetary needs as it relates to refreshing old outdated equipment</li> </ul>	Each year, the committee will produce a report that evaluates progress on this technology plan and adjusts as needed.  This will be reported to the Board annually.
6.3	Responsive support resolutions for district	Provide timely and efficient support for staff and students.	<ul style="list-style-type: none"> <li>Investigate proficient and effective technology resources for staff. Provide professional development for support staff</li> </ul>	Positive results as measured on the independent surveys and work order reports
6.4	Review and refresh technology in a timely manner	Maintain and adhere to current 5 year technology equipment plan	<ul style="list-style-type: none"> <li>Secure funding needed to refresh outdated technology equipment</li> </ul>	75% completion of the years technology equipment replacement plan

## Use of Space and Time



**Why Statement:** In Trumbull, we believe that it is imperative for both students and educators to have an adequate space and environment to grow as digital and lifelong learners. Our educators should be given the time for professional development and opportunities to further evolve and support digital learning that is embedded into our curriculum.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to the areas of collaboration and innovation which are key elements of space and time.

## Goals: Use of Time and Space

Goal	Description of Goal	Action Steps	Indicator
7.1 - New Pedagogy, Schedules, and Learning Environments for Personalized Learning	Ensure schedules provide students with opportunities to explore personal interests	<ul style="list-style-type: none"> <li>● Move to an 8-drop 2 schedule at the high school to increase opportunities for student choice in scheduling and increase contiguous instructional time for project-based learning</li> <li>● Explore opportunities for changes in the middle school schedule that provide students with flexible time for personalized learning</li> </ul>	<p>By the 2023-24 school year, move to an 8-drop 2 schedule at Trumbull High School developed in Infinite Campus.</p> <p>By June 2024, Hillcrest and Madison Middle School will plan for time in their schedules for students to have opportunities to explore personal interests developed in Infinite Campus.</p>
7.2 - New Pedagogy, Schedules, and Learning Environments for Personalized Learning	Develop and implement a coaching model that drives change in pedagogy at the elementary, middle, and high school levels	<ul style="list-style-type: none"> <li>● Create a coaching model for use in Trumbull Public Schools</li> <li>● Create opportunities for professional development in coaching for district instructional coaches</li> <li>● Pilot and evaluate coaching model</li> </ul>	<p>By June 2023, have a created coaching model for instructional technology that includes planning for coaching cycles with teachers</p> <p>By June 2024, train district coaches/TIS in the TPS coaching model</p> <p>In the 2024-25 school year, have coaches implement TPS coaching model as a pilot and provide feedback on the model</p> <p>By June 2026, have a fully piloted, revised, and implemented coaching model for Technology Integration at Trumbull public schools</p>

<p>7.3 - Strategies for Providing Extended Time for Projects and Collaboration</p>	<p>Create flexible spaces for students to explore interests in technology and innovation</p>	<ul style="list-style-type: none"> <li>● Develop a model for Trumbull makerspaces that defines the purpose and structure of a makerspace</li> <li>● Research makerspaces in the DRG and surrounding/ comparable districts</li> <li>● Develop a model for evaluation of makerspace programming in terms of students involvement and interest</li> <li>● Explore funding sources and develop budgets for both initial capital expenditures and ongoing funding requirements for functional makerspaces</li> <li>● Take an inventory of current resources present in Trumbull schools that could be useful for Trumbull makerspaces</li> <li>● Create a schedule for makerspaces that provides all students opportunities to use the spaces to explore their interests in technology and innovation</li> </ul>	<p>By June 2023, have a written model for Trumbull makerspaces that defines that purpose and structure of a makerspace</p> <p>By June 2023, complete an inventory of TPS resources for makerspaces</p> <p>By October 2023, have a proposal for initial capital expenditures for Trumbull makerspaces</p> <p>By June 2024, have created instruments for evaluation of makerspace programming</p> <p>By June 2025, have defined and functional makerspaces at each school</p> <p>By June 2025, pilot a year of makerspace activities in the respective makerspaces and evaluate</p>
--	--	---	---

## Collaborative Leadership (ACROSS THE GEARS)



### YOUR DISTRICT'S STAGE OF READINESS FOR ACROSS THE GEARS: COLLABORATIVE LEADERSHIP

Gear Score: Across  
the Gears:  
Collaborative  
Leadership

5.0

A Shared, Forward-  
Thinking Vision for  
Digital Learning

0.0

A Culture of  
Collaboration,  
Innovation, Capacity  
Building, and  
Empowerment

5.0

High Expectations for  
Evidence-Based  
Transformations to  
Digital Learning

10.0

Transformative,  
Coherent Thinking,  
Planning, Policies, and  
Implementation

5.0

**Why Statement:** We believe that progress in our schools requires collaboration from all stakeholders. Teachers serve a critical role in establishing a culture and vision for schools to ensure that professional learning is relevant to their needs and students are held to a common high standard.

**Vision of the Graduate Alignment:** The Vision of the Graduate strives to meet the educational needs of all students through skills and dispositions. This focus area is directly aligned to the areas of communication and collaboration which are critical to collaborative leadership.

## Goals: Collaborative Leadership

Goal	Description of Goal	Action Steps	Indicator
8.1 - A Shared, Forward-Thinking Vision for Digital Learning	Trumbull Public Schools will have an identified, developed, and formally defined vision for digital learning	<ul style="list-style-type: none"> <li>Future Ready team will collaboratively develop a vision for digital learning in Trumbull Public Schools</li> </ul>	By February 2023 the District will provide a presentation to the Board of Education on the Future Ready Plan for 2023-2026.
8.2 - A Culture of Collaboration, Innovation, Capacity Building, and Empowerment	District Leaders will collaborate thru PLC on developing action steps based on equity data	<ul style="list-style-type: none"> <li>Prepare an annual equity report.</li> <li>Gather additional data regarding enrollment in advanced coursework and share with DELT committee</li> </ul>	By June 2023 DELT committee will develop some action items for 2023-2024 based on equity data.
8.3- Transformative, Coherent Thinking, Planning, Policies, and Implementation	Continue to develop strategic plans.	<ul style="list-style-type: none"> <li>Develop strategic plans that map pathways to the district's future that include identifying funding sources to sustain technology plan.</li> </ul>	IT Department in conjunction with Central Office and Town will work to identify funding streams to make sure our technology learning program is sustainable year after year. This will be reviewed annually throughout the duration of the plan.

## **Appendix A: Assessment**

**The attached appendix contains the results for the complete Future Ready Assessment conducted by the committee and reviewed with various Stakeholders in the Summer of 2022.**



# Digital Learning Readiness Report

Date of Report: 08/24/2022

TRUMBULL SCHOOL DISTRICT

Future Ready Project Manager: Christina Hefele

## INTRODUCTION

Now more than ever, the nation's education system is faced with high demands to prepare students for an information-rich, high-tech, entrepreneurial, global economy that requires a highly skilled, knowledgeable, flexible, and capable workforce. Additionally, since January 2010, the US economy has added 11.6 million jobs, and 99% of those jobs have gone to workers with at least some college or post-secondary education. These national trends emphasize the increasingly high demands for graduates who have deeper learning competencies, skills, and grit to take on a future economy wrought with new challenges. To prepare graduates for this new environment, district and school leaders must build their own leadership capacity to implement innovative practices in curriculum, instruction, assessment, and professional learning that ensure more students engage in rigorous academic course work and follow interest-driven personalized routes to success. It is critical that education leaders rethink their vision for education, create a plan for digital transformation, and leverage research-based measurement to assess their progress.

create policies, procedures, and practices that empower educators to personalize learning experiences for each student. To succeed in today's workforce, a high school diploma is not enough - And a K-12 public school system with a traditional, teacher-centered approach to instruction will not adequately prepare students for the ever-growing post-secondary aspirations for students whether it be college, certification, career, or another pathway to success. FRS helps district leaders use research-based strategies to vision, plan and implement comprehensive digital transformation efforts that create learning environments where all students can graduate with the skills needed to become successful, productive, responsible citizens.

**FRS helps district leaders use research-based strategies to vision, plan and implement comprehensive digital transformation efforts that create learning environments where all students can graduate with the skills needed to become successful, productive, responsible citizens.**

The following report is based on data collected through the Future Ready Schools (FRS) District Leadership Self-Assessment, a research-based tool that measures a district's readiness to implement a comprehensive digital transformation effort aligned with the FRS Framework. These data will help your district leadership team to 1) to analyze your districts strengths and gaps in providing an effective, technology enhanced learning environment, 2) create a contextual definition for "student centered learning" that emphasizes the district's WHY or purpose for engaging in digital transformation, 3) acknowledge next steps in setting goals, engaging stakeholders, and 4) writing a Future Ready Action Plan to implement a student-centered, personalized learning initiative.

# THE FUTURE READY FRAMEWORK

The Future Ready Framework is designed to support a systemic, evidence-based approach to sustainable school and district-level transformation. Keeping learners at the heart of all decision-making, the framework can guide district teams in developing a shared vision while leveraging common language throughout the process.



In order to effectively plan and implement digital transformation, a district must align their efforts to each of the seven (7) key categories, or “gears” plus Collaborative Leadership:

- |   |   |   |  |
|---|---|---|--|
|  | <b>1. Curriculum, Instruction, &amp; Assessment</b> |  | <b>2. Personalized Professional Learning</b> |
|  | <b>3. Budget &amp; Resources</b>                    |  | <b>4. Community Partnerships</b>             |
|  | <b>5. Data &amp; Privacy</b>                        |  | <b>6. Robust Infrastructure</b>              |
|  | <b>7. Use of Time &amp; Space</b>                   |  | <b>8. Collaborative Leadership</b>           |

The outside ring of the framework emphasizes the importance of collaborative leadership & culture and its impact on each of the gears. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning. For more

detailed information on the FRS Framework visit our dashboard at:  
<https://futureready.org/framework>.

## PROCESS FOR DIGITAL TRANSFORMATION

As depicted in the FRS Framework, digital transformation leverages technology to improve K-12 education policies and practices for better student outcomes. More specifically, schools and districts engaging in digital transformation use technology as a catalyst to provide high-quality instruction, access challenging content, and increase opportunities for anytime anywhere learning. Successful digital transformation results in a personalized learning environment that improves student outcomes to help each student reach their full potential in work and life.

Transforming the educational environment with technology requires the application of a systemic approach to change management as outlined in the FRS Framework - emphasizing equitable opportunities and outcomes for students, and improved effectiveness of teachers, administrators, and staff in the system.

As experienced during the COVID-19 global pandemic, and subsequent large-scale move to remote learning, planning your district’s successful digital transformation is a complex and ongoing process. It includes (1) investigating your needs and researching new strategies that are appropriate for your specific context; (2) envisioning and articulating a vision with SMART goals; (3) developing collaborative, tangible action steps to achieve the goals set forth; and (4) staging the plan with supportive policies and ample capacity to ensure successful implementation.

The following section provides important information regarding your team’s current vision for teaching and learning.

**DIGITAL LEARNING READINESS SCORE:** 5.2 (of 10)

### YOUR DISTRICT'S “WHY” STATEMENT FOR THIS WORK

#### District Why Statement

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 life-long learner and to live and participate in a democratic, diverse and global society.

Vision for Students	Included in Your District's Why Statement	
	No	Yes
Personalization of learning / Student Centered Learning	✓	
Social-emotional learning and/or competencies		✓

Applied (4C's, etc.) or non-cognitive, interdisciplinary skills		✓
Workforce (career or college) readiness or pathways		✓
Digital citizenship or literacy	✓	
Technology skills	✓	
Anywhere, anytime learning	✓	

## CURRENT STATUS OF EDUCATIONAL TECHNOLOGY USAGE

<b>This table reports the status of your district's uses of educational technology:</b>	<b>Available in Your District</b>	<b>In Your District's Plans</b>	<b>Not Yet a Priority</b>
Online coursework	✓		
Adaptive learning tools	✓		
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	✓		
Assessment data (formative and summative)	✓		
Social Media		✓	
Blended, hybrid, or remote learning			✓
Digital tools for problem solving (graphics, visualization, simulation, modeling, charting, etc.)	✓		
Collaborative communication tools/areas for student voice and agency		✓	
Collaborative communication tools/areas for teachers to share best practices		✓	
Real-world connections for student projects		✓	
Tools for students to develop products that demonstrate their learning	✓		
Digital student portfolios	✓		
Online research	✓		

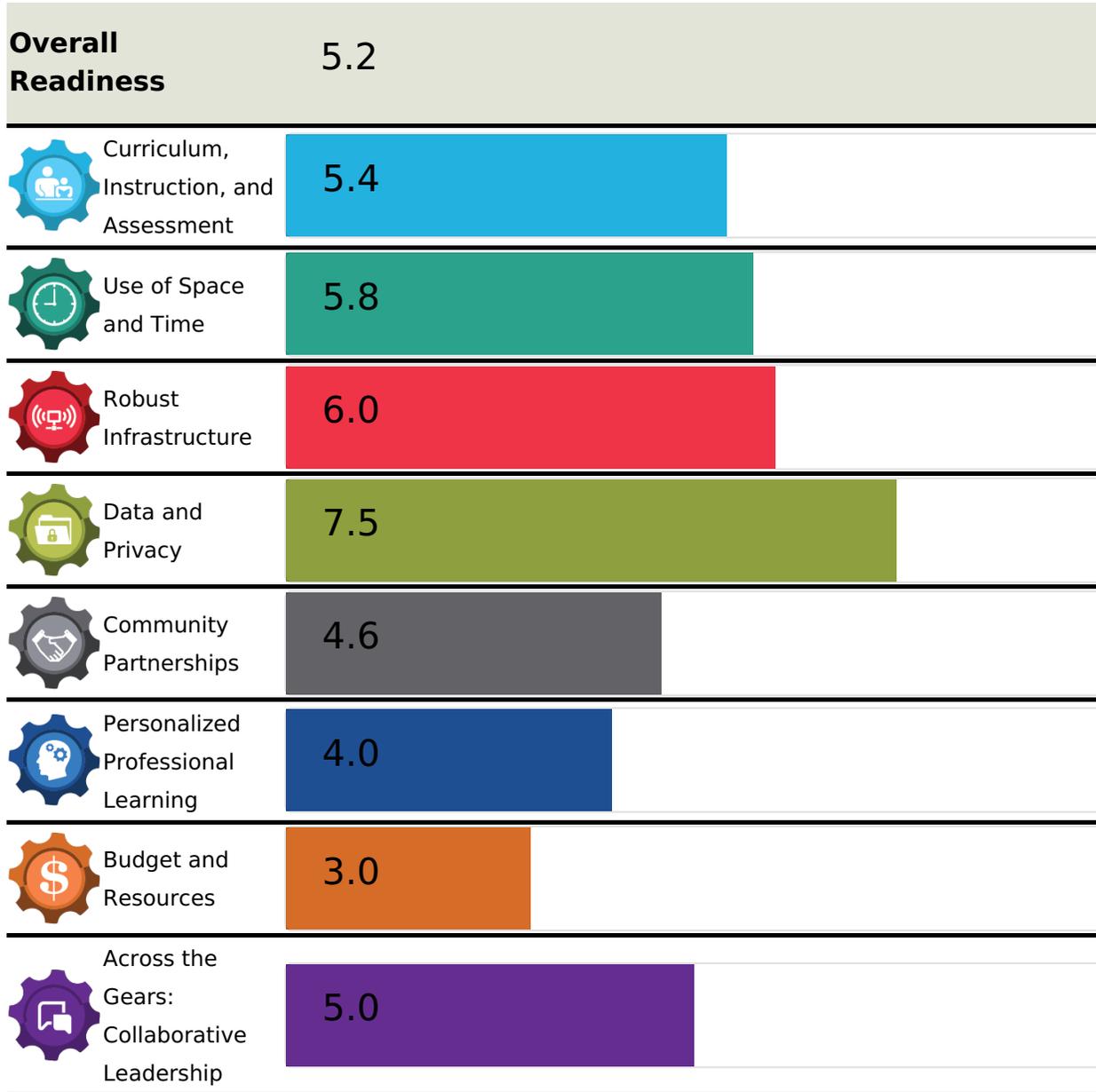
## CURRENT STATUS OF THE DIGITAL LEARNING ENVIRONMENT

The following table presents the status of various elements of your district's digital learning environment:

Elements in a Digital Learning Environment	Available in Your District	In Your District's Plans	Not Yet a Priority
Cloud based infrastructure	✓		
Library of curated and culturally relevant digital content	✓		
Technology usage data to inform professional learning and/or budget decisions	✓		
Single sign-on login in process		✓	
Communication tools for individual and multiple mass audiences	✓		
Diagnostic reporting to analyze student learning benchmarks	✓		
Presentation tools	✓		
Content or learning management system(s)	✓		
Social Media access	✓		
Productivity tools	✓		
Data visualization tools		✓	

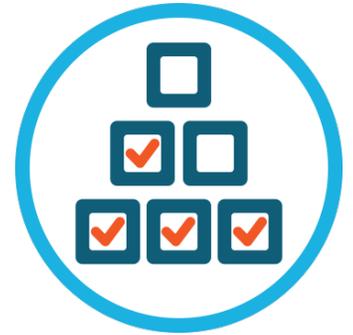
## GEAR BY GEAR READINESS

This chart provides a snapshot of your district's readiness ratings across the seven gears in the Future Ready framework, plus Collaborative Leadership. As you review the table and following gear specific data, take note of your district's gaps and strengths. Using the FRS dashboard, your team can dig deeper into each gear and generate feedback from teachers, principals, or parents on each gear in Step 3 of the planning process. All the data you generate will help you create an action plan in Step 4.



## LEVELS OF READINESS

Throughout this report, FRS refers to a series of rubrics for each element within the FRS gears. To identify a way forward, note your district’s stage of readiness (i.e., Investigating, Envisioning, Planning and Staging) using your scores from the assessment and map that back to the rubric. The rubric will not only explain your current stage of readiness, it will also identify what is needed to elevate to the next stage. A score at the “staging” level indicates that your district is ready for implementation. Revisit the dashboard to look at specific rubrics by gear and by element. This information will help with developing your action plan in Step 4.



Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
<p>District leaders are becoming more deeply informed about emerging research, trends, best practices, and added value related to digital learning. They are supported in their investigation through conference attendance, webinars, and in-depth discussions at district leadership meetings to ensure deep understating that informs their vision of digital learning.</p>	<p>District leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and working in tandem with key stakeholders, established a common vision of the future.</p>	<p>District leaders have established indicators of success based on the vision, set a baseline, and conducted a gap analysis. They have forged a plan for closing the gaps and identified key strategies for making progress toward those targets. They have projected benchmarks and milestones and created timelines, associated work plans, management plans and budgets.</p>	<p>District leaders have enacted policies, established new structures, identified budgets and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.</p>



# Gear 1: Curriculum, Instruction, and Assessment

Through a more flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers will have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high quality academic content offers students much greater opportunities to personalize learning and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. Data are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success.

## Elements of this Gear:

- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

## YOUR DISTRICT'S VISION FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT:

We believe digital learning should be embedded into curriculum, instruction and assessments. Trumbull Public Schools curriculum guides should integrate multiple highly effective learning technologies to support a diverse range of learners.

## YOUR DISTRICT'S STAGE OF READINESS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

Gear Score: Curriculum, Instruction, and Assessment	5.4
21st Century Skills/Deeper Learning	7.0
Personalized Learning	5.0
Collaborative, Relevant, and Applied Learning	5.0
Leveraging Technology	5.0
Assessment—Analytics	5.0



## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Curriculum, Instruction, and Assessment	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss strategies for building workforce (college and career) readiness among students through digital learning.			X
Discuss how digital resources can be leveraged to offer additional opportunities for all students to pursue their unique passions and interests, while meeting their instructional needs.		X	
Discuss providing students with the opportunity and specific skills to collaborate within and outside of the school in the context of rich, authentic learning. (i.e. in traditional and remote learning).			X
Discuss research-based practices and effective use for how technology can best support student learning.		X	
Discuss transitioning to online assessments (diagnostic, formative, adaptive, and summative) to support continuous feedback loops and data-informed instruction, where appropriate.		X	

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Integrate strategies to promote innovative, inter-disciplinary "deeper learning" competencies and "soft skills" (ex. 4Cs) into curriculum, instruction, and assessment for all students in all grades.				X	
Design curriculum, instruction, and assessments that leverage technology to enable all students to personalize their learning through choice, agency, and some control.			X		
Promote growth mindsets and innovative thinking by providing curriculum, instruction, and assessments that offer each student the opportunity to solve real-world problems and collaborate with others outside of the school walls.			X		
Deploy instructional technology that enhances learning outcomes equitably across the district using evidence-based practices and effectiveness frameworks (i.e. TPAK, SAMR, Rigor/Relevance, Depth of Knowledge (DOK), etc.).			X		
Implement online formative assessment			X		

systems that provide all students and teachers with real-time feedback to enable student-agency and data-informed instruction.

--	--	--	--	--

## **21ST CENTURY SKILLS/DEEPER LEARNING: READINESS SCORE OF 7**

Curriculum, instruction, and assessment are based on clear expectations that all students will leave the education system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today's digital society.

## **PERSONALIZED LEARNING: READINESS SCORE OF 5**

Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.

## **COLLABORATIVE, RELEVANT, AND APPLIED LEARNING: READINESS SCORE OF 5**

In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge products, (2) foster deep learning, and (3) have value beyond the classroom walls.

## **LEVERAGING TECHNOLOGY: READINESS SCORE OF 5**

Educators in digital learning environments integrate learning-enabling technology seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.

## **ASSESSMENT—ANALYTICS INFORM INSTRUCTION: READINESS SCORE OF 5**

The district and its schools use technology as a vehicle for diagnostic, formative, and summative assessment. The school system has mechanisms (i.e., processes and digital environments) for using data to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.



# Gear 2: Use of Space and Time

Student-centric learning requires changes in the way instructional time is used. There are new opportunities for utilizing in-school and out-of-school time, and leveraging approaches such as competency-based learning to make learning more personalized and learning opportunities more accessible. These new opportunities leverage technology to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for assessing student learning, managing learning, engaging students in learning, disseminating content, and providing the infrastructure necessary to encourage flexible, anytime, anywhere learning opportunities.

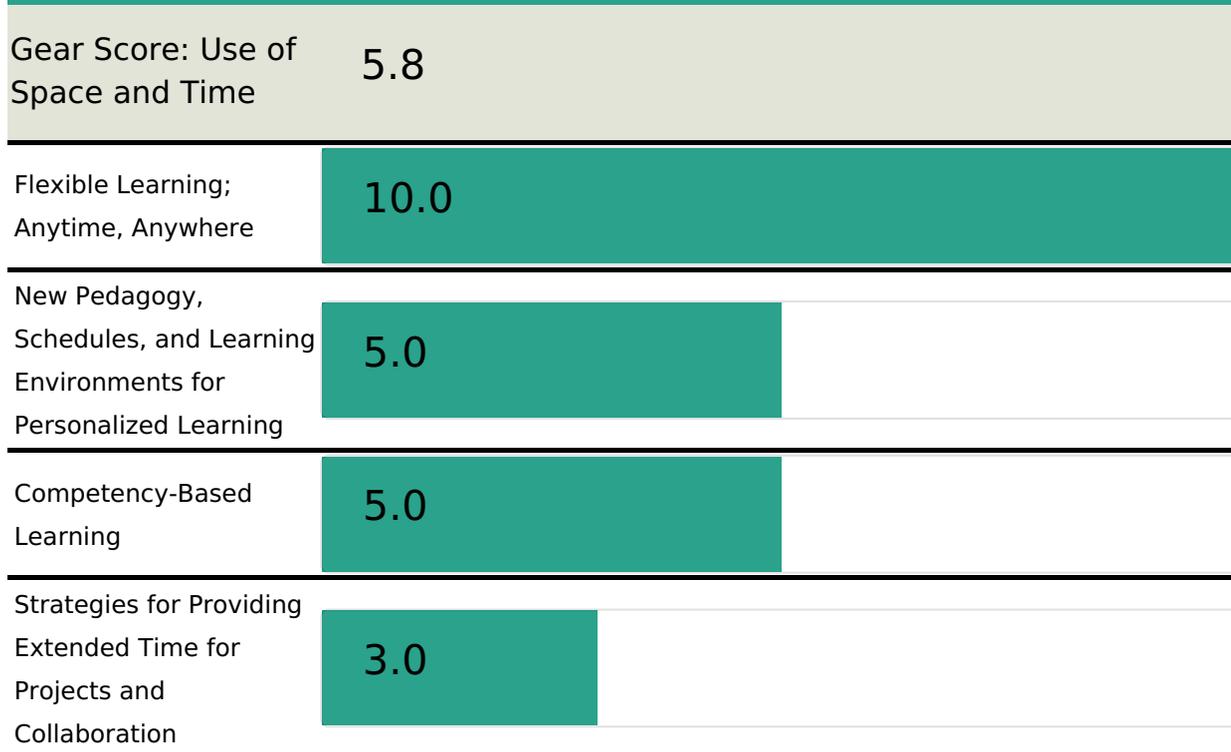
## Elements of this Gear:

- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environments for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

## YOUR DISTRICT'S VISION FOR USE OF SPACE AND TIME:

In Trumbull, we believe that it is imperative for both students and educators to have an adequate space and environment to grow as digital and lifelong learners. Our educators should be given the time for professional development and opportunities to further evolve and support digital learning that is embedded into our curriculum.

## YOUR DISTRICT'S STAGE OF READINESS FOR USE OF SPACE AND TIME



## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: USE OF SPACE AND TIME

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Use of Space and Time	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss options for redesigning learning spaces. (i.e. research behind, flexible seating, impacts of the learning space).	X		
Rethink the use of instructional time and school schedules to provide students with extended time for projects and collaboration, and to provide the flexibility required for personalized, student-centered learning.		X	
Discuss the merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).	X		

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
By leveraging technology and access to courseware and information, students can learn anytime from home, school, and the community. (i.e. blended or remote learning)					X
Teachers are transitioning to more learner-centered spaces, leveraging responsive and inclusive classroom design, based on instructional need.			X		
Student progress is measured by performance and mastery, rather than attendance and seat time (i.e. competency-based learning).			X		
The district has moved away from rigid schedules and short class periods, toward instructional time allocations that are flexible, enabling extended work time for complex projects.		X			

## **FLEXIBLE LEARNING; ANYTIME, ANYWHERE: READINESS SCORE OF 10**

By leveraging technology and media resources, digital learning options are available for students at any time of day, from home, at school, and in the community. The value of anytime, anywhere learning is dependent on access and capacity for use; ubiquitous, robust internet access and the capacity to use digital learning tools and resources effectively.

## **NEW PEDAGOGY, SCHEDULES, AND LEARNING ENVIRONMENTS FOR**

### **PERSONALIZED LEARNING: READINESS SCORE OF 5**

To facilitate more personalized learning, educators work together to identify and validate new designs for personalized learning where the use of time is adaptable and flexible. Associated resources are made available to all students both synchronously and asynchronously to promote flexibility.

### **COMPETENCY-BASED LEARNING: READINESS SCORE OF 5**

One facet of personalized learning, Competency-Based Learning (CBL), integrates student voice and choice, flexible paced learning with timely support, and demonstration of academic proficiency. Pace of learning is flexible based on the needs of individual students and the challenges of complex, often project-based work. Timely support is provided to accommodate learning needs and guarantee access to content and resources. Upon mastery of explicit, measurable and transferable outcomes that demonstrate the application and creation of knowledge, learners move on to a new, targeted standard or course.

## **STRATEGIES FOR PROVIDING EXTENDED TIME FOR PROJECTS AND**

### **COLLABORATION: READINESS SCORE OF 3**

Districts are re-imagining the school day and school year by re-designing and extending learning time, providing greater access to integrated enrichment and quality instruction. Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended schedules and work time for complex projects. Digital learning enables students to productively use time

during and beyond the school day, often redefining homework time.



# Gear 3: Robust Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

## Elements of this Gear:

- Adequacy of Devices; Quality and Availability
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

## YOUR DISTRICT'S VISION FOR ROBUST INFRASTRUCTURE:

We believe that a robust infrastructure is necessary to achieve our digital learning goals. The school community supports a system that provides equitable access to resources for all students to learn. A reliable and expandable infrastructure is the foundation needed to ensure that all digital learning resources are usable in order to achieve the goals outlined in the vision of the graduate.

## YOUR DISTRICT'S STAGE OF READINESS FOR ROBUST INFRASTRUCTURE

Gear Score: Robust Infrastructure	6.0
Adequacy of Devices; Quality and Availability	10.0
Robust Network Infrastructure	7.0
Adequate and Responsive Support	7.0
Formal Cycle for Review and Replacement	0.0

## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: ROBUST INFRASTRUCTURE

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Robust Infrastructure	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss diverse and creative options to ensure that appropriate Internet-enabled devices are readily available to students for learning anytime, anywhere. (Both on campus and off.)			X
Discuss the elements and implementation of a robust, responsive, and protected network infrastructure.			X
Discuss the elements of a positive, effective, service-oriented technology support system.		X	
Discuss a comprehensive cycle for replacement of technology software, hardware, and infrastructure that is financially sustainable and environmentally sound.			X

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Designing and implementing diverse and creative options to ensure that appropriate Internet-enabled devices are readily available to students for learning anytime, anywhere. (Both on campus and off.)					X
Designing and implementing a reliable network with adequate bandwidth and technical infrastructure to ensure access to robust instructional resources (such as video streaming), both on and off campus.				X	
Designing and implementing technical support services that are consistent, proactive, responsive, and instructional to prepare teachers and students for the use of new technologies.				X	
Formalizing a sustainability plan that includes replacement of technologies in a cycle that is timely, proactive, and environmentally responsible.	X				

**ADEQUACY OF DEVICES; QUALITY AND AVAILABILITY: READINESS SCORE OF**

**10**

The school has considered a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.

**ROBUST NETWORK INFRASTRUCTURE: READINESS SCORE OF 7**

Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. Privacy, safety and security are primary concerns as well. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

**ADEQUATE AND RESPONSIVE SUPPORT: READINESS SCORE OF 7**

Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

**FORMAL CYCLE FOR REVIEW AND REPLACEMENT: READINESS SCORE OF 0**

Teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunseting/eliminations in a timely, environmentally responsible, and proactive manner.



# Gear 4: Data and Privacy

Data and privacy are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data is the building block of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success. The district ensures that sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

## Elements of this Gear:

- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data-Informed Decision Making
- Data Literate Education Professionals

## YOUR DISTRICT'S VISION FOR DATA AND PRIVACY:

Trumbull Public Schools will continue to be compliant with the CT Data privacy law. On an ongoing basis, we will continue to monitor and expand our list of approved resources based on teacher requests. Our goal is to provide a robust digital toolbox that supports the dispositions and skills for all students outlined in the Vision of the Graduate.

## YOUR DISTRICT'S STAGE OF READINESS FOR DATA AND PRIVACY

Gear Score: Data and Privacy	7.5
Data and Data Systems	10.0
Data Policies, Procedures, and Practices	10.0
Data-Informed Decision Making	7.0
Data Literate Education Professionals	3.0

## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: DATA AND PRIVACY

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Data and Privacy	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss data governance policies and procedures that ensure privacy, safety, and security in data collection, analysis, storage, retrieval, exchanges, and archiving, to meet standards and legal requirements (i.e., FERPA and CIPA).			X
Discuss the data systems, security procedures, and support systems required to ensure that a range of accurate, reliable data sets and associated reports are available, on demand, to authorized users.			X
Discuss the challenges and opportunities in transitioning to a culture of evidence-based reasoning (a data culture) using accurate, reliable, and accessible data to improve instructional practices.			X

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has up-to-date policies, procedures, and practices that address the privacy and security of data and network infrastructure that meet or exceed legal requirements and federal guidelines.					X
The district has a robust data system that enables secure collection, analysis, reporting, storage, exchanges, and archives for authorized users.					X
The district prioritizes evidence-based reasoning and data-driven decision making to inform instruction, improve practice, and maximize operational productivity.				X	
All staff are properly trained and skilled in using data, technology, and data analytics to inform instruction and improve professional practices.		X			

## **DATA AND DATA SYSTEMS: READINESS SCORE OF 10**

To facilitate data-driven decision making, appropriate data (i.e., data dashboards and data analytics) are readily available, easily comprehensible, and useful for supporting the decision making processes. The data are available at any time, on any desktop, and from any location, made available through real-time access to data dashboards, data analytics, and data warehouses.

## **DATA POLICIES, PROCEDURES, AND PRACTICES: READINESS SCORE OF 10**

Using the Family Educational Rights and Privacy Act (FERPA) as the basis, the district has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Such policies, procedures and practices address the collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.

## **DATA-INFORMED DECISION MAKING: READINESS SCORE OF 7**

The use of formative and summative assessment data is part of the school culture, with administrators, teachers, and, perhaps most importantly, students actively using this data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the district that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

## **DATA LITERATE EDUCATION PROFESSIONALS: READINESS SCORE OF 3**

Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform

instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.



# Gear 5: Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school’s learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

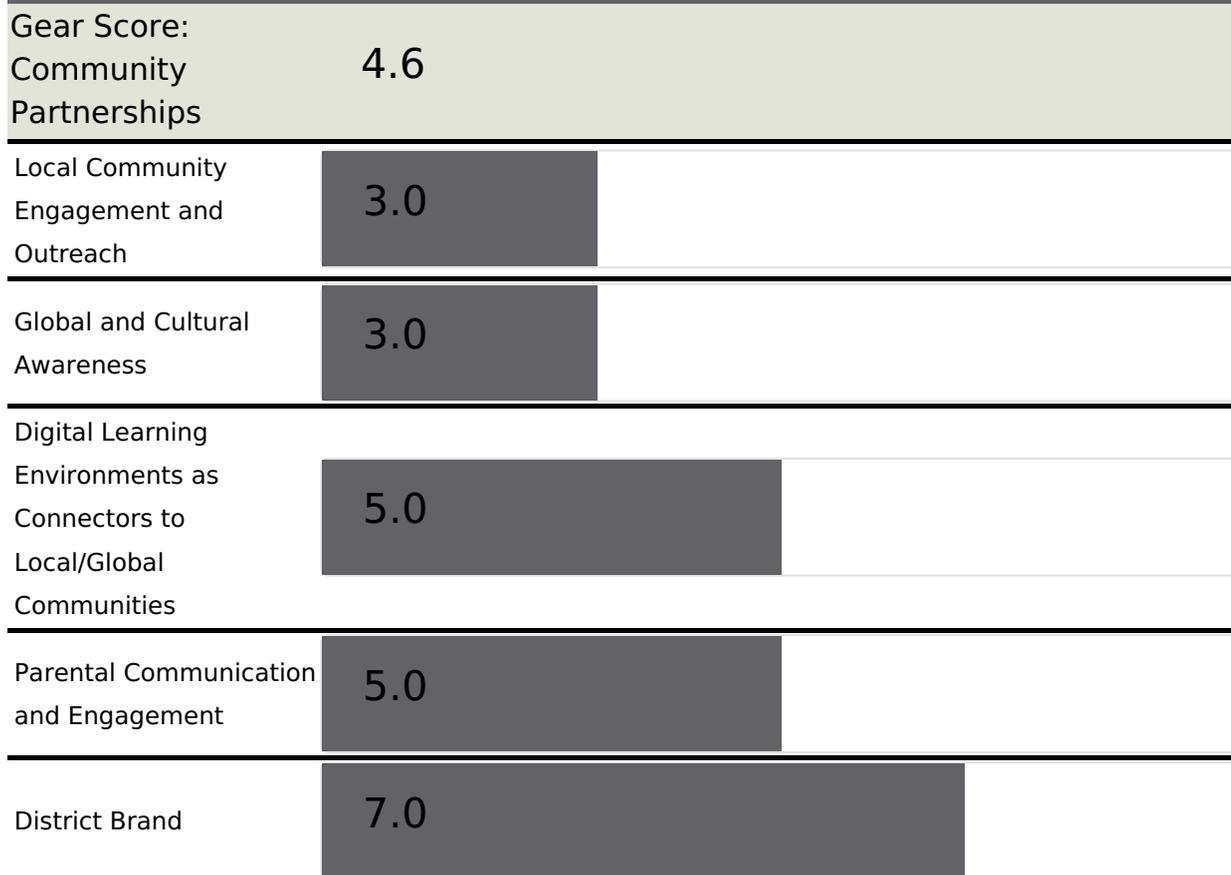
## Elements of this Gear:

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

## YOUR DISTRICT’S VISION FOR COMMUNITY PARTNERSHIPS:

Community partnerships play an integral role in Trumbull’s Vision of the Graduate. We believe to meet the needs of all students to become life-long learners in a diverse and global society we must partner with our local and global community. Partnerships offer students the opportunities to extend their knowledge and understanding while appreciating the diversity of cultures and the community to support inclusivity. In addition, community stakeholders will gain the opportunity to engage in student-learning and real-world experience.

## YOUR DISTRICT'S STAGE OF READINESS FOR COMMUNITY PARTNERSHIPS



## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: COMMUNITY PARTNERSHIPS

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Community Partnerships	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss how teaching and learning can be enriched through local community partnerships (i.e., increased access, relevance, opportunities for public exhibitions of student work, etc.).		X	
Brainstorm new community partnerships that can build global, cultural, and community awareness in students.		X	
Strategies to ensure that digital learning environments serve to enable local and global community partnerships.		X	
Discuss specific digital learning and educational technology ideas that could strengthen community partnerships in your district.		X	
Discuss ways to create a positive, transparent brand that positions your district as a driver of excellence and innovation in your community.			X

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The school serves as a hub of the community and actively involves the community in achieving holistic student goals including citizenship, social emotional awareness, workforce readiness, and connections to supplemental services.		X			
Students’ global, cultural, and community awareness is deepened through face-to-face and virtual community partnerships.		X			
The school district has deployed education programs that foster student-expert interactions around innovation such as internships, job shadowing, presentations of student work, gallery walks, and/or workforce connections.			X		
The district has designed and deployed a robust digital communication system that is responsive to individual families and empowers staff to use it for frequent interactions with parents and caregivers about their child’s education.			X		
The district has built a 02/01/2023				X	

proactive brand that advances transparent messaging to staff, families, the community, and beyond.

**LOCAL COMMUNITY ENGAGEMENT AND OUTREACH: READINESS SCORE OF 3**

The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, businesses, higher education institutions, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate after school programs, including collaboration with the school and students' teachers. Community Engagement and Outreach.

**GLOBAL AND CULTURAL AWARENESS: READINESS SCORE OF 3**

The community partnerships extend and deepen students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

**DIGITAL LEARNING ENVIRONMENTS AS CONNECTORS TO LOCAL/GLOBAL COMMUNITIES: READINESS SCORE OF 5**

The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that to ensure online safety and security.

**PARENTAL COMMUNICATION AND ENGAGEMENT: READINESS SCORE OF 5**

School leaders engage parents and students in home-to-school

communications through a variety of venues. While this may include internet-based solutions, it also includes options that do not depend on connectivity in the home.

**DISTRICT BRAND: READINESS SCORE OF 7**

Branding is defined as the marketing practice of creating a name, symbol, or design that identifies and differentiates a product from other products. It's critical that our schools develop a brand as well, and that the brand represents visionary thinking and 21st Century learning. The brand should be transparent to all members within the organization—they must all be telling the same story, one that they believe in and stand behind.



# Gear 6: Personalized Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high-quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital Professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

## Elements of this Gear:

- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning Through Technology
- Broad-Based, Participative Evaluation

## YOUR DISTRICT'S VISION FOR PERSONALIZED PROFESSIONAL LEARNING:

We believe that the strategic use of digital resources results in cost savings and efficiencies. This better allows district resources to be used to support programming that directly affects students' learning while minimizing the district's impact on the environment.

## YOUR DISTRICT'S STAGE OF READINESS FOR PERSONALIZED PROFESSIONAL LEARNING

Gear Score: Personalized Professional Learning	4.0
Shared Ownership and Responsibility for Professional Growth	5.0
21st Century Skill Set	5.0
Diverse Opportunities for Professional Learning Through Technology	3.0

Broad-Based,  
Participative Evaluation

3.0

## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: PERSONALIZED PROFESSIONAL LEARNING

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Personalized Professional Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss models of shared ownership, where district policy and practices encourage and recognize self-directed professional learning through reflection tools, PLCs, social media, and/or other traditional networking practices to improve professional practices.		X	
Discuss the significant pedagogical shifts and associated professional learning required to prepare staff for delivering high-quality digital and/or remote learning.			X
Discuss the models, merits, and challenges of staff evaluations that are goal-oriented, participatory, and focused on metrics directly related to implementing high-quality digital learning.		X	

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Shared ownership and shared responsibility for professional growth of education professionals.			X		
New instructional practices and professional competencies necessary for student-centric, technology-infused learning.			X		
New, personalized models of professional learning enabled through technology (i.e., virtual courses, micro-credentials, social media, EdCamps, Twitter chats, etc.).		X			
Policies that support and encourage alternate, technology-enabled forms on professional learning.		X			

## **SHARED OWNERSHIP AND RESPONSIBILITY FOR PROFESSIONAL GROWTH:**

### **READINESS SCORE OF 5**

Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.

## **21ST CENTURY SKILL SET: READINESS SCORE OF 5**

Educators have the opportunity to expand their knowledge and skills to address a 21st Century focus (e.g., critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information literacy, etc.). Professional learning includes immersion in the learning sciences research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning/21st Century skills in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond. In doing so they broaden their own 21st Century skill set.

## **DIVERSE OPPORTUNITIES FOR PROFESSIONAL LEARNING THROUGH**

### **TECHNOLOGY: READINESS SCORE OF 3**

Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and often supported by the latest

technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district.

**BROAD-BASED, PARTICIPATIVE EVALUATION: READINESS SCORE OF 3**

In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.



# Gear 7: Budget and Resources

An effective budget development and review process is guided by a deep understanding of school finance at the District, State and Federal levels. Funding a digital learning environment requires strategic, short-term and long-term budgeting that leverages the use of learning-enabling technology and resources to optimize student learning. All budgets at the district and the school level are aligned in order to prioritize student learning and cost-efficiency, with consistent funding streams for both recurring and non-recurring costs. The District’s financial model includes the metrics and processes to determine Total Cost of Ownership (TCO) for developing and sustaining the digital learning environment and to ensure accountability for determining learning Return On Investment (ROI).

## Elements of this Gear:

- Efficiency and Cost Savings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

## YOUR DISTRICT’S VISION FOR BUDGET AND RESOURCES:

The district budget must reflect a commitment to equipping students with the tools requisite for a successful digital learning experience. To these ends, budgeting for technology must be structured, adequate, and consistent in order to retain public support, while flexible enough to allow for innovation in learning and instruction.

## YOUR DISTRICT'S STAGE OF READINESS FOR BUDGET AND RESOURCES

Gear Score: Budget and Resources	3.0
Efficiency and Cost Savings	7.0
Alignment to District and School Plans	5.0
Consistent Funding Streams	0.0
Learning Return on Investment	0.0

## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: BUDGET AND RESOURCES

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Budget and Resources	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss ways to support students with tools and resources for digital learning that offer efficiencies and cost savings (e.g., Open Education Resources, Resource hubs, BYOD, Web tools, etc.)			X
Discuss strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., robust online courses, cloud computing solutions, digital resources to replace textbooks, "going green", etc.).			X
Brainstorm creative funding solutions for short-term digital learning initiatives (e.g., for innovative pilot programs) by leveraging businesses, community donations, and grant opportunities.			X

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Policies, procedures and timelines for transitioning to cost-saving strategies that leverage digital systems, tools and resources.				X	
District and school-level plans for digital learning are justified and linked with ongoing, consistent, annual funding streams for long-term sustainability.			X		
Funding identified for digital learning programs in the district's annual operation budget. Non-recurring funding allocated for short-term initiatives or pilots.	X				
Metrics and methodology for monitoring the relationship between budget priorities, technology usage, and student learning goals.	X				

**EFFICIENCY AND COST SAVINGS: READINESS SCORE OF 7**

Innovative funding for digital learning leverages technologies to improve teaching and learning as well as to increase efficiency and cost savings. A cross-functional District budget development team is formed that is composed of District leaders, key stakeholders, and subject matter experts who collectively represent the District's interests. This team employs strategies for calculating the total cost of ownership (TCO) for all technology resources; focusing on learning-enabling technology, digital resources and instructional practice.

**ALIGNMENT TO DISTRICT AND SCHOOL PLANS: READINESS SCORE OF 5**

Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to continuous improvement goals. All expenditures must be justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the district's vision and mission.

**CONSISTENT FUNDING STREAMS: READINESS SCORE OF 0**

The District has consistent and flexible funding that enables equitable access to optimal learning environments. Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans. Funding sources are identified in the District's annual maintenance and operation budgets with minimal reliance on grants or other temporary sources. Funding for digital learning is integrated across multiple budget areas where appropriate.

**LEARNING RETURN ON INVESTMENT: READINESS SCORE OF 0**

All metrics for review of budget priorities and cost-efficiency are based on their demonstrated relationship to student learning goals. District leaders have strategies and tools for measuring Return On Investment (ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.





# Gear 8: Across the Gears: Collaborative Leadership

The Future Ready framework is a systemic planning framework around the effective use of technology and digital learning to achieve the goal of "career and college readiness" for all students. While the seven interdependent Gears provide a roadmap toward digital learning, success within a district is dependent on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to think and act innovatively; they must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies. Critical to their success will be a culture of innovation that builds the capacity of students, teachers, administrators, parents, and community to work collaboratively toward that preferred future. The policy foundation that results must be coherent with that vision. Unleashed in a culture of vision and empowerment, leaders will have the flexibility and adaptability they require to prepare their students to thrive in the 21st Century.

## Elements of this Gear:

- A Shared, Forward-Thinking Vision for Digital Learning
- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

## YOUR DISTRICT'S VISION FOR ACROSS THE GEARS: COLLABORATIVE LEADERSHIP:

We believe that progress in our schools requires collaboration from all stakeholders. Teachers serve a critical role in establishing a culture and vision for schools to ensure that professional learning is relevant to their needs and students are held to a common high standard.

## YOUR DISTRICT'S STAGE OF READINESS FOR ACROSS THE GEARS: COLLABORATIVE LEADERSHIP

Gear Score: Across the Gears: Collaborative Leadership	5.0
A Shared, Forward-Thinking Vision for Digital Learning	0.0
A Culture of Collaboration, Innovation, Capacity Building, and Empowerment	5.0
High Expectations for Evidence-Based Transformations to	10.0

Digital Learning

---

Transformative,  
Coherent Thinking,  
Planning, Policies, and  
Implementation

---

5.0

## DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: ACROSS THE GEARS: COLLABORATIVE LEADERSHIP

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Across the Gears: Collaborative Leadership	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss the district's strategy for developing, communicating, implementing, and evaluating a shared, forward-thinking vision for digital learning.			X
Discuss strategies to establish a culture of collaborative innovation, where leaders at all levels are informed, trusted, empowered, and ready to lead.		X	
Discuss the high expectations that will be required of all students, education professionals, and family/community if the district is to realize continuous, sustainable progress toward the vision.			X
Discuss the policies or standard practices that may require a change in order to achieve the vision.			X

## STATUS OF IMPLEMENTATION

This table shows the status of implementation your district’s leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has involved the community in establishing a shared, cohesive, forward-thinking vision for digital learning. (i.e. A collective "Why" statement)	X				
The district and schools have established a culture where educators are informed, trusted, collaborative, and empowered to innovate.			X		
The district leadership team has established high expectations for student achievement at all levels.					X
District leaders have coherent policies, plans, and budgets for achieving the vision.			X		

## **A SHARED, FORWARD-THINKING VISION FOR DIGITAL LEARNING:**

### **READINESS SCORE OF 0**

The district recognizes that, to prepare their students to thrive in today's connected, fast-paced society will require an education that engages students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The district has engaged students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes learning for all students through the effective uses of technology.

## **A CULTURE OF COLLABORATION, INNOVATION, CAPACITY BUILDING, AND**

### **EMPOWERMENT: READINESS SCORE OF 5**

The District leadership team has established a collaborative culture of innovation in which leaders at all levels are empowered to innovate. The capacity of leaders to innovate is maximized through a culture of trust and respect, providing leaders with the flexibility and adaptability they require to lead. This culture leads to sustainable change, informed by research and facilitated by digital leaders.

## **HIGH EXPECTATIONS FOR EVIDENCE-BASED TRANSFORMATIONS TO**

### **DIGITAL LEARNING: READINESS SCORE OF 10**

Across the district, teachers, administrators, and students are expected to show progress toward the district vision. The district has established metrics for gauging such progress and is working across the district to monitor progress and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.

## **TRANSFORMATIVE, COHERENT THINKING, PLANNING, POLICIES, AND**

### **IMPLEMENTATION: READINESS SCORE OF 5**

The district's forward-thinking vision is advanced through leaders' transformative thinking. Leaders have ensured that the district's policies are coherent with the philosophy underpinning the vision (e. g., personalizing professional learning for education

professionals, just as they personalize learning for students). They have developed strategic plans that map potential pathways to the district's preferred future, and have created the tactical and financial plans and dedicated budget necessary for implementation. As they implement they monitor, adjust, build capacity, and incrementally improve.

## CONCLUSIONS AND NEXT STEPS

Your district's Future Ready Schools Readiness Report presents your team's assessment of how prepared your district is to implement a Future Ready initiative. This data will support your team in 1) identifying your district's strengths and gaps in providing an effective, technology-enhanced learning environment, 2) creating a clear definition for “student-centered learning” that articulates the district’s WHY or the purpose for engaging in digital transformation, 3) crafting measured next steps in engaging stakeholders, goal setting, and 4) writing a Future Ready Action Plan to implement student-centered, personalized learning initiative. After reviewing your results log into the dashboard to continue the 5 Step Planning process and complete the 3rd and 4th steps. In Step 3, you can use the dashboard to engage stakeholders through anonymous surveys and compare their understanding of district readiness to that of the leadership team. In Step 4, the dashboard will guide your team through a research-based action planning process where you'll create a comprehensive plan for implementing your district's student-centered learning initiative.



Great work so far! We're looking forward to supporting you through the rest of the planning process. Visit [dashboard.futurereadyschools.org](https://dashboard.futurereadyschools.org) to take the next step!

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Dr. Semmel

Agenda Item – III-G

Approval of the 2023-24 Budget

- The Administration has reviewed the Superintendent's proposed 2023-24 budget and made the attached revisions.

Recommendation:

- Approve the 2023-24 Superintendent's proposed budget with revisions.

**Trumbull Public Schools**

**2023-24 Budget Adjustments**

<u>2022-23 Budget</u>	<u>Adjustments</u>		<u>2023-24 Budget</u>	<u>\$ Change</u>	<u>% Change</u>
\$115,915,558			\$122,380,277	\$6,464,719	5.58% Superintendent's presentation to Board of Education
\$115,915,558	-\$9,088	-0.01%	\$122,371,189	\$6,455,631	5.57% Health Benefits (adjusted to current population / plans)
\$115,915,558	\$48,000	0.04%	\$122,419,189	\$6,503,631	5.61% ELITE
\$115,915,558	\$32,000	0.03%	\$122,451,189	\$6,535,631	5.64% Facilites - Summer Help (Omitted from original Budget)
\$115,915,558	-\$814,496	-0.70%	\$121,636,693	\$5,721,135	4.94% Pending bus contract
\$115,915,558	\$7,000	0.01%	\$121,643,693	\$5,728,135	4.94% Custodial Night Differential
\$115,915,558	\$25,000	0.02%	\$121,668,693	\$5,753,135	4.96% Maintenance Overtime
\$115,915,558	\$25,000	0.02%	\$121,693,693	\$5,778,135	4.98% HVAC Repairs & Service Fees

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Agenda Item –III-H

Mrs. Petitti  
Curriculum Committee Report  
Curriculum Committee Meeting – January 10, 2023

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Texts and Guides

Based on the Curriculum Committee’s meeting on January 10<sup>th</sup>, 2023, the Board of Education will be asked to adopt texts and curriculum guides for use as noted below:

Kindergarten Social Studies

- New Text Proposal- Parr, Todd. *It's okay to be different*. New York: Little, Brown, 2009, 2001.

Grade 2 Social Studies

- Curriculum Guide Update
- New Text Proposals:
  - Ahunka, Nandini. *Rise Up and Write It: With Mail, Posters, and More!* New York: Harper Collins Publishers, 2021.
  - Osborne, Mary. *Magic Tree House: #35 Camp Time in California*. New York: Random House.

Grade 3 Social Studies

- Curriculum Guide Update
- New text Proposal- Bush, Zack, et al. *The Little Book of Government*. Publishing Power, LLC, 2020.

Grade 4 Social Studies

- Curriculum Guide Update

Grade 5 Social Studies

- Curriculum Guide Update

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Curriculum Committee of the  
Trumbull Board of Education

Regular Meeting

Tuesday, January 10<sup>th</sup>, 2023, 8:30 a.m.  
Trumbull High School Main Office Conference  
room

MINUTES

- I. Call to Order/Introduction- Mrs. Petitti called meeting was called to order at 8:33am.

Members Present

M. Petitti, BOE Curriculum Committee Chair  
L. Nuland BOE Member  
J. Norcel, BOE Member  
S. Iwanicki, Ed.D., administrative designee

Members Absent

J. McNamee, BOE Member

- II. Public Comment- No public comment was received.

- III. Approval/Minutes – Regular Meeting 11-29-22 Mrs. Nuland motioned to approve the minutes from 11-29-2022. Mrs. Petitti seconded. The motion passed.

- IV. New Business

- a. New Text Proposal- Kindergarten Social Studies- Kindergarten teacher, Jennifer Crawford shared that the Kindergarten curriculum is going well and the students have been engaged with the new standards of comparing past and present. For example, students watched a video of people using a rotary phone, something they do not see in the present. At Frenchtown, they also used voting cards for a unit to help further engage learners in understanding the voting process. The committee also reviewed the curriculum to consider elements of equity. The book *It's okay to be different* by Todd Parr is a book that they can use to approach the topic of differences across a number of areas aimed at inclusivity for all. Mrs. Petitti asked if the whole series would be purchased. It was shared that the series will be purchased for the library. She noted that it is also in the public library. Mrs. Norcel noted that the book celebrated diversity which is not just about skin color. Mrs. Nuland added that the book highlights several differences. Mrs. Nuland moved to approve the book *It's okay to be different* by Todd Parr and bring it to the full Board. Mrs. Petitti seconded. Mrs. Norcel was also in support of the book. The motion passed.
- b. Curriculum Guide Update- Grade 2 Social Studies  
Librarian Lindsay Armstrong, a teacher leader on the curriculum revision committees, presented for Grade 2. Grade two revised some of the formative and summative assessments since the first pilot version. They noted that the branches of government were a challenge for the age level. They added more pictures and group work to assessments to

build deeper understanding. The curriculum writing team also proposed the book *Rise Up and Write It: With Mail, Posters, and More!* The book really relates to the concepts and standards in the unit. It has pull-outs and aspects that students can interact with as well. Mrs. Norcel noted that it integrates with the ELA units and could be turned into individual as well as group projects. Middle school social studies teacher and fellow curriculum revision team member, Mrs. Cerulli, added that that the teams did discuss ELA integration when they built the units. Mrs. Armstrong highlighted that Unit 2, for example, dovetails perfectly with their informational writing unit. The *Magic Tree House: #35 Camp Time in California* is being used as a read aloud. It focuses on the John Muir and presents a historical fiction perspective on creating a monument. Mrs. Norcel asked if teachers are prepared to discuss the negative aspects which may arise regarding building a monument. The team mentioned that teachers discuss monuments not just from why they are created, but materials they might use and the values communities might want people to remember when creating a monument. Art teachers are involved in some schools. At Booth Hill, students presented their monuments in front of a green screen and celebrated the qualities and choices they made as they used their prepared scripts. Mrs. Petitti asked how new teachers might be aware of expectations. It was shared that teachers have had time on professional development days to discuss social studies curriculum and expectations. In addition, library media specialists support grade levels with resources and implementation ideas. Overall, the district, principals, as well as teacher leaders do build in time to help to pull teachers together to maintain consistency in teaching the standards according to the guide. Mrs. Armstrong shared examples of student work. Students prepared a google slide show on their favorite change maker, dressed up as that person and presented. Other students within Trumbull prepared a wax museum of change makers. Each school works as teams which helps new teachers. Mrs. Nuland motioned to approve the Grade 2 Curriculum Guide and bring it to the full Board. Mrs. Petitti seconded. The motion passed. Mrs. Nuland motioned to approve the books *Rise Up and Write It: With Mail, Posters, and More!* and *Magic Tree House: #35 Camp Time in California* and bring them to the full Board. Mrs. Petitti seconded. The motion passed.

- c. Curriculum Guide Update- Grade 3 Social Studies- Middle school social studies teacher, Lisa Cerulli, was a teacher leader on each of the curriculum teams revising curriculum this year. She presented the Grade 3 Social Studies Curriculum Guide and that it begins with the indigenous peoples and then builds on further historical concepts throughout our state. There are some topics about revolution and war that occur at this grade level, but all topics are approached at an age-appropriate level. The book *The Little Book of Government* serves as a very simplistic jumping off point that all students can read independently before they dive into more complex topics specifically in Connecticut. The teams also looked into field trips and ways to engage students on many levels. Mrs. Norcel suggested that for the 23-24 school year, we should also buy the corresponding text on Presidential Elections that corresponds with *The Little Book of Government*. Mrs. Nuland moved to approve the Grade 3 Curriculum Guide and bring it to the full Board for approval, Mrs. Petitti seconded. The motion passed. Mrs. Norcel moved to approve *The Little Book of Government* and bring it to the full board for approval. Mrs. Petitti seconded. The motion passed
- d. Curriculum Guide Update- Grade 4 Social Studies- Grade 4 social studies teacher, Stacey Weinstein, shared that the Grade 4 Social Studies Curriculum is primarily about U.S. Geography and that there is a lot of positive feedback about it. It starts with the background of Connecticut and then branches into the regions using different social studies skills and

celebrates the differences and similarities in the regions. The assessments allow for students to explore different geography and cultures across the regions with student choice embedded. One of the aspects that students explore is student research around states within a region. Mrs. Weinstein shared an example of the student work on the project. There is a virtual field trip subscription that can be purchased. The pros and cons of virtual field trips were discussed. Mrs. Nuland moved to approve the Grade 4 Social Studies Curriculum Guide and bring it to the full Board for approval. Mrs. Petitti seconded. The motion passed.

e. Curriculum Guide Update- Grade 5 Social Studies.

Mrs. Carrano, grade 5 teacher leader and representative on the revision team, presented on behalf of the Grade 5 team. She shared that the teachers can see the effects of the other grade levels work on the social studies pilots as they affect the incoming grade 5 students. Students are coming to class more familiar with topics they were not before—economics, for example. The Grade 5 team discussed moving from using completely technology for the project to hybrids of paper and technology. This adjustment helped in terms of equitable resources for students as well. The grade level uses Scholastic TrueFlix which has text features and ties into the ELA units and helps to master the curricular concepts as well. The content is heavy in this grade level. Mrs. Petitti asked if the grade level has the resources they need. Mrs. Carrano shared that they do have resources, in particular Brainpop has some really strong support as well as Trueflix, but there are pockets that they are researching to find more. Overall, the new curriculum guide has been working well, particularly in Unit 3 where it is tied in with ELA. Mrs. Norcel made a motion to approve the new Grade 5 Curriculum Guide and bring it to the full Board for approval. Mrs. Nuland seconded. The motion was approved.

f. Future Meeting Dates- The Board members discussed dates for this year's curriculum committee. It was noted that Thursdays at 8:30 has been past practice and has the least interruption to the school district. It was also noted that a February meeting will be needed for any new course approvals. Mrs. Nuland noted that she could make the dates as could Mrs. Petitti. Mrs. Nuland made a motion to approve the dates. Mrs. Petitti seconded. The motion passed. Mrs. Petitti also noted that while the Committee does not yet know Mrs. McNamee's teaching schedule for the semester, adjustments could be discussed at a later date as needed. Approved dates are listed below.

- Wednesday, February 8<sup>th</sup>, 8:30
- Thursday, March 23<sup>rd</sup> 8:30
- Thursday, May 18<sup>th</sup> 8:30
- Thursday, June 15<sup>th</sup> 8:30 (if needed)
- Thursday, August 24<sup>th</sup> 8:30
- Thursday, Sept 21<sup>st</sup> 8:30
- Thursday, October 19<sup>th</sup> 8:30
- Thursday, November 30<sup>th</sup> 8:30

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

**Date Submitted:** 7/21/22

**Title of Text:** It's Ok to be Different

**Authors:** Todd Parr

**Publisher:** Little, Brown Books for Young Readers

**Year Published:** 2009

**ISBN Number:** 978-0316043472

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

**Course:** Social Studies

**Grade Level:** K

**(If applicable) Replaces text:** n/a

**Rationale for adopting new text:** To support the awareness and understanding of diverse learners

**Text Description:** *It's Okay to Be Different* cleverly delivers the important messages of acceptance, understanding, and confidence in an accessible, child-friendly format. The book features the bold, bright colors and silly scenes that made Todd a premiere voice for emotional discussions in children's literature. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence--and it's never too early to develop a healthy self-esteem. *It's Okay to be Different* is designed to encourage early literacy, enhance emotional development, celebrate multiculturalism and diversity, and promote character growth.

**Strengths:** Age appropriate topic with bright illustrations in a kid-friendly format.

**Weaknesses:** All students may not be able to read it independently, but it's intended as a read-aloud.

**Submitted by:** Jennifer Crawford, Kimberly Moore, Beth Byers, Cara Logan, Kory Buswell, Mandy Cooke, Danielle Troy (K curric revision team)

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

Reviewed by: \_\_\_\_\_

Principal/Designee

\_\_\_\_\_ Date

*Susan C. Swan*

*1/10/23*

Assistant Superintendent

\_\_\_\_\_ Date

*Jacqueline J. Noel*

*1/10/23*

Board of Education Curriculum Committee Member

\_\_\_\_\_ Date

*Lise Wiley*

*1/10/23*

Board of Education Curriculum Committee Member

\_\_\_\_\_ Date

*Maria Kelly*

*1/10/23*

Board of Education Curriculum Committee Member

\_\_\_\_\_ Date

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 2 SOCIAL STUDIES**

**2022**

**(Last revision date: 1997)**

### **Curriculum Writing Team**

<b>Pamela Brushie</b>	<b>Grade 2 Teacher</b>
<b>Amy Congdon</b>	<b>Grade 2 Teacher</b>
<b>Selina Conklin</b>	<b>Grade 2 Teacher</b>
<b>Ann Repasi</b>	<b>Grade 2 Teacher</b>
<b>Lindsay Armstrong</b>	<b>Teacher Librarian</b>
<b>Lisa Cerulli</b>	<b>Social Studies Teacher</b>

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

## Grade 2 Social Studies Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	4
Course Knowledge & Skills	5
Social Studies Year at a Glance	6
Unit 1: Rights and Responsibilities of Citizens- Being a Change Agent	7
Unit 2: Change Makers Moving Through Time	11
Unit 3: Connecting the Past to Today	14
Assessments and Rubrics	18

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 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 problems 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 National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## **COURSE GOALS**

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to allow students opportunities to apply and further build the foundational skills needed in social studies and citizenship.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.
- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.
- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

## **COURSE ESSENTIAL QUESTIONS**

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?
- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?
- Who or what is worthy of a monument/memorial?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens look for ways to take responsibility and contribute to their community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their decision-making.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Monuments & Memorials. Monuments and memorials honor individuals and groups who have made a difference in society.

Students will be able to . . .

- Identify rights and responsibilities of citizens in Trumbull and our country. [CIV]
- Explain how the actions of people in the past influence us today. [HIS]
- Understand that the decisions of individuals and groups can influence our culture, resources, and lifestyle. [ECO]
- Describe how geographic representations help us to understand the cultural and environmental characteristics of our community. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about how individuals and groups make a positive impact on our society. [INQ]

<b>Social Studies Framework Standards Categories</b>	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September –November	<u>Unit 1</u> : Rights and Responsibilities of Citizens- Being a Change Agent
December –March	<u>Unit 2</u> : Change Makers Moving Through Time
April – June	<u>Unit 3</u> : Connecting the Past to Today
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

**Time Allotments/Pacing Guide:** 10 – 12 weeks

**GRADE 2- UNIT 1**

***Rights and Responsibilities of Citizens- Being a Change Agent***

At a grade-appropriate level, the student will:

**CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.**

**CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.**

**CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.**

CIV 2.4 Compare their own point of view with others' perspectives.

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.4 Explain how the environment affects people's lives.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

**Concepts:** Need to know about:

**Rights and Responsibilities of a Citizen**

- Definition of a citizen and rights
- Rules in school and in society (laws)
- Key democratic principles (liberty, freedom, justice, equality)
- Responsibility to others (in school, community, country)
- Responsibility to our environment

**Structure of Government**

- Three branches in our democratic republic
- The Constitution and voting
- Role of the President

**Experiencing the Democratic Process**

- Citizens can make a difference
- Point of view /Perspectives
- Interactions between citizens and government (elections, voting)
- Locating significant places (town, state, and country)

**Key Vocabulary:**

democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

**Skills:** Need to be able to do:

**Rights and Responsibilities of a Citizen**

- Define citizens and identify rights citizens have within various settings (classroom, town, country, etc.)
- Explain the importance of rules and laws in a society and how they function (work).
- Identify key American democratic principles and values (liberty, freedom, justice, equality).
- Understand that with rights come responsibilities to others (school, community, country)

**Structure of Government**

- Understand that there are different roles within the government.
- Explain the function of the Constitution.
- Explain the role of the President.

**Experiencing the Democratic Process**

- Explain how people can work together to make decisions.
- Describe ways in which people can improve their communities.
- Compare and contrast different perspectives on community issues.
- Describe and participate in an election process within the school setting.
- Discuss and analyze maps of significant places in town related to the voting process.

## **Big Ideas**

*Student's statements of enduring ideas*

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define and discuss the rights and responsibilities of a good citizen in our school, community, and country.
2. Lead students in a discussion about the Constitution and make connections between rules of our class/school rules and laws of our country.
3. Develop an anchor chart of the 3 branches of government and their main functions.
4. Explain and discuss the role of the President.
5. Engage students with different voting scenarios and how voting is an important part of the democratic process
6. Explore the principles, values and issues that influence how and why people vote
7. Guide students to locate different voting sites within Trumbull and discuss why voting takes place in multiple locations.
8. Invite grade level speakers to share their experiences in local and state government. (as is possible)
9. Engage students in a discussion about different perspectives on ~~a local issue~~ an issue (can be classroom, school, town)
10. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
11. Introduce students to key vocabulary with opportunities for discussion and application-- democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

#### *Formative*

Student will:

- List rights and responsibilities of citizens in their community (ie: classroom, school, town)
- Define and use key vocabulary from the unit in proper context.

#### *Summative*

Student will:

- Identify the main function of each branch of government
- Explain which branch of government they would prefer to join and why

## **Resources**

*The President of the Jungle, Andre Rodrigues*

## Time Allotments/Pacing Guide

10 – 12 weeks

### GRADE 2- UNIT 2

#### *Change Makers Moving Through Time*

At a grade-appropriate level, the student will:

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.6 Identify different kinds of historical sources.

**HIST 2.7 Explain how historical sources can be used to study the past.**

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

**CIV 2.7 Describe how people have tried to improve their communities over time.**

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

**INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.**

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.14 Ask and answer questions about explanations.

**Concepts:** Need to know about:

#### Change Makers Over Time

- Individual actions can influence society (eg. Eleanor Roosevelt, Martin Luther King, Neil Armstrong)
- Contributions of change makers
- Reasons/motivation (why people make changes in society)

#### Teaching Others about Change Makers- Exploring History

- Using evidence to present information
- Fact and opinion
- Relevance of sources
- Asking questions about sources

Key Vocabulary: change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice

**Skills:** Need to be able to do:

#### **Change Makers Over Time**

- Explain the characteristics of a change maker.
- Identify historic change makers and their influence on society.
- Select and analyze historical sources for research.
- Conduct research to gather evidence about a change maker using the teacher-generated list as a guide

#### **Teaching Others about Change Makers- Exploring History**

- Brainstorm choosing a change maker.
- Determine important information to take notes.
- Use research to produce an informational piece that includes a chronological sequence of events.
- Evaluate multiple sources including but not limited to digital sources and texts.

#### **Big Ideas**

*Student's statements of enduring ideas*

- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.

#### **Compelling or Essential Questions**

*Teacher's guiding questions*

- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Introduce the unit by asking students what types of changes they might like to see in our community or environment.
2. Conduct an interactive read aloud about a change maker and ask students to list characteristics of the change maker.
3. Lead a discussion and create an anchor chart of possible characteristics of a change maker including their motivation for change and ways their actions improved society in our present.
4. Provide a teacher-created list of change makers and guide students in exploring.
5. Model the research process in alignment with the Writer's Workshop model/curriculum guide and rubric.
6. Guide students to select a change maker and conduct research using a provided graphic organizer.
7. Create a format for students to share research about their change maker.
8. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice*

## **Resources**

*Ambitious Girl*, Meena Harris

*Rise Up and Write It*, Nandini Ahuja (REQUESTED)

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Students will:

- Listen and participate in class discussions about change makers.
- Use sources such as books, websites, and videos to research change makers (teacher-generated list of individuals who have made significant contributions to society beyond their fame)
- Produce an informational piece about their change maker (process piece from Writer's Workshop informational unit)

### Summative

Students will:

- Present their research on the change maker they wrote about in the formative assessment
  - o Teachers may choose a presentation format (poster, google slides, wax museum, etc.)
  - o Presentation will include at least 5 facts that teach someone else about this person, why he/she is a change maker, as well as why the student selected this person.

## **Time Allotments/Pacing Guide**

10 – 12 weeks (Note: Coordinate planning with the *Writer's Workshop Unit: Informational -Research*).

### **GRADE 2- UNIT 3**

#### ***Connecting the Past to Today***

At a grade-appropriate level, the student will:

**HIST 2.2 Compare life in the past to life today.**

**HIST 2.4 Explain perspectives of people in the past to those of people in the present.**

HIST 2.5 Compare different accounts of the same historical event.

**HIST 2.10 Generate possible reasons for an event or development in the past.**

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.11 Construct explanations using correct sequence and relevant information

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

## **Concepts: Need to Know About:**

### Remembering Great People and Events Publically

- People, groups, or events who have monuments or memorials
- Locations of memorials in the town, state, country, and/or world
- Choices of material and regional location (eg. granite/stone in New England)
- Impact of memorials on the culture
- How memorials represent people/groups and their culture
- Examples of memorials: Statue of Liberty, Mount Rushmore, Taj Mahal, Eiffel Tower

### What makes a day a Federal Holiday?

- Martin Luther King Jr. Day
- Memorial Day
- How holidays and celebration reflect culture (eg. value accepting people, value those who sacrifice for our country)

### We Can Affect the Future

- People and groups in the present are influenced by the actions and beliefs of people and groups in the past.

Key Vocabulary: environment, climate, memorials, monuments, federal holidays, conservation, culture

### **Skills:** Need to be able to do:

#### Remembering Great People and Events Publically

- Identify people, groups or events who have monuments or memorials.
- Explore where memorials are located and why that area was chosen.
- Analyze how the availability of resources and the importance of location affect where a memorial/monument is built and with what materials
- Describe how memorials impact the culture, people, and groups they represent.
- Identify examples of memorials around the country and world.

#### What makes a day a Federal Holiday?

- Explain what a federal holiday is.
- Compare a federal holiday to a non-federal holiday.
- Evaluate how federal holidays are established.
- Explain how holidays and celebrations reflect our cultural diversity.

#### We Can Affect the Future

- Analyze the difference between life in the past and life in the present.
- Describe how our choices can influence the future.

## **Big Ideas**

### *Student's statements of enduring ideas*

- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

## Compelling or Essential Questions

### *Teacher's guiding questions*

- Why are monuments/memorials created?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond.

## Instructional Strategies

### *Based on our philosophy for student learning, teachers will:*

1. Introduce the unit by asking students what memorials/monuments they have visited, seen, are familiar with as well as what are some of our Federal Holidays.
2. Using an anchor chart, identify monuments, memorials and Federal Holidays that honor individuals and groups who have made a difference in society (include examples that are local, national, and/or international).
3. Discuss choices made for monuments /memorials as far as location and materials.
4. Reflect back on our changemakers and discuss who has had a memorial/monument of federal holiday created for them and why.
5. Using the text *Camping with the President*, discuss the ways that Teddy Roosevelt's trip to Yosemite with naturalist John Muir influenced his later conservation efforts.
6. Connect how their efforts led to being change-makers and as a result Teddy Roosevelt being honored for his efforts on Mount Rushmore.
7. Brainstorm change-makers who do not have memorials/monuments/holidays.
8. Model the creation of a monument/memorial design for John Muir (could be sketch, construction, digital, etc.)
9. Design a monument/memorial for a change-maker that does not have one (group project).
10. Lead students in a reflective discussion of how they can make a positive impact on their community and beyond.
11. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
12. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *environment, climate, memorials, monuments, federal holidays, conservation, culture*

## Resources

*The Camping Trip that Changed America*, Barb Rosenstock

*Magic Treehouse: Camp time in California*, Mary Pope Osborne (REQUESTED)

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Listen and participate in class discussions about monuments, memorials, and federal holidays.
- Use sources such as books, websites, and videos to learn about monuments, memorials and federal holidays.
- Choose a monument from the teacher-generated list and explain significant facts about it - teacher chooses format (worksheet, poster, google slide)

#### Summative

Student will, individually or in collaborative groups:

- Create a representation of a monument for a change maker
  - o Choose a change maker who does not currently have a monument to him/her
  - o Design a monument/memorial that reflects what their change maker stands for.
  - o Complete a written response reflecting on their choices for the monument they created, including the location of the monument and materials used to construct it.
  - o Share their monuments with classmates

## **ASSESSMENTS AND RUBRICS**

**Links to Unit 1 Assessments (samples are shown on the following pages)**

**[Unit 1 Formative Assessment](#)**

**[Unit 1 Summative Assessment](#)**

# Unit I Formative Assessment: Rights and Responsibilities of Citizens

Name \_\_\_\_\_

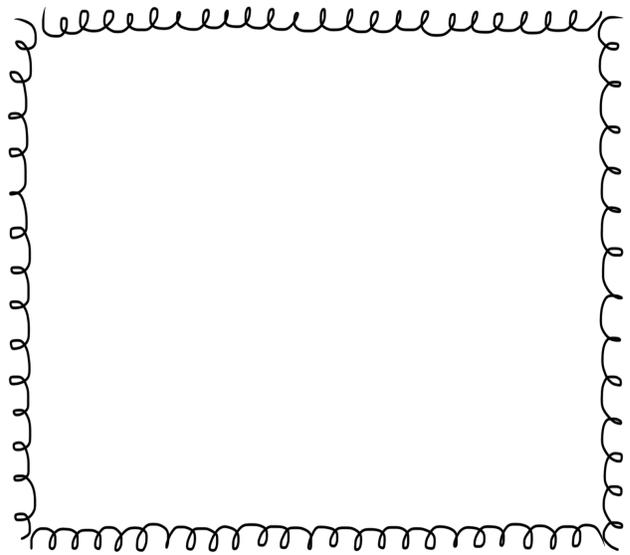
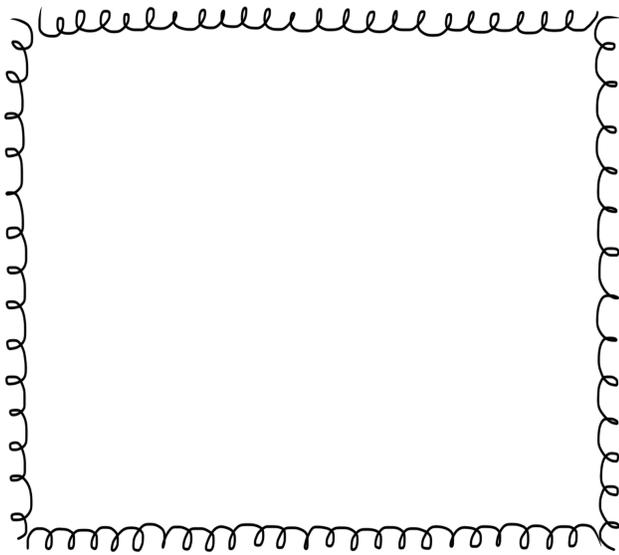
Date \_\_\_\_\_

As we discussed, a citizen is someone who is a member of a community. Citizens have rights and responsibilities to that community.

In the space below, draw and list two RIGHTS and two RESPONSIBILITIES of a citizen.

RIGHTS

RESPONSIBILITIES



---

---

---

---

---

---

---

---

**3 Branches of Government**

**Word Bank:**

Congress

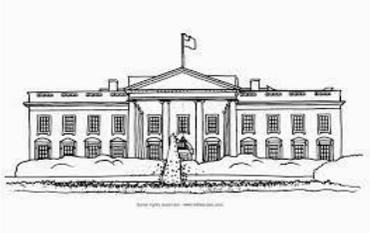
Makes sure laws are followed

President

Answers questions about laws

Justices

Passes laws

	<b>LEGISLATIVE</b>	<b>EXECUTIVE</b>	<b>JUDICIAL</b>
			
	<b>Capitol Building</b>	<b>White House</b>	<b>Supreme Court</b>
<b>Who is in each branch?</b>			
<b>What does each branch do?</b>			

**Which branch of government would you want to be in?**

\_\_\_\_\_

**Explain your choice:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 2 Summative Rubric Change Maker Presentation

Name: \_\_\_\_\_ Points: \_\_\_\_\_ / 12

	<b>3 (Meeting Standards)</b>	<b>2 (Approaching Standards)</b>	<b>1 (Not Yet Meeting)</b>
<b>Ideas and Information</b>	I chose 4-5 appropriate facts and relevant, descriptive details to support my teaching of my change maker.	I chose 2-3 appropriate facts and some relevant, descriptive details to support my teaching of my change maker.	I was unable to choose appropriate facts and details about my change maker.
<b>Organization</b>	I presented my ideas in chronological order.	Some of my ideas were presented in chronological order.	I was unable to present my ideas in chronological order.
<b>Eyes and Body</b>	I made eye contact with the audience.  I had a confident posture.	I made eye contact with the audience some of the time.  I had a confident posture some of the time.	I did not make eye contact with the audience.  I did not have a confident posture.
<b>Voice</b>	I spoke loudly and clearly.	I spoke loudly and clearly some of the time.	I did not speak loudly and clearly.

## Unit 3 Summative Assessment: Monument Memorial Design

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Who was the change maker your group chose to make a monument/memorial to honor?

---

---

2. Why is this person worthy of a monument or memorial?

---

---



### Unit 3 Summative Assessment: Monument Memorial Design Page

3. Why is the location you chose important for this memorial?

---

---

4. What materials did you use for creating your monument/memorial? Why are these appropriate choices?

---

---



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

**GRADE 3 SOCIAL STUDIES**  
**2022**  
**(Last revision date: 1997)**

**Curriculum Writing Team**

<b>Jane Billington</b>	<b>Grade 3 Teacher</b>
<b>Cindy Gomes</b>	<b>Grade 3 Teacher</b>
<b>Beth Maranville</b>	<b>Grade 3 Teacher</b>
<b>Lisa Zielinski</b>	<b>Grade 3 Teacher</b>
<b>Lindsay Armstrong</b>	<b>Teacher Librarian</b>
<b>Lisa Cerulli</b>	<b>Social Studies Teacher</b>

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

## Grade 3 Social Studies Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	5
Course Knowledge & Skills	6
Social Studies Year at a Glance	7
Unit 1: Connecticut's First People	8
Unit 2: Exploration & Early Settlement in Connecticut	11
Unit 3: Growth & Change: Colonization & Revolution	15
Unit 4: Industrialization and A Growing State	19
Unit 5: How Connecticut's Government Works	23
Unit 6: Connecticut's Economy and Travel	27

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 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 problems 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 National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.
- The arrival of Europeans affected the people living here already.
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government).
- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.
- There were new kinds of transportation during the 1800s that affected Connecticut's people.
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War.
- There were many important inventions that were created in Connecticut that are still used around the world today.
- Our town and state governments are organized into parts, and each part has different responsibilities and jobs.
- All citizens, including children, can be involved in our local and state governments as they make laws for the people.
- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state.
- Connecticut offers different types of tourist attractions because of the many natural resources.

## COURSE ESSENTIAL QUESTIONS

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?
- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?
- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?
- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?
- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?
- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Democratic principles guide our government officials as they create laws and policies to protect our freedoms.
- **Taking Action in Our Community.** Connecticut residents have made significant historical contributions to our state and country.
- **Human-Environment Interaction.** Cultural and environmental characteristics influence where people live and how they interact with others.
- **Perspectives.** People’s changing perspectives have helped shape our state’s history.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study past events and their impact on our state.
- **Economic Decision-Making.** Individuals and businesses use natural resources to contribute to Connecticut’s economy. Transportation and innovation have affected the development of our state.
- **Geographic Representations.** People use maps to locate places and learn about natural resources and the development of industry in our state.

Students will be able to . . .

- Explain how governmental decisions are made at the state and local levels. [CIV]
- Identify ways in which Connecticut residents have contributed to America’s story. [HIS]
- Understand that the use of natural resources and other economic decisions impact our culture, resources, and lifestyle. [ECO, GEO]
- Describe how various groups of people have contributed to Connecticut’s identity. [GEO]
- Develop questions, plan inquiry, use multiple sources, and construct arguments and explanations about our state and its history. [INQ]

<b>Social Studies Framework Standards Categories</b>	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September –October	<u>Unit 1</u> : Connecticut’s First People
November – December	<u>Unit 2</u> : Exploration & Early Settlement in Connecticut
January-February	<u>Unit 3</u> : Growth & Change: Colonization & Revolution
February-March	<u>Unit 4</u> : Industrialization and A Growing State
March-April	<u>Unit 5</u> : How Connecticut’s Government Works
May-June	<u>Unit 6</u> : Connecticut’s Economy and Travel
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

## Time Allotment/Pacing Guide

4-6 weeks

### GRADE 3- UNIT 1

#### *Connecticut's First People*

At a grade-appropriate level, the student will:

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

**GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

**GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.**

**GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.**

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

**INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.**

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

**Concepts:** Need to know about:

Connecticut's Landscape

- Regions of our state
- Climate and weather
- Important physical features and resources (Connecticut rivers and coastline, farming)

The History of Indigenous People In Connecticut

- Environmental characteristics influences population
- Connecticut tribes
- Use of natural resources for survival

**Key Vocabulary:**

geography, region, weather, climate, indigenous people, quarry, glacier, latitude, equator, tribe, natural resource

**Skills:** Need to be able to do:

Connecticut's Landscape

- Identify and describe the different regions of Connecticut.
- Explain the differences between weather and climate.
- Discuss how physical features impact settlement.

The History of Indigenous People In Connecticut

- Identify Connecticut tribes by geographic region.
- Explore how various groups utilized geographic features in Trumbull and surrounding regions to develop communities and economic systems.
- Compare and contrast the tribes' use of natural resources for survival.
- Discuss the values and customs of indigenous people in Connecticut.

**Big Ideas**

*Student's statements of enduring ideas*

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.

**Compelling or Essential Questions**

*Teacher's guiding questions*

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Guide students to locate Trumbull on Connecticut's map using mapping resources (eg. "Where in the World is Trumbull, Connecticut?"; Google Earth)
2. Using a variety of text and/or digital resources, explore the different regions of our state.
3. Create an anchor chart that compares and contrasts the different indigenous tribes of Connecticut (eg. name, location, use of natural resources)
4. Conduct guided research about different indigenous tribes in collaborative groups
5. Introduce students to key vocabulary with opportunities for discussion and application-- indigenous people, quarry, glacier, latitude, equator, climate, weather, tribe, natural resource

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

## **Evaluation/ Assessment Methods**

### *Formative*

Student will:

- Listen and participate in class discussions about the different regions and geographical features of Connecticut.
- Identify Trumbull and regions of Connecticut on a map.
- Create a graphic organizer about different indigenous tribes in Connecticut.
- Define and use key vocabulary from the unit in proper context.

### *Summative*

Student will:

- Create a google slide about the influence of their selected tribe on the history of Connecticut, based on their guided research and graphic organizer.

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 3 - UNIT 2

#### *Exploration & Early Settlement in Connecticut*

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

**HIST 3.4 Explain connections among historical contexts and people’s perspectives at the time.**

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

**GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.**

**GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.**

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

**INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.**

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

**Concepts:** Need to know about:

Arrival of Europeans in Connecticut

- Reasons for colonization in Connecticut
- Development of English settlements in CT
- Issues and conflicts that occurred as a result of exploration

Early Life in the Connecticut Colony

- Daily life (culture and traditions, use of resources)
- Fundamental Orders of Connecticut and democratic government

Key Vocabulary: constitution, democratic, trade, ally, Yankee, ratify, settlement, colony

**Skills:** Need to be able to do:

Arrival of Europeans in Connecticut

- Explain the reasons for colonization of Connecticut
- Examine and discuss the influence of geography on the location of English settlements in Connecticut
- Discuss issues and conflicts that occurred between different groups living in the early Connecticut colony

Early Life in the Connecticut Colony

- Identify natural resources used by the early settlers
- Compare and contrast life in a Connecticut village in colonial times to towns today
- Discuss the formation of a democratic form of government in Connecticut
- Summarize the beginnings of slavery in Connecticut

## **Big Ideas**

*Student's statements of enduring ideas*

- The arrival of Europeans affected the people living here already
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government)

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Initiation activity - provide students with the task of gathering information from their families about why they live in Connecticut - share with their peers and the class
2. Lead students in a discussion about how and why people left their homes to start colonies in North America, and specifically, in CT.
3. Guide students to use primary sources to map the locations and geographic features of CT and its early settlements (eg. loc.gov)
4. Create a classroom anchor chart that focuses on the reasons for settlement, including geographic features, use of natural resources, and relationships with indigenous people (this will be developed and updated throughout the unit)
5. Share a primary source and article about the Pequot War. Lead a guided reading and discussion about the causes and outcomes of the conflict.
6. Guide students to use a variety of sources to create a Venn diagram to compare and contrast life in Connecticut during the colonial period with life today (eg. teachitct.org and TrueFlix)
7. Share an image of the *Fundamental Orders of Connecticut* with students and read and/or watch a video with students to provide information for a discussion about the purpose of the document and its importance as one of the earliest examples of a state constitution.
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *constitution, democratic, trade, ally, Yankee, settlement, colony*
9. Possible extension activity: Field trip or presentation - Trumbull Historical Society

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of settlements and geographic features in Connecticut
- Define and use key vocabulary from this unit
- Create a venn diagram that compares and contrasts everyday life in Connecticut during the colonial period and today
- Complete a written response: If Connecticut was the fifth state to ratify the Constitution, why are we called the Constitution State?

## Summative

Student will:

- Use a variety of sources, including the class anchor chart and other resources, to create a visual representation of their own colony in a region of Connecticut, including location of settlements, use of natural resources, and interactions with indigenous people.
- Complete a written response that explains why your “colony” will thrive based on and supported by the visual that you created.

## Time Allotments/Pacing Guide

4-6 weeks

### *GRADE 3- UNIT 3*

#### *Growth & Change: Colonization & Revolution*

At a grade-appropriate level, the student will:

**HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.**

HIST 3.7 Compare information provided by different historical sources about the past.

**HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.**

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

**HIST 3.11 Explain probable causes and effects of events and developments.**

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

**INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.**

**INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).**

**Concepts:** Need to Know About:

Connecticut's Contributions during the Revolutionary War era

- Military service
- Homefront support
- Development of our founding documents

Significant Individuals from Connecticut Who Impacted our State and Nation

- Impact of significant individuals on our state and country
- Legacy of their involvement and actions

Key Vocabulary: Minutemen, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny

**Skills:** Need to be able to do:

Connecticut's Contributions During the Revolutionary War Era

- Explain the major causes that led to the Revolutionary War (taxation, representation)
- Identify areas of Connecticut that contributed to the war effort and explain what contributions they made
- Explain Connecticut's role in the creation of our founding documents

Significant Individuals from Connecticut who Impacted our State and Nation

- Explore and research the role of individuals from Connecticut who had an impact on our state throughout history (eg. Nathan Hale, Israel Putnam, Sybil Ludington, Mary Ludwig Hays, Prudence Crandall, John Ledyard, David Wooster, Jediah Huntington, Jonathan Trumbull, David Bushnell, Nero Hawley, Roger Sherman, Oliver Wolcott, Ella Grasso, Joel Barlow, William Sherman, Phyllis Wheatley, Maria Colon, Mary Ludwig Hays, Lambert Latham, Harriet Beecher Stowe, Eli Whitney, Gladys Tantaquidgeon)
- Explain how these individuals contributed to our state and nation as they developed over time, and discuss their legacy and impact

**Big Ideas**

*Student's statements of enduring ideas*

- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?

## **Instructional Strategies**

### *Based on our philosophy for student learning, teachers will:*

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War
3. Introduce the students to significant individuals from Connecticut who made important contributions to our state throughout history
4. Lead a discussion in which the students compare and contrast at least two of the people mentioned above
5. Establish collaborative groups of students to research one Connecticut individual and create a graphic organizer that includes important information and significant contributions made during the Revolutionary War era
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Minute Men, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny*
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum or similar

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Complete a BrainPop! or similar quiz about the causes of the Revolutionary War
- Create a graphic organizer about a significant Connecticut individual that includes important information and contributions made during the Revolutionary War era

## Summative

Student will:

- Complete a short assessment in which they provide key information and significant contributions of their chosen Connecticut historical figure. Options include, but are not limited to:
  - o Write and perform a song, poem, or play
  - o Write a biography or summary
  - o Create a poster or timeline
  - o Digital options: Google Slide or FlipGrid

## Time Allotments/Pacing Guide

8-10 weeks

### GRADE 3- UNIT 4

#### *Industrialization and A Growing State*

At a grade-appropriate level, the student will:

ECO 3.1 Compare the benefits and costs of individual choices.

ECO 3.3 Explain why individuals and businesses specialize and trade.

**HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.**

**HIST 3.5 Describe how people’s perspectives shaped the historical sources they created.**

HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

**INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.**

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

## **Concepts: Need to Know About:**

Movement of Connecticut's people and development of transportation in the 1800s

- New methods of transportation made travel easier and more efficient
- People began to move westward in search of land

Abolitionists and the Efforts to End Slavery in Connecticut

- Slavery was present throughout the U.S.
- Abolitionists worked to end slavery
- People in Connecticut supported the Union during the Civil War

Industry in Connecticut in the 1800s

- Connecticut inventions contributed to the industrialization of the U.S.
- New types of systems for manufacturing goods were developed
- Immigration to Connecticut increased as a result of industrialization

Key Vocabulary: ratify, plantation, transportation, abolitionist, invention, industrial, technology, homefront, migration, immigration

**Skills:** Need to be able to do:

Movement of Connecticut's people and development of transportation in the 1800s

- Identify new methods of transportation that allowed people to move about more efficiently in different ways
- Explain why the population of Connecticut changed as a result of westward expansion

Abolitionists and the Efforts to End Slavery in Connecticut

- Discuss the background of slavery in Connecticut and the U.S.
- Explore the abolitionist movement and individuals who worked to end slavery in our state in the 1800s
- Explain how the majority of Connecticut citizens supported the Union during the Civil War in the military and on the homefront

Industry in Connecticut in the 1800s

- Explore and describe some of the products and systems created by Connecticut inventors that contributed to the industrialization of the U.S.
- Explain how immigration to Connecticut increased as result of industrialization

## **Big Ideas**

*Student's statements of enduring ideas*

- There were new kinds of transportation during the 1800s that affected Connecticut's people
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War
- There were many important inventions that were created in Connecticut that are still used around the world today

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Share visuals and/or video information with students about some of the new forms of transportation developed during the first half of the 1800s (steamboat, railroad, roads)
2. Lead a discussion about how new forms of transportation would impact where people lived and how our state's population changed as a result
3. Use an article (eg. Newsela) to lead students in a guided reading activity about the background of slavery in the U.S.
4. Share a video (eg. BrainPop!) or article with students about the Underground Railroad, and follow up with a discussion about the purpose and efforts of abolitionists to help fugitive slaves
5. Lead students in a "read-aloud" about Connecticut's contributions to the Civil War, using a text and/or digital resource
6. Guide students as they use multiple sources to research Connecticut inventions from the 1800s.
7. Use graphs and charts to facilitate a class discussion about how Connecticut's population changed during the 1800s due to movement and immigration
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *plantation, transportation, abolitionist, invention, industrial, technology, homefront, migration, immigration*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Write a written response on how the development of new types of transportation in the 1800s had a direct affect on the people in Connecticut.
- Brain Pop! or similar quiz on the Underground Railroad.
- Students will complete a graphic organizer about an invention from Connecticut in the 1800s, including its significance and contributions to society.

#### Summative

Student will:

- With a partner/group, students will use their research on an invention from Connecticut and share their findings through a class presentation utilizing technology that highlights the invention's significance and contributions to society.

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 3- UNIT 5

#### *How Connecticut's Government Works*

At a grade-appropriate level, the student will:

**CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.**

CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

**CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.**

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

**CIV 3.6 Explain how rules and laws change society and how people change rules and laws.**

**CIV 3.7 Explain how policies are developed to address public problems.**

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.13 Critique arguments.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

## **Concepts: Need to Know About:**

### Structure and Organization of Trumbull and State of Connecticut Government

- Responsibilities and powers of government branches and officials at state and local levels
- State and town governments make laws to meet the needs of the people and address public concerns

### The Role of Citizens in Local and State Governments

- Citizens participate in government in a variety of ways (voting, run for office, work on a political campaign, contact legislators)
- Citizens influence and are affected by government decisions at the state and local levels

Key Vocabulary: democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor

## **Skills:** Need to be able to do:

### Structure and Organization of Trumbull and State of Connecticut Governments

- Identify the branches of government at the state and local level, and explain the main function of each branch
- Explain how the local and state governments are organized, and discuss some of the responsibilities of officeholders at each level
- Explain some of the steps in the lawmaking process
- Discuss how laws are made for different reasons (safety, provide services, change a previous law, taxes, etc.)

### Citizens Impact Decisions Made by State and Local Officials

- Explain how citizens can participate in the government at the state and local levels
- Discuss how citizens of any age can be involved in decisions made by local and state governments

## **Big Ideas**

### *Student's statements of enduring ideas*

- Our town and state governments are organized into parts, and each part has different responsibilities and jobs
- All citizens, including children, can be involved in our local and state governments as they make laws for the people

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use a KWL Chart to assess students' prior knowledge about government, and how citizens can be involved and impact decisions made by state and local officials. Update the chart as the unit progresses.
2. Create an anchor chart that illustrates and explains the different branches of government at the state and local levels, and the main function of each branch.
3. Provide students with a list of government positions at the state and local level. Students will identify the current officeholder and explain his/her major responsibilities in that position.
4. Facilitate a verbal "debate" between students in which they express their opinions and support them with evidence based on topics provided by the teacher that are related to rules and laws at the school, town, or state level.
5. Invite guest speakers from state and local government to meet with students (either in person or virtually) to explain the role of government, their responsibilities, and provide opportunities for students to ask questions about government and the lawmaking process
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor, veto*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Create a chart to show the branches of Government in Connecticut and Trumbull. On the chart, the student will list the job title, who currently holds it, and the main responsibilities of the position.
- Write a summary of the verbal debate. Students will state the issue/topic, what their position was (claim), and what facts and arguments they used to support their position.

## Summative

Student will:

- Complete a multiple choice/open ended test in order to assess their knowledge of the structure and main functions of local and state governments, and the roles that citizens can play in the decision making processes.

## Time Allotments/Pacing Guide

4-6 weeks

### GRADE 3- UNIT 6

#### *Connecticut's Economy and Travel*

At a grade-appropriate level, the student will:

**ECO 3.3 Explain why individuals and businesses specialize and trade.**

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.11 Explain probable causes and effects of events and developments.

CIV 3.7 Explain how policies are developed to address public problems.

**GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.**

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

**GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.**

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

**INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).**

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

## **Concepts: Need to Know About:**

### Connecticut's Economy in the 21st Century

- The impact of farming, manufacturing, and service industries on Connecticut's economy
- Environmental issues that affect our state's economy and quality of life

### Travel to Connecticut

- Tourism in Connecticut and its impact on the state's economy
- Natural resources that influence the tourist industry in Connecticut

Key Vocabulary: patent, agriculture, manufacturing, mining, maritime, insurance policy, tourism, engineer

## **Skills:** Need to be able to do:

### Connecticut's Economy in the 21st Century

- Identify products and natural resources in Connecticut and explain how they contribute to Connecticut's economy
- Discuss the pros and cons of industrialization and its impact on Connecticut's environment and people

### Travel to Connecticut

- Explain how tourism is important to our state's economy
- Discuss how strategic use of natural resources can benefit tourism in our state

## **Big Ideas**

### *Student's statements of enduring ideas*

- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state
- Connecticut offers different types of tourist attractions because of the many natural resources.

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Discuss the products that are produced in Connecticut.
2. Create a state products map that includes industrial activity and natural resources
3. Discuss how pollution from industry impacted the natural environment and what changes have occurred as a result of citizen activism
4. Explore how damage from natural disasters such as hurricanes and floods has impacted tourism, the environment, and the economy in Connecticut
5. Create an anchor chart of the different tourist attractions found in the State of Connecticut. Include the name of the site, what it offers to tourists, its location in the state, and how natural resources support the site.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *patent, agriculture, manufacturing, mining, fishing, insurance policy, travel, tourism*
7. Possible extension activity: Culminating Field trip - Mystic Seaport, Old State House or similar

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Create a state product map that includes industrial activity and natural resources
- Notes and/or a graphic organizer on at least 5 different tourist locations that the students would want to visit in the State of Connecticut and what would attract them to travel there.

### Summative

Student will:

1. Create a travel brochure/commercial/poster to encourage individuals to travel to Connecticut. Choose one of the sites researched, provide information about the site, as well as language to persuade others to visit the attraction.

## **Resources**

Burgan, Michael. *My United States: Connecticut*. New York: Children's Press, 2018.

Kent, Zachary. *Connecticut*. New York: Children's Press, 2008.

WhereILiveCT.org

Bush, Zack and Friedman, Laurie. *The Little Book of Government*. Publishing Power LLC, 2020.  
(REQUESTED)

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

**GRADE 4 SOCIAL STUDIES**  
**2022**

**(Last revision date: 1997)**

**Curriculum Writing Team**

<b>Alison Cotter</b>	<b>Grade 4 Teacher</b>
<b>Suzanne Spielman</b>	<b>Grade 4 Teacher</b>
<b>Stacy Weinstein</b>	<b>Grade 4 Teacher</b>
<b>Lindsay Armstrong</b>	<b>Teacher Librarian</b>
<b>Lisa Cerulli</b>	<b>Social Studies Teacher</b>

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

## Grade 4 Social Studies Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	5
Course Knowledge & Skills	6
Social Studies Year at a Glance	7
Unit 1: Discover American Geography and Culture	8
Unit 2: The Northeast/Mid-Atlantic	12
Unit 3: The Southeast	16
Unit 4: The Midwest	20
Unit 5: The Southwest	24
Unit 6: The West/Northwest	27

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 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 problems 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 National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## **COURSE GOALS**

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.
- Water is a very important resource to the Northeast region because it impacts why people settled here and how the region developed economically.
- The growth of cities in the Northeast region developed over time, as people began to shift from fishing/farming to manufacturing.
- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of the regions of the United States have changed over time because of important historical events.
- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water in the Midwest affected the movement of people.
- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.
- People from many different cultural backgrounds have moved to the West, which has impacted its culture and economy.
- The West has many different types of economic opportunities based on its natural resources and climate.

## COURSE ESSENTIAL QUESTIONS

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?
- How did water as a resource influence settlement in the Northeast region?
- How did the growth of cities enable the Northeast region to develop a thriving industrial economy?
- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?
- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?
- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?
- How does the unique mix of geography and cultural diversity make the West/Northwest region appealing to many people?
- How has the environment and climate affected the settlement and economic development of the West/Northwest region?
- How has the movement of people to the West/Northwest region influenced its culture?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Citizens use democratic strategies to address issues and develop habits to be contributing members of the community.
- **Location, Climate, and Culture.** The relationship between location, climate, and environment can have an impact on people’s way of life in various regions of the United States.
- **Map Reading.** People can use maps to analyze a region’s history, culture, and economics.
- **Regions Change Over Time.** A region is shaped by its historical events, along with its geographic features and economic decisions.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past and learn about different perspectives on historical events.
- **Defining Regions.** Regions differ based on location, climate, natural resources, and culture; citizens may have different wants and needs depending on the region in which they live.

Students will be able to . . .

- Understand that laws may be interpreted differently based on location and/or point of view. [CIV]
- Describe how historical events have shaped our country’s changing culture. [HIS]
- Understand that economic decisions impact a region’s culture, resources, and lifestyle. [ECO]
- Explain how cultural and environmental factors affect the distribution and movement of people in the different regions of the United States. [GEO]
- Develop questions, plan inquiry, and construct arguments using claims and evidence from multiple sources. [INQ]

<b>Social Studies Framework Standards Categories</b>	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September	<u>Unit 1</u> : Discover American Geography and Culture
October-November	<u>Unit 2</u> : The Northeast/Mid-Atlantic
December-January	<u>Unit 3</u> : The Southeast
February-March	<u>Unit 4</u> : The Midwest
April	<u>Unit 5</u> : The Southwest
May-June	<u>Unit 6</u> : The West/Northwest
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

## Time Allotment/Pacing Guide

4 weeks

### GRADE 4- UNIT 1

#### *Discover American Culture (mini unit)*

At a grade-appropriate level, the student will:

**HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

**GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.**

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

**INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).**

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

**Concepts:** Need to know about:

#### United States Geography and Culture

- Properties and purposes of maps and globes (eg. political, physical, land use, population)
- Regions of the United States, including physical features, natural resources, and population
- The varied regions of the United States have similarities that bind them together

**Key Vocabulary:**

geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, capital, equator, prime meridian, culture, natural resource, atlas, boundary

**Skills:** Need to be able to do:

#### United States geography and culture

- Identify different types of maps and explain their purpose.
- Identify and discuss how physical features and natural resources define each region and its people.
- Describe some of the similarities that unite the regions of the United States (national symbols, communication, transportation, shared resources).
- Discuss how the United States consists of people from many different cultures who have helped to create our national identity.

#### **Big Ideas**

*Student's statements of enduring ideas*

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.

#### **Compelling or Essential Questions**

*Teacher's guiding questions*

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Discuss class and school rules with students, and brainstorm ideas about democratic strategies and procedures that could be used to address issues and concerns in the classroom, school, and community.
2. Introduce and review various features and types of maps and globes, including but not limited to - title, legend, cardinal and intermediate directions, scale, symbols, latitude, and longitude.
3. Provide a variety of maps and/digital resources so students are able to identify and explore the five regions of the United States (Northeast/Mid-Atlantic, Southeast, Midwest, Southwest, West/Northwest).
4. Create an anchor chart that lists different characteristics and features of each region that will be updated during each unit. Students will complete the first section of a graphic organizer, which will be used for each subsequent unit
5. Facilitate small group (ie. think/pair/share) and whole class discussions about cultural similarities across various regions that unite us as a country (eg. national symbols, communication, transportation, federal holidays, shared resources)
6. Share and discuss a video or text (eg. Newsela) with students that explains how people from many different backgrounds contribute to the development of our nation's culture (melting pot vs. salad bowl)
7. Introduce students to key vocabulary with opportunities for discussion and application--  
*geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, equator, prime meridian, culture, natural resource, atlas, boundary*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

*Formative*

Student will:

- Listen and participate in class discussions about the different regions and geographical features of the United States.
- Complete the first part of a graphic organizer about the characteristics of different regions of the United States. (eg. location, physical features, resources, climate - other topics such as population, migration, and adaptations/modifications will be added as the units progress throughout the year)
- Map skills quiz that tests students on parts and purpose of different types of maps.
- Listen and participate in small group and class discussions about similarities among regions that contribute to the development of our nation's culture.
- Define and use key vocabulary from the unit in proper context.

*Summative*

Student will:

- Written response with visuals - What do we mean when we talk about a country's "culture?"  
What are some ways that you can describe the "culture" of the United States?  
(Include a written response and some visuals that support your response)
  - o Options: poster, google slide, paper with written response and smaller images

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 4 - UNIT 2

#### *The Northeast*

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.**

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

**GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.**

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

**Concepts:** Need to know about:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

Significance of water in this region

- Impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade
- Development of larger cities in this region to support the growth of industry

Growth of cities and development of industry

- Reasons for settlement in this region (European immigration)
- Growth of cities in this region to support the development of factories and the growth of industry

Key Vocabulary: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource

**Skills:** Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

Significance of water to this region

- Explain the significance of water to this region (trade, transportation, settlement)
- Discuss the impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade

Growth of Cities and Development of Industry

- Explain the reasons for settlement in this region (European immigration)
- Examine the growth of cities and the development of factories and industry, and explain how they supported each other

## **Big Ideas**

*Student's statements of enduring ideas*

- Water is a very important resource to the region because it impacts why people settled here and how the region developed economically.
- The growth of cities developed over time, as people began to shift from fishing/farming to manufacturing.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How did water as a resource influence settlement in this region?
- How did the growth of cities enable this region to develop a thriving industrial economy?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Lead students in a discussion about why proximity to water was so important to the early settlers from Europe.
4. Create a classroom anchor chart that focuses on the different types of waterways and their importance in trade, transportation, and development of cities such as Boston, New York, Philadelphia, and Baltimore.
5. Guide students as they read about natural resources, industries, and the growth of cities in this region. Discuss the effects of industrialization on the natural resources and environment.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum, Mystic Seaport

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Northeast portion of the graphic organizer
- Students will create a Venn diagram to compare and contrast characteristics of cities in this region from the past with the present day
- Define and use key vocabulary from this unit

## Summative

Student will:

Use the following article:

### [Natural Resources of the Northeast](#)

Think about everything that you have learned about the natural resources in the Northeast/Mid-Atlantic and how they help create a strong economy. Since there are so many natural resources found in this region, there has been an increase in the number of jobs within these states. This has increased the population, causing even more stress on natural resources.

- Choose ONE of the natural resources you have learned about in this region. The resource can be renewable or nonrenewable.
- Create a poster, slide, or letter that warns humans of the effect they are having on this resource and what steps they can take to help.

Use the following questions to help you as you plan:

1. What are some of the renewable resources in this region?
2. What are some of the nonrenewable resources in this region?
3. How have human activities impacted this region's environment?
4. What are some major industries in this region?
5. What are some ways to limit this man-made stress?

## Time Allotments/Pacing Guide

6-8 weeks

### *GRADE 4- UNIT 3* *Southeast*

At a grade-appropriate level, the student will:

HIST 4.2 Explain probable causes and effects of events and developments.

CIV 4.1 Illustrate historical and contemporary means of changing society.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

**INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.**

**INQ 3–5.9 Use evidence to develop claims in response to compelling questions.**

**INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).**

## **Concepts: Need to Know About:**

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- The agriculture industry in this region
- Tourism as a major contributor to the economy

The unique characteristics of this region

- Plantation farming changed over time (slavery, sharecropper, paid labor)
- Variety of cultures that are unique to this region (eg. Creole, Cuban, Cajun)

Key Vocabulary: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

**Skills:** Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on economic development

- Explore the history of the agriculture industry and its impact on the economy
- Explain why tourism is a major contributor to the economy

The unique characteristics of this region

- Explain how plantation farming has changed over time (slavery, sharecropper, paid labor)
- Explore how various cultures have contributed to the uniqueness of this region (eg. Creole, Cuban, Cajun)

## **Big Ideas**

*Student's statements of enduring ideas*

- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of this region has changed over time because of important historical events.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. peanuts, cotton, tobacco, citrus, rice)
4. Lead a discussion about energy resources that contribute to the region's economy (eg. fossil fuels, coal, minerals)
5. Guide students to explore why people move to the Southeast, and why tourism is a major contributor to the economy of this region
6. Lead students in a shared reading activity and discussion (eg. Newsela - see teacher resource page) about experiences with plantation farming and how it has changed over time
7. Provide students with a non-fiction source (eg. TrueFlix digital) about different aspects of the cultures unique to the Southeast region and read and discuss with a partner.
8. Establish collaborative pairs/groups, and have students research one of the states in this region to gather information in order to persuade others to move to this state
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southeast portion of the graphic organizer
- Define and use key vocabulary from this unit
- Read and annotate an article about one of the topics in this unit
- Write a brief summary about the culture article that they read with their partner.

## Summative

Student will:

- Why should someone move to a particular state in the Southeast?
  - o Choose a state, with teacher approval
  - o Students will work alone or with a partner, at teacher discretion
- Provide basic information about the chosen state (capital, population, state flag, etc.)
- Include at least one tourist attraction/destination within the state
- Provide three reasons why someone should choose to move to the state. Choose from the following categories:
  - o Job opportunities
  - o Climate
  - o Leisure activities
  - o Culture - (music, cuisine, art)
  - o Cost of living
- Students will create and present their findings to the class in one of the following formats as determined by the teacher:
  - o Poster
  - o Google Slideshow
  - o FlipGrid
  - o Written response (essay format)

## Time Allotments/Pacing Guide

8 weeks

### GRADE 4 - UNIT 4

#### *Midwest*

At a grade-appropriate level, the student will:

ECO 4.1 Compare the benefits and costs of individual choices.

**ECO 4.2 Identify positive and negative incentives that influence the decisions people make.**

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

**GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.**

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

## **Concepts: Need to Know About:**

### Defining this region

- Physical geography (landforms, climate, Great Lakes, major rivers)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

### The impact of geography, climate, and weather on economic development

- Development of agriculture and industry in this region
- Importance of waterways and the development of major urban centers
- Impact of catastrophic events

### The unique characteristics of this region

- Agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Immigration of different ethnic groups in this region

Key Vocabulary: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

## **Skills: Need to be able to do:**

### Defining this region

- Locate the states and capitals within the region
- Identify landforms (including the Great Lakes and major rivers) and climate for the region
- Identify important natural resources, land use, and industries

### The impact of geography, climate, and weather to this region

- Examine the development of agriculture and industry in this region
- Describe the relationship between people of the Midwest, the Great Lakes, major rivers and major urban centers
- Identify the effects of catastrophic events on this region (floods, droughts, tornadoes)

### The unique characteristics of this region

- Explore the development of agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Examine the affect of immigration of different ethnic groups to this area

## Big Ideas

*Student's statements of enduring ideas*

- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water affected the movement of people.

## Compelling or Essential Questions

*Teacher's guiding questions*

- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?

## Instructional Strategies

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. the Great Lakes and major rivers), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. corn, dairy, wheat)
4. Use an article and/or video to introduce students to the automotive industry, and discuss its importance to the economy of this region.
5. Use maps and digital resources to examine the waterways of this region (eg. Mississippi River, Great Lakes) and the development of cities (eg. Chicago, St. Louis).
6. Use an article and/or video (BrainPop) to lead a discussion on the movement of people and their cultural impact to this region (Westward Expansion, immigration and migration).
7. Using texts, digital resources, and articles discuss the impact of catastrophic events (tornadoes, droughts, floods) on the land, economy and people of this region.
8. Using a primary or secondary source, such as *If you were a Kid on the Oregon Trail*, guide students in creating a class chart listing the challenges and experiences of traveling West, including availability of resources and challenges for travelers, such as physical disabilities, language and cultural differences, and age.
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Midwest portion of the graphic organizer
- Define and use key vocabulary from this unit

#### Summative

- Student will:

Write a letter to a friend from home describing their experiences on the Oregon Trail (Westward Expansion) including details about the journey: route taken, food, safety/dangers, supplies, covered wagon, weather, schooling.

## Time Allotments/Pacing Guide

4 weeks

### GRADE 4 - UNIT 5

#### *Southwest*

CIV 4.1 Illustrate historical and contemporary means of changing society.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.**

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

## **Concepts: Need to Know About:**

### Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

### The impact of geography and climate on economic development

- Deserts and scarcity of water
- Oil and cattle ranching as valuable industries

### The unique characteristics of this region

- Migration/Immigration of people into this region
- The cultural influences of varied groups of people

Key Vocabulary: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

## **Skills:** Need to be able to do:

### Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

### The impact of geography and climate on the economic development

- Explore how deserts and the scarcity of water affected economic development
- Examine the development of cattle ranching and the oil industry in the region

### The unique characteristics of this region

- Discuss the influence of Native American culture to the area
- Examine the affect of immigration of various ethnic groups to this region

## **Big Ideas**

### *Student's statements of enduring ideas*

- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. The Grand Canyon, deserts), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use textbook article to introduce students to deserts and the scarcity of water in the region and the impact this has on the economic development of this region.
4. Using TrueFlix online, introduce students to the cattle ranching and oil industries, and discuss their importance to the economy of this region.
5. Using online and print resources, create a class anchor chart examining the cultural impact the Native Americans (Navajo, Pueblo, Cherokee) have had in the Southwest including but not limited to housing, food, and crafts. (eg. jewelry, textiles, pottery)
6. Conduct a shared reading of Amelia's Road by Linda Altman and lead a discussion on the reasons for immigration of different ethnic groups to this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southwest portion of the graphic organizer
- Define and use key vocabulary from this unit

### Summative

Student will:

- Complete a written response to the following question:
  - What is special about the Southwest region that makes it different from the other regions we have studied this year? Include a topic sentence, at least 3 reasons with specific details to support each reason, and a concluding sentence.

### Resource:

States and Regions. "Water Changes Desert." p. 361-365. Orlando, Harcourt Brace. 2000.

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 4 - UNIT 6

#### *West/Northwest*

HIST 4.2 Explain probable causes and effects of events and developments.

**HIST 4.3 Use evidence to develop a claim about the past.**

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

**INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.**

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

## Concepts: Need to Know About

### Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

### The unique characteristics of this region

- Varied physical landscape and climate (eg. mountains, grasslands, waterways) impacts economic activity (eg. farming/fishing/mining)
- Migration and immigration to this region (eg. Gold Rush, transcontinental railroad, Silicon Valley) and cultural influences

Key Vocabulary: basin, mountain range, timber, boomtowns, technology, transcontinental railroad, grasslands, range, plateau, technology, continental divide

**Skills:** Need to be able to do:

### Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

### The unique characteristics of this region

- Explore how geography and climate has affected the development of communities in this region
- Discuss economic and social factors that have attracted people to this region, both historically and in the present day

## Big Ideas

### *Student's statements of enduring ideas*

- People from many different cultural backgrounds have moved to this region, which has impacted its culture and economy.
- The west has many different types of economic opportunities based on its natural resources and climate.

## Compelling or Essential Questions

### *Teacher's guiding questions*

- How does the unique mix of geography and cultural diversity make this region appealing to many people?
- How has the environment and climate affected the settlement and economic development of this region?
- How has the movement of people to this region influenced its culture?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. Rocky Mountains, Pacific Ocean, Columbia River ), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Using TrueFlix online, lead students in a discussion about the Gold Rush and Transcontinental Railroad and how they contributed to the development of the economy and cultural diversity of this region.
4. Provide resources for students (eg. Newsela) to explore the states of Alaska and Hawaii and describe some characteristics that make them unique.
5. Led students in a culminating discussion: What geographic and economic factors determine if a region is a good or bad place to live? (Students will use their completed chart/graphic organizer so that they can use information from other regions.)
6. Guide students as they work in collaborative groups to complete a graphic organizer as they research one of the national parks in this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels, continental divide

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the West portion of the graphic organizer
- Define and use key vocabulary from this unit
- Students will listen and participate in discussions about various topics in this unit
- Students will read and annotate one article from this unit

## Summative

Student will:

- In collaborative groups, present a google slideshow about one of the national parks in this region. Students will use the graphic organizer they completed, as well as other resources (eg. nps.gov) to gather information and images. Task: Pretend you are a tour guide/park ranger, and teach your classmates about the national park, using Google Slides.
- Optional activity: the audience members will complete a worksheet with name of park, location, 3 interesting facts that they learned from the presentation.
  - Presenters - Describe different features of the park, interesting attractions, things to do, and unique features and facts about the park. Include the name of the park, location, size, history, physical features, attractions, unique and/or interesting facts.

## **Resources**

### Textbook

*States and Regions*. Harcourt Brace, 2000.

### Books

Altman, Linda Jacobs, and Enrique O. Sanchez. *Amelia's Road*. Lee & Low, 2015.

Bunting, Eve. *A Day's Work*. Clarion Books, 1997.

Gregory, Josh. *If You Were a Kid on the Oregon Trail*. C. Press, 2016.

### Digital Resources

National Geographic Kids website: <https://kids.nationalgeographic.com/>

*Regions of the United States* (Teachers Pay Teachers), Jill Russ (REQUESTED)

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

**GRADE 5 SOCIAL STUDIES**  
**2022**

**(Last revision date: 1997)**

**Curriculum Writing Team**

<b>Nedda Carrano</b>	<b>Grade 5 Teacher</b>
<b>Linda Civitelli</b>	<b>Grade 5 Teacher</b>
<b>Lisa Demshak</b>	<b>Grade 5 Teacher</b>
<b>Kiersten Fallon</b>	<b>Grade 5 Teacher</b>
<b>Sue Guglielmo</b>	<b>Grade 5 Teacher</b>
<b>Shannon Lynch</b>	<b>Grade 5 Teacher</b>
<b>Carly Wolfe</b>	<b>Grade 5 Teacher</b>
<b>Lisa Cerulli</b>	<b>Social Studies Teacher</b>

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

## Grade 5 Social Studies Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	5
Course Knowledge & Skills	6
Social Studies Year at a Glance	7
Unit 1: The Arrival & Early Settlements	8
Unit 2: The 13 Colonies	12
Unit 3: The Road to Revolution	17
Unit 4: Declaring Independence (mini unit)	21

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 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 problems 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 National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments, and often relied on the help of the indigenous people to teach them.
- Colonial leaders made decisions, established laws, and worked with others to establish their colony.
- Economic and religious opportunities led to the settlement and growth of the 13 colonies.
- Relationships, environmental issues and systems of government contributed to the challenges and successes of the colonies.
- Life today has some similarities to life in the colonies (basic forms of government, farming, community structure) and many differences (more structured government, technology, equality etc.)
- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People's positions (eg. King George III, colonists) and viewpoints led to different groups to form and take action such as the Patriots and Loyalists.
- Armies that had more money, stronger leaders, and fought on their own territory had advantages that helped them win battles.
- The battles of the American Revolution influenced the decisions of the military leaders that led to the 13 colonies gaining their independence.

## COURSE ESSENTIAL QUESTIONS

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- What strategies did leaders use to build the first colonies?
- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities and interacted with others? (government, resources, social classes)
- How was life in the colonies similar to and different from life today?
- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did the different viewpoints lead to the formation of various groups and their actions?
- What might give one side an advantage over the other in a battle?
- How did some of the battles in the American Revolution have a greater impact on the outcome of the war?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Change, Continuity and Context. The actions of people in the past influence our lives today.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their opinions about historical events.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and images to study the past.
- Civic Responsibility. Communities work to accomplish tasks, establish rules and responsibilities, and protect freedoms.
- Economic Decision-Making. People’s decisions are influenced by economic opportunities, available resources, and trade opportunities.
- Map Reading. People can use maps to explain relationships between the locations of places and their physical and economic characteristics.

Students will be able to . . .

- Explain why individuals and groups during the same historical period differed in their perspective [HIS]
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families [CIV]
- Explain various economic contributions and opportunities in the 13 colonies. [ECO]
- Describe how geography and climate impacted the development of the 13 colonies in North America. [GEO]
- Develop questions, analyze sources, gather relevant evidence, and present arguments and explanations about historical events. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September – November	<u>Unit 1</u> : The Arrival & Early Settlements
November – February	<u>Unit 2</u> : 13 Colonies
February – May	<u>Unit 3</u> : The Road to Revolution
May – June	<u>Unit 4</u> : Declaring Independence (mini unit)
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

## Time Allotment/Pacing Guide

8-10 weeks

### GRADE 5- UNIT 1

#### *The Arrival*

At a grade-appropriate level, the student will:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

**HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.**

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

**ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

**GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.**

**Concepts:** Need to know about:

#### Human Movement

- Motivations for exploration to the Americas (eg. resources, freedom of religion, separatists, land, glory, power, profit)
- Geography and location of settlers moving to America
- Technological innovations that allowed travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff)

#### Perspectives & Initial Interactions

- Survival strategies of early settlers (challenges and successes)
- Use of natural resources, understanding how to farm, creating shelters
- Relations with indigenous peoples (eg. Croatan, Wampanoag, Algonquin)
- Leaders: Manteo, Squanto, Powhatan, Pocahontas, Massasoit

#### Establishing Colonies

- Roanoke, Jamestown, Plymouth
- Factors that impacted the choice of location of the colonies
- Leaders: Sir Walter Raleigh, John White, John Smith

*\*The initial foundation of several of these concepts were started in Grade 3 from the perspective of Connecticut only and Connecticut peoples. This Grade 5 unit has more overlying and complexity in concepts as it also reaches out to further colonies and tribes.*

#### Key Vocabulary:

colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source

**Skills:** Need to be able to do:

#### Human Movement

- Compare the major motivations of why English settlers came to the New World.
- Locate on a map the first three settlements in North America (Roanoke, Jamestown and Plymouth) including routes taken from England.
- Describe technological innovations and how they were used for travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff).

#### Perspectives & Initial Interactions

- Discuss and provide examples of challenges and successes settlements faced during establishment (eg. natural resources, farming, governing).
- Describe the perspectives and interactions of the settlers and the native peoples (eg. Croatan, Wampanoag, Algonquin).
- Explain how the relationships between the indigeous and the settlers affected the settlement's success by referencing at least one Native American leader (eg. Manteo, Squanto, Powhatan, Pocahontas, Massasoit)

#### Establishing Colonies

- Identify geographic features and natural resources that led to the selection of Roanoke, Jamestown, and Plymouth colonies.
- Compare and contrast life in the early colonies.
- Explain and analyze the key contributions of at least one leader within the first colonies.

## **Big Ideas**

### *Student's statements of enduring ideas*

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments,
- Colonization had a big impact on the European settlers and the indigenous people

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- How did colonization impact both European settlers and indigenous people?

## **Instructional Strategies**

### *Based on our philosophy for student learning, teachers will:*

1. Guide students to locate Europe and the Americas on a world map.
2. Provide students with readings and resources about groups of people that wished to travel to the new world and their motivations for travel.
3. Create a class anchor chart with the reasons settlers chose to leave their “old world.”
4. Lead a class discussion supplies and technology early settlers would have to travel to the new world, include potential obstacles to overcome (eg. weather, technology.) Where possible, allow students to consider tools we used today to travel.
5. Supply a map for students to locate the Roanoke, Jamestown, and Plymouth colonies as each is introduced.
6. Show a video or provide an alternative tool that demonstrates the natural resources that were available within the geographical regions of each colony.
7. Allow students to engage in inquiry regarding the Native American tribes and their leaders that interacted with the settlers during early times.
8. Conduct a jigsaw, or similar activity, in which students use literature and videos on each of the three colonies to compare and contrast the leadership, strategies, rules, struggles and successes.
9. Provide students with a graphic organizer/note taker regarding the three colonies.
10. Collaboratively create a study guide with students for the unit test. Introduce test taking strategies that students can use; include a discussion of mindset around test taking.
11. Introduce students to key vocabulary with opportunities for discussion and application-- colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source.

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

#### *Formative*

Student will:

- Listen and participate in class discussions.
- Locate Europe, North America, Jamestown, Plymouth and Roanoke on a map.
- Complete a graphic organizer detailing the natural resources, leadership, struggles and successes of Jamestown, Plymouth and Roanoke.
- Define and use key vocabulary from the unit in proper context.

#### *Summative*

Student will:

- Demonstrate understanding through an end-of-unit multiple choice, matching, and fill-in-the-blank assessment.

## Time Allotments/Pacing Guide

8-10 weeks

### GRADE 5 - UNIT 2

#### *The 13 Colonies*

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

**INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).**

INQ 3–5.13 Critique explanations.

HIST 5.2 Compare life in specific historical periods to life today.

**HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.**

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

CIV 5.4 Explain how policies are developed to address public problems.

**ECO 5.3 Explain why individuals and businesses specialize and trade.**

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**Concepts:** Need to know about:

#### New England Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

#### Middle Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

#### Southern Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

**Key Vocabulary:** Apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route

**Skills:** Need to be able to do:

#### New England Colonies

- Identify and locate the New England colonies and their important physical features
- Examine and discuss the influence of geography and climate on the location of English settlements in New England
- Identify natural resources and discuss economic opportunities
- Analyze the structure of government in New England and how it was influenced by religion
- Discuss issues and conflicts that occurred between different groups living in the New England colonies.
- Explain the roles of different groups of people in New England, including enslaved people, indentured servants, and apprentices.

#### Middle Colonies

- Identify and locate the Middle colonies and their important physical features
- Examine and discuss the influence of geography and climate on the economy of the middle colonies
- Discuss how cultural diversity helped to shape the organization and government of the middle colonies

#### Southern Colonies

- Identify and locate the Southern colonies and their important physical features

- Discuss the influence of the climate on the economy of the Southern colonies
- Analyze the structure of plantation farming and its impact on enslaved people and indentured servants
- Explain the structure of government in the Southern colonies and how it was influenced by social class

### **Big Ideas**

#### *Student's statements of enduring ideas*

- Economic and religious opportunities led to the settlement and growth of the 13 colonies
- Relationships, geography, and systems of government contributed to the challenges and successes of the colonies
- Differences in religion, social class, gender, ethnicity, and race all contributed to inequalities in the 13 colonies.

### **Compelling or Essential Questions**

#### *Teacher's guiding questions*

- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities?
- What factors contributed to inequalities in the 13 colonies? (Consider race, ethnicity, gender, socioeconomics etc.)

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Provide students with a blank 13 colonies map to guide students to label and color.
2. Guide students to use resources to map the locations and geographic features of the colonies as you introduce each region.
3. Lead students in a discussion about why people left their homes to settle in the New England, Middle and Southern Colonies.
4. Provide students with a graphic organizer or note-taking tool so that they can research a colony for their digital presentation.
5. Lead students in a class discussion which identifies issues and conflicts that occurred between different groups living in the New England colonies.
6. Lead students in a class discussion regarding how cultural diversity helped to shape the organization and government of the middle colonies.
7. Provide students with resources that illustrate the structure of a southern plantation.
8. Share an article or video and lead a discussion about the early structures of government in the colonies (eg. House of Burgesses)
9. Lead a discussion where students compare and contrast life in the 13 colonies during the colonial period with life today.
10. Introduce students to key vocabulary with opportunities for discussion and application- apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route
11. Possible extension activity: Field trip or presentation - Trumbull Historical Society

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of settlements in the 13 colonies
- Define and use key vocabulary from this unit
- Complete a chart/graphic organizer based on research that includes information about different aspects of one of the 13 colonies, either working collaboratively or individually

## Summative

Student will:

- Working alone or in a group, students will create a digital presentation (eg. Google Slides, FlipGrid) about the 13 colonies. Students should use a variety of sources. Information should include, but is not limited to location of settlements, geographic features, use of natural resources, government, economics, interactions with indigenous people, challenges and successes, and social issues.

## Time Allotments/Pacing Guide

10-12 weeks

### *GRADE 5 - UNIT 3*

#### *The Road to Revolution*

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

**INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.**

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

**HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.**

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

**HIST 5.9 Explain probable causes and effects of events and developments.**

HIST 5.10 Use evidence to develop a claim about the past.

## **Concepts: Need to Know About:**

### Effects of the French and Indian War on the 13 Colonies

- Costs of the war and new taxes
- Proclamation of 1763

### Colonial response to taxation

- Acts and Taxes (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Colonial boycotts
- Boston Massacre
- Boston Tea Party
- Coercive Acts/Intolerable Acts
- First Continental Congress

### Significant individuals/groups and their contributions

- Significant British individuals/groups (eg. King George III, General Thomas Gage, Parliament)
- Significant Colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Protest groups (eg. Loyalists, Patriots, Sons/Daughters of Liberty)

**Key Vocabulary:** blockade, boycott, legislature, liberty, Loyalist, militia, neutral, Parliament, Patriot, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny

## **Skills:** Need to be able to do:

### Effects of the French and Indian War on the 13 Colonies

- Explain why the Proclamation of 1763 restricted colonists' abilities to settle west of the Appalachian Mountains
- Discuss how Britain taxed the colonies to reduce their war debt

### Colonial response to taxation

- Explain the cause and effect of the series of taxes issued by Parliament (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Discuss colonial responses to taxation (eg. riots, petitions, boycotts, formation of groups, support for Britain) resulting in events such as the Boston Massacre and Boston Tea Party.
- Analyze and explain the purpose of the First Continental Congress.

### Significant individuals/groups and their contributions

- Explain the contributions of significant colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Identify the major groups that formed in the 13 colonies (Sons/Daughters of liberty, Loyalists, Patriots)
- Compare and contrast the Loyalists and the Patriots

## Big Ideas

*Student's statements of enduring ideas*

- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People in the colonies formed groups and took action based on their views about the taxes

## Compelling or Essential Questions

*Teacher's guiding questions*

- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did different viewpoints lead to the formation of various groups and their actions?

## Instructional Strategies

*Based on our philosophy for student learning, teachers will:*

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War (eg. French and Indian War, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress)
3. Provide resources (videos, books, articles) for students to learn more about each individual event on the timeline
4. Complete a graphic organizer on each significant event where students will record a summary of the event, and the colonists' reactions to the event.
5. Provide a list of approved events and allow students to choose an event they are interested in researching on a deeper level.
6. Present a small collection of primary and secondary sources, and guide students in a class discussion on the maker, date, place of origin, intended audience, and purpose in order to judge the validity of each source.
7. Guide a class discussion on research and note-taking strategies they have learned/used in previous units (refer back to Tackling Complexity unit in reading).
8. Provide a variety of primary and secondary resources for students to research their chosen event. Students may record information in their notebooks, index cards, or a provided graphic organizer using the 5 W's (who, what, where, when and why).
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *blockade, boycott, legislature, liberty, Loyalist, militia, Parliament, Patriot, neutral, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Participate in class and group discussions
- Create a timeline (eg. graphic organizer) about significant events leading up to the Revolutionary War

#### Summative

Student will:

- Create an informational booklet summarizing the main events leading up to the American Revolution (see writing informational unit). Students will focus on one significant event, and provide background information and different points of view about the event and its impact.  
[\\*\\*\\*rubric for informational booklet](#)

## Time Allotments/Pacing Guide

4 weeks

### GRADE 5- UNIT 4

#### *Declaring Independence*

At a grade-appropriate level, the student will:

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

**INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.**

INQ 3–5.12 Critique arguments.

**HIST 5.6 Compare information provided by different historical sources about the past.**

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

## **Concepts: Need to Know About:**

### Major Events that started the American Revolution

- Battle of Lexington and Concord
- Second Continental Congress
- Battle of Bunker Hill

### Declaring Independence

- Protests led to a formal declaration of independence, although not all colonists supported it
- The significance and impact of the creation of the Declaration of Independence

**Key Vocabulary:** allegiance, Continental Army, independence, declaration, Minutemen

**Skills:** Need to be able to do:

### Major Events that started the American Revolution

- Discuss the importance of the second Continental Congress
- Explain the significance of the Battle of Lexington and Concord
- Analyze the impact of the Battle at Bunker Hill (eg. although the British won the battle, they had many casualties, and the Continental Army proved they could put up a formidable fight)

### Declaring Independence

- Discuss different viewpoints that colonists had regarding declaring independence (eg. Patriot, Loyalist, Neutral)
- Explain the significance and impact of the Declaration of Independence

## Big Ideas

*Student's statements of enduring ideas*

- British orders to seize arms, as well as the colonial responses to taxation led to military conflict between the colonists and the British
- Colonists wrote the Declaration of Independence to make it clear to the world that they had the right to be a free and independent nation
- The signing of the Declaration of Independence resulted in losses and gains for both sides in the Revolutionary War

## Compelling or Essential Questions

*Teacher's guiding questions*

- What events started the military conflict between the British and the colonists?
- How did the movement toward revolution cause the Declaration of Independence to be written?
- How did the Declaration of Independence impact the colonists and the British?

## Instructional Strategies

*Based on our philosophy for student learning, teachers will:*

1. Provide materials for students to be able to explain the purpose and outcomes of the second Continental Congress
2. Utilize digital and/or print resources to help students explain the significance of the Battles of Lexington and Concord as well as the Battle of Bunker Hill
3. Lead a class discussion with students about different viewpoints regarding declaring independence (eg. Patriot, Loyalist, Neutral)
4. Break up class into collaborative groups to analyze the main arguments of the Declaration of Independence using primary and secondary sources
5. Lead a class discussion about the impact of the Declaration of Independence
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *allegiance, Continental Army, independence, declaration, Minutemen*

## Assured Assessments

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Students will:

- Complete a group response to the Declaration of Independence analysis activity
- Complete a graphic organizer or study guide to demonstrate their understanding of the topics in this unit

### Summative

Quiz on the vocabulary and events taught in the unit, based on the graphic organizer or study guide.

# DIGITAL PRESENTATION RUBRIC:

## The 13 Colonies

	1	2	3	4
<b>Organization</b>	There is no sequence of information and/or information is disorganized	Information presented is somewhat organized	Information presented is well-organized	Information presented is interesting and well-organized
<b>Content</b>	Presentation includes little to no facts, details and examples.	Presentation includes some relevant and accurate facts, details and examples.	Presentation includes many relevant and accurate facts, details and examples.	Presentation includes accurate, relevant, and in-depth facts, details and examples. Student goes above and beyond required information.
<b>Vocabulary</b>	Very little social studies vocabulary included	Student uses some social studies vocabulary appropriately.	Students uses social studies vocabulary appropriately and effectively.	Students uses social studies vocabulary appropriately and effectively, and includes additional relevant vocabulary found through research

*\*Presentation Reminders: Face the audience, speak clearly, and have an appropriate pace.*

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

**Date Submitted:** 7/21/22

**Title of Text:** The Little of Book of Government

**Authors:** Zack Bush, Laurie Friedman

**Publisher:** Publishing Power LLC

**Year Published:** 2020

**ISBN Number:** 978-1735966526

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

**Course:** Social Studies

**Grade Level:** 3

**(If applicable) Replaces text:** n/a

**Rationale for adopting new text:** Supports Unit 5 of the curriculum, which focuses on our system of government in Connecticut and the U.S.

**Text Description:** This book provides a basic and easy-to-understand introduction to government and the role it plays in our society. Important concepts like democracy, freedom, and lawmaking are explained, along with an introduction to the role the Constitution plays in our government as well as our nation's three branches of government.

**Strengths:** Explains complex topics in a clear and easy to understand manner for children.

**Weaknesses:** May need a little more specificity, but the resource will be used as an introduction to the topic.

**Submitted by:** Tara Fernandes, Jessica Preman (Grade 3 curric revision team)

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

Reviewed by: \_\_\_\_\_  
Principal/Designee

\_\_\_\_\_  
Date

*Susan O. Maricle*  
\_\_\_\_\_  
Assistant Superintendent

*1/10/23*  
\_\_\_\_\_  
Date

*Jacqueline J. King*  
\_\_\_\_\_  
Board of Education Curriculum Committee Member

*1/10/23*  
\_\_\_\_\_  
Date

*Maria J. King*  
\_\_\_\_\_  
Board of Education Curriculum Committee Member

*1/10/23*  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

**Date Submitted:** 7/21/22

**Title of Text:** Rise Up and Write It!

**Authors:** Nandini Ahuja

**Publisher:**

**Year Published:** 2021

**ISBN Number:** 978-0063029590

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

**Course:** Social Studies

**Grade Level:** 2

**(If applicable) Replaces text:** n/a

**Rationale for adopting new text:** Supports Unit 2 of the curriculum about “change makers” and how they influenced change and made positive contributions to our world. It shows how a child can make a positive impact and be a “change maker.”

**Text Description:** *Rise Up and Write It* combines a celebration of civic engagement with the hands-on fun of real pull-out examples of activism tools and is sure to encourage young readers to want to get up and get involved. The book comes complete with a pull-out letter to the mayor, a ready-to-sign petition, a community meeting poster, a protest sign—and more! When Farah Patel realizes that the butterflies have disappeared from her neighborhood, she discovers that it’s likely because there aren’t enough flowers to attract them. She can’t help but think, “This isn’t right. Luckily enough, Grove Hills is looking for ideas on what to do with the empty lot next door. And Farah has the perfect one—make it into a community garden to bring back a little green to their block! But when Farah finds out that she isn’t the only one with a plan for the future of Grove Hills, she’ll have to turn to her community for help. Follow along with the story of Farah as she rises up and brings her neighborhood together.

**Strengths:** Shows students that children can also be “change makers.” The characters are a diverse group of children who work together with others in their community to effect positive change.

**Weaknesses:** The book is fiction, but is still a valuable resource to teach about “change makers.”

Submitted by: Lindsay Armstrong, Ann Repasi, Pam Brushie (Grade 2 curric revision team)

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

Reviewed by: W/A  
Principal/Designee

\_\_\_\_\_  
Date

Susan Quana  
Assistant Superintendent

1/10/23  
Date

Jacqueline J. Howard  
Board of Education Curriculum Committee Member

1/15/23  
Date

Alex Nelson  
Board of Education Curriculum Committee Member

1/10/23  
Date

Marie Galt  
Board of Education Curriculum Committee Member

1/10/23  
Date

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

**Date Submitted:** 7/21/22

**Title of Text:** Magic Treehouse #35: Camp Time in California

**Authors:** Mary Pope Osborne

**Publisher:** Random House Books for Young Readers

**Year Published:** 2021

**ISBN Number:** 978-0593177464 (hardcover)

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

**Course:** Social Studies

**Grade Level:** 2

**(If applicable) Replaces text:** n/a

**Rationale for adopting new text:** Supports unit 3 of the curriculum, one area of which focuses on conservation efforts in the U.S., both past and present.

**Text Description:** Jack and his sister, Annie, must go to California! They must look at nature! They must save the wilderness! Save it from what, exactly? That's what Jack and Annie must find out when the magic tree house lands in the tallest tree on earth. The nature around them is so grand and peaceful--is it really in danger? Two travelers, two sketchbooks, and one grizzly bear will show Jack and Annie that danger isn't always seen with the eyes. Sometimes it's felt with the heart.

**Strengths:** Age appropriate series that is high-interest and engaging and will support the curriculum, specifically unit 3, as it focuses on conservation in the U.S.

**Weaknesses:** Book is fiction, but it's still a relevant source from a popular series that students enjoy.

**Submitted by:** Lindsay Armstrong, Ann Repasi, Pam Brushie (Grade 2 curric revision team)

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

Reviewed by:

Principal/Designee

Date

*Susan C. Swanson*

*1/10/23*

Assistant Superintendent

Date

*Jacqueline J. Muel*

*1/10/23*

Board of Education Curriculum Committee Member

Date

*Lisa Mulvan*

*1/10/23*

Board of Education Curriculum Committee Member

Date

*Maree Kelly*

*1/10/23*

Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS

# Curriculum Committee Review & Approval

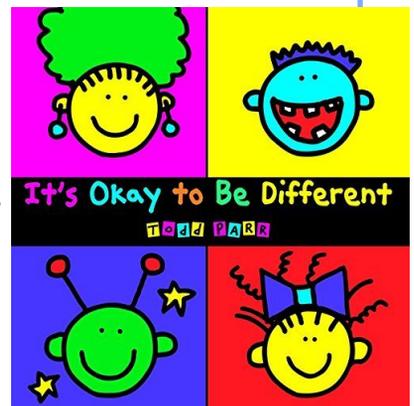
February 7, 2023  
Susan Iwanicki, Ed.D  
Assistant Superintendent



## K Social Studies New Text Proposal

*It's okay to be different* by Todd Parr

- Presented by Jennifer Crawford, recommended by the Kindergarten Team
- Approaches topics of difference aimed at inclusivity
- Teachers requested the series for the library
- This text would be for Kindergarten teacher classrooms



# Social Studies Grades 2-5 Curriculum Guides

## *Moving from Pilot to Approved Guides*

- Step 1- Written by a teams of elementary teachers with a middle school representative for alignment. Highlights are:
  - 1st update since 1997 to pilot in 2021.
  - Foundational skills, based on the state standards which are derived from the national College, Career, and Civics Life Framework (C3)
  - Pacing and strategies designed to align with other contents
  - Most resources are already in classrooms, monitoring to update resources.
    - *Note: Kindergarten and Grade 1 were previously approved.*

# Social Studies Grades 2-5 Curriculum Guides

## *Moving from Pilot to Approved Guides*

- Step 2- Pilot & Gather Feedback
- Step 3- Revise in teams of elementary teachers
  - Use feedback gathered at PD days and any from the community.
  - Consider input gathered from the TPS Community and district committees.
  - Request resources as needed.
- Step 4- Present with representatives to the Curriculum Committee and if approved, the full Board.

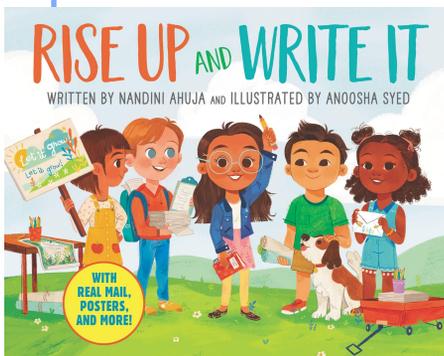
***A teacher collaborative process, based on standards and application.***

# Social Studies Grades 2-5 Curriculum Guides Broad Topics

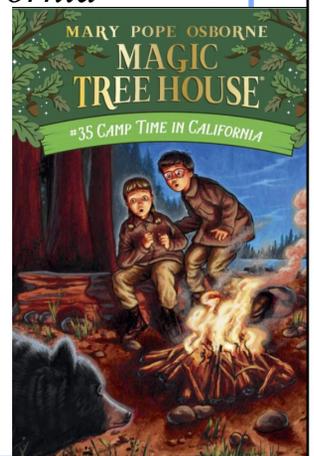
- Grade 2- *Rights and Responsibilities of Citizens, Changemakers & Monuments, How the past affects Today*
- Grade 3- *Connecticut- First Peoples to Modern Day*
- Grade 4- *Geography and the Regions of the United States (The Northeast, Southwest, etc)*
- Grade 5- *Early America, 13 Colonies, Revolution, Declaring Independence*

## Gr 2 Social Studies New Text Proposals

*Rise Up and Write It: With Mail, Posters, and More!* and  
*Magic Tree House: #35 Camp Time in California*

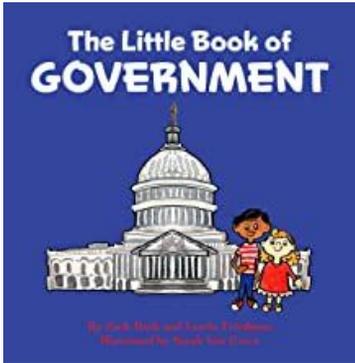


- Presented by Lindsay Armstrong, recommended by the Grade 2 Team
- *What would you do with public land?*
- John Muir, “Father of National Parks,” historical fiction perspective on creating a monument



# Gr 3 Social Studies New Text Proposal

## *The Little Book of Government*



- Presented by Lisa Cerulli, recommended by the Grade 3 Team
- Approaches topics at a level students can access
- Simple jumping off point that students can read independently before diving into more complex topics

# Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – February 7, 2023

Mr. Hendrickson

Agenda Item – III-I

Approval/Financial Report through  
November 30 and December 31, 2022

- The Finance Committee of the Board of Education met on December 15, 2022 and January 26, 2023 which included the review of the financials through November 30, 2022 and December 31, 2022 respectively.
- The Finance Committee also considered and approved the semi-annual inter-fund transfers.

Recommendation:

- Approve Financial Report as of November 30, 2022 and December 31, 2022.
- Approve the semi-annual inter-fund transfers.

December 28, 2022

Memorandum To: Trumbull Board of Education  
From: Paul Hendrickson, Business Administrator  
Via: Dr. Martin J. Semmel, Superintendent  
Subject: November 2022 Financial Report

Attached for your review is the November 2022 Financial Report that was presented to the Board of Education Finance Committee on December 15, 2022. I have included my notes with the report to address potential questions which may arise as well as graphs on total spend to date, salaries, benefits, and utilities. Also, attached are questions and answers which came up at the Finance Committee meeting.

If there are additional questions, please send them to [phendric@trumbullps.org](mailto:phendric@trumbullps.org) or call me at 203-452-4332.

## December 15, 2022 – Board of Education Finance Committee Report

### Operating Budget (001):

- 1) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budget at year end.
  - a. Cumulative Total Board of Education Budget % by Month: 32.2%
    - i. In the past three years this has ranged from 28.9% => 33.9%.
  - b. Salaries (which are approximately 66.6% of the budget): 26.6%
    - i. In the past three years this has ranged from 26.5% => 28.1%.
  - c. Benefits (which are 17.2% of the budget) spent: 41.1%
    - i. In the past three years this has ranged from 38.7% => 50.0%.
    - ii. Salaries and benefits make up 83.8% of the budget.
      1. Through November 30, the District has spent 29.6% of the combined budgets.
      2. The range over the past three years has been 28.9% => 32.1%.
  - d. Utilities (Electricity + Water) spent YTD = 38.5% of budget.
    - i. Last three years: 32.3% => 51.1%
- 2) There are a few items I would like to point out under the categories below (please refer both to the two-page summary and the thirteen-page detailed general fund financials in the package):
  - a. Salaries: The Business Office is reviewing the headcount and salaries in each account.
  - b. Employee Benefits: Health benefits shows a -\$288,012 available balance.
    - i. The Business Office will monitor these accounts closely to determine what a “steady state” monthly invoicing will be. The available balance will change monthly as employees change coverage (e.g., single => couple) as well as people joining / leaving the District.
    - ii. To date the District has not received any unemployment invoices from the State Department of Labor.
  - c. Purchased Professional Services: -\$33,409
    - i. PPS – L/W – Consultants: -\$242,614 down from -\$261,554 last month
      1. This deficit is due to a number of consultants providing services which would have otherwise been expensed through the salary lines.
    - ii. Transportation – Professional Services = -\$15,000.
      1. This is due to contracting with Transportation Advisory Services to assist with the Transportation RFP.
    - iii. Data Services – Training = -\$7,200. This is due to training services associated with the MUNIS upgrade.
  - d. Purchased Other Services: -\$288,560 down from -\$412,852 last month
    - i. Transportation – SPED – Summer Buses: -\$36,579
      1. Greater enrollment, requiring more buses.
    - ii. Transportation – SPED – Out-of-District: -\$137,110
      1. Remained flat month-to-month
    - iii. Tuition – PPS Outplaced: -\$484,587 down \$96,474 from -\$581,061 last month.

1. Due to more out-placements than budgeted and higher year-to-year costs.
- iv. Tuition – Adult Ed: -\$61,050
  1. The budget for this item (\$61,050) is under Other Purchased Services (Acct, #01741200-55900).
- e. Supplies: \$437,029 a decrease \$99,918 from \$536,947 last month.
  - i. Facilities – Custodial Supplies: -\$16,902; was -\$41,085 last month.
    1. Some encumbrances were adjusted.
- f. Property: \$13,280 a decrease of \$59,408 from 72,688 last month.
  - i. Technology-Classroom-Computer Equipment: -\$170,890
    1. These purchases and encumbrances are part of our technology plan.
    2. The funds to right size the account will be transferred from the Non-Lapsing Account at a later date.
- g. Other Objects:
  - i. Business Office – Intergovernmental Transfer = -\$466,300
  - ii. This credit consists of three items transferred from the 205 accounts:
    1. \$300,000 from the Athletic Fund
    2. \$100,000 from E-Rate (Technology)
    3. \$66,300 from Magnet School Transportation.

#### **Town Accounts (009)**

- 1) July expenses = \$12,869; August expenses = \$11,802; September expenses = \$27,626; and October expenses = \$125,068; November expenses = \$111,093.
- 2) Year-to-Date (YTD spend) = \$288,458 (22.1% of the budget).

#### **Student Activities Accounts (100)**

- 1) The aggregate balance of accounts decreased \$49,883 from \$419,773 (10/31) => \$369,890 (11/30).
- 2) The primary transaction was a decrease of \$41,747 in the THS Class of 2024 account which was due to expenses related to the Juniors' Fall Harvest Ball.

#### **Grants (200)**

- 1) Four grants are showing a negative balance: Title III, ESSER II, Title I, and Headstart Food.
- 2) The first three grants must have salaries reclassified while Headstart Food is encumbered for the year, but the budget has not been finalized.

#### **Special Revenue Funds (205)**

- 1) The Special Revenue Funds which show a deficit is because either they have little or no revenue while the accounts have been encumbered.
- 2) AgriScience: -\$22,410
  - a. Deficit primarily due to trip to Nationals in Indianapolis (\$19,170) and the purchase of an ultra-sound machine for animals (\$3,240) prior to receiving any revenue.
- 3) Both Strings / Band and ELITE are in a deficit position (-\$135,510 and -\$70,613 respectively).
  - a. Both of these accounts were approximately flat month-to-month.

- b. I estimate that Strings / Band will finish the year with a \$140,000 deficit.
- c. Attached is the year-to-date profit and loss statement for the ELITE program.
- 4) THS Musical: -\$29,522
  - a. This is due to two encumbrances: licensing fees (\$7,394) for the Spring Musical production and \$22,128 for theatrical lighting.
- 5) The Voluntary Insurance account is a self-liquidating account.
  - a. This means that each month employees who signed-up for additional life insurance make a payment. These payments reduce the deficit.
  - b. It is in deficit -\$209,946 and monthly payments are between \$25,000 and \$30,000.
  - c. Note that at July 1<sup>st</sup> the account had a balance of \$3,341.

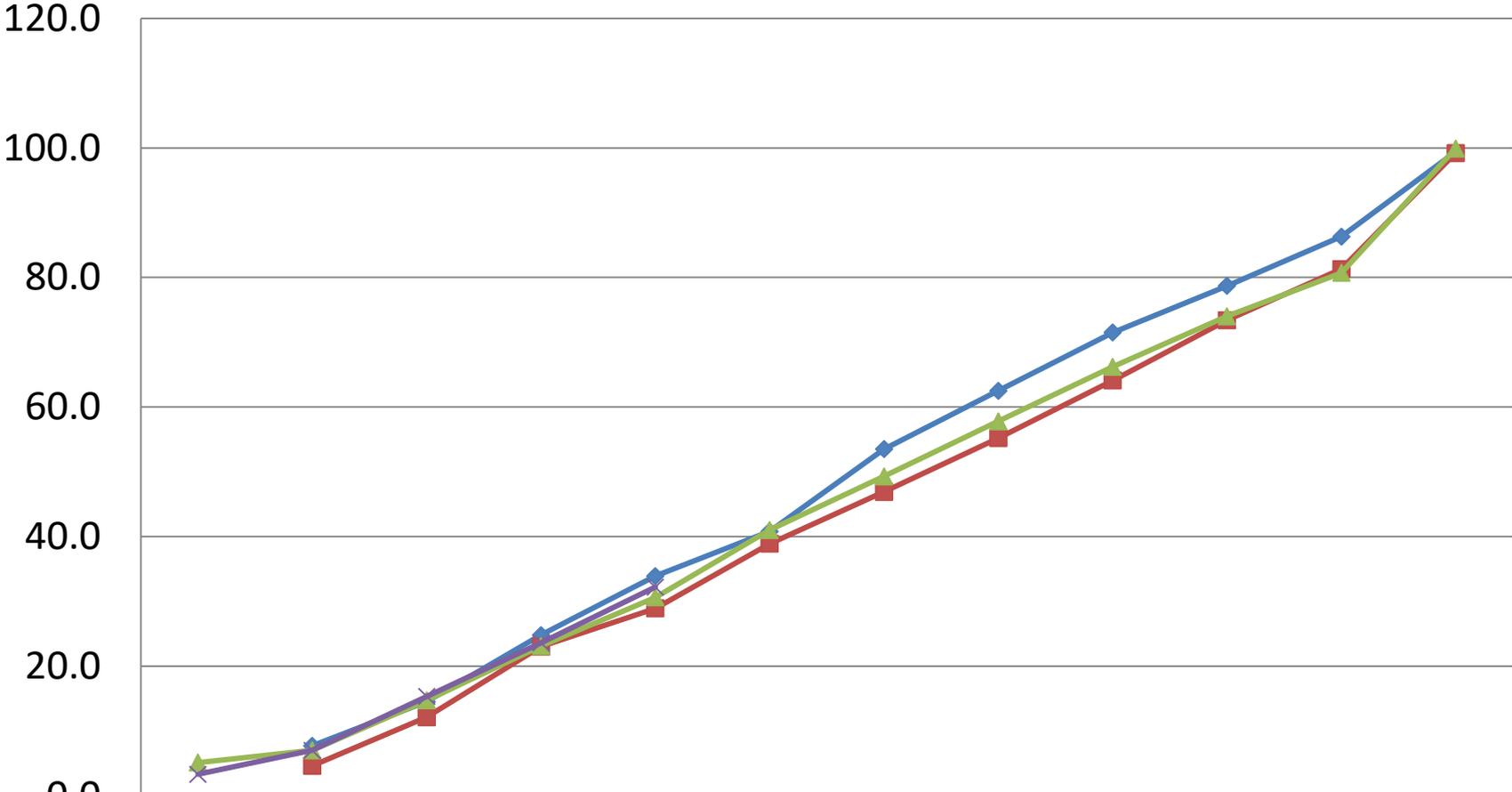
### **Food Service (210)**

- 1) The monthly results were:
  - a. November profit = \$908,113; the sizeable profit was due in large part to \$870,574 received via lunch claims to the State.
  - b. October loss = -\$126,599
  - c. September loss = -\$164,183
  - d. August loss = -\$52,100
  - e. July loss = -\$46,095
- 2) The cumulative profit through November 30<sup>th</sup> = \$519,136.
- 3) The Seamless Summer Option (SSO) program ended on June 30<sup>th</sup> and was replaced by the SMART program.
  - a. The SMART program is similar to SSO, but is only funded to \$829K.
  - b. Students will have to pay after the funds are expended.
  - c. The SMART program ended on November 30<sup>th</sup>.
- 4) At November 30<sup>st</sup>, the District's cash account = \$2,922,960 while the "Due to Town Account" = \$1,636,565 resulting in a \$1,286,395 net cash position.
- 5) In November the District received \$139,679.72 for the National School Lunch Program (NSLP) claim for September and \$264,571.64 in SMART funds for September; the total = \$404,251.36.
  - a. The District has outstanding NSLP claims of \$128,347.53 for October and \$130,866.97 for November, totaling = \$259,214.50.
  - b. The District has submitted its October SMART claim of \$232,304.60. The November claim will be submitted shortly and will be approximately the same as October.

### **Scholarships (300)**

- 1) The balance of the Scholarship Fund was \$163,987 at 11/30, an increase of \$100 from \$163,837 at 10/31.

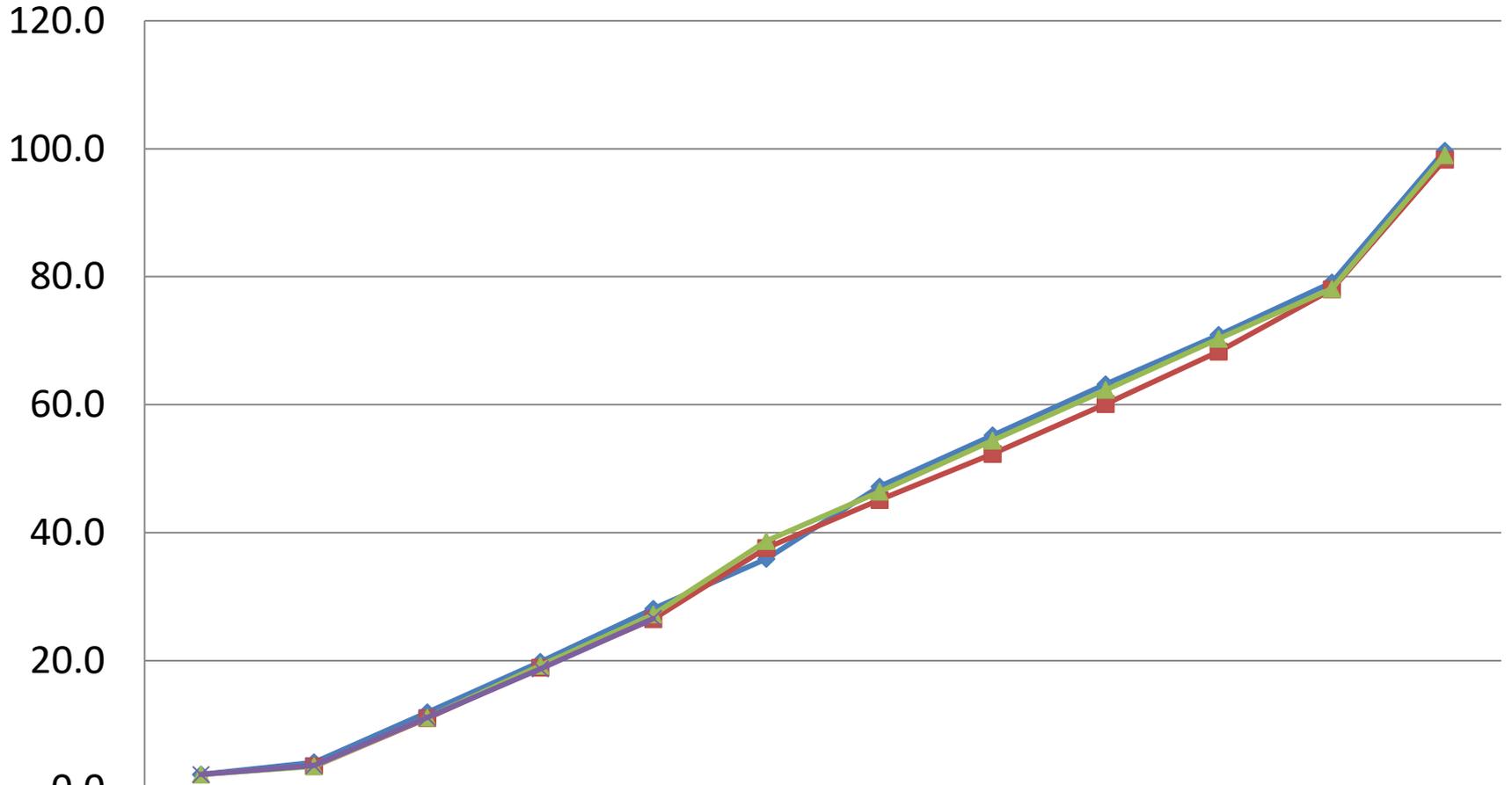
# Cumulative Total Board of Education Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
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	23.1	30.6	41.0	49.3	57.8	66.2	74.0	80.7	99.9
2022-23	3.3	7.0	15.3	23.6	32.2							

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 × 2022-23

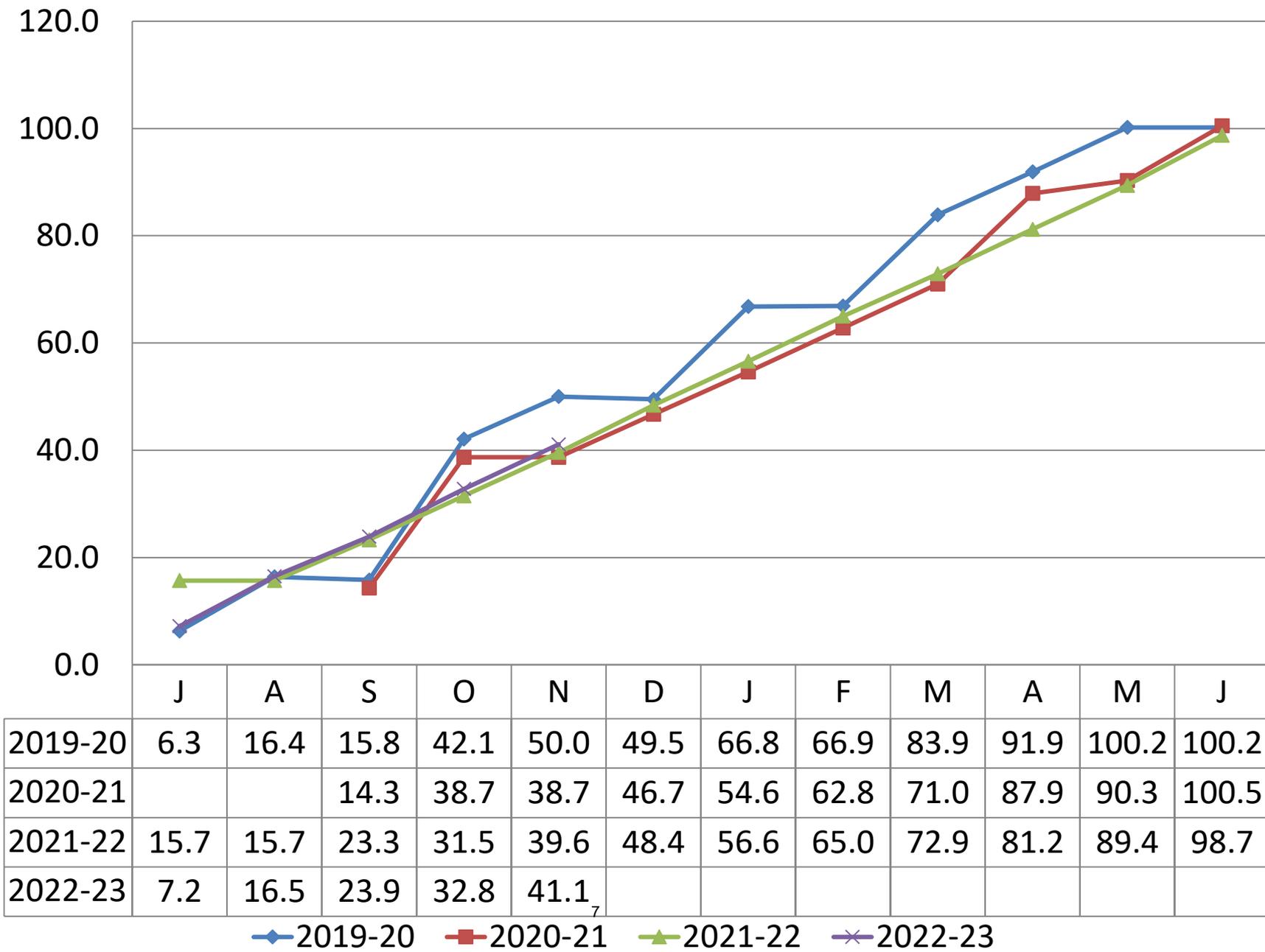
# Cumulative Board of Education Salaries Budget % By Month



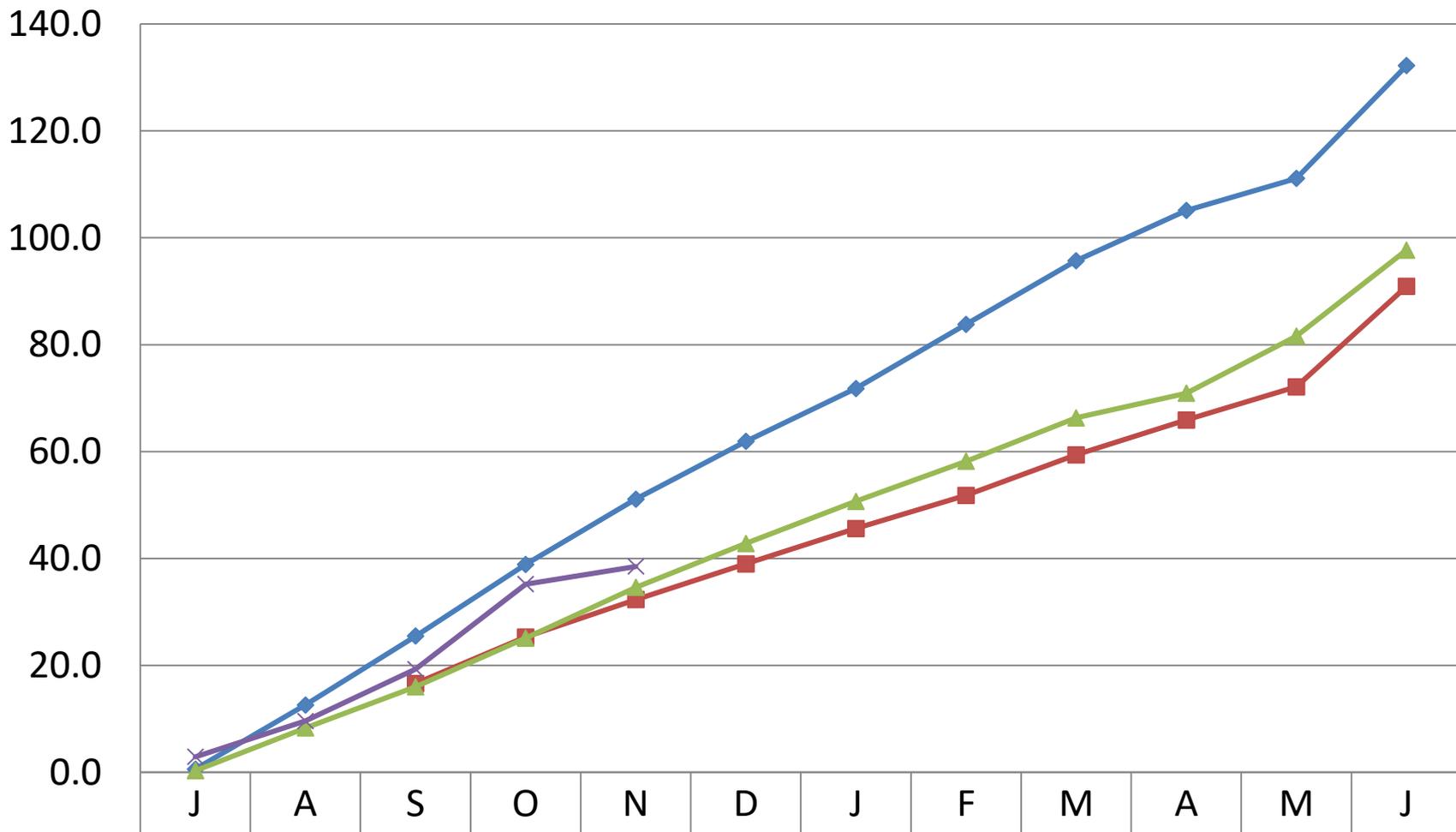
	J	A	S	O	N	D	J	F	M	A	M	J
2019-20	2.2	4.1	11.9	19.8	28.1	35.9	47.2	55.2	63.2	70.9	79.1	99.7
2020-21		3.5	11.0	18.9	26.5	37.6	45.1	52.3	60.1	68.3	78.0	98.3
2021-22	2.2	3.5	11.1	19.2	27.2	38.7	46.4	54.4	62.3	70.3	78.1	99.0
2022-23	2.2	3.6	11.1	18.7	26.6							

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 ✕ 2022-23

# Cumulative Board of Education Benefits Budget % By Month



# Cumulative Board of Education Utilities Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2019-20	0.6	12.6	25.5	38.9	51.1	61.9	71.8	83.8	95.7	105.1	111.1	132.2
2020-21			16.6	25.3	32.3	39.0	45.6	51.8	59.4	65.9	72.1	90.9
2021-22	0.3	8.3	16.0	25.1	34.6	42.8	50.7	58.2	66.3	70.9	81.6	97.7
2022-23	2.9	9.6	19.3	35.2	38.5							

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 × 2022-23

12/12/2022 12:45  
1791pbri

TRUMBULL BOE, CT  
YEAR-TO-DATE BUDGET REPORT

P 1  
glytddbud

FOR 2023 05

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	115,915,558	0	115,915,558	37,305,228.92	77,218,107.00	1,392,222.08	98.8%
009 TOWN ACCOUNTS FUND	0	1,304,548	1,304,548	288,458.43	845,861.02	170,228.55	87.0%
200 GRANTS FUND	0	4,847,478	4,847,478	1,152,748.62	2,303,035.40	1,391,693.49	71.3%
205 SPECIAL REVENUE FUND	0	613,758	613,758	567,484.03	680,080.64	-633,807.17	203.3%
210 SCHOOL LUNCH FUND	0	1,083,521	1,083,521	1,102,984.01	1,818,124.31	-1,837,587.32	269.6%
GRAND TOTAL	115,915,558	7,849,304	123,764,862	40,416,904.01	82,865,208.37	482,749.63	99.6%

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

**Trumbull Board of Education Expense vs Budget Summary  
Report for the Period Ended 11/30/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
<b><u>Salaries</u></b>						
	<b><u>100</u></b>					
Admin/Supervisors		\$4,969,444	\$1,993,345	\$2,854,285	\$121,815	98%
Teachers		\$55,851,515	\$13,213,283	\$41,505,902	\$1,132,330	98%
Custodians/Maintenance		\$3,942,573	\$1,416,601	\$2,261,091	\$264,880	93%
Tech Support		\$514,173	\$209,601	\$295,806	\$8,766	98%
Admin Support		\$2,717,863	\$1,071,531	\$1,761,985	-\$115,653	104%
Paras & Aides		\$5,463,591	\$1,491,448	\$3,656,548	\$315,595	94%
Substitutes		\$834,900	\$279,386	\$563,725	-\$8,211	101%
Coaches & Advisors		\$846,161	\$254,262	\$613,545	-\$21,646	103%
Salaries Other		\$1,690,303	\$445,245	\$1,186,922	\$58,137	97%
Misc Salary Items		\$398,000	\$203,419	\$0	\$194,581	51%
<b>Salaries</b>	<b>Total</b>	<b>\$77,228,523</b>	<b>\$20,578,120</b>	<b>\$54,699,809</b>	<b>\$1,950,593</b>	<b>97%</b>
<b><u>Employee Benefits</u></b>						
	<b><u>200</u></b>					
Health Insurance		\$17,401,837	\$7,396,244	\$10,293,605	-\$288,012	102%
FICA		\$1,932,381	\$569,997	\$1,362,384	\$0	100%
Other Insurance		\$339,000	\$122,283	\$207,754	\$8,962	97%
Unemployment		\$50,000	\$0	\$50,000	\$0	100%
Benefits Other		\$198,000	\$105,692	\$87,520	\$4,788	98%
<b>Employee Benefits</b>	<b>Total</b>	<b>\$19,921,218</b>	<b>\$8,194,216</b>	<b>\$12,001,263</b>	<b>-\$274,261</b>	<b>101%</b>
<b><u>Purchased Professional Services</u></b>						
	<b><u>300</u></b>					
Legal		\$250,000	\$69,250	\$190,600	-\$9,850	104%
Service Contracts		\$464,667	\$318,044	\$22,000	\$124,623	73%
Consultants		\$275,000	\$160,282	\$357,333	-\$242,614	188%
Other Prof Services		\$566,995	\$227,875	\$244,688	\$94,432	83%
<b>Purchased Professional Services</b>	<b>Total</b>	<b>\$1,556,662</b>	<b>\$775,450</b>	<b>\$814,621</b>	<b>-\$33,409</b>	<b>102%</b>
<b><u>Purchased Property Services</u></b>						
	<b><u>400</u></b>					
Utilities		\$1,159,705	\$446,412	\$703,293	\$10,000	99%
Repairs & Svc Fees		\$414,200	\$164,728	\$214,435	\$35,037	92%
Copiers		\$265,000	\$84,744	\$170,236	\$10,020	96%
Other Purch'd Property Svcs		\$112,500	\$54,568	\$70,787	-\$12,855	111%
<b>Purchased Property Services</b>	<b>Total</b>	<b>\$1,951,405</b>	<b>\$750,451</b>	<b>\$1,158,752</b>	<b>\$42,202</b>	<b>98%</b>
<b><u>Purchased Other Services</u></b>						
	<b><u>500</u></b>					
Transportation		\$6,744,729	\$1,879,553	\$4,928,656	-\$63,479	101%
Communications		\$299,700	\$155,352	\$185,969	-\$41,621	114%
Postage		\$46,000	\$9,249	\$36,751	-\$1	100%
Advertising		\$2,975	\$1,351	\$0	\$1,624	45%
Interns		\$341,250	\$136,500	\$165,600	\$39,150	89%
Tuition		\$3,961,698	\$2,385,299	\$2,060,986	-\$484,587	112%
Printing		\$13,750	\$5,307	\$77	\$8,366	39%
Other Purch'd Svcs		\$421,694	\$130,664	\$39,042	\$251,988	40%
<b>Purchased Other Services</b>	<b>Total</b>	<b>\$11,831,796</b>	<b>\$4,703,275</b>	<b>\$7,417,081</b>	<b>-\$288,560</b>	<b>102%</b>
<b><u>Supplies</u></b>						
	<b><u>600</u></b>					
Supplies-Teaching		\$635,116	\$373,969	\$130,805	\$130,341	79%
Supplies-Office		\$92,115	\$58,169	\$20,764	\$13,182	86%

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 11/30/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
Supplies-Custodial		\$116,000	\$97,217	\$35,684	-\$16,902	115%
Supplies-Maintenance		\$251,500	\$128,208	\$85,259	\$38,033	85%
Text & Workbooks		\$409,463	\$267,913	\$28,310	\$113,241	72%
Subscriptions		\$296,648	\$286,437	\$3,498	\$6,713	98%
Testing Materials		\$170,000	\$103,229	\$45,801	\$20,970	88%
Books & A/V		\$44,290	\$25,191	\$10,877	\$8,222	81%
Software		\$193,925	\$208,140	\$630	-\$14,845	108%
Energy		\$599,400	\$88,528	\$396,472	\$114,400	81%
Other Supplies		\$32,400	\$4,061	\$4,666	\$23,674	27%
	<b>Supplies Total</b>	<b>\$2,840,857</b>	<b>\$1,641,061</b>	<b>\$762,767</b>	<b>\$437,029</b>	<b>85%</b>
<b><u>Property</u></b>	<b><u>700</u></b>					
Office Equipment		\$850	\$26	\$0	\$824	3%
Office Furniture		\$0	\$813	\$0	-\$813	#DIV/0!
Classroom Equipment		\$380,324	\$348,881	\$116,921	-\$85,478	122%
Classroom Furniture		\$15,700	\$6,748	\$1,493	\$7,458	52%
Bldg Equipment		\$83,000	\$16,824	\$9,422	\$56,754	32%
Bldg Improvements		\$45,000	\$7,605	\$6,410	\$30,985	31%
Other Equipment		\$3,550	\$0	\$0	\$3,550	0%
	<b>Property Total</b>	<b>\$528,424</b>	<b>\$380,897</b>	<b>\$134,246</b>	<b>\$13,280</b>	<b>97%</b>
<b><u>Debt Service &amp; Miscellaneous</u></b>	<b><u>800</u></b>					
Dues, Fees and Memberships		\$521,973	\$281,758	\$229,566	\$10,649	98%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
	<b>Miscellaneous Total</b>	<b>\$522,973</b>	<b>\$281,758</b>	<b>\$229,566</b>	<b>\$11,649</b>	<b>98%</b>
<b><u>Other Objects</u></b>	<b><u>900</u></b>					
Other-Ant Surpl/Excess Cst		(\$466,300)	\$0	\$0	-\$466,300	0%
	<b>Other Objects Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>-\$466,300</b>	<b>0%</b>
<b>Munis Report Total</b>		<b>\$115,915,558</b>	<b>\$37,305,229</b>	<b>\$77,218,107</b>	<b>\$1,392,222</b>	<b>99%</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
<b>Salaries</b>							
<b>Admin/Supervisors</b>							
01011000-51113	TECEC-Admin-Admin Salaries	\$123,747	\$0	\$123,747	\$57,617	\$83,807	(\$17,678)
01011200-51114	PPS-Admin-Director/Coordinator	\$315,181	\$0	\$315,181	\$120,346	\$175,232	\$19,604
01402320-51114	Asst Super-Admin-Asst Superintendent	\$130,000	\$0	\$130,000	\$31,150	\$0	\$98,850
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Curr Dir-Admin-Director	\$197,200	\$0	\$197,200	\$81,904	\$119,134	(\$3,838)
01422520-51125	Tech-Admin-Manager	\$137,932	\$0	\$137,932	\$56,194	\$81,737	\$0
01512400-51113	BHES-Admin-Principal	\$182,000	\$0	\$182,000	\$74,148	\$107,852	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$290,133	\$0	\$290,133	\$108,096	\$157,230	\$24,807
01532400-51113	DFES-Admin-Principl	\$182,000	\$0	\$182,000	\$74,148	\$107,852	\$0
01542400-51113	MBES-Admin-Principal	\$240,755	\$0	\$240,755	\$96,780	\$140,771	\$3,204
01552400-51113	JRES-Admin-Principal	\$171,244	\$0	\$171,244	\$69,766	\$101,478	\$0
01582400-51113	TSES-Admin-Principal	\$182,000	\$0	\$182,000	\$74,148	\$107,852	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$346,615	\$0	\$346,615	\$135,574	\$197,199	\$13,842
01622400-51113	MMS-Admin-Principal/Asst Principal	\$350,163	\$0	\$350,163	\$142,659	\$207,504	\$0
01711006-51114	THS-Ag Science-Director	\$80,651	\$0	\$80,651	\$32,858	\$47,793	\$0
01711019-51114	Sports-Sports General-Director	\$168,163	\$0	\$168,163	\$68,511	\$99,652	(\$0)
01712400-51113	THS-Admin-Principals	\$868,490	\$0	\$868,490	\$353,829	\$514,660	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51125	Facilities-Admin-Director/Managers	\$247,562	\$0	\$247,562	\$101,918	\$148,244	(\$2,600)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$74,589	\$0	\$74,589	\$30,388	\$44,201	\$0
01902320-51115	Super-Admin-Superintendent	\$262,679	\$0	\$262,679	\$111,466	\$162,132	(\$10,920)
01912520-51113	Bus Off-Admin-Business Administrator	\$172,890	\$0	\$172,890	\$71,845	\$104,502	(\$3,457)
01912520-51129	Bus Off-Admin-Acctg Manager	\$88,623	\$0	\$88,623	\$36,106	\$52,517	(\$0)
01922530-51125	Asst Super-Dir Digital Learning	\$156,827	\$0	\$156,827	\$63,893	\$92,935	(\$0)
	<b>Admin/Supervisors Total</b>	<b>\$4,969,444</b>	<b>\$0</b>	<b>\$4,969,444</b>	<b>\$1,993,345</b>	<b>\$2,854,285</b>	<b>\$121,815</b>
<b>Teachers</b>							
01011000-51110	TECEC-Classroom-Teachers	\$808,589	\$0	\$808,589	\$163,926	\$580,680	\$63,984
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01011200-51119	PPS-L/W-Teacher Xtra Time	\$36,000	\$0	\$36,000	\$13,934	\$0	\$22,066
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$2,057,461	\$0	\$2,057,461	\$380,369	\$1,262,840	\$414,252
01062145-51111	PPS-L/W-Behaviorists	\$50,882	\$0	\$50,882	\$61,455	\$200,049	(\$210,621)
01072110-51111	PPS-L/W-Social Workers	\$1,266,920	\$0	\$1,266,920	\$223,542	\$766,653	\$276,725
01082150-51111	PPS-L/W-Speech & Language	\$1,361,659	\$0	\$1,361,659	\$323,928	\$1,018,519	\$19,211
01121200-51111	TECEC-Classroom-Specialists	\$170,881	\$0	\$170,881	\$39,498	\$110,675	\$20,708
01161200-51110	PPS-SPED-Elementary Teachers	\$2,149,393	\$0	\$2,149,393	\$542,437	\$1,656,921	(\$49,965)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,442,419	\$0	\$1,442,419	\$359,138	\$1,145,910	(\$62,629)
01331200-51110	PPS-SPED-THS Teachers	\$2,181,279	\$0	\$2,181,279	\$512,189	\$1,538,358	\$130,732
01371200-51118	PPS-ESY-Teacher salaries	\$191,000	\$0	\$191,000	\$141,411	\$0	\$49,590
01402210-51110	Curr Dir-D/W-ELL Teachers	\$584,808	\$0	\$584,808	\$150,580	\$482,709	(\$48,481)
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$116,413	\$0	\$116,413	\$26,865	\$89,548	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$384,824	\$0	\$384,824	\$110,131	\$265,559	\$9,134
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$944	\$49,057	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$18,420	\$0	\$11,581
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$83,555	\$0	\$83,555	\$37,852	\$0	\$45,703
01511001-51110	BHES-Classroom-Teachers	\$2,189,116	\$0	\$2,189,116	\$528,935	\$1,699,640	(\$39,459)
01511002-51110	BHES-Classroom-Specialists	\$668,894	\$0	\$668,894	\$139,874	\$422,068	\$106,952
01512220-51110	BHES Library-Teachers-Salaries	\$96,273	\$0	\$96,273	\$22,217	\$74,056	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,481,988	\$0	\$2,481,988	\$547,255	\$1,707,292	\$227,441
01521002-51110	FTES-Classroom-Specialists	\$895,790	\$0	\$895,790	\$200,459	\$712,054	(\$16,723)
01522220-51110	FTES Library-Teachers-Salaries	\$107,279	\$0	\$107,279	\$24,757	\$82,522	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,364,243	\$0	\$2,364,243	\$513,254	\$1,710,846	\$140,143
01531002-51110	DFES-Classroom-Specialists	\$618,171	\$0	\$618,171	\$157,561	\$469,535	(\$8,925)
01532220-51110	DFES Library-Teachers-Salaries	\$83,051	\$0	\$83,051	\$19,166	\$63,885	(\$0)
01541001-51110	MBES-Classroom-Teachers	\$2,303,050	\$0	\$2,303,050	\$534,760	\$1,719,215	\$49,075

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01541002-51110	MBES-Classroom-Specialists	\$909,472	\$0	\$909,472	\$155,563	\$612,857	\$141,052
01542220-51110	MBES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$26,865	\$89,548	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,975,733	\$0	\$1,975,733	\$460,749	\$1,492,260	\$22,724
01551002-51110	JRES-Classroom-Specialists	\$609,591	\$0	\$609,591	\$146,813	\$443,395	\$19,383
01552220-51110	JRES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$20,950	\$69,833	\$25,630
01581001-51110	TES-Classroom-Teachers	\$1,724,357	\$0	\$1,724,357	\$399,465	\$1,441,677	(\$116,785)
01581002-51110	TES-Classroom-Specialists	\$568,020	\$0	\$568,020	\$138,041	\$429,979	\$0
01582220-51110	TES Library-Teachers-Salaries	\$90,783	\$0	\$90,783	\$20,950	\$69,833	\$0
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,883,900	\$0	\$3,883,900	\$881,407	\$2,943,991	\$58,502
01611001-51111	HMS-Teacher Specialists	\$0	\$0	\$0	\$26,865	\$89,548	(\$116,413)
01611016-51110	HMS-Music-Teacher Salaries	\$333,180	\$0	\$333,180	\$82,782	\$250,398	\$0
01611019-51110	HMS-PE/Health-Teacher Salaries	\$399,827	\$0	\$399,827	\$86,540	\$253,453	\$59,834
01612120-51110	HMS-Guidance-Teacher Salaries	\$293,419	\$0	\$293,419	\$77,979	\$215,440	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$104,290	\$0	\$104,290	\$24,067	\$80,223	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,250,701	\$0	\$4,250,701	\$960,520	\$3,126,714	\$163,467
01621001-51111	MMS-Teacher Specialists	\$0	\$0	\$0	\$7,554	\$60,298	(\$67,852)
01621016-51110	MMS-Music-Teacher Salaries	\$302,714	\$0	\$302,714	\$75,752	\$226,963	(\$0)
01621019-51110	MMS-PE/Health-Teacher Salaries	\$413,343	\$0	\$413,343	\$94,125	\$288,207	\$31,011
01622120-51110	MMS-Guidance-Teacher Salaries	\$324,258	\$0	\$324,258	\$82,132	\$229,284	\$12,841
01622220-51110	MMS-Library-Teacher Salaries	\$116,413	\$0	\$116,413	\$26,865	\$89,548	\$0
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01711001-51110	THS-Classroom-Teacher Salaries	\$11,224,689	\$0	\$11,224,689	\$2,642,848	\$8,382,093	\$199,747
01711001-51111	THS-Teacher Specialists	\$0	\$0	\$0	\$27,635	\$92,116	(\$119,751)
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$1,110	\$0	\$1,890
01711006-51110	THS-Ag Science-Teachers Salaries	\$613,002	\$0	\$613,002	\$185,568	\$426,730	\$704
01711016-51110	THS-Music-Teacher Salaries	\$242,048	\$0	\$242,048	\$68,848	\$204,316	(\$31,116)
01711019-51110	THS-PE/Health-Teacher Salaries	\$870,251	\$0	\$870,251	\$204,556	\$665,057	\$638
01711022-51110	THS-Alternate School-Teachers Salaries	\$405,751	\$0	\$405,751	\$96,113	\$310,063	(\$425)
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,350,082	\$0	\$1,350,082	\$365,738	\$1,023,542	(\$39,198)
01712220-51110	THS-Library-Teacher Salaries	\$90,927	\$0	\$90,927	\$20,983	\$69,944	\$0
01802320-51119	Super-Personnel-Teacher Xtra Time	\$0	\$0	\$0	\$2,736	\$0	(\$2,736)
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$350,000)	\$0	(\$350,000)	\$0	\$0	(\$350,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
<b>Teachers Total</b>		<b>\$55,851,515</b>	<b>\$0</b>	<b>\$55,851,515</b>	<b>\$13,213,283</b>	<b>\$41,505,902</b>	<b>\$1,132,330</b>
<b>Custodians/Maintenance</b>							
01842610-51140	Facilities-Custodial-Salaries	\$2,926,013	\$0	\$2,926,013	\$995,293	\$1,813,306	\$117,414
01842610-51141	Facilities-Custodial-Custodial OT	\$55,000	\$0	\$55,000	\$50,910	\$0	\$4,090
01842610-51142	Facilities-Custodial-School OT	\$68,000	\$0	\$68,000	\$54,017	\$0	\$13,983
01842610-51143	Facilities-Snow Removal-Salaries	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01842610-51145	Facilities-Custodial- Custodial Support	\$8,736	\$0	\$8,736	\$3,268	\$0	\$5,468
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,900	\$0	\$6,900	\$3,037	\$0	\$3,863
01852620-51140	Facilities-Maintenance-Salaries	\$801,924	\$0	\$801,924	\$273,228	\$447,785	\$80,911
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$11,284	\$0	\$13,716
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,564	\$0	\$6,437
<b>Custodians/Maintenance Total</b>		<b>\$3,942,573</b>	<b>\$0</b>	<b>\$3,942,573</b>	<b>\$1,416,601</b>	<b>\$2,261,091</b>	<b>\$264,880</b>
<b>Tech Support</b>							
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$499,173	\$0	\$499,173	\$205,470	\$295,806	(\$2,103)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$4,131	\$0	\$10,869
<b>Tech Support Total</b>		<b>\$514,173</b>	<b>\$0</b>	<b>\$514,173</b>	<b>\$209,601</b>	<b>\$295,806</b>	<b>\$8,766</b>
<b>Administrative Support</b>							
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$10,082	\$14,664	(\$24,746)
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$13,713	\$37,240	(\$2,091)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,344	\$0	\$1,344	\$419	\$0	\$925
01011200-51130	PPS-Admin-Secy 12 Mth	\$127,179	\$0	\$127,179	\$57,026	\$83,092	(\$12,939)
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$156	\$0	(\$156)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$72,260	\$0	\$72,260	\$31,026	\$44,256	(\$3,023)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$26	\$0	(\$26)
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$60,011	\$0	\$60,011	\$25,493	\$37,081	(\$2,564)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$1,212	\$0	(\$1,212)
01422520-51130	Tech-Admin-Secy 12 Mth	\$51,867	\$0	\$51,867	\$21,969	\$32,058	(\$2,159)
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$62,036	\$0	\$62,036	\$26,250	\$38,182	(\$2,397)
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$11,148	\$30,260	(\$2,259)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$42	\$0	(\$42)
01522400-51130	FTES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$26,750	\$38,182	(\$2,647)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,520	\$0	\$40,520	\$13,747	\$28,494	(\$1,721)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$1,037	\$0	(\$537)
01532400-51130	DFES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$26,835	\$38,182	(\$2,732)
01532400-51131	DFES-Admin-Secy 10 Mth	\$39,334	\$0	\$39,334	\$11,148	\$30,260	(\$2,074)
01532400-51135	DFES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$311	\$0	\$189
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$26,262	\$38,182	(\$2,659)
01542400-51131	MBES-Admin-Secy 10 Mth	\$31,767	\$0	\$31,767	\$9,304	\$25,034	(\$2,571)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$0	\$0	\$500
01552400-51130	JRES-Admin-Secy 12 Mth	\$62,386	\$0	\$62,386	\$26,850	\$38,182	(\$2,647)
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$11,148	\$30,260	(\$1,705)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$862	\$0	(\$362)
01582400-51130	TES-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$26,520	\$38,182	(\$2,647)
01582400-51131	TES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$10,965	\$29,837	(\$1,654)
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$242	\$0	\$258
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$13,713	\$37,240	(\$2,091)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$167	\$0	(\$167)
01612400-51130	HMS-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$26,250	\$38,182	(\$2,377)
01612400-51131	HMS-Admin-Secy 10 Mth	\$42,976	\$0	\$42,976	\$9,176	\$28,117	\$5,682
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$75	\$0	(\$75)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,820	\$0	\$49,820	\$13,812	\$37,590	(\$1,581)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$111	\$0	(\$111)
01622400-51130	MMS-Admin-Secy 12 Mth	\$62,336	\$0	\$62,336	\$26,173	\$38,182	(\$2,020)
01622400-51131	MMS-Admin-Secy 10 Mth	\$49,062	\$0	\$49,062	\$13,920	\$37,240	(\$2,098)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$193	\$0	(\$193)
01711006-51131	THS-Ag Science-Secy 10 Mths	\$37,292	\$0	\$37,292	\$10,687	\$28,194	(\$1,589)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$0	\$0	\$0	\$459	\$0	(\$459)
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$178,276	\$0	\$178,276	\$75,908	\$109,982	(\$7,614)
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$237	\$0	(\$237)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51130	THS-Admin-Secy 12 Mth	\$110,965	\$0	\$110,965	\$46,153	\$68,941	(\$4,130)
01712400-51131	THS-Admin-Secy 10 Mth	\$146,665	\$0	\$146,665	\$44,055	\$109,552	(\$6,942)
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$46	\$0	\$204
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,820	\$0	\$49,820	\$13,338	\$28,117	\$8,365
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$2,678	\$0	\$1,822
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$173,320	\$0	\$173,320	\$71,205	\$102,116	(\$0)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$12,503	\$33,937	(\$1,911)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,889	\$0	(\$2,889)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$126,517	\$0	\$126,517	\$53,672	\$77,478	(\$4,633)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$58	\$0	\$442
01882700-51130	Trans-Admin-Secy 12 Mth	\$106,417	\$0	\$106,417	\$44,985	\$65,450	(\$4,017)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$3,211	\$0	\$679
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$1,050	\$0	\$2,950
01902320-51130	Super-Admin-Support Staff	\$156,298	\$0	\$156,298	\$65,477	\$93,916	(\$3,095)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$93	\$0	(\$93)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$288,532	\$0	\$288,532	\$122,632	\$176,119	(\$10,219)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$3,946	\$0	(\$2,446)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$3,000	\$0	\$3,000	\$2,100	\$0	\$900
	<b>Administrative Support Total</b>	<b>\$2,717,863</b>	<b>\$0</b>	<b>\$2,717,863</b>	<b>\$1,071,531</b>	<b>\$1,761,985</b>	<b>(\$115,653)</b>

**Paras & Aides**

01011000-51120	TECEC-Classroom-Paras	\$209,051	\$0	\$209,051	\$61,380	\$146,839	\$832
01011000-51122	TECEC-Classroom-ABA Paras	\$255,146	\$0	\$255,146	\$73,200	\$194,553	(\$12,607)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01011200-51120	PPS-L/W-Instructional Paras	\$2,414,091	\$0	\$2,414,091	\$682,669	\$1,780,084	(\$48,662)
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$16,019	\$0	\$183,981
01011200-51122	PPS-L/W-ABA Paras	\$1,548,142	\$0	\$1,548,142	\$352,128	\$1,000,173	\$195,841
01032130-51128	PPS-L/W-Health Aides	\$87,044	\$0	\$87,044	\$23,733	\$63,314	(\$4)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$88,133	\$0	(\$8,133)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$5,594	\$0	(\$5,594)
01371200-51129	PPS-ESY-Para	\$50,000	\$0	\$50,000	\$46,806	\$0	\$3,194
01412210-51120	PPS-D/W-Para Training	\$0	\$0	\$0	\$0	\$0	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$72,675	\$0	\$72,675	\$11,699	\$60,976	\$0
01512400-51120	BHES-Admin-Paras	\$19,689	\$0	\$19,689	\$3,076	\$16,613	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$69,460	\$0	\$69,460	\$14,881	\$54,579	\$0
01522400-51120	FTES-Admin-Paras	\$34,036	\$0	\$34,036	\$11,594	\$11,993	\$10,450
01531001-51120	DFES-Classroom-Instructional Aides	\$51,867	\$0	\$51,867	\$13,822	\$38,045	\$0
01532400-51120	DFES-Admin-Paras	\$21,812	\$0	\$21,812	\$2,091	\$19,722	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$64,834	\$0	\$64,834	\$13,111	\$51,724	\$0
01542400-51120	MBES-Admin-Paras	\$11,961	\$0	\$11,961	\$3,151	\$8,810	\$0
01551001-51120	JRES-Classroom-Instructional Aides	\$55,806	\$0	\$55,806	\$13,531	\$42,275	\$0
01552400-51120	JRES-Admin-Paras	\$21,237	\$0	\$21,237	\$5,537	\$15,699	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$45,952	\$0	\$45,952	\$14,082	\$31,871	\$0
01582400-51120	TES-Admin-Paras	\$21,237	\$0	\$21,237	\$5,996	\$15,241	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$12,229	\$0	\$12,229	\$3,277	\$8,952	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$40,109	\$0	\$40,109	\$3,868	\$36,241	\$0
01712400-51120	THS-L/W-Paras	\$77,211	\$0	\$77,211	\$22,067	\$58,845	(\$3,701)
	<b>Paras &amp; Aides Total</b>	<b>\$5,463,591</b>	<b>\$0</b>	<b>\$5,463,591</b>	<b>\$1,491,448</b>	<b>\$3,656,548</b>	<b>\$315,595</b>
<b>Substitutes</b>							
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51117	Substitute Teachers	\$684,900	\$0	\$684,900	\$203,732	\$481,168	\$0
01802320-51129	Substitute Paraprofessionals	\$95,000	\$0	\$95,000	\$54,661	\$40,339	\$0
01802320-51139	Substitute Secretaries	\$0	\$0	\$0	\$8,211	\$0	(\$8,211)
01802320-51140	Substitute Custodians/Maint/Security	\$55,000	\$0	\$55,000	\$12,782	\$42,218	\$0
	<b>Substitutes Total</b>	<b>\$834,900</b>	<b>\$0</b>	<b>\$834,900</b>	<b>\$279,386</b>	<b>\$563,725</b>	<b>(\$8,211)</b>
<b>Coaches &amp; Advisors</b>							
01613202-51116	HMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01623202-51116	MMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0
01713202-51116	THS-Activities-Advisors	\$128,578	\$0	\$128,578	\$7,679	\$120,899	\$0
01713201-51116	Sports-Sports General-Coaches	\$637,583	\$0	\$637,583	\$224,937	\$412,646	\$0
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$21,646	\$0	(\$21,646)
	<b>Coaches &amp; Advisors Total</b>	<b>\$846,161</b>	<b>\$0</b>	<b>\$846,161</b>	<b>\$254,262</b>	<b>\$613,545</b>	<b>(\$21,646)</b>
<b>Salaries Other</b>							
01011201-51117	PPS-L/W-Tutors Homebound	\$106,000	\$0	\$106,000	\$17,105	\$22,310	\$66,585
01011203-51117	PPS-L/W-Tutors Tutorial	\$75,000	\$0	\$75,000	\$9,191	\$65,809	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$13,000	\$0	\$13,000	\$8,347	\$4,653	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$553,077	\$0	\$553,077	\$115,398	\$441,784	(\$4,105)
01331200-51126	PPS-SPED-Work Experience	\$5,800	\$0	\$5,800	\$1,803	\$0	\$3,997
01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$3,330	\$0	(\$3,330)
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$0	\$0	\$0
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$222	\$0	(\$222)
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$75,922	\$0	\$75,922	\$30,929	\$44,988	\$5
01512400-51121	BHES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51121	FTES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51121	DFES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51121	MBES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51121	JRES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51121	TES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$2,026	\$0	\$3,974
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$10,917	\$0	(\$10,917)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01822230-51127	Facilities-D/W-Security Guards	\$723,946	\$0	\$723,946	\$210,823	\$563,245	(\$50,122)
01822230-51128	Facilities-D/W-Security Guards OT	\$60,000	\$0	\$60,000	\$4,812	\$0	\$55,188
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$71,558	\$0	\$71,558	\$30,342	\$44,134	(\$2,918)
	<b>Salaries Other</b>	<b>\$1,690,303</b>	<b>\$0</b>	<b>\$1,690,303</b>	<b>\$445,245</b>	<b>\$1,186,922</b>	<b>\$58,137</b>
<b><u>Misc Salary Items</u></b>							
01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$203,419	\$0	\$96,581
01912520-51199	D/W-Admin-Reserve For Negotiations	\$98,000	\$0	\$98,000	\$0	\$0	\$98,000
	<b>Misc Salary Items Total</b>	<b>\$398,000</b>	<b>\$0</b>	<b>\$398,000</b>	<b>\$203,419</b>	<b>\$0</b>	<b>\$194,581</b>
	<b>Salaries Total</b>	<b>\$77,228,523</b>	<b>\$0</b>	<b>\$77,228,523</b>	<b>\$20,578,120</b>	<b>\$54,699,809</b>	<b>\$1,950,593.30</b>
<b><u>Employee Benefits</u></b>							
<b><u>Health Insurance</u></b>							
01912520-52002	Benefits-Health & Dental	\$17,401,837	\$0	\$17,401,837	\$9,412,011	\$13,307,989	(\$5,318,163)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$1,904,454)	(\$2,841,300)	\$4,745,754
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$111,313)	(\$173,084)	\$284,397
	<b>Health Insurance Total</b>	<b>\$17,401,837</b>	<b>\$0</b>	<b>\$17,401,837</b>	<b>\$7,396,244</b>	<b>\$10,293,605</b>	<b>(\$288,012)</b>
<b><u>FICA</u></b>							
01912520-52001	Benefits-FICA	\$1,932,381	\$0	\$1,932,381	\$569,997	\$1,362,384	\$0
	<b>FICA</b>	<b>\$1,932,381</b>	<b>\$0</b>	<b>\$1,932,381</b>	<b>\$569,997</b>	<b>\$1,362,384</b>	<b>\$0</b>
<b><u>Other Insurance</u></b>							
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$66,980	\$133,020	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$9,409	\$10,591	\$2,000
01912520-52005	Benefits-Life Insurance	\$117,000	\$0	\$117,000	\$45,895	\$64,143	\$6,962
	<b>Other Insurance Total</b>	<b>\$339,000</b>	<b>\$0</b>	<b>\$339,000</b>	<b>\$122,283</b>	<b>\$207,754</b>	<b>\$8,962</b>
<b><u>Unemployment</u></b>							
01912520-52006	D/W-Admin-Unemployment	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
	<b>Unemployment Total</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>
<b><u>Benefits Other</u></b>							
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$7,217	\$5,995	\$4,788
01912520-52010	Benefits-TBOE 401a Contribution	\$180,000	\$0	\$180,000	\$98,475	\$81,525	\$0
	<b>Benefits Other Total</b>	<b>\$198,000</b>	<b>\$0</b>	<b>\$198,000</b>	<b>\$105,692</b>	<b>\$87,520</b>	<b>\$4,788</b>
	<b>Employee Benefits Total</b>	<b>\$19,921,218</b>	<b>\$0</b>	<b>\$19,921,218</b>	<b>\$8,194,216</b>	<b>\$12,001,263</b>	<b>(\$274,261)</b>
<b><u>Purchased Professional Services</u></b>							
<b><u>Legal</u></b>							
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$24,886	\$115,114	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$44,364	\$75,486	(\$9,850)
	<b>Legal Total</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$69,250</b>	<b>\$190,600</b>	<b>(\$9,850)</b>
<b><u>Service Contracts</u></b>							
01011200-53300	PPS-Admin-Prof Purch'd Services	\$65,000	\$0	\$65,000	\$20,787	\$22,000	\$22,213
01052130-53305	PPS-Health Services-Service Contracts	\$60,000	\$0	\$60,000	\$5,950	\$0	\$54,050
01422520-53305	Tech-Admin-Maintenance Contracts	\$59,900	\$0	\$59,900	\$9,652	\$0	\$50,248
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,670	\$0	(\$670)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$82,824	\$0	(\$824)
01922530-53302	Asst Super-Info Svcs-DBase Students	\$190,767	\$0	\$190,767	\$191,161	\$0	(\$394)
	<b>Service Contracts Total</b>	<b>\$464,667</b>	<b>\$0</b>	<b>\$464,667</b>	<b>\$318,044</b>	<b>\$22,000</b>	<b>\$124,623</b>
<b><u>Consultants</u></b>							

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$474	\$893	(\$1,366)
01401201-53210	Homebound Instructional Services	\$0	\$0	\$0	\$594	\$0	(\$594)
01011200-53230	PPS-L/W-Consultants	\$275,000	\$0	\$275,000	\$159,214	\$356,440	(\$240,654)
	<b>Consultants Total</b>	<b>\$275,000</b>	<b>\$0</b>	<b>\$275,000</b>	<b>\$160,282</b>	<b>\$357,333</b>	<b>(\$242,614)</b>
<b><u>Other Professional Services</u></b>							
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,600	\$0	\$4,600	\$5,539	\$1,121	(\$2,060)
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$0	\$0	\$3,500
01422520-53300	Tech-Admin-Other Professional Svcs	\$8,500	\$0	\$8,500	\$0	\$0	\$8,500
01613202-53301	HMS-Activities-Police	\$700	\$0	\$700	\$0	\$0	\$700
01623202-53301	MMS-Activities-Police	\$700	\$0	\$700	\$304	\$0	\$396
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$24,658	\$1,140	\$21,777
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$0	\$374	\$546
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$27,664	\$37,336	\$0
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	\$5,472	\$2,528	\$7,000
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$9,000	\$6,000	(\$15,000)
01902310-53300	Super-BOE-Professional Svcs	\$24,000	\$0	\$24,000	\$22,690	\$2,676	(\$1,366)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$92,000	\$0	\$92,000	\$92,602	\$0	(\$602)
01922530-53304	Data Services - Training	\$0	\$0	\$0	\$7,200	\$0	(\$7,200)
01713201-53300	Sports-Sports GeneralL-Purch'd Svcs	\$282,000	\$0	\$282,000	\$32,745	\$193,513	\$55,742
01723301-53300	Sports-Baseball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723302-53300	Sports-Basketball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Field Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Football-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723305-53300	Sports-Ice Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723306-53300	Sports-Lacrosse-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723307-53300	Sports-Soccer-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723308-53300	Sports-Swimming-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723312-53300	Sports-Wrestling-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723315-53300	Sports-Gymnastics-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723317-53300	Sports-Cross Country-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723318-53300	Sports-Cheerleading-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Professional Services Total</b>	<b>\$566,995</b>	<b>\$0</b>	<b>\$566,995</b>	<b>\$227,875</b>	<b>\$244,688</b>	<b>\$94,432</b>
	<b>Purchased Professional Services Total</b>	<b>\$1,556,662</b>	<b>\$0</b>	<b>\$1,556,662</b>	<b>\$775,450</b>	<b>\$814,621</b>	<b>(\$33,409)</b>
<b><u>Purchased Property Services</u></b>							
<b><u>Utilities</u></b>							
01842611-54101	Facilities-D/W-Electricity	\$1,034,705	\$0	\$1,034,705	\$394,040	\$630,665	\$10,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$52,372	\$72,628	\$0
	<b>Utilities Total</b>	<b>\$1,159,705</b>	<b>\$0</b>	<b>\$1,159,705</b>	<b>\$446,412</b>	<b>\$703,293</b>	<b>\$10,000</b>
<b><u>Repairs &amp; Service Fees</u></b>							
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$865	\$0	\$1,135
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$590	\$1,350	\$1,060
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$4,697	\$3,295	\$9
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,067	\$751	\$8,181
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$4,780	\$0	\$3,220
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$4,840	\$639	(\$479)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$9,004	\$21,018	\$14,978
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$5,500	\$4,500
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$30,005	\$22,710	(\$2,716)
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$13,170	\$8,344	(\$1,513)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$20,186	\$0	\$19,814
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$1,396	(\$1,396)
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$3,838	\$1,162	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$34,119	\$50,736	\$15,145
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$4,730	\$4,757	(\$9,487)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,401	\$1,099	\$7,500
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$9,690	\$32,983	(\$2,673)
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$3,835	\$6,165	\$0
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$13,210	\$40,745	(\$43,955)
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$4,700	\$11,786	(\$1,486)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Repairs &amp; Service Fees Total</b>	<b>\$414,200</b>	<b>\$0</b>	<b>\$414,200</b>	<b>\$164,728</b>	<b>\$214,435</b>	<b>\$35,037</b>
<b>Copiers</b>							
01422520-54409	D/W Copiers	\$265,000	\$0	\$265,000	\$81,660	\$163,320	\$20,020
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$3,084	\$6,916	(\$10,000)
	<b>Copiers Total</b>	<b>\$265,000</b>	<b>\$0</b>	<b>\$265,000</b>	<b>\$84,744</b>	<b>\$170,236</b>	<b>\$10,020</b>
<b>Other Purchased Property Services</b>							
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$210	\$90
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$225	\$640	\$335
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$940	\$60
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$790	\$435	\$475
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$974	\$0	\$2,026
01711014-54900	THS-Technology Education-Other Purch'd Prop	\$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	\$14,599	\$0	\$401
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$29,226	\$39,533	(\$18,759)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$1,930	\$5,437	(\$3,468)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$6,658	\$23,592	(\$250)
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$165	\$0	\$335
	<b>Other Purch'd Property Services Total</b>	<b>\$112,500</b>	<b>\$0</b>	<b>\$112,500</b>	<b>\$54,568</b>	<b>\$70,787</b>	<b>(\$12,855)</b>
	<b>Purchased Property Services Total</b>	<b>\$1,951,405</b>	<b>\$0</b>	<b>\$1,951,405</b>	<b>\$750,451</b>	<b>\$1,158,752</b>	<b>\$42,202</b>
<b>Purchased Other Services</b>							
<b>Transportation</b>							
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$375	\$1,210	\$1,044
01711016-55809	THS-Music-Transportation	\$17,500	\$0	\$17,500	\$13,033	\$2,376	\$2,091
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000
01882700-55101	Trans-Admin-Reg Buses	\$3,533,461	\$0	\$3,533,461	\$781,264	\$2,718,866	\$33,331
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$237,280	\$0	\$237,280	\$273,859	\$0	(\$36,579)
01882700-55109	Trans-Admin-Fuel	\$344,300	\$0	\$344,300	\$101,864	\$216,704	\$25,733
01882700-55809	Trans-Admin-Field Trips	\$8,000	\$0	\$8,000	\$0	\$8,000	\$0
01882701-55101	Trans-Admin-SPED In District	\$1,389,649	\$0	\$1,389,649	\$362,116	\$1,028,332	(\$800)
01882701-55105	Trans-Admin-SPED Out of District	\$770,100	\$0	\$770,100	\$289,611	\$617,599	(\$137,110)
01882701-55108	Trans-Admin-Monitors	\$263,000	\$0	\$263,000	\$33,306	\$229,694	\$0
01713201-55809	THS-Transportation-Sports	\$130,810	\$0	\$130,810	\$24,125	\$105,875	\$810
	<b>Sports Transportation Total</b>	<b>\$130,810</b>	<b>\$0</b>	<b>\$130,810</b>	<b>\$24,125</b>	<b>\$105,875</b>	<b>\$810</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
	<b>Transportation Total</b>	<b>\$6,744,729</b>	<b>\$0</b>	<b>\$6,744,729</b>	<b>\$1,879,553</b>	<b>\$4,928,656</b>	<b>(\$63,479)</b>
<b><u>Communications</u></b>							
01422520-55903	Tech-Admin-Telephone Cell	\$33,500	\$0	\$33,500	\$12,478	\$22,583	(\$1,561)
01422520-55904	Tech-Admin-Telephone LAN	\$68,100	\$0	\$68,100	\$22,213	\$79,678	(\$33,792)
01422520-55907	Tech-Admin-WAN Communications	\$198,100	\$0	\$198,100	\$120,661	\$83,708	(\$6,269)
	<b>Communications Total</b>	<b>\$299,700</b>	<b>\$0</b>	<b>\$299,700</b>	<b>\$155,352</b>	<b>\$185,969</b>	<b>(\$41,621)</b>
<b><u>Postage</u></b>							
01902320-55900	Super-Admin-Postage	\$46,000	\$0	\$46,000	\$9,249	\$36,751	(\$1)
	<b>Postage Total</b>	<b>\$46,000</b>	<b>\$0</b>	<b>\$46,000</b>	<b>\$9,249</b>	<b>\$36,751</b>	<b>(\$1)</b>
<b><u>Advertising</u></b>							
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$1,351	\$0	\$324
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
	<b>Advertising Total</b>	<b>\$2,975</b>	<b>\$0</b>	<b>\$2,975</b>	<b>\$1,351</b>	<b>\$0</b>	<b>\$1,624</b>
<b><u>Interns</u></b>							
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$30,000	\$15,300	\$3,450
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$22,650	\$7,650	\$2,200
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$22,650	\$7,650	\$2,200
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$7,650	\$7,650	\$17,200
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$7,650	\$22,950	\$1,900
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$15,300	\$15,300	\$1,900
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$15,300	\$27,900	\$5,550
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$15,300	\$30,600	\$2,850
	<b>Interns Total</b>	<b>\$341,250</b>	<b>\$0</b>	<b>\$341,250</b>	<b>\$136,500</b>	<b>\$165,600</b>	<b>\$39,150</b>
<b><u>Tuition</u></b>							
01396110-55600	PPS-L/W-Tuition Outplaced	\$4,807,698	\$0	\$4,807,698	\$2,081,210	\$3,145,847	(\$419,360)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,300,000)	\$0	(\$1,300,000)	\$0	(\$1,300,000)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$304,089	\$154,089	(\$4,178)
01741200-55600	Adult Ed - Outgoing Tuition	\$0	\$0	\$0	\$0	\$61,050	(\$61,050)
	<b>Tuition Total</b>	<b>\$3,961,698</b>	<b>\$0</b>	<b>\$3,961,698</b>	<b>\$2,385,299</b>	<b>\$2,060,986</b>	<b>(\$484,587)</b>
<b><u>Printing</u></b>							
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$304	\$0	(\$104)
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$148	\$77	\$275
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$4,855	\$0	\$4,145
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$550
	<b>Printing Total</b>	<b>\$13,750</b>	<b>\$0</b>	<b>\$13,750</b>	<b>\$5,307</b>	<b>\$77</b>	<b>\$8,366</b>
<b><u>Other Purch'd Services</u></b>							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$325	\$0	\$375
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$23,824	\$0	\$23,824	\$9,333	\$0	\$14,491
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$5,468	\$8,720	\$15,812
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$1,960	\$0	\$13,040
01401203-55801	Asst Super-L/W-Mileage	\$12,000	\$0	\$12,000	\$1,609	\$0	\$10,391
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$825	\$0	\$19,175
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55800	Curr Dir-Admin-Professional Devt	\$64,370	\$0	\$64,370	\$19,650	\$395	\$44,325
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01422520-55800	Tech-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01422520-55804	Tech-Admin-Milelage	\$3,000	\$0	\$3,000	\$788	\$0	\$2,212
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$239	\$0	\$261
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$250	\$0	\$250	\$0	\$0	\$250
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$420	\$0	\$80
01612400-55800	HMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01622400-55800	MMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-World Language-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$3,500	\$0	\$3,500	\$805	\$610	\$2,085
01712400-55901	THS-Admin-Other Purch'd Svcs	\$1,750	\$0	\$1,750	\$0	\$0	\$1,750
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050
01802130-55800	Super-HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$16,550
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$115,800	\$0	\$115,800	\$56,073	\$26,184	\$33,543
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$190	\$0	\$1,810
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$21,000	\$0	\$21,000	\$14,891	\$714	\$5,395
01842610-55803	Facilities-Admin-Mileage	\$2,500	\$0	\$2,500	\$687	\$0	\$1,813
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$1,200	\$200
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$4,400	\$499	\$101
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$14,000	\$0	\$14,000	\$13,000	\$720	\$280
	<b>Other Purch'd Services Total</b>	<b>\$421,694</b>	<b>\$0</b>	<b>\$421,694</b>	<b>\$130,664</b>	<b>\$39,042</b>	<b>\$251,988</b>
	<b>Purchased Other Services Total</b>	<b>\$11,831,796</b>	<b>\$0</b>	<b>\$11,831,796</b>	<b>\$4,703,275</b>	<b>\$7,417,081</b>	<b>(\$288,560)</b>

**Supplies**

**Supplies Teaching**

01011000-56111	TECEC-Classroom-Classroom Supplies	\$5,400	\$0	\$5,400	\$2,500	\$964	\$1,936
01011200-56111	PPS-Classroom-Classroom Supplies	\$27,000	\$0	\$27,000	\$12,718	\$2,255	\$12,027
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$47,968	\$7,925	\$34,107
01511001-56111	BHES-Classroom Supplies	\$24,300	\$0	\$24,300	\$26,010	\$220	(\$1,929)
01512220-56901	BHES-Library-Supplies	\$2,700	\$0	\$2,700	\$2,601	\$724	(\$625)
01521001-56111	FTES-Classroom Supplies	\$27,900	\$0	\$27,900	\$16,857	\$2,429	\$8,614
01522220-56901	FTES-Library-Supplies	\$2,250	\$0	\$2,250	\$543	\$459	\$1,247
01531001-56111	DFES-Classroom Supplies	\$26,100	\$0	\$26,100	\$28,960	\$2,542	(\$5,402)
01532220-56901	DFES-Library-Supplies	\$2,250	\$0	\$2,250	\$2,434	\$170	(\$354)
01541001-56111	MBES-Classroom Supplies	\$27,000	\$0	\$27,000	\$23,808	\$57	\$3,135
01542220-56901	MBES-Library-Supplies	\$2,250	\$0	\$2,250	\$2,110	\$0	\$140
01551001-56111	JRES-Classroom Supplies	\$24,300	\$0	\$24,300	\$18,845	\$1,024	\$4,431
01552220-56901	JRES-Library-Supplies	\$2,250	\$0	\$2,250	\$1,800	\$0	\$450
01581001-56111	TES-Classroom Supplies	\$22,500	\$0	\$22,500	\$16,381	\$696	\$5,423
01582220-56901	TES-Library-Supplies	\$2,250	\$0	\$2,250	\$686	\$1,147	\$417
01611001-56111	HMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$23,181	\$2,545	\$5,774
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$875	\$940	\$435
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$2,256	\$988	\$177
01612220-56111	HMS-Library-Supplies	\$1,935	\$0	\$1,935	\$281	\$1,060	\$593
01621001-56111	MMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$26,699	\$4,162	\$639
01621016-56111	MMS-Music-Classroom Supplies	\$2,475	\$0	\$2,475	\$980	\$450	\$1,045
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,250	\$0	\$2,250	\$1,429	\$543	\$278
01622220-56901	MMS-Library-Supplies	\$1,800	\$0	\$1,800	\$1,339	\$185	\$275
01711001-56111	THS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$20,549	\$6,429	\$4,522
01711002-56112	THS-Art-Supplies	\$16,740	\$0	\$16,740	\$7,265	\$1,005	\$8,470
01711003-56112	THS-Business Ed-Supplies	\$1,530	\$0	\$1,530	\$842	\$8	\$680
01711006-56112	THS-Ag Science-Supplies	\$27,900	\$0	\$27,900	\$13,921	\$13,704	\$275
01711010-56112	THS-English-Supplies	\$900	\$0	\$900	\$386	\$0	\$514
01711011-56112	THS-World Language-Supplies	\$1,350	\$0	\$1,350	\$602	(\$0)	\$748
01711013-56112	THS-Family Consumer Science-Supplies	\$13,140	\$0	\$13,140	\$2,716	\$1,765	\$8,659

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01711014-56112	THS-Technology Education-Supplies	\$18,900	\$0	\$18,900	\$5,160	\$3,649	\$10,091
01711015-56112	THS-Mathematics-Supplies	\$1,395	\$0	\$1,395	\$803	\$0	\$592
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$1,826	\$61	\$3,513
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$1,001	\$999	\$700
01711022-56112	THS-Alternate School-Supplies	\$450	\$0	\$450	\$0	\$0	\$450
01711027-56112	THS-Science-Supplies	\$11,124	\$0	\$11,124	\$2,030	\$2,857	\$6,238
01711028-56112	THS-Social Studies-Supplies	\$792	\$0	\$792	\$0	\$0	\$792
01712120-56112	THS-Guidance-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56901	THS-Library-Supplies	\$2,740	\$0	\$2,740	\$1,977	\$882	(\$119)
01712221-56112	THS-Auditorium/Theater Tech-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$6,975	\$0	\$6,975	\$1,144	\$3,500	\$2,331
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$52,487	\$64,460	\$9,053
	<b>Sports Supplies Total</b>	<b>\$126,000</b>	<b>\$0</b>	<b>\$126,000</b>	<b>\$52,487</b>	<b>\$64,460</b>	<b>\$9,053</b>
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Supplies Teaching Total</b>	<b>\$635,116</b>	<b>\$0</b>	<b>\$635,116</b>	<b>\$373,969</b>	<b>\$130,805</b>	<b>\$130,341</b>
<b>Supplies Office</b>							
01011000-56110	TECEC-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$2,525	\$229	\$1,295
01011200-56110	PPS-Admin-Office Supplies	\$900	\$0	\$900	\$547	\$0	\$353
01052130-56110	PPS-Health Services-Supplies	\$7,650	\$0	\$7,650	\$3,226	\$5,099	(\$675)
01402320-56110	Asst Super-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$8,691	\$2,767	(\$7,409)
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01422214-56900	Tech-L/W-Parts	\$8,550	\$0	\$8,550	\$14,893	\$179	(\$6,522)
01422520-56110	Tech-Admin-Office Supplies	\$1,170	\$0	\$1,170	\$1,335	\$0	(\$165)
01422520-56900	Tech-Admin-Parts	\$4,320	\$0	\$4,320	\$320	\$0	\$4,000
01512400-56110	BHES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,400	\$241	\$1,960
01522400-56110	FTES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,071	\$98	\$2,431
01532400-56110	DFES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,206	\$382	\$2,013
01542400-56110	MBES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,747	\$514	\$339
01552400-56110	JRES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,218	\$178	\$1,205
01582400-56110	TES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,962	\$0	\$638
01612400-56110	HMS-Admin-Office Supplies	\$6,750	\$0	\$6,750	\$6,274	\$375	\$101
01622400-56110	MMS-Admin-Office Supplies	\$7,650	\$0	\$7,650	\$390	\$0	\$7,260
01712221-56900	THS-Auditorium/Theater Tech-Parts & Mainte	\$1,350	\$0	\$1,350	\$0	\$0	\$1,350
01712400-56110	THS-Admin-Office Supplies	\$3,150	\$0	\$3,150	\$1,232	\$0	\$1,918
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$853	\$114	\$1,958
01822230-56110	Facilities-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$1,204	\$213	\$3,983
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$801	\$2,799	\$0
01902320-56110	Super-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$1,369	\$3,675	\$356
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,907	\$3,900	(\$3,207)
	<b>Supplies Office Total</b>	<b>\$92,115</b>	<b>\$0</b>	<b>\$92,115</b>	<b>\$58,169</b>	<b>\$20,764</b>	<b>\$13,182</b>
<b>Supplies Custodial</b>							
01842610-56130	Facilities-Custodial-Supplies	\$116,000	\$0	\$116,000	\$97,217	\$35,684	(\$16,902)
	<b>Supplies Custodial Total</b>	<b>\$116,000</b>	<b>\$0</b>	<b>\$116,000</b>	<b>\$97,217</b>	<b>\$35,684</b>	<b>(\$16,902)</b>
<b>Supplies Maintenance</b>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$2,695	\$2,605	\$3,700
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$30,000	\$0	\$30,000	\$19,004	\$6,500	\$4,496
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$7,320	\$9,157	(\$1,477)
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$3,951	\$7,388	(\$1,338)
01852626-56134	Facilities-Fertilizer	\$0	\$0	\$0	\$0	\$0	\$0
01852627-56134	Facilities-Lawn Care-Supplies	\$5,000	\$0	\$5,000	\$6,753	\$2,002	(\$3,755)
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$20,243	\$0	(\$20,243)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$1,459	\$0	\$541
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$3,522	\$8,674	\$17,804
01852633-56134	Facilities-Electrical-Supplies	\$33,500	\$0	\$33,500	\$9,514	\$11,827	\$12,159
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852635-56134	Facilities-Floor Repair-Supplies	\$5,000	\$0	\$5,000	\$0	\$1,500	\$3,500
01852637-56134	Facilities-Glass-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852638-56134	Facilities-Hardware-Supplies	\$5,000	\$0	\$5,000	\$5,661	\$3,659	(\$4,320)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$18,499	\$12,330	\$24,171
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852642-56134	Facilities-Painting-Supplies	\$5,000	\$0	\$5,000	\$6,319	\$3,040	(\$4,359)
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$18,385	\$12,710	\$3,905
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$4,170	\$3,830	\$2,000
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$712	\$38	(\$750)
	<b>Supplies Maintenance Total</b>	<b>\$251,500</b>	<b>\$0</b>	<b>\$251,500</b>	<b>\$128,208</b>	<b>\$85,259</b>	<b>\$38,033</b>

**Text & Workbooks**

01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$436	\$936	(\$72)
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$3,227	(\$0)	\$1,073
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$112,300	\$0	\$112,300	\$97,067	\$1,990	\$13,243
01511001-56411	BHES-Classroom-Text & Workbooks	\$34,000	\$0	\$34,000	\$30,788	\$169	\$3,042
01521001-56411	FTES-Classroom-Text & Workbooks	\$30,000	\$0	\$30,000	\$22,220	\$654	\$7,126
01531001-56411	DFES-Classroom-Text & Workbooks	\$28,664	\$0	\$28,664	\$17,631	\$2,944	\$8,088
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$25,252	\$1,667	\$2,081
01551001-56411	JRES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$18,982	\$2,011	\$8,007
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$21,876	\$116	\$7,008
01611001-56411	HMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$1,867	(\$0)	\$13,133
01621001-56411	MMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$2,032	\$2,792	\$10,175
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$9,225	\$0	\$9,225	\$8,485	(\$0)	\$740
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01711010-56411	THS-English-Text & Workbooks	\$18,000	\$0	\$18,000	\$5,367	\$12,406	\$227
01711011-56411	THS-World Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$9,794	\$1,805	\$901
01711013-56411	THS-Family Consumer Science-Text & Workbooks	\$0	\$0	\$0	\$257	\$0	(\$257)
01711015-56411	THS-Mathematics-Text & Workbooks	\$15,100	\$0	\$15,100	\$1,308	\$0	\$13,792
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	\$215	\$0	\$9,585
01711028-56411	THS-Social Studies-Text & Workbooks	\$12,774	\$0	\$12,774	\$1,108	\$818	\$10,848
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Text &amp; Workbooks Total</b>	<b>\$409,463</b>	<b>\$0</b>	<b>\$409,463</b>	<b>\$267,913</b>	<b>\$28,310</b>	<b>\$113,241</b>

**Subscriptions**

01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$657	\$0	\$343
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$281,048	\$0	\$281,048	\$280,071	\$0	\$977
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$0	\$0	\$200
01512220-56425	BHES-Library-Periodicals	\$1,300	\$0	\$1,300	\$0	\$286	\$1,014
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$1,033	\$167
01532220-56425	DFES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$1,063	\$0	\$137
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$1,046	\$204
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,021	\$0	\$229
01612220-56425	HMS-Library-Periodicals	\$1,750	\$0	\$1,750	\$711	\$1,036	\$3
01622220-56425	MMS-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,056	(\$0)	\$194
01712220-56425	THS-Library-Periodicals	\$2,200	\$0	\$2,200	\$1,425	\$0	\$775
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$0	\$0	\$750
01822230-56425	Facilities-Admin-Periodicals	\$350	\$0	\$350	\$0	\$0	\$350
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$434	\$96	\$170
	<b>Subscriptions Total</b>	<b>\$296,648</b>	<b>\$0</b>	<b>\$296,648</b>	<b>\$286,437</b>	<b>\$3,498</b>	<b>\$6,713</b>

**Testing Materials**

01011000-56904	TECEC-Classroom-Testing Materials	\$4,600	\$0	\$4,600	\$3,833	\$532	\$234
01011200-56904	PPS-L/W-Testing Materials	\$55,000	\$0	\$55,000	\$45,629	\$3,457	\$5,914
01412210-56904	Curr Dir-D/W-Testing Materials	\$110,000	\$0	\$110,000	\$53,766	\$41,812	\$14,422
01712120-56903	THS-Guidance-Testing Materials	\$400	\$0	\$400	\$0	\$0	\$400

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
	<b>Testing Materials Total</b>	<b>\$170,000</b>	<b>\$0</b>	<b>\$170,000</b>	<b>\$103,229</b>	<b>\$45,801</b>	<b>\$20,970</b>
<b><u>Books &amp; A/V</u></b>							
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$8,899	\$983	(\$1,882)
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$570	\$900	\$3,530
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$4,982	\$2,520	(\$2,501)
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,071	\$991	\$1,938
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,791	\$1,196	\$1,013
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$3,166	\$1,048	\$785
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$1,279	\$608	\$112
01622220-56420	MMS-Library-Books & Media	\$2,250	\$0	\$2,250	\$270	\$1,158	\$822
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$1,163	\$1,473	\$4,405
	<b>Books &amp; A/V Total</b>	<b>\$44,290</b>	<b>\$0</b>	<b>\$44,290</b>	<b>\$25,191</b>	<b>\$10,877</b>	<b>\$8,222</b>
<b><u>Software</u></b>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,875	\$0	\$125
01422214-56118	Tech-L/W-Software	\$188,925	\$0	\$188,925	\$203,265	\$630	(\$14,970)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Software Total</b>	<b>\$193,925</b>	<b>\$0</b>	<b>\$193,925</b>	<b>\$208,140</b>	<b>\$630</b>	<b>(\$14,845)</b>
<b><u>Energy</u></b>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$599,400	\$0	\$599,400	\$88,528	\$396,472	\$114,400
	<b>Energy Total</b>	<b>\$599,400</b>	<b>\$0</b>	<b>\$599,400</b>	<b>\$88,528</b>	<b>\$396,472</b>	<b>\$114,400</b>
<b><u>Other Supplies</u></b>							
01422214-56117	Tech-L/W-Computer Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$300	\$0	\$300	\$0	\$0	\$300
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,800	\$0	\$6,800	\$655	\$0	\$6,145
01613202-56119	HMS-Activities-Supplies	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01623202-56119	MMS-Activities-Supplies	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01712400-56270	THS-Admin-Security Supplies	\$1,500	\$0	\$1,500	\$151	\$0	\$1,349
01712400-56907	THS-Admin-Graduation	\$16,800	\$0	\$16,800	\$3,243	\$4,666	\$8,891
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$12	\$0	\$1,488
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Supplies Total</b>	<b>\$32,400</b>	<b>\$0</b>	<b>\$32,400</b>	<b>\$4,061</b>	<b>\$4,666</b>	<b>\$23,674</b>
	<b>Supplies Total</b>	<b>\$2,840,857</b>	<b>\$0</b>	<b>\$2,840,857</b>	<b>\$1,641,061</b>	<b>\$762,767</b>	<b>\$437,029</b>
<b><u>Property</u></b>							
<b><u>Office Equipment</u></b>							
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$26	\$0	\$474
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$0	\$350
	<b>Office Equipment Total</b>	<b>\$850</b>	<b>\$0</b>	<b>\$850</b>	<b>\$26</b>	<b>\$0</b>	<b>\$824</b>
<b><u>Office Furniture</u></b>							
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$813	\$0	(\$813)
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Office Furniture Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$813</b>	<b>\$0</b>	<b>(\$813)</b>
<b><u>Classroom Equipment</u></b>							
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01032130-57303	PPS-L/W-Equipment Instructional	\$15,000	\$0	\$15,000	\$8,726	\$5,922	\$352
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01421001-57310	Tech-Classroom-Computer Equipment	\$192,325	\$0	\$192,325	\$270,376	\$92,839	(\$170,890)
01422214-57301	Tech-L/W-Computer Equipment	\$10,500	\$0	\$10,500	\$6,266	(\$0)	\$4,234
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$22,000	\$0	\$22,000	\$7,814	\$11,943	\$2,243
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$188	\$1,075	\$1,237
01512220-57302	BHES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$562	\$0	\$1,738
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01541001-57301	MBES-Classroom-Equipment Instructional	\$4,000	\$0	\$4,000	\$1,796	\$0	\$2,204
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$919	\$0	\$1,281
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01552220-57302	JRES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$850	\$1,350
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,668	\$0	\$832
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$1,517	\$0	\$683
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$0	\$3,400
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$3,188	\$0	\$112
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$148	\$0	\$1,552
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$3,260	\$0	\$140
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$0	\$1,656	\$1,844
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$1,387	\$31	\$7,083
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$7,825	\$0	(\$6,856)
01711011-57301	THS-World Language-Equipment Instructional	\$5,600	\$0	\$5,600	\$6,380	\$0	(\$780)
01711013-57301	THS-Family Consumer Science-Equipment Inst	\$3,000	\$0	\$3,000	\$2,157	\$0	\$843
01711014-57301	THS-Technology Education-Equipment Instrucl	\$2,000	\$0	\$2,000	\$361	\$318	\$1,321
01711016-57301	THS-Music-Equipment Instructional	\$2,500	\$0	\$2,500	\$758	\$0	\$1,742
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$969	\$847	\$1,684
01711027-57301	THS-Science-Equipment Instructional	\$8,755	\$0	\$8,755	\$0	\$0	\$8,755
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$400	\$0	\$375
01712221-57301	THS-Auditorium/Theater Tech-Equipment Inst	\$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 Instructiona	\$30,000	\$0	\$30,000	\$22,216	\$1,439	\$6,345
	<b>Classroom Equipment Total</b>	<b>\$380,324</b>	<b>\$0</b>	<b>\$380,324</b>	<b>\$348,881</b>	<b>\$116,921</b>	<b>(\$85,478)</b>
<b>Classroom Furniture</b>							
01011000-57308	TECEC-Classroom-Furniture	\$3,200	\$0	\$3,200	\$576	\$544	\$2,080
01511001-57308	BHES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01521001-57308	FTES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$949	\$404	\$647
01531001-57308	DFES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$2,725	\$545	(\$1,270)
01541001-57308	MBES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$563	\$0	\$1,437
01551001-57308	JRES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,935	\$0	\$65
01581001-57308	TES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01611001-57308	HMS-Classroom-Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Classroom Furniture Total</b>	<b>\$15,700</b>	<b>\$0</b>	<b>\$15,700</b>	<b>\$6,748</b>	<b>\$1,493</b>	<b>\$7,458</b>
<b>Building Equipment</b>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$2,999	\$0	\$2,001
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$1,036	\$2,964	(\$3,000)
01852625-57307	Facilities-Grounds-Equipment	\$20,000	\$0	\$20,000	\$6,660	\$0	\$13,340
01852627-57307	Facilities-Lawn Care-Equipment	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$0	\$0	\$0	\$6,129	\$6,459	(\$12,588)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852639-57307	Facilities-HVAC-Equipment	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-57307	Facilities-IAQ-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Building Equipment Total</b>	<b>\$83,000</b>	<b>\$0</b>	<b>\$83,000</b>	<b>\$16,824</b>	<b>\$9,422</b>	<b>\$56,754</b>

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 11/30/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b><u>Building Improvements</u></b>							
01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0
01852650-57200	Facilities-Site-Building Improvement	\$15,000	\$0	\$15,000	\$4,050	\$5,670	\$5,280
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$1,220	\$740	(\$1,960)
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$2,335	\$0	\$27,665
	<b>Building Improvements Total</b>	<b>\$45,000</b>	<b>\$0</b>	<b>\$45,000</b>	<b>\$7,605</b>	<b>\$6,410</b>	<b>\$30,985</b>
<b><u>Other Equipment</u></b>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,550	\$0	\$3,550	\$0	\$0	\$3,550
	<b>Other Equipment Total</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,550</b>
	<b>Property Total</b>	<b>\$528,424</b>	<b>\$0</b>	<b>\$528,424</b>	<b>\$380,897</b>	<b>\$134,246</b>	<b>\$13,280</b>
<b><u>Miscellaneous</u></b>							
<b><u>Debt Service, Dues, Fees and Memberships</u></b>							
01011000-58900	TECEC-Admin-Dues & Fees	\$800	\$0	\$800	\$406	\$0	\$394
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$3,414	\$5,259	(\$6,673)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$4,405	\$799	\$1,796
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$399	\$0	\$151
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$89	\$0	\$464
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$0	\$500
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$550
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$487	\$0	\$63
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$385	\$0	\$515
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$0	\$0	\$899
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$11,249	\$0	(\$24)
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$24,301	\$9,160	\$6,539
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$825	\$0	\$675
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$300	\$0	\$75
01902320-58900	Super-Admin-Dues & Fees	\$21,700	\$0	\$21,700	\$19,168	\$2,579	(\$47)
01912520-58310	Redemption of Principal on Loans	\$335,343	\$0	\$335,343	\$166,734	\$167,671	\$938
01912520-58320	Interest on Loans	\$88,196	\$0	\$88,196	\$45,036	\$44,098	(\$938)
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,132	\$0	\$7,132	\$3,796	\$0	\$3,336
	<b>Dues, Fees and Memberships Total</b>	<b>\$521,973</b>	<b>\$0</b>	<b>\$521,973</b>	<b>\$281,758</b>	<b>\$229,566</b>	<b>\$10,649</b>
<b><u>Other Miscellaneous</u></b>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	<b>Other Miscellaneous Total</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,000</b>
	<b>Miscellaneous Total</b>	<b>\$522,973</b>	<b>\$0</b>	<b>\$522,973</b>	<b>\$281,758</b>	<b>\$229,566</b>	<b>\$11,649</b>
<b><u>Other Objects</u></b>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Intergovernmental transfer	(\$466,300)	\$0	(\$466,300)	\$0	\$0	(\$466,300)
	<b>Other Objects Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$466,300)</b>
	<b>Munis Report Total</b>	<b>\$115,915,558</b>	<b>\$0</b>	<b>\$115,915,558</b>	<b>\$37,305,229</b>	<b>\$77,218,107</b>	<b>\$1,392,222</b>

FOR 2023 05

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 TEACHERS-SPECIALISTS							
<a href="#">09006001 51111 NP Teach</a>	0	110,000	110,000	25,644.48	85,481.60	-1,126.08	101.0%*
51125 ADMINISTRATOR							
<a href="#">09007001 51125 NP Admin</a>	0	15,499	15,499	6,314.44	9,184.61	-.05	100.0%*
51130 SECRETARY-CAL YR							
<a href="#">09007001 51130 SEC-CALYR</a>	0	15,970	15,970	6,457.99	9,393.42	118.59	99.3%
51140 CUST./MAINT. - REGULAR PAY							
<a href="#">09005000 51140 CUST.MAINT</a>	0	25,000	25,000	.00	.00	25,000.00	.0%
<a href="#">09006200 51140 POOLMAN</a>	0	60,000	60,000	464.16	.00	59,535.84	.8%
51141 CUST./MAINT. - OT - SCHOOL							
<a href="#">09005000 51141 OT/SCHOOLS</a>	0	100,000	100,000	19,068.75	.00	80,931.25	19.1%
<a href="#">09005000 51141 COVID OT/SCHOOLS</a>	0	1,000	1,000	.00	.00	1,000.00	.0%
53302 Other Prof Services							
<a href="#">09006200 53302 Emer</a>	0	500	500	.00	.00	500.00	.0%
54101 UTILITY EXPENSE - ELECTRICITY							
<a href="#">09002611 54101 Electricit</a>	0	24,000	24,000	10,000.00	.00	14,000.00	41.7%
55102 Ace/Bei/THSJobShadow							
<a href="#">09007001 55102 NP Bus</a>	0	937,579	937,579	220,508.61	741,801.39	-24,731.00	102.6%*
56136 SUPPLIES - OTHER PROJECTS							
<a href="#">09006200 56136 OTH PROJ</a>	0	15,000	15,000	.00	.00	15,000.00	.0%
GRAND TOTAL	0	1,304,548	1,304,548	288,458.43	845,861.02	170,228.55	87.0%

12/07/2022 13:02  
1791pbri

TRUMBULL BOE, CT  
ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/NOV TO NOV  
FUND

P 1  
glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-10410 - SA CASH ACCT - PEOPLES BANK	419,772.92	19,757.82	69,640.78	-49,882.96	369,889.96
100 -00-0000-20032 - THS Model Congress	-5,529.01	9,800.20	4,910.00	4,890.20	-638.81
100 -00-0000-20063 - THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 -00-0000-20068 - MATH HONOR SOCIETY	-2,216.06	.00	.00	.00	-2,216.06
100 -00-0000-20082 - THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 -00-0000-20101 - THS LIBRARY CLUB	-3,895.61	.00	.00	.00	-3,895.61
100 -00-0000-20110 - THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 -00-0000-20130 - THS BOOK STORE	-2,554.84	160.00	.00	160.00	-2,394.84
100 -00-0000-20133 - THS NEWSPAPER	-358.01	50.00	.00	50.00	-308.01
100 -00-0000-20139 - THS TRILLIUM YEARBOOK	-13,248.53	.00	2,396.00	-2,396.00	-15,644.53
100 -00-0000-20152 - HILLCREST MIDDLE SCHOOL	-10,895.86	3,297.23	465.00	2,832.23	-8,063.63
100 -00-0000-20156 - MADISON MIDDLE SCHOOL	-6,157.47	1,145.09	681.60	463.49	-5,693.98
100 -00-0000-20165 - THS Class of 2018	-8,098.26	.00	.00	.00	-8,098.26
100 -00-0000-20166 - THS Class of 2019	-2,291.64	.00	.00	.00	-2,291.64
100 -00-0000-20167 - THS Class of 2020	-13,251.30	.00	.00	.00	-13,251.30
100 -00-0000-20168 - THS Class of 2021	-3,418.26	1,602.68	.00	1,602.68	-1,815.58
100 -00-0000-20169 - THS Class of 2022	-7,521.20	.00	.00	.00	-7,521.20
100 -00-0000-20170 - THS Class of 2023	-11,389.16	.00	.00	.00	-11,389.16
100 -00-0000-20171 - THS Class of 2024	-62,901.63	41,897.40	150.00	41,747.40	-21,154.23
100 -00-0000-20172 - THS Class of 2025	-9,510.18	4,786.29	50.00	4,736.29	-4,773.89
100 -00-0000-20173 - THS Class of 2026	-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	-25,177.13	2,779.60	915.00	1,864.60	-23,312.53
100 -00-0000-20251 - BOOTH HILL SCHOOL	-4,649.90	964.41	125.00	839.41	-3,810.49
100 -00-0000-20252 - FRENCHTOWN SCHOOL	-1,094.36	2,488.53	1,539.00	949.53	-144.83
100 -00-0000-20253 - DANIELS FARM	-1,393.39	.00	.00	.00	-1,393.39
100 -00-0000-20254 -					

12/07/2022 13:02  
1791pbri

TRUMBULL BOE, CT  
ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/NOV TO NOV  
FUND

P 2  
glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
MIDDLEBROOK SCHOOL 100 -00-0000-20255 -	-5,327.34	401.00	1,750.00	-1,349.00	-6,676.34
JANE RYAN SCHOOL 100 -00-0000-20258 -	-1,515.83	1,086.04	.00	1,086.04	-429.79
TASHUA SCHOOL 100 -00-0000-20510 -	-5,565.09	124.51	.00	124.51	-5,440.58
THS STUDENT COUNCIL 100 -00-0000-20550 -	-4,284.05	.00	.00	.00	-4,284.05
GENERAL FUND 100 -00-0000-20599 -	-3,671.84	.00	.00	.00	-3,671.84
THS HISTORY HONOR SOCIETY 100 -00-0000-20603 -	-960.91	.00	60.00	-60.00	-1,020.91
THS DECA (MARKETING EDUCATION) 100 -00-0000-20604 -	-13,944.07	4,686.49	3,083.00	1,603.49	-12,340.58
THS BAND 100 -00-0000-20605 -	-967.02	.00	.00	.00	-967.02
THS KEY CLUB 100 -00-0000-20606 -	-477.26	.00	.00	.00	-477.26
THS BEST BUDDIES 100 -00-0000-20607 -	-1,049.97	350.00	.00	350.00	-699.97
THS HOME ECON. CLUB 100 -00-0000-20608 -	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 -00-0000-20609 -	-7,306.90	1.00	100.00	-99.00	-7,405.90
THS Creative Minds 100 -00-0000-20611 -	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 -00-0000-20613 -	-2,017.50	.00	.00	.00	-2,017.50
THS LATIN CLUB 100 -00-0000-20614 -	-137.83	.00	.00	.00	-137.83
THS CHORAL GROUP 100 -00-0000-20615 -	-5,838.25	.00	.00	.00	-5,838.25
THS ITALIAN CLUB 100 -00-0000-20617 -	-724.65	.00	.00	.00	-724.65
THS FUTURE BUSINESS LEADERS 100 -00-0000-20619 -	-2,813.86	.00	.00	.00	-2,813.86
FRENCH HONOR SOCIETY 100 -00-0000-20620 -	-396.00	.00	.00	.00	-396.00
THS FRENCH CLUB 100 -00-0000-20621 -	-877.64	.00	.00	.00	-877.64
THS MISCELLANEOUS 100 -00-0000-20622 -	-1,705.30	.00	270.67	-270.67	-1,975.97
THS IN/OUT 100 -00-0000-20624 -	-3,505.12	360.00	15.00	345.00	-3,160.12
THS SPANISH CLUB 100 -00-0000-20625 -	-1,012.97	.00	.00	.00	-1,012.97
THS SODA MACHINE 100 -00-0000-20627 -	-658.16	.00	.00	.00	-658.16
THS World Lang. HONOR SOCIETIES 100 -00-0000-20628 -	-2,002.41	.00	.00	.00	-2,002.41
THS A.V. CLUB 100 -00-0000-20629 -	-11.13	.00	.00	.00	-11.13
THS SUNSHINE FUND	-519.38	.00	20.00	-20.00	-539.38

12/07/2022 13:02  
1791pbri

TRUMBULL BOE, CT  
ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/NOV TO NOV  
FUND

P 3  
glatrbal

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	-3,193.29	.00	.00	.00	-3,193.29
100 -00-0000-20633 - THS WE THE PEOPLE	-121.96	.00	.00	.00	-121.96
100 -00-0000-20637 - THS Ethics Club	177.95	.00	.00	.00	177.95
100 -00-0000-20639 - THS MODEL U.N. CLUB	-1,901.80	.00	.00	.00	-1,901.80
100 -00-0000-20640 - THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 -00-0000-20641 - THS THESPIAN SOCIETY	-14,748.90	699.86	.00	699.86	-14,049.04
100 -00-0000-20642 - THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 -00-0000-20643 - THS GRADUATION-CAP & GOWNS	-20,710.48	.00	1,490.00	-1,490.00	-22,200.48
100 -00-0000-20644 - THS ROBOTICS CLUB	-4,010.47	1,174.88	.00	1,174.88	-2,835.59
100 -00-0000-20645 - THS LINK CREW LEADERS	-19,511.71	872.36	.00	872.36	-18,639.35
100 -00-0000-20646 - THS CHEERLEADING	-10,206.33	2,250.00	.00	2,250.00	-7,956.33
100 -00-0000-20647 - THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 -00-0000-20648 - THS Shades Club	-3,063.34	703.00	.00	703.00	-2,360.34
100 -00-0000-20649 - THS Dance Team	-100.00	.00	.00	.00	-100.00
100 -00-0000-20702 - THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 -00-0000-20703 - THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 -00-0000-20704 - THS BOYS TENNIS	-2,273.77	.00	.00	.00	-2,273.77
100 -00-0000-20706 - THS NATIONAL ENGLISH HONOR SOC	-5,328.26	84.56	.00	84.56	-5,243.70
100 -00-0000-20707 - THS NATIONAL HONOR SOCIETY	436.18	.00	40.00	-40.00	396.18
100 -00-0000-20708 - THS POETRY	-55.40	.00	.00	.00	-55.40
100 -00-0000-20709 - THS ALT METHODS OF PYMNT	37.77	.00	.00	.00	37.77
100 -00-0000-20710 - THS GIRLS BASKETBALL	-4,235.41	.00	.00	.00	-4,235.41
100 -00-0000-20711 - THS BOYS BASKETBALL	-40.27	.00	.00	.00	-40.27
100 -00-0000-20712 - THS GLOW CLUB	-83.00	.00	.00	.00	-83.00
100 -00-0000-20713 - THS GRAPHIC DESIGN	-214.00	.00	.00	.00	-214.00
100 -00-0000-20714 -					

12/07/2022 13:02  
1791pbri

TRUMBULL BOE, CT  
ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/NOV TO NOV  
FUND

P 4  
glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS GYMNASTICS	-2,378.63	.00	.00	.00	-2,378.63
100 -00-0000-20715 -					
THS BUS. ED. ENTREPRENEUR	-862.85	.00	.00	.00	-862.85
100 -00-0000-20718 -					
THS GIRLS CROSS COUNTRY	-22.25	.00	.00	.00	-22.25
100 -00-0000-20719 -					
THS GOLF	-566.95	.00	.00	.00	-566.95
100 -00-0000-20726 -					
THS GIRLS INDOOR TRACK	177.98	.00	.00	.00	177.98
100 -00-0000-20727 -					
THS BOYS INDOOR TRACK	-2,276.96	.00	.00	.00	-2,276.96
100 -00-0000-20728 -					
THS MOCK TRIAL	-161.46	.00	.00	.00	-161.46
100 -00-0000-20732 -					
THS GIRLS OUTDOOR TRACK	-1,269.74	.00	.00	.00	-1,269.74
100 -00-0000-20733 -					
THS GIRLS TENNIS	-1,432.40	.00	.00	.00	-1,432.40
100 -00-0000-20736 -					
THS Allies for Angles	-1,570.20	.00	.00	.00	-1,570.20
100 -00-0000-20737 -					
THS Science Honor Society	-1,128.03	180.00	.00	180.00	-948.03
100 -00-0000-20738 -					
THS SEAL OF BILITERACY	-45.00	.00	.00	.00	-45.00
100 -00-0000-20740 -					
E Sports	-9,117.62	.00	.00	.00	-9,117.62
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	-37,062.57	.00	11,296.90	-11,296.90	-48,359.47
100 -00-0000-24008 -					
Due to Fund 205/BOE Programs	2,665.00	.00	2,705.00	-2,705.00	-40.00
100 -00-0000-29280 -					
ACCOUNTS PAYABLE	.00	80,838.50	80,838.50	.00	.00
<hr/>					
TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	182,541.45	182,541.45	.00	.00
<hr/>					
REPORT TOTALS	.00	182,541.45	182,541.45	.00	.00

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

FOR 2023 05

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2009010 IDEA-611 20977	0	1,667,031	1,667,031	355,296.75	1,023,011.77	288,722.48	82.7%
2009011 IDEA-611 NP 20977	0	98,778	98,778	8,695.86	28,986.25	61,095.73	38.1%
2009080 TITLE III-A 20868	0	22,164	22,164	7,018.98	23,396.55	-8,251.38	137.2%
2009081 TITLE III-A NP	0	3,875	3,875	.00	.00	3,875.16	.0%
2009112 ESSER NonPublic 9.30.22	0	16,733	16,733	10,250.09	5,823.78	658.84	96.1%
2009118 ESSER II-\$25K SERA 6.30.23	0	14,961	14,961	1,509.72	4,233.17	9,218.58	38.4%
2009119 ESSER II-SERA 6.30.23	0	65,723	65,723	19,554.00	24,826.00	21,343.37	67.5%
2009120 ESSER II 9.30.23	0	117,110	117,110	155,745.10	68,991.41	-107,626.17	191.9%
2009121 ESSER ARP 9.30.24	0	1,243,029	1,243,029	100,626.12	493,269.02	649,133.86	47.8%
2009124 ARP IDEA 611 6.30.23	0	312,913	312,913	69,328.28	118,170.68	125,413.93	59.9%
2009125 ARP IDEA 619 6.30.23	0	17,351	17,351	.00	.00	17,351.00	.0%
2009140 TITLE I 20679	0	28,540	28,540	82,142.78	142,820.80	-196,423.19	788.2%
2009141 TITLE I NP	0	2,890	2,890	.00	.00	2,889.78	.0%
2009301 TITLE IV-A NP 20873	0	2,546	2,546	.00	.00	2,546.06	.0%
2009350 HEADSTART ABCD OCT-SEPT	0	399,628	399,628	114,968.46	217,079.71	67,579.87	83.1%
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	4,265	4,265	382.24	22,000.00	-18,117.37	524.8%
2009450 IDEA PRE-K 20983	0	46,407	46,407	9,287.79	24,912.37	12,206.48	73.7%
2009460 OPEN CHOICE	0	322,920	322,920	139,585.67	13,286.01	170,048.75	47.3%
2009470 PERKINS GRANT 20742	0	61,404	61,404	3,854.37	648.60	56,901.03	7.3%
2009480 TITLE II PART A 20858	0	92,090	92,090	.00	62,968.50	29,121.33	68.4%
2009481 TITLE II-A NP 20858	0	16,786	16,786	175.00	360.00	16,250.99	3.2%
2009505 TPAUD-DFC	0	166,870	166,870	59,678.76	21,305.18	85,885.71	48.5%
2009507 TPAUD-Opioid Prevention	0	0	0	.00	-1,575.43	1,575.43	100.0%
2009509 TPAUD-Local Prevention Coun	0	5,663	5,663	4,123.65	.00	1,539.25	72.8%
2009520 MAGNET TRANSPORTATION	0	102,800	102,800	.00	.00	102,800.00	.0%
2009710 SPED Stipend	0	10,000	10,000	10,000.00	.00	.00	100.0%
2009712 SPEDStipend-ParaDevlpmnt	0	5,000	5,000	525.00	4,475.00	.00	100.0%
GRAND TOTAL	0	4,847,478	4,847,478	1,152,748.62	2,298,989.37	1,395,739.52	71.2%

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

Trumbull Board of Education												
Special Revenue BOE Programs												
7/1/22 to 11/30/22										Fund Balance(Deficit) as of		
Org#	Description	Org	Obj	Prj	Revenues	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/22	11/30/2022
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	-	58	58
2059530	Agriscience	205	31510	Agri	-	-	-	22,410	-	(22,410)	203,581	181,171
2051121	Athletics	205	31510	Athle	236,463	-	-	56,495	1,996	177,972	151,433	329,405
2052651	Building Use	205	31510	bldgu	13,951	-	-	9,728	149	4,074	27,577	31,651
2051650	Continuing Ed	205	31510	ContE	23,853	-	-	11,221	9,618	3,014	3,493	6,507
2051100	Driver's Education	205	31510	DrEd	3,780	-	-	1,440	-	2,340	22,874	25,214
2051711	E Sports	205	31510	Sport	330	-	-	-	-	330	-	330
2051717	Elementary Strings/Band	205	31510	Pay	59,594	-	-	49,927	145,177	(135,510)	25,301	(110,209)
2051713	ELITE Business Program	205	31510	ELITE	21,817	-	-	43,910	48,519	(70,613)	2,976	(67,636)
2056230	Guidance/Testing	205	31510	Guid	150	-	-	-	100	50	11,305	11,355
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	392,006	-	-	63,423	194,388	134,195	41,078	175,273
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	-	368	368
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	-	2,401	2,401
2051019	PE Day	205	31510	PE	-	-	-	-	-	-	247	247
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	91,489	-	-	29,029	46,756	15,704	4,308	20,012
2055904	Rebates	205	31510	Reb	60,994	-	-	12,432	-	48,562	34,532	83,094
2051600	Summer Explorations	205	31510	SS	276,915	-	-	186,827	33,125	56,963	2,838	59,801
2052221	Take Home Device Insurance	205	31510	Take	41,501	-	-	21,772	11,750	7,978	(40)	7,938
2057100	THS AP Testing	205	31510	TEST	1,482	-	-	1,046	-	436	17,500	17,937
2051380	THS Auditorium	205	31510	Audi	565	-	-	-	999	(434)	3,762	3,328
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	-	1,125	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	1,094	-	-	3,918	1,941	(4,765)	5,960	1,195
2055400	THS Musical	205	31510	music	-	-	-	29,522	-	(29,522)	44,953	15,430
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	-	643	643
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	-	2,145	2,145
2055213	Voluntary Insurance	205	31510	VSION	-	-	-	24,383	185,563	(209,946)	3,341	(206,605)
	<b>Total Special Revenue Fund</b>				<b>1,225,985</b>	<b>-</b>	<b>-</b>	<b>567,484</b>	<b>680,081</b>	<b>(21,580)</b>	<b>613,758</b>	<b>592,178</b>

School Lunch Financials for 2022-2023 School Year - FUND 210										
	7/31/2022 YTD	7/31/2022 Month	8/31/2022 YTD	8/31/2022 Month	9/30/2022 YTD	9/30/2022 Month	10/31/2022 YTD	10/31/2022 Month	11/30/2022 YTD	11/30/2022 Month
<b>Balance Sheet</b>										
<b>Assets:</b>										
Cash	2,353,522		2,651,224		2,731,309		2,509,757		2,922,960	
Receivables	353,365		94,481		241,334		379,432		864,371	
Inventory	36,643		36,643		84,817		78,447		81,720	
Prepaid Expense	-		-		-		-		-	
Due From Others	-		-		-		-		-	
<b>Total Assets:</b>	<b>2,743,529</b>		<b>2,782,347</b>		<b>3,057,460</b>		<b>2,967,636</b>		<b>3,869,051</b>	
<b>Liabilities:</b>										
Accounts Payable	-		-		285,869		176,278		144,554	
Deferred Revenue	78,517		117,296		122,734		122,694		(308)	
Due to Town	1,142,004		1,194,143		1,342,132		1,488,537		1,636,565	
Reserve for Encumbrance	-		-		-		-		-	
<b>Total Liabilities:</b>	<b>1,220,521</b>		<b>1,311,439</b>		<b>1,750,735</b>		<b>1,787,510</b>		<b>1,780,812</b>	
<b>Fund Balances:</b>	<b>1,523,008</b>		<b>1,470,908</b>		<b>1,306,725</b>		<b>1,180,126</b>		<b>2,088,240</b>	
<b>Statement of Revenues, Expenditures and Changes in Fund Balances</b>										
<b>Revenue/increases:</b>										
Food Sales/Charges for Service	297	297	747	450	70,562	69,816	134,221	63,659	342,277	208,056
Intergovernmental	(0)	(0)	(0)	(0)	151,685	151,685	290,516	138,831	1,161,090	870,574
Other Income/Interest	-	-	-	-	-	-	-	-	118,753	118,753
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-
<b>Total revenue/increases</b>	<b>297</b>	<b>297</b>	<b>747</b>	<b>450</b>	<b>222,247</b>	<b>221,501</b>	<b>424,737</b>	<b>202,490</b>	<b>1,622,120</b>	<b>1,197,383</b>
<b>Expenses/decreases</b>										
Wages	-	-	6,707	6,707	115,832	109,124	218,727	102,896	325,273	106,546
FICA	-	-	470	470	6,078	5,608	11,464	5,385	16,948	5,484
Medical	46,860	46,860	91,804	44,944	124,028	32,224	161,036	37,008	195,939	34,903
Other Expenses	(468)	(468)	(102)	367	22,817	22,918	27,460	4,643	30,811	3,351
Supplies	-	-	62	62	15,309	15,248	27,968	12,659	40,476	12,508
Cost of Food	-	-	-	-	193,051	193,051	356,178	163,126	482,655	126,478
Equipment/Capital	-	-	-	-	7,511	7,511	10,882	3,371	10,882	-
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures/Increases</b>	<b>46,392</b>	<b>46,392</b>	<b>98,942</b>	<b>52,550</b>	<b>484,626</b>	<b>385,684</b>	<b>813,715</b>	<b>329,088</b>	<b>1,102,984</b>	<b>289,269</b>
Incr/(Decr) in fund balances before operating transfers	(46,095)		(98,195)		(262,379)		(388,977)		519,136	
Operating Transfers in/(out)	-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	<b>(46,095)</b>		<b>(98,195)</b>		<b>(262,379)</b>		<b>(388,977)</b>		<b>519,136</b>	
<b>Fund Balances:</b>										
Beginning of year	1,569,104		1,569,104		1,569,104		1,569,104		1,569,104	
End of period	1,523,008		1,470,908		1,306,725		1,180,126		2,088,240	
Months Revenue Control	297		450		221,501		202,490		1,197,383	
Month Expenditure Control	46,392		52,550		385,684		329,088		289,269	
<b>Profit (Loss) for the month</b>	<b>(46,095)</b>		<b>(52,100)</b>		<b>(164,183)</b>		<b>(126,599)</b>		<b>908,113</b>	

## School Lunch Financials As of November 30, 2022 - FUND 210

Balance Sheet as of 11/30	Budget	11/30/22		Available/ (Over)	11/30/21		YTY Diff.	% Change
		School Lunch	Encumbered		School Lunch			
<b>Assets:</b>								
Cash		2,922,960			1,058,298	1,864,662		176.19%
Receivables		864,371			826,231	38,139		4.62%
Inventory		81,720			64,993	16,727		25.74%
Prepaid Expense								
Due From Others								
<b>Total Assets:</b>		<b>3,869,051</b>			<b>1,949,523</b>	<b>1,919,529</b>		<b>98.46%</b>
<b>Liabilities:</b>								
Accounts Payable		144,554			188,275	(43,721)		-23.22%
Deferred Revenue		(308)			118,137	(118,445)		-100.26%
Due to Town		1,636,565			1,208,589	427,976		35.41%
Reserve for Encumbrance		-			-	-		
<b>Total Liabilities:</b>		<b>1,780,812</b>			<b>1,515,002</b>	<b>265,810</b>		<b>17.55%</b>
<b>Fund Balances:</b>		<b>2,088,240</b>			<b>434,521</b>	<b>1,653,719</b>		<b>380.58%</b>

### Statement of Revenues, Expenditures and Changes in Fund Balances for the 3 months ended 11/30

#### Revenue/increases:

Food Sales/Charges for Service	868,000	342,277	-	525,723	206,025	136,251	66.13%
Intergovernmental	212,550	1,161,090	-	(948,540)	1,080,077	81,013	7.50%
Other Income/Interest		118,753		(118,753)	-	118,753	
Intergovernmental (Town) Transfer		-		-	-	-	
Increases		-		-	-	-	
<b>Total revenue/increases</b>	<b>1,080,550</b>	<b>1,622,120</b>	<b>-</b>	<b>(541,570)</b>	<b>1,286,102</b>	<b>336,018</b>	<b>26.13%</b>

#### Expenses/decreases

Wages	341,919	325,273	712,854	(696,209)	320,399	4,874	1.52%
FICA	30,544	16,948	-	13,596	17,505	(557)	-3.18%
Medical	156,100	195,939	305,537	(345,376)	177,898	18,041	10.14%
Other Expenses	12,903	30,811	-	(17,908)	32,528	(1,717)	-5.28%
Supplies	22,500	40,476	37,960	(55,935)	37,398	3,078	8.23%
Cost of Food	486,033	482,655	761,773	(758,396)	507,319	(24,664)	-4.86%
Equipment/Capital	33,522	10,882	-	22,640	2,214	8,668	391.54%
Intergovernmental (Town) Transfer		-		-	-	-	
Decreases		-		-	-	-	
<b>Total Expenditures/Increases</b>	<b>1,083,521</b>	<b>1,102,984</b>	<b>1,818,124</b>	<b>(1,837,587)</b>	<b>1,095,260</b>	<b>7,724</b>	<b>0.71%</b>

Incr/(Decr) in fund balances before

operating transfers	519,136				190,842	328,294	172.02%
Operating Transfers in/(out)		-			-	-	

<b>Incr/(Decr) in fund balances after operating transfers</b>	<b>519,136</b>				<b>190,842</b>	<b>328,294</b>	<b>172.02%</b>
---	----------------	--	--	--	----------------	----------------	----------------

Fund Balances:

Beginning of year	1,569,104				243,679	1,325,425	543.92%
End of period		2,088,240			434,521	1,653,719	380.58%

Months Revenue Control

Months Revenue Control	1,197,383				438,113		
Months Exp Control		289,269			326,561		

Profit (Loss) for the month

Profit (Loss) for the month		<b>908,113</b>			<b>111,552</b>	796,561	714.07%
-----------------------------	--	----------------	--	--	----------------	---------	---------

**Trumbull Board of Education**

**Scholarship Details**

Fund Balance as of 7/1/22			Account Name	7/1/22 to 11/30/22			Fund Balance as of 11/30/22		
Restricted	Unrestricted	Total		Revenues	Expenditures	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	194.78	1,879.78	Brewster	0	-	0	1,685	195	1,880
-	7,445.54	7,445.54	Peter Burke	1	-	1	-	7,447	7,447
-	1,639.88	1,639.88	K. Capobianco	0	-	0	-	1,640	1,640
-	9,954.96	9,954.96	Donna Cassidy	2	-	2	-	9,957	9,957
-	39.64	39.64	Citizenship/Holdsworth	0	-	0	-	40	40
-	33,542.50	33,542.50	Chelsea Cunha	157	-	157	-	33,699	33,699
-	6,477.24	6,477.24	Mary Curtiss	1	-	1	-	6,479	6,479
10,000.00	1,134.62	11,134.62	S. Dick Electronics	2	-	2	10,000	1,137	11,137
-	1,093.48	1,093.48	Ran Grinnell	0	-	0	-	1,094	1,094
-	3,890.94	3,890.94	Clare Hampford	1	-	1	-	3,892	3,892
-	9.98	9.98	G. Hartz	0	-	0	-	10	10
-	-	-	Peter Horton	10,400	-	10,400	-	10,400	10,400
-	3,241.69	3,241.69	Klein/ Danaher	1	-	1	-	3,242	3,242
-	78.20	78.20	Lorimer	0	-	0	-	78	78
-	556.76	556.76	Dr. Gloria Maina	0	-	0	-	557	557
-	165.01	165.01	Frances S. Mallett	0	-	0	-	165	165
-	13,219.02	13,219.02	Loretta McDougall	3	-	3	-	13,222	13,222
-	9,128.05	9,128.05	Karen Mraz	2	-	2	-	9,130	9,130
-	537.26	537.26	National Merit	0	-	0	-	537	537
-	512.21	512.21	Ralph Pascale	0	-	0	-	512	512
8,000.00	1,036.15	9,036.15	PHNA	2	-	2	8,000	1,038	9,038
-	15,912.58	15,912.58	Jill Resnick	3	-	3	-	15,916	15,916
5,190.00	969.43	6,159.43	R. Rossomando	1	-	1	5,190	971	6,161
2,500.00	313.40	2,813.40	R. Simses	1	-	1	2,500	314	2,814
2,200.00	276.01	2,476.01	R. Stowe	0	-	0	2,200	277	2,477
-	1,113.47	1,113.47	Trumbull High	0	-	0	-	1,114	1,114
-	211.57	211.57	Jennie N. Villano	0	-	0	-	212	212
10,000.00	1,137.47	11,137.47	Zink	2	-	2	10,000	1,140	11,140
<b>\$ 39,575.00</b>	<b>\$ 113,831.84</b>	<b>\$ 153,406.84</b>	<b>Total Scholarship Fund</b>	<b>10,580</b>	<b>-</b>	<b>10,580</b>	<b>39,575</b>	<b>124,412</b>	<b>163,987</b>

FOR 2023 05

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<hr/>							
2051713 ELITE Business Program							
<u>2051713 40205 DONATIONS</u>	0	0	0	-3,022.97	.00	3,022.97	100.0%
<u>2051713 40400 REVENUE</u>	0	0	0	-18,793.70	.00	18,793.70	100.0%
<u>2051713 51120 AIDE-CLSRM</u>	0	0	0	9,675.34	.00	-9,675.34	100.0%*
<u>2051713 52001 FICA/MEDIC</u>	0	0	0	297.66	.00	-297.66	100.0%*
<u>2051713 54000 PURCH.PROP</u>	0	0	0	2,496.63	4,103.37	-6,600.00	100.0%*
<u>2051713 54101 ELECTRIC</u>	0	0	0	2,021.38	1,478.62	-3,500.00	100.0%*
<u>2051713 54410 RENT</u>	0	0	0	19,910.40	28,539.56	-48,449.96	100.0%*
<u>2051713 54900 PROP SERV</u>	0	0	0	4,592.32	4,356.53	-8,948.85	100.0%*
<u>2051713 55000 Other Purc</u>	0	0	0	1,620.30	2,326.70	-3,947.00	100.0%*
<u>2051713 56000 Supplies</u>	0	0	0	2,015.59	7,608.65	-9,624.24	100.0%*
<u>2051713 56202 NATUR. GAS</u>	0	0	0	194.58	105.42	-300.00	100.0%*
<u>2051713 57000 Equipment</u>	0	0	0	699.00	.00	-699.00	100.0%*
<u>2051713 58900 DUES</u>	0	0	0	387.15	.00	-387.15	100.0%*
<u>2051713 59998 PR YR SUR</u>	0	2,976	2,976	.00	.00	2,976.07	.0%
GRAND TOTAL	0	2,976	2,976	22,093.68	48,518.85	-67,636.46	2372.7%

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

January 30, 2023

Memorandum To: Trumbull Board of Education  
From: Paul Hendrickson, Business Administrator  
Via: Dr. Martin J. Semmel, Superintendent  
Subject: December 2022 Financial Report

Attached for your review is the December 2022 Financial Report that was presented to the Board of Education Finance Committee on January 26, 2023. I have included my notes with the report to address potential questions which may arise as well as graphs on total spend to date, salaries, benefits, and utilities. Also, attached are questions and answers which came up at the Finance Committee meeting.

If there are additional questions, please send them to [phendric@trumbullps.org](mailto:phendric@trumbullps.org) or call me at 203-452-4332.

## January 26, 2022 – Board of Education Finance Committee Report

### Operating Budget (001):

- 1) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budget at year end.
  - a. Cumulative Total Board of Education Budget % by Month: 42.9%
    - i. In the past three years this has ranged from 38.9% => 41.0%.
  - b. Salaries (which are approximately 66.6% of the budget): 38.3%
    - i. In the past three years this has ranged from 35.9% => 38.7%.
  - c. Benefits (which are 17.2% of the budget) spent: 49.1%
    - i. In the past three years this has ranged from 46.7% => 49.5%.
    - ii. Salaries and benefits make up 83.8% of the budget.
      1. Through December 31, the District has spent 40.6% of the combined budgets.
      2. The range over the past three years has been 38.4% => 40.7%.
  - d. Utilities (Electricity + Water) spent YTD = 40.6% of budget.
    - i. Last three years: 39.0% => 61.9%
- 2) Since the District upgraded MUNIS versions, the Business Office has been unable to link to Cubes to generate the usual financial reports. So, the reports for this month are directly from MUNIS, and may take some study to understand them. The District is working with MUNIS to re-establish the Cubes link, and hopefully will have it operational before the February 7<sup>th</sup> Board of Education meeting. Reviewing the standard nine categories for December:
  - a. Salaries: The Business Office is reviewing the headcount and salaries in each account.
    - i. Evaluating turnover account, open positions, and use of substitutes.
  - b. Employee Benefits: -239,288 down from -\$274,261 last month, a \$34,973 change.
    - i. Health benefits has a -\$247,514 available balance which is a \$41,398 decrease from -\$288,912 last month.
    - ii. To date the District has not received any unemployment invoices from the State Department of Labor.
  - c. Purchased Professional Services: -\$64,635 which is flat month-to-month.
    - i. PPS – L/W – Consultants: -\$234,119 down from -\$242,614 last month.
      1. This deficit is due to a number of consultants providing services which would have otherwise been expensed through the salary lines.
    - ii. Transportation – Professional Services = -\$15,000.
      1. This is due to contracting with Transportation Advisory Services to assist with the Transportation RFP.
    - iii. Data Services – Training = -\$7,200. This is due to training services associated with the MUNIS upgrade.
  - d. Purchased Property Services: -\$42,931, an \$85,133 change from \$42,202 last month.
    - i. Facilities-Custodial-Trash/Recycling: -\$18,759
      1. Escalator in Town negotiated contract.
    - ii. Facilities-Bldg Improvement-Repairs & Svc Fees: -80,889

1. Middlebrook asbestos Abatement: \$5,749 - Needed to remove thermal insulation around a leaking steam pipe
  2. Madison Gym Basketball Hoop Winches: \$12,934 - Hand crank winch broke
  3. Agriscience Roof Top Unit: \$46,956 - Initially control board and found exchanger needed replacement
  4. Agriscience Walk-in Cooler: \$10,716 - New condensing unit to replace failed one
  5. THS Auditorium Rigging Inspection: \$2,500 - Rigging had not been inspected in over 10 years
- e. Purchased Other Services: -\$704,995; -\$288,560 last month, a -\$416,435 change.
- i. Transportation – SPED – Summer Buses: -\$36,579
    1. Greater enrollment, requiring more buses; no change MTM.
  - ii. Transportation – SPED – Out-of-District: -\$137,110
    1. Remained flat month-to-month
  - iii. Transportation – SPED - In-District: -\$259,556; last month = -\$800 which is a \$258,756 change month-to-month.
    1. This increase is due to adding a third ELITE bus, adding a wheel chair bus to CES, adding a wheelchair bus for ELITE, and adding a bus for a McKinney-Vento student in a joint arrangement with Norwalk.
  - iv. Tuition – PPS Outplaced: -533,419; last month = -\$484,587, a -\$48,832 change.
  - v. Tuition – Adult Ed: -\$61,050
    1. The budget for this item (\$61,050) is under Other Purchased Services (Acct, #01741200-55900), so the net = \$0.
- f. Supplies: \$370,122 a decrease of \$66,907 from \$437,029 last month.
- i. If an account is in deficit, it is minimal.
- g. Property: -30,556 which is a \$43,836 decrease from \$13,820 last month.
- i. This is primarily due to the increase in spending on Technology-Classroom-Computer-Equipment.
  - ii. Technology-Classroom-Computer Equipment: -\$200,834; -\$170,890 last month.
    1. These purchases and encumbrances are part of our technology plan.
    2. The previously approved \$200,000 transfer from the Non-Lapsing Account was requested from the Town.
- h. Debt Service & Miscellaneous: \$6,486; last month = \$11,649
- i. \$423,539 of this \$522,973 budget is for semi-annual payments on the Bank of America loan.
  - ii. The first payment of \$211,769 (principal and interest) has been made. The second payment is encumbered for the same amount.
- i. Other Objects:
- i. Business Office – Intergovernmental Transfer = -\$466,300
  - ii. This credit consists of three items transferred from the 205 accounts:
    1. \$300,000 from the Athletic Fund
    2. \$100,000 from E-Rate (Technology)
    3. \$66,300 from Magnet School Transportation.

### **Town Accounts (009)**

- 1) July expenses = \$12,869; August expenses = \$11,802; September expenses = \$27,626; and October expenses = \$125,068; November expenses = \$111,093; December expenses = \$117,595.
- 2) Year-to-Date (YTD spend) = \$406,053 (31.1% of the budget).

### **Student Activities Accounts (100)**

- 1) The aggregate balance of accounts increased \$28,909 from \$369,890 (11/30) => \$398,799.
- 2) The three largest increases were: \$5,906 in the Class of 2023 account, \$6,542.50 in the THS Graduation Cap & Gowns account, and \$7,425.71 in the THS VOAG Farm account.

### **Grants (200)**

- 1) Two grants are showing a negative balance: Title I and Headstart Food.
- 2) Title I must have salaries reclassified while HeadStart Food is over-encumbered for the year.

### **Special Revenue Funds (205)**

- 1) There are three accounts in deficit in Special Revenue Funds:
  - a. Strings / Band is in a deficit position of -\$110,763 a decrease of \$24,747 from -\$135,510 last month.
  - b. ELITE's deficit remained essential flat at -70,620; -\$70,613 last month.
    - i. Attached is the year-to-date profit and loss statement for the ELITE program.
  - c. The Voluntary Insurance account is a self-liquidating account.
    - i. This means that each month employees who signed-up for additional life insurance make a payment. These payments reduce the deficit.
    - ii. It is in deficit -\$178,244 down \$31,702 from last month's balance of -\$209,946; monthly payments are between \$25,000 and \$30,000.
    - iii. Note that at July 1<sup>st</sup> the account had a balance of \$3,341.
- 2) This month the THS Student Parking fund has been added to this report. As of December 31<sup>st</sup>, it had a balance of \$11,959.80.

### **Food Service (210)**

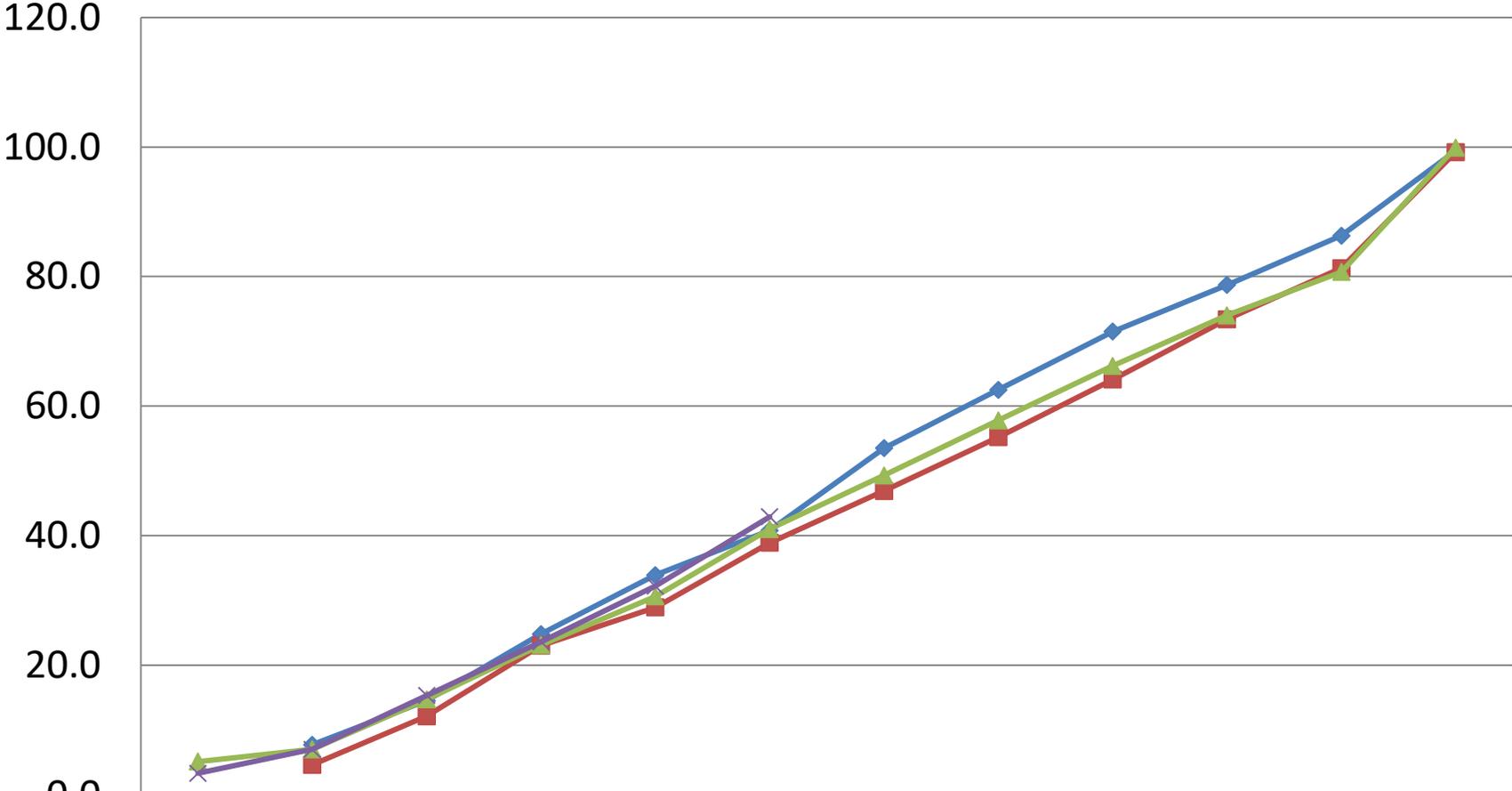
- 1) The monthly results were:
  - a. December loss = -\$213,492
  - b. November profit = \$908,113; the sizeable profit was due in large part to \$870,574 received via lunch claims to the State.
  - c. October loss = -\$126,599
  - d. September loss = -\$164,183
  - e. August loss = -\$52,100
  - f. July loss = -\$46,095
- 2) The cumulative profit through December 31<sup>st</sup> = \$308,917.
- 3) The Seamless Summer Option (SSO) program ended on June 30<sup>th</sup> and was replaced by the SMART program.
  - a. The SMART program is similar to SSO, but is only funded to \$829K.

- b. The District's last SMART funding of \$232,159 was received in early January, and is in the accounts receivable in December.
- 4) At December 31<sup>st</sup>, the District's cash account = \$3,324,584 while the "Due to Town Account" = \$1,830,980 resulting in a \$1,493,604 net cash position. It is proposed at this meeting to approve a transfer request of \$1.0 million from the cash balance to the Town.

**Scholarships (300)**

- 1) The balance of the Scholarship Fund was \$164,447 at 12/31 an increase of \$460 from \$163,987 at 11/30.

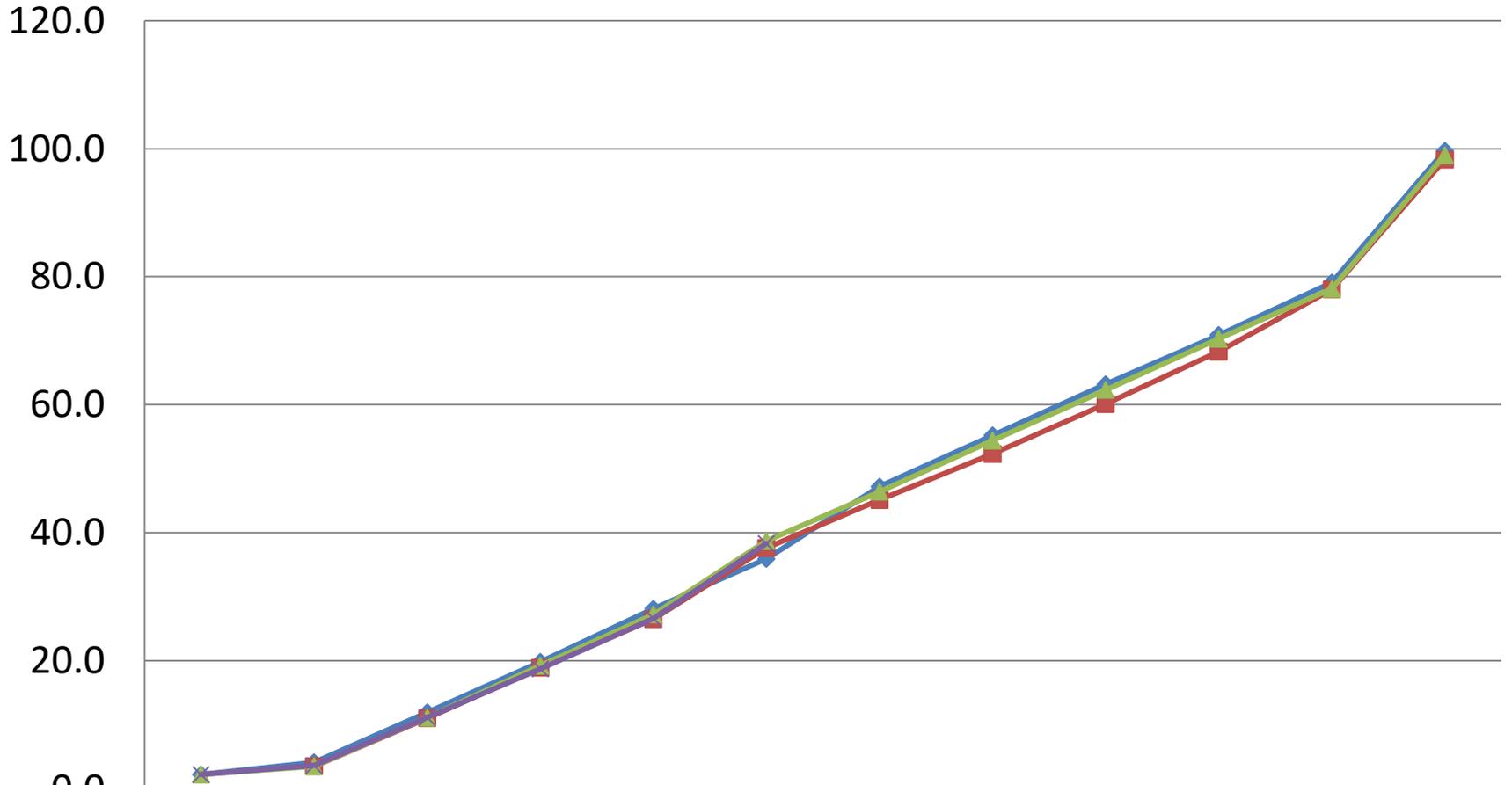
# Cumulative Total Board of Education Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
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	23.1	30.6	41.0	49.3	57.8	66.2	74.0	80.7	99.9
2022-23	3.3	7.0	15.3	23.6	32.2	42.9						

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 × 2022-23

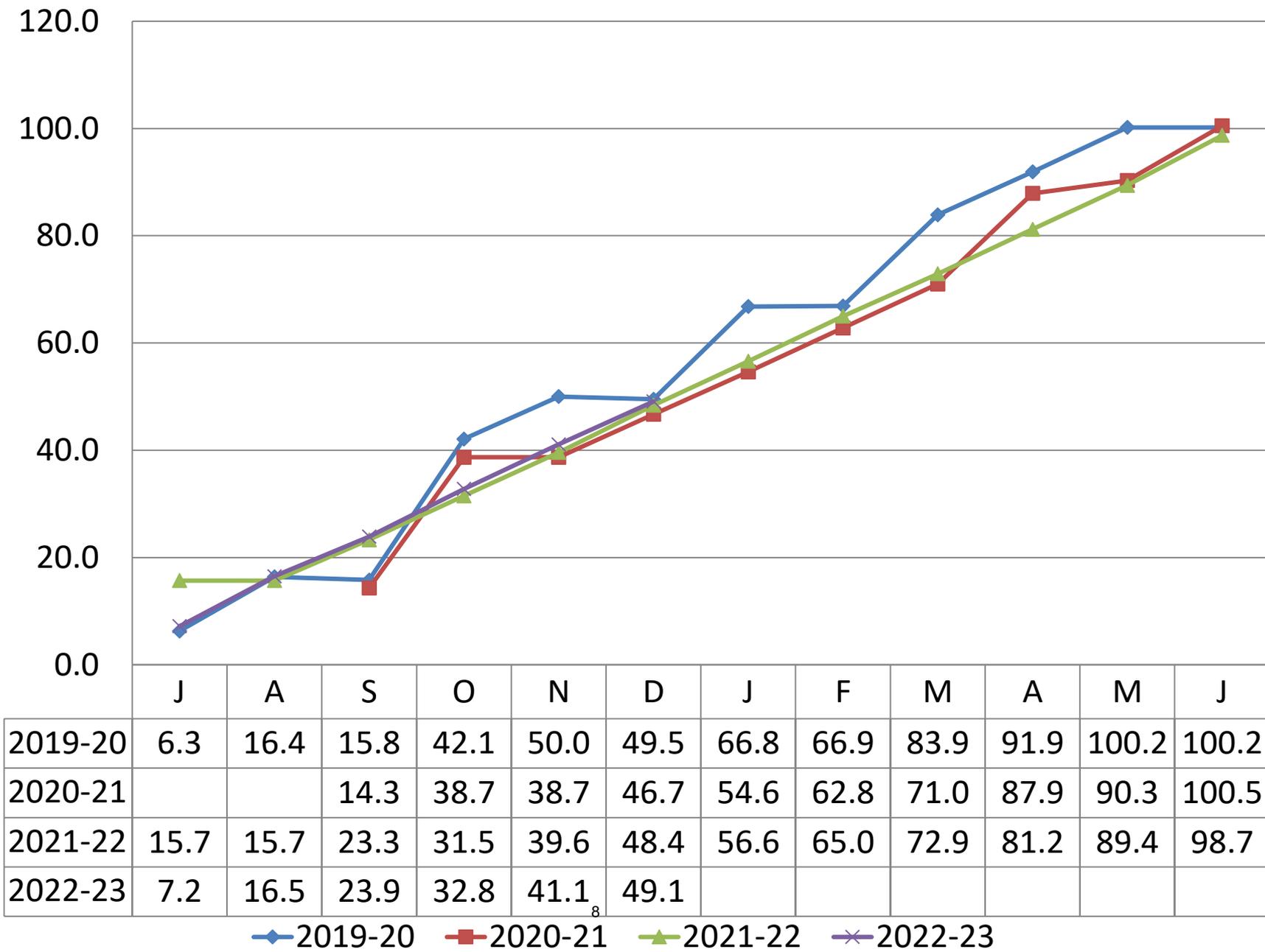
# Cumulative Board of Education Salaries Budget % By Month



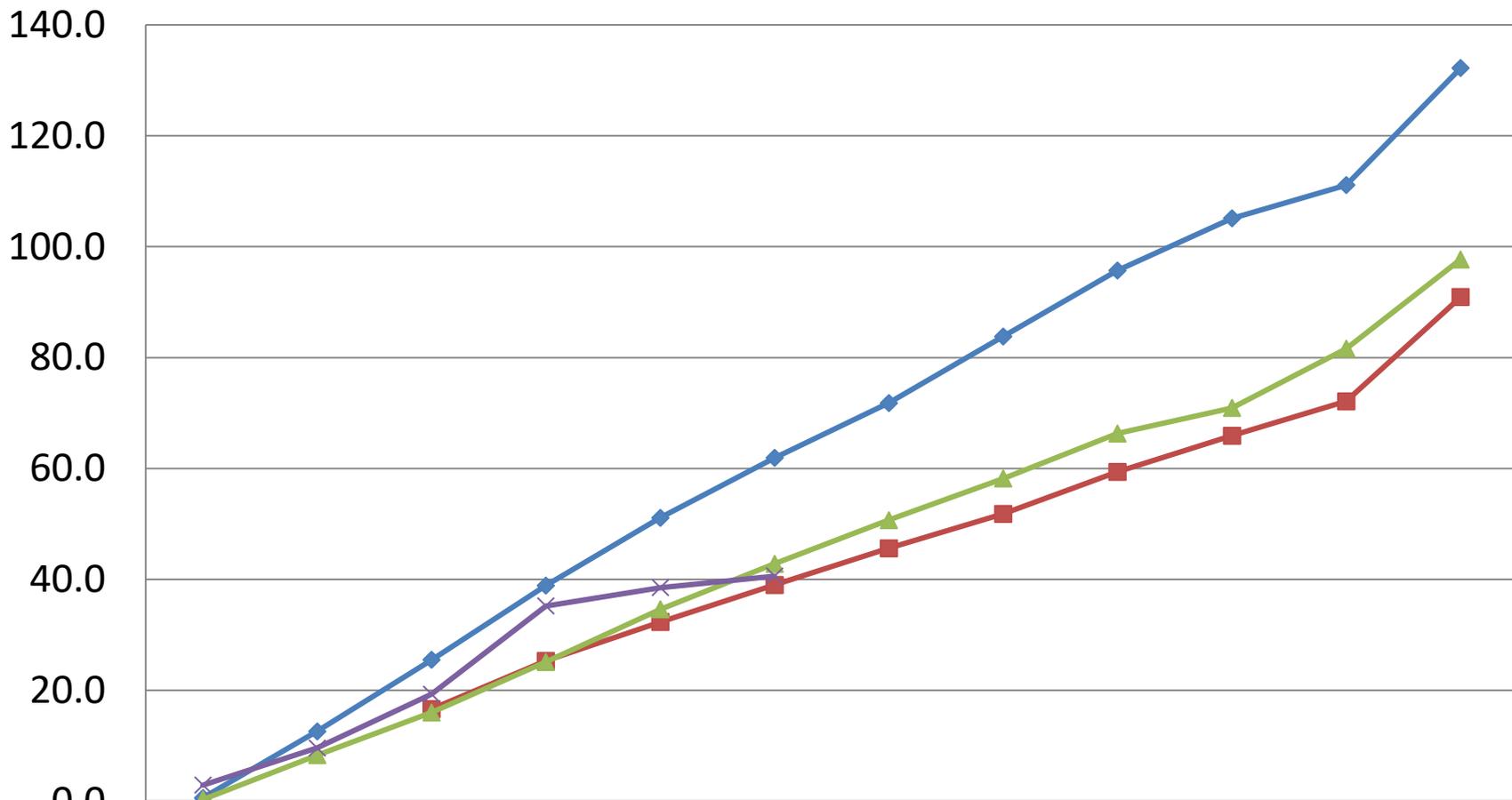
	J	A	S	O	N	D	J	F	M	A	M	J
2019-20	2.2	4.1	11.9	19.8	28.1	35.9	47.2	55.2	63.2	70.9	79.1	99.7
2020-21		3.5	11.0	18.9	26.5	37.6	45.1	52.3	60.1	68.3	78.0	98.3
2021-22	2.2	3.5	11.1	19.2	27.2	38.7	46.4	54.4	62.3	70.3	78.1	99.0
2022-23	2.2	3.6	11.1	18.7	26.6	38.3						

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 ✕ 2022-23

# Cumulative Board of Education Benefits Budget % By Month



# Cumulative Board of Education Utilities Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2019-20	0.6	12.6	25.5	38.9	51.1	61.9	71.8	83.8	95.7	105.1	111.1	132.2
2020-21			16.6	25.3	32.3	39.0	45.6	51.8	59.4	65.9	72.1	90.9
2021-22	0.3	8.3	16.0	25.1	34.6	42.8	50.7	58.2	66.3	70.9	81.6	97.7
2022-23	2.9	9.6	19.3	35.2	38.5	40.6						

◆ 2019-20   
 ■ 2020-21   
 ▲ 2021-22   
 × 2022-23

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	115,915,558	0	115,915,558	49,782,686.91	65,377,542.99	755,328.10	99.3%
009 TOWN ACCOUNTS FUND	0	1,304,548	1,304,548	406,052.98	735,539.27	162,955.75	87.5%
200 GRANTS FUND	0	4,901,725	4,901,725	1,461,784.84	1,942,950.09	1,496,989.58	69.5%
205 SPECIAL REVENUE FUND	0	613,758	613,758	682,605.83	570,924.97	-639,773.30	204.2%
210 SCHOOL LUNCH FUND	0	1,373,294	1,373,294	1,418,772.90	1,541,439.31	-1,586,918.21	215.6%
GRAND TOTAL	115,915,558	8,193,324	124,108,882	53,751,903.46	70,168,396.63	188,581.92	99.8%

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

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 12/31/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
<b><u>Salaries</u></b>						
	<b><u>100</u></b>					
Admin/Supervisors		\$4,969,444	\$2,540,486	\$2,398,551	\$30,408	99%
Teachers		\$55,851,515	\$19,770,485	\$34,880,264	\$1,200,767	98%
Custodians/Maintenance		\$3,942,573	\$1,862,608	\$1,839,566	\$240,399	94%
Tech Support		\$514,173	\$267,321	\$240,343	\$6,510	99%
Admin Support		\$2,717,863	\$1,389,994	\$1,414,237	-\$86,368	103%
Paras & Aides		\$5,463,591	\$2,169,648	\$2,950,107	\$343,835	94%
Substitutes		\$834,900	\$480,137	\$365,241	-\$10,477	101%
Coaches & Advisors		\$846,161	\$256,977	\$613,545	-\$24,361	103%
Salaries Other		\$1,690,303	\$657,675	\$984,142	\$48,486	97%
Misc Salary Items		\$398,000	\$219,774	\$0	\$178,226	55%
<b>Salaries</b>	<b>Total</b>	<b>\$77,228,523</b>	<b>\$29,615,104</b>	<b>\$45,685,994</b>	<b>\$1,927,425</b>	<b>98%</b>
<b><u>Employee Benefits</u></b>						
	<b><u>200</u></b>					
Health Insurance		\$17,401,837	\$8,661,248	\$8,988,102	-\$247,514	101%
FICA		\$1,932,381	\$807,933	\$1,124,448	\$0	100%
Other Insurance		\$339,000	\$167,051	\$162,006	\$9,943	97%
Unemployment		\$50,000	\$0	\$50,000	\$0	100%
Benefits Other		\$198,000	\$150,570	\$49,148	-\$1,718	101%
<b>Employee Benefits</b>	<b>Total</b>	<b>\$19,921,218</b>	<b>\$9,786,802</b>	<b>\$10,373,704</b>	<b>-\$239,288</b>	<b>101%</b>
<b><u>Purchased Professional Services</u></b>						
	<b><u>300</u></b>					
Legal		\$250,000	\$69,250	\$190,600	-\$9,850	104%
Service Contracts		\$464,667	\$318,120	\$22,000	\$124,547	73%
Consultants		\$275,000	\$201,456	\$320,424	-\$246,879	190%
Other Prof Services		\$566,995	\$285,175	\$214,272	\$67,548	88%
<b>Purchased Professional Services</b>	<b>Total</b>	<b>\$1,556,662</b>	<b>\$874,001</b>	<b>\$747,296</b>	<b>-\$64,635</b>	<b>104%</b>
<b><u>Purchased Property Services</u></b>						
	<b><u>400</u></b>					
Utilities		\$1,159,705	\$534,296	\$613,409	\$12,000	99%
Repairs & Svc Fees		\$414,200	\$240,291	\$209,923	-\$36,013	109%
Copiers		\$265,000	\$120,840	\$149,821	-\$5,662	102%
Other Purch'd Property Svcs		\$112,500	\$68,776	\$56,980	-\$13,256	112%
<b>Purchased Property Services</b>	<b>Total</b>	<b>\$1,951,405</b>	<b>\$964,203</b>	<b>\$1,030,133</b>	<b>-\$42,931</b>	<b>102%</b>
<b><u>Purchased Other Services</u></b>						
	<b><u>500</u></b>					
Transportation		\$6,744,729	\$2,555,614	\$4,521,227	-\$332,112	105%
Communications		\$299,700	\$163,590	\$177,732	-\$41,621	114%
Postage		\$46,000	\$11,874	\$34,126	-\$1	100%
Advertising		\$2,975	\$1,750	\$0	\$1,225	59%
Interns		\$341,250	\$124,323	\$165,600	\$51,327	85%
Tuition		\$3,961,698	\$2,913,109	\$1,667,235	-\$618,646	116%
Printing		\$13,750	\$5,307	\$77	\$8,366	39%
Other Purch'd Svcs		\$421,694	\$146,046	\$49,182	\$226,466	46%
<b>Purchased Other Services</b>	<b>Total</b>	<b>\$11,831,796</b>	<b>\$5,921,612</b>	<b>\$6,615,179</b>	<b>-\$704,995</b>	<b>106%</b>
<b><u>Supplies</u></b>						
	<b><u>600</u></b>					
Supplies-Teaching		\$635,116	\$426,650	\$110,143	\$98,323	85%
Supplies-Office		\$92,115	\$67,038	\$24,626	\$451	100%

**Trumbull Board of Education Expense vs Budget Summary  
Report for the Period Ended 12/31/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
Supplies-Custodial		\$116,000	\$117,980	\$15,702	-\$17,683	115%
Supplies-Maintenance		\$251,500	\$147,193	\$76,608	\$27,699	89%
Text & Workbooks		\$409,463	\$282,375	\$18,480	\$108,608	73%
Subscriptions		\$296,648	\$289,437	\$1,133	\$6,079	98%
Testing Materials		\$170,000	\$116,595	\$32,047	\$21,358	87%
Books & A/V		\$44,290	\$29,665	\$12,347	\$2,278	95%
Software		\$193,925	\$208,770	\$0	-\$14,845	108%
Energy		\$599,400	\$180,026	\$304,974	\$114,400	81%
Other Supplies		\$32,400	\$4,061	\$4,885	\$23,454	28%
<b>Supplies</b>	<b>Total</b>	<b>\$2,840,857</b>	<b>\$1,869,789</b>	<b>\$600,945</b>	<b>\$370,122</b>	<b>87%</b>
<b>Property</b>	<b>700</b>					
Office Equipment		\$850	\$26	\$0	\$824	3%
Office Furniture		\$0	\$813	\$0	-\$813	#DIV/0!
Classroom Equipment		\$380,324	\$430,157	\$80,641	-\$130,474	134%
Classroom Furniture		\$15,700	\$7,220	\$1,107	\$7,373	53%
Bldg Equipment		\$83,000	\$17,584	\$9,422	\$55,994	33%
Bldg Improvements		\$45,000	\$7,150	\$4,860	\$32,990	27%
Other Equipment		\$3,550	\$0	\$0	\$3,550	0%
<b>Property</b>	<b>Total</b>	<b>\$528,424</b>	<b>\$462,949</b>	<b>\$96,031</b>	<b>-\$30,556</b>	<b>106%</b>
<b>Debt Service &amp; Miscellaneous</b>	<b>800</b>					
Dues, Fees and Memberships		\$521,973	\$288,226	\$228,260	\$5,486	99%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
<b>Miscellaneous</b>	<b>Total</b>	<b>\$522,973</b>	<b>\$288,226</b>	<b>\$228,260</b>	<b>\$6,486</b>	<b>99%</b>
<b>Other Objects</b>	<b>900</b>					
Other-Intergovernmental		(\$466,300)	\$0	\$0	-\$466,300	0%
<b>Other Objects</b>	<b>Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>-\$466,300</b>	<b>0%</b>
<b>Munis Report Total</b>		<b>\$115,915,558</b>	<b>\$49,782,687</b>	<b>\$65,377,543</b>	<b>\$755,328</b>	<b>99%</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b>Salaries</b>							
<b>Admin/Supervisors</b>							
01011000-51113	TECEC-Admin-Admin Salaries	\$123,747	\$0	\$123,747	\$73,331	\$68,093	(\$1,678)
01011200-51114	PPS-Admin-Director/Coordinator	\$315,181	\$0	\$315,181	\$153,202	\$142,376	\$19,604
01402320-51114	Human Resource Director	\$130,000	\$0	\$130,000	\$43,113	\$79,444	\$7,443
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Assistant Superintendent	\$197,200	\$0	\$197,200	\$104,242	\$96,796	(\$3,838)
01422520-51125	Tech-Admin-Manager	\$137,932	\$0	\$137,932	\$71,520	\$66,412	\$0
01512400-51113	BHES-Admin-Principal	\$182,000	\$0	\$182,000	\$94,370	\$87,630	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$290,133	\$0	\$290,133	\$137,576	\$127,750	\$24,807
01532400-51113	DFES-Admin-Principal	\$182,000	\$0	\$182,000	\$94,370	\$87,630	\$0
01542400-51113	MBES-Admin-Principal	\$240,755	\$0	\$240,755	\$123,175	\$114,376	\$3,204
01552400-51113	JRES-Admin-Principal	\$171,244	\$0	\$171,244	\$88,793	\$82,451	\$0
01582400-51113	TSES-Admin-Principal	\$182,000	\$0	\$182,000	\$94,370	\$87,630	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$346,615	\$0	\$346,615	\$172,549	\$160,224	\$13,842
01622400-51113	MMS-Admin-Principal/Asst Principal	\$350,163	\$0	\$350,163	\$181,566	\$168,597	\$0
01711006-51114	THS-Ag Science-Director	\$80,651	\$0	\$80,651	\$41,819	\$38,832	\$0
01711019-51114	Sports-Sports General-Director	\$168,163	\$0	\$168,163	\$87,196	\$80,967	(\$0)
01712400-51113	THS-Admin-Principals	\$868,490	\$0	\$868,490	\$450,328	\$418,162	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51125	Facilities-Admin-Director/Managers	\$247,562	\$0	\$247,562	\$129,714	\$120,448	(\$2,600)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$74,589	\$0	\$74,589	\$38,676	\$35,913	\$0
01902320-51115	Super-Admin-Superintendent	\$262,679	\$0	\$262,679	\$141,866	\$131,733	(\$10,920)
01912520-51113	Bus Off-Admin-Business Administrator	\$172,890	\$0	\$172,890	\$91,439	\$84,908	(\$3,457)
01912520-51129	Bus Off-Admin-Acctg Manager	\$88,623	\$0	\$88,623	\$45,953	\$42,670	(\$0)
01922530-51125	Asst Super-Dir Digital Learning	\$156,827	\$0	\$156,827	\$81,318	\$75,509	(\$0)
	<b>Admin/Supervisors Total</b>	<b>\$4,969,444</b>	<b>\$0</b>	<b>\$4,969,444</b>	<b>\$2,540,486</b>	<b>\$2,398,551</b>	<b>\$30,408</b>
<b>Teachers</b>							
01011000-51110	TECEC-Classroom-Teachers	\$808,589	\$0	\$808,589	\$270,109	\$493,578	\$44,903
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$296	\$0	\$19,704
01011200-51119	PPS-L/W-Teacher Xtra Time	\$36,000	\$0	\$36,000	\$18,039	\$0	\$17,961
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$2,057,461	\$0	\$2,057,461	\$555,895	\$1,006,068	\$495,497
01062145-51111	PPS-L/W-Behaviorists	\$50,882	\$0	\$50,882	\$112,237	\$230,512	(\$291,867)
01072110-51111	PPS-L/W-Social Workers	\$1,266,920	\$0	\$1,266,920	\$345,758	\$650,853	\$270,309
01082150-51111	PPS-L/W-Speech & Language	\$1,361,659	\$0	\$1,361,659	\$485,892	\$856,555	\$19,211
01121200-51111	TECEC-Classroom-Specialists	\$170,881	\$0	\$170,881	\$58,969	\$79,312	\$32,599
01161200-51110	PPS-SPED-Elementary Teachers	\$2,149,393	\$0	\$2,149,393	\$811,431	\$1,387,927	(\$49,965)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,442,419	\$0	\$1,442,419	\$541,102	\$919,446	(\$18,129)
01331200-51110	PPS-SPED-THS Teachers	\$2,181,279	\$0	\$2,181,279	\$760,422	\$1,234,196	\$186,661
01371200-51118	PPS-ESY-Teacher salaries	\$191,000	\$0	\$191,000	\$141,411	\$0	\$49,590
01402210-51110	Curr Dir-D/W-ELL Teachers	\$584,808	\$0	\$584,808	\$235,145	\$405,811	(\$56,147)
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$116,413	\$0	\$116,413	\$40,297	\$76,116	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$384,824	\$0	\$384,824	\$158,523	\$217,167	\$9,134
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$944	\$49,057	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$20,770	\$0	\$9,231
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$83,555	\$0	\$83,555	\$37,852	\$0	\$45,703
01511001-51110	BHES-Classroom-Teachers	\$2,189,116	\$0	\$2,189,116	\$766,338	\$1,482,654	(\$59,876)
01511002-51110	BHES-Classroom-Specialists	\$668,894	\$0	\$668,894	\$204,260	\$357,682	\$106,952
01512220-51110	BHES Library-Teachers-Salaries	\$96,273	\$0	\$96,273	\$33,325	\$62,948	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,481,988	\$0	\$2,481,988	\$793,243	\$1,462,147	\$226,598
01521002-51110	FTES-Classroom-Specialists	\$895,790	\$0	\$895,790	\$328,905	\$600,262	(\$33,377)
01522220-51110	FTES Library-Teachers-Salaries	\$107,279	\$0	\$107,279	\$37,135	\$70,144	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,364,243	\$0	\$2,364,243	\$769,881	\$1,454,219	\$140,143
01531002-51110	DFES-Classroom-Specialists	\$618,171	\$0	\$618,171	\$236,939	\$385,177	(\$3,945)
01532220-51110	DFES Library-Teachers-Salaries	\$83,051	\$0	\$83,051	\$28,748	\$54,303	(\$0)
01541001-51110	MBES-Classroom-Teachers	\$2,303,050	\$0	\$2,303,050	\$802,139	\$1,451,836	\$49,075
01541002-51110	MBES-Classroom-Specialists	\$909,472	\$0	\$909,472	\$294,968	\$509,394	\$105,110

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01542220-51110	MBES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$40,297	\$76,116	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,975,733	\$0	\$1,975,733	\$690,547	\$1,261,886	\$23,301
01551002-51110	JRES-Classroom-Specialists	\$609,591	\$0	\$609,591	\$220,220	\$369,988	\$19,383
01552220-51110	JRES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$31,425	\$59,358	\$25,630
01581001-51110	TES-Classroom-Teachers	\$1,724,357	\$0	\$1,724,357	\$653,325	\$1,228,659	(\$157,628)
01581002-51110	TES-Classroom-Specialists	\$568,020	\$0	\$568,020	\$207,061	\$360,958	\$0
01582220-51110	TES Library-Teachers-Salaries	\$90,783	\$0	\$90,783	\$31,425	\$59,358	\$0
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,883,900	\$0	\$3,883,900	\$1,358,260	\$2,378,059	\$147,581
01611001-51111	HMS-Teacher Specialists	\$0	\$0	\$0	\$40,297	\$76,116	(\$116,413)
01611016-51110	HMS-Music-Teacher Salaries	\$333,180	\$0	\$333,180	\$124,173	\$209,007	\$0
01611019-51110	HMS-PE/Health-Teacher Salaries	\$399,827	\$0	\$399,827	\$129,811	\$210,182	\$59,834
01612120-51110	HMS-Guidance-Teacher Salaries	\$293,419	\$0	\$293,419	\$110,295	\$183,124	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$104,290	\$0	\$104,290	\$36,100	\$68,190	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,250,701	\$0	\$4,250,701	\$1,443,806	\$2,642,851	\$164,044
01621001-51111	MMS-Teacher Specialists	\$0	\$0	\$0	\$16,598	\$51,254	(\$67,852)
01621016-51110	MMS-Music-Teacher Salaries	\$302,714	\$0	\$302,714	\$113,627	\$189,087	(\$0)
01621019-51110	MMS-PE/Health-Teacher Salaries	\$413,343	\$0	\$413,343	\$141,188	\$241,145	\$31,011
01622120-51110	MMS-Guidance-Teacher Salaries	\$324,258	\$0	\$324,258	\$116,525	\$194,892	\$12,841
01622220-51110	MMS-Library-Teacher Salaries	\$116,413	\$0	\$116,413	\$40,297	\$76,116	\$0
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01711001-51110	THS-Classroom-Teacher Salaries	\$11,224,689	\$0	\$11,224,689	\$3,919,999	\$7,087,098	\$217,592
01711001-51111	THS-Teacher Specialists	\$0	\$0	\$0	\$41,452	\$78,299	(\$119,751)
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$1,332	\$0	\$1,668
01711006-51110	THS-Ag Science-Teachers Salaries	\$613,002	\$0	\$613,002	\$253,882	\$358,416	\$704
01711011-51110	THS-World Language-Teacher Salaries	\$0	\$0	\$0	\$782	\$0	(\$782)
01711016-51110	THS-Music-Teacher Salaries	\$242,048	\$0	\$242,048	\$104,293	\$170,293	(\$32,538)
01711019-51110	THS-PE/Health-Teacher Salaries	\$870,251	\$0	\$870,251	\$304,315	\$565,298	\$638
01711022-51110	THS-Alternate School-Teachers Salaries	\$405,751	\$0	\$405,751	\$142,623	\$263,554	(\$425)
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,350,082	\$0	\$1,350,082	\$524,701	\$864,146	(\$38,765)
01712220-51110	THS-Library-Teacher Salaries	\$90,927	\$0	\$90,927	\$31,475	\$59,452	\$0
01712400-51110	THS-Detention-Teacher Salaries	\$0	\$0	\$0	\$333	\$0	(\$333)
01802320-51119	Super-Personnel-Teacher Xtra Time	\$0	\$0	\$0	\$2,736	\$0	(\$2,736)
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$350,000)	\$0	(\$350,000)	\$0	\$0	(\$350,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
	<b>Teachers Total</b>	<b>\$55,851,515</b>	<b>\$0</b>	<b>\$55,851,515</b>	<b>\$19,770,485</b>	<b>\$34,880,264</b>	<b>\$1,200,767</b>
<b>Custodians/Maintenance</b>							
01842610-51140	Facilities-Custodial-Salaries	\$2,926,013	\$0	\$2,926,013	\$1,326,287	\$1,475,740	\$123,985
01842610-51141	Facilities-Custodial-Custodial OT	\$55,000	\$0	\$55,000	\$62,673	\$0	(\$7,673)
01842610-51142	Facilities-Custodial-School OT	\$68,000	\$0	\$68,000	\$75,865	\$0	(\$7,865)
01842610-51143	Facilities-Snow Removal-Salaries	\$19,000	\$0	\$19,000	\$348	\$0	\$18,652
01842610-51145	Facilities-Custodial- Custodial Support	\$8,736	\$0	\$8,736	\$3,548	\$0	\$5,188
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,900	\$0	\$6,900	\$4,654	\$0	\$2,246
01852620-51140	Facilities-Maintenance-Salaries	\$801,924	\$0	\$801,924	\$350,549	\$363,826	\$87,550
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$13,121	\$0	\$11,879
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,564	\$0	\$6,437
	<b>Custodians/Maintenance Total</b>	<b>\$3,942,573</b>	<b>\$0</b>	<b>\$3,942,573</b>	<b>\$1,862,608</b>	<b>\$1,839,566</b>	<b>\$240,399</b>
<b>Tech Support</b>							
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$499,173	\$0	\$499,173	\$263,037	\$240,343	(\$4,206)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$4,284	\$0	\$10,716
	<b>Tech Support Total</b>	<b>\$514,173</b>	<b>\$0</b>	<b>\$514,173</b>	<b>\$267,321</b>	<b>\$240,343</b>	<b>\$6,510</b>
<b>Administrative Support</b>							
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$12,831	\$11,915	(\$24,746)
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$19,593	\$31,360	(\$2,091)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,344	\$0	\$1,344	\$463	\$0	\$881
01011200-51130	PPS-Admin-Secy 12 Mth	\$127,179	\$0	\$127,179	\$72,155	\$67,512	(\$12,488)
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$176	\$0	(\$176)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$72,260	\$0	\$72,260	\$39,324	\$35,958	(\$3,023)
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$26	\$0	(\$26)
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$60,011	\$0	\$60,011	\$32,446	\$30,129	(\$2,564)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$1,212	\$0	(\$1,212)
01422520-51130	Tech-Admin-Secy 12 Mth	\$51,867	\$0	\$51,867	\$27,960	\$26,047	(\$2,140)
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$62,036	\$0	\$62,036	\$33,660	\$31,023	(\$2,647)
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$15,926	\$25,482	(\$2,259)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$65	\$0	(\$65)
01522400-51130	FTES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$33,910	\$31,023	(\$2,647)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,520	\$0	\$40,520	\$19,438	\$22,795	(\$1,713)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$1,265	\$0	(\$765)
01532400-51130	DFES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$33,994	\$31,023	(\$2,732)
01532400-51131	DFES-Admin-Secy 10 Mth	\$39,334	\$0	\$39,334	\$15,837	\$25,482	(\$1,985)
01532400-51135	DFES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$404	\$0	\$96
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$33,421	\$31,023	(\$2,659)
01542400-51131	MBES-Admin-Secy 10 Mth	\$31,767	\$0	\$31,767	\$13,257	\$21,081	(\$2,571)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$0	\$0	\$500
01552400-51130	JRES-Admin-Secy 12 Mth	\$62,386	\$0	\$62,386	\$33,817	\$31,023	(\$2,454)
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$15,926	\$25,482	(\$1,705)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$1,110	\$0	(\$610)
01582400-51130	TES-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$33,680	\$31,023	(\$2,647)
01582400-51131	TES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$15,662	\$25,126	(\$1,639)
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$254	\$0	\$246
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$19,578	\$31,360	(\$2,076)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$233	\$0	(\$233)
01612400-51130	HMS-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$33,410	\$31,023	(\$2,377)
01612400-51131	HMS-Admin-Secy 10 Mth	\$42,976	\$0	\$42,976	\$13,654	\$23,678	\$5,644
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$445	\$0	(\$445)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,820	\$0	\$49,820	\$19,717	\$31,654	(\$1,551)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$122	\$0	(\$122)
01622400-51130	MMS-Admin-Secy 12 Mth	\$62,336	\$0	\$62,336	\$32,860	(\$0)	\$29,476
01622400-51131	MMS-Admin-Secy 10 Mth	\$49,062	\$0	\$49,062	\$19,778	\$31,360	(\$2,076)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$295	\$0	(\$295)
01711006-51131	THS-Ag Science-Secy 10 Mths	\$37,292	\$0	\$37,292	\$15,139	\$23,742	(\$1,589)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$0	\$0	\$0	\$459	\$0	(\$459)
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$178,276	\$0	\$178,276	\$96,530	\$89,360	(\$7,614)
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$474	\$0	(\$474)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51130	THS-Admin-Secy 12 Mth	\$110,965	\$0	\$110,965	\$58,263	\$56,015	(\$3,312)
01712400-51131	THS-Admin-Secy 10 Mth	\$146,665	\$0	\$146,665	\$62,793	\$90,778	(\$6,905)
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$69	\$0	\$181
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,820	\$0	\$49,820	\$17,868	\$23,678	\$8,274
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$2,678	\$0	\$1,822
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$173,320	\$0	\$173,320	\$90,351	\$82,969	(\$0)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$17,862	\$28,579	(\$1,911)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,912	\$0	(\$2,912)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$126,517	\$0	\$126,517	\$68,199	\$62,951	(\$4,633)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$127	\$0	\$373
01882700-51130	Trans-Admin-Secy 12 Mth	\$106,417	\$0	\$106,417	\$57,257	\$53,178	(\$4,017)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$3,893	\$0	(\$3)
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$1,400	\$0	\$2,600
01902320-51130	Super-Admin-Support Staff	\$156,298	\$0	\$156,298	\$83,086	\$76,306	(\$3,095)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$93	\$0	(\$93)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$288,532	\$0	\$288,532	\$155,654	\$143,097	(\$10,219)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$4,082	\$0	(\$2,582)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$3,000	\$0	\$3,000	\$2,889	\$0	\$111
	<b>Administrative Support Total</b>	<b>\$2,717,863</b>	<b>\$0</b>	<b>\$2,717,863</b>	<b>\$1,389,994</b>	<b>\$1,414,237</b>	<b>(\$86,368)</b>
<b>Paras &amp; Aides</b>							
01011000-51120	TECEC-Classroom-Paras	\$209,051	\$0	\$209,051	\$92,508	\$119,307	(\$2,763)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01011000-51122	TECEC-Classroom-ABA Paras	\$255,146	\$0	\$255,146	\$107,486	\$160,905	(\$13,245)
01011200-51120	PPS-L/W-Instructional Paras	\$2,414,091	\$0	\$2,414,091	\$1,018,483	\$1,415,484	(\$19,876)
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$30,052	\$0	\$169,948
01011200-51122	PPS-L/W-ABA Paras	\$1,548,142	\$0	\$1,548,142	\$528,563	\$802,139	\$217,440
01032130-51128	PPS-L/W-Health Aides	\$87,044	\$0	\$87,044	\$35,605	\$51,443	(\$4)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$88,133	\$0	(\$8,133)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$5,594	\$0	(\$5,594)
01371200-51129	PPS-ESY-Para	\$50,000	\$0	\$50,000	\$46,806	\$0	\$3,194
01412210-51120	PPS-D/W-Para Training	\$0	\$0	\$0	\$0	\$0	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$72,675	\$0	\$72,675	\$17,669	\$55,006	\$0
01512400-51120	BHES-Admin-Paras	\$19,689	\$0	\$19,689	\$4,567	\$15,122	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$69,460	\$0	\$69,460	\$22,450	\$47,011	\$0
01522400-51120	FTES-Admin-Paras	\$34,036	\$0	\$34,036	\$17,722	\$9,744	\$6,571
01531001-51120	DFES-Classroom-Instructional Aides	\$51,867	\$0	\$51,867	\$20,534	\$31,333	\$0
01532400-51120	DFES-Admin-Paras	\$21,812	\$0	\$21,812	\$3,066	\$18,747	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$64,834	\$0	\$64,834	\$19,458	\$45,376	\$0
01542400-51120	MBES-Admin-Paras	\$11,961	\$0	\$11,961	\$4,980	\$6,980	\$0
01551001-51120	JRES-Classroom-Instructional Aides	\$55,806	\$0	\$55,806	\$20,752	\$35,054	\$0
01552400-51120	JRES-Admin-Paras	\$21,237	\$0	\$21,237	\$8,625	\$12,612	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$45,952	\$0	\$45,952	\$22,332	\$23,620	\$0
01582400-51120	TES-Admin-Paras	\$21,237	\$0	\$21,237	\$9,090	\$12,146	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$12,229	\$0	\$12,229	\$6,100	\$6,129	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$40,109	\$0	\$40,109	\$5,972	\$34,137	\$0
01712400-51120	THS-L/W-Paras	\$77,211	\$0	\$77,211	\$33,100	\$47,812	(\$3,701)
	<b>Paras &amp; Aides Total</b>	<b>\$5,463,591</b>	<b>\$0</b>	<b>\$5,463,591</b>	<b>\$2,169,648</b>	<b>\$2,950,107</b>	<b>\$343,835</b>
<b>Substitutes</b>							
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51117	Substitute Teachers	\$684,900	\$0	\$684,900	\$361,752	\$323,148	\$0
01802320-51129	Substitute Paraprofessionals	\$95,000	\$0	\$95,000	\$89,432	\$5,568	\$0
01802320-51139	Substitute Secretaries	\$0	\$0	\$0	\$10,477	\$0	(\$10,477)
01802320-51140	Substitute Custodians/Maint/Security	\$55,000	\$0	\$55,000	\$18,475	\$36,525	\$0
	<b>Substitutes Total</b>	<b>\$834,900</b>	<b>\$0</b>	<b>\$834,900</b>	<b>\$480,137</b>	<b>\$365,241</b>	<b>(\$10,477)</b>
<b>Coaches &amp; Advisors</b>							
01613202-51116	HMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01623202-51116	MMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0
01713202-51116	THS-Activities-Advisors	\$128,578	\$0	\$128,578	\$7,679	\$120,899	\$0
01713201-51116	Sports-Sports General-Coaches	\$637,583	\$0	\$637,583	\$224,937	\$412,646	\$0
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$24,361	\$0	(\$24,361)
	<b>Coaches &amp; Advisors Total</b>	<b>\$846,161</b>	<b>\$0</b>	<b>\$846,161</b>	<b>\$256,977</b>	<b>\$613,545</b>	<b>(\$24,361)</b>
<b>Salaries Other</b>							
01011200-51117	PPS-L/W-Teacher Subs	\$0	\$0	\$0	\$67	\$0	(\$67)
01011201-51117	PPS-L/W-Tutors Homebound	\$106,000	\$0	\$106,000	\$23,587	\$17,848	\$64,565
01011203-51117	PPS-L/W-Tutors Tutorial	\$75,000	\$0	\$75,000	\$18,160	\$56,840	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$13,000	\$0	\$13,000	\$12,077	\$923	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$553,077	\$0	\$553,077	\$179,135	\$373,204	\$738
01331200-51126	PPS-SPED-Work Experience	\$5,800	\$0	\$5,800	\$3,428	\$0	\$2,372
01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$4,018	\$0	(\$4,018)
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$0	\$0	\$0
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$222	\$0	(\$222)
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$75,922	\$0	\$75,922	\$39,364	\$36,552	\$5
01512400-51121	BHES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51121	FTES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51121	DFES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51121	MBES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51121	JRES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51121	TES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$2,228	\$0	\$3,772

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$19,953	\$0	(\$19,953)
01822230-51127	Facilities-D/W-Security Guards	\$723,946	\$0	\$723,946	\$309,056	\$462,915	(\$48,025)
01822230-51128	Facilities-D/W-Security Guards OT	\$60,000	\$0	\$60,000	\$7,763	\$0	\$52,237
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$71,558	\$0	\$71,558	\$38,617	\$35,859	(\$2,918)
	<b>Salaries Other</b>	<b>\$1,690,303</b>	<b>\$0</b>	<b>\$1,690,303</b>	<b>\$657,675</b>	<b>\$984,142</b>	<b>\$48,486</b>
<b>Misc Salary Items</b>							
01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$219,774	\$0	\$80,226
01912520-51199	D/W-Admin-Reserve For Negotiations	\$98,000	\$0	\$98,000	\$0	\$0	\$98,000
	<b>Misc Salary Items Total</b>	<b>\$398,000</b>	<b>\$0</b>	<b>\$398,000</b>	<b>\$219,774</b>	<b>\$0</b>	<b>\$178,226</b>
	<b>Salaries Total</b>	<b>\$77,228,523</b>	<b>\$0</b>	<b>\$77,228,523</b>	<b>\$29,615,104</b>	<b>\$45,685,994</b>	<b>\$1,927,424.99</b>
<b>Employee Benefits</b>							
<b>Health Insurance</b>							
01912520-52002	Benefits-Health & Dental	\$17,401,837	\$0	\$17,401,837	\$11,166,468	\$11,513,034	(\$5,277,665)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$2,364,435)	(\$2,381,319)	\$4,745,754
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$140,784)	(\$143,613)	\$284,397
	<b>Health Insurance Total</b>	<b>\$17,401,837</b>	<b>\$0</b>	<b>\$17,401,837</b>	<b>\$8,661,248</b>	<b>\$8,988,102</b>	<b>(\$247,514)</b>
<b>FICA</b>							
01912520-52001	Benefits-FICA	\$1,932,381	\$0	\$1,932,381	\$807,933	\$1,124,448	\$0
	<b>FICA</b>	<b>\$1,932,381</b>	<b>\$0</b>	<b>\$1,932,381</b>	<b>\$807,933</b>	<b>\$1,124,448</b>	<b>\$0</b>
<b>Other Insurance</b>							
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$101,225	\$98,775	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$11,182	\$8,818	\$2,000
01912520-52005	Benefits-Life Insurance	\$117,000	\$0	\$117,000	\$54,643	\$54,413	\$7,943
	<b>Other Insurance Total</b>	<b>\$339,000</b>	<b>\$0</b>	<b>\$339,000</b>	<b>\$167,051</b>	<b>\$162,006</b>	<b>\$9,943</b>
<b>Unemployment</b>							
01912520-52006	D/W-Admin-Unemployment	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
	<b>Unemployment Total</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>
<b>Benefits Other</b>							
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$14,653	\$5,066	(\$1,718)
01912520-52010	Benefits-TBOE 401a Contribution	\$180,000	\$0	\$180,000	\$135,918	\$44,082	\$0
	<b>Benefits Other Total</b>	<b>\$198,000</b>	<b>\$0</b>	<b>\$198,000</b>	<b>\$150,570</b>	<b>\$49,148</b>	<b>(\$1,718)</b>
	<b>Employee Benefits Total</b>	<b>\$19,921,218</b>	<b>\$0</b>	<b>\$19,921,218</b>	<b>\$9,786,802</b>	<b>\$10,373,704</b>	<b>(\$239,288)</b>
<b>Purchased Professional Services</b>							
<b>Legal</b>							
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$24,886	\$115,114	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$44,364	\$75,486	(\$9,850)
	<b>Legal Total</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$69,250</b>	<b>\$190,600</b>	<b>(\$9,850)</b>
<b>Service Contracts</b>							
01011200-53300	PPS-Admin-Prof Purch'd Services	\$65,000	\$0	\$65,000	\$20,787	\$22,000	\$22,213
01052130-53305	PPS-Health Services-Service Contracts	\$60,000	\$0	\$60,000	\$5,950	\$0	\$54,050
01422520-53305	Tech-Admin-Maintenance Contracts	\$59,900	\$0	\$59,900	\$9,652	\$0	\$50,248
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,670	\$0	(\$670)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$82,899	\$0	(\$899)
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$190,767	\$0	\$190,767	\$191,161	\$0	(\$394)
	<b>Service Contracts Total</b>	<b>\$464,667</b>	<b>\$0</b>	<b>\$464,667</b>	<b>\$318,120</b>	<b>\$22,000</b>	<b>\$124,547</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
<b>Consultants</b>							
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$1,166	\$11,001	(\$12,166)
01401201-53210	Homebound Instructional Services	\$0	\$0	\$0	\$594	\$0	(\$594)
01011200-53230	PPS-L/W-Consultants	\$275,000	\$0	\$275,000	\$199,697	\$309,423	(\$234,119)
	<b>Consultants Total</b>	<b>\$275,000</b>	<b>\$0</b>	<b>\$275,000</b>	<b>\$201,456</b>	<b>\$320,424</b>	<b>(\$246,879)</b>
<b>Other Professional Services</b>							
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,600	\$0	\$4,600	\$2,896	\$959	\$745
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$100	\$0	\$3,400
01422520-53300	Tech-Admin-Other Professional Svcs	\$8,500	\$0	\$8,500	\$660	\$0	\$7,840
01613202-53301	HMS-Activities-Police	\$700	\$0	\$700	\$0	\$0	\$700
01623202-53301	MMS-Activities-Police	\$700	\$0	\$700	\$304	\$0	\$396
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$24,758	\$13,890	\$8,927
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$249	\$125	\$546
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$40,888	\$24,112	\$0
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	\$6,528	\$7,528	\$944
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$9,000	\$6,000	(\$15,000)
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$23,110	\$2,256	(\$1,366)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$92,000	\$0	\$92,000	\$92,602	\$0	(\$602)
01922530-53304	Data Services - Training	\$0	\$0	\$0	\$7,200	\$0	(\$7,200)
01713201-53300	Sports-Sports GeneralL-Purch'd Svcs	\$282,000	\$0	\$282,000	\$76,880	\$159,402	\$45,718
01723301-53300	Sports-Baseball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723302-53300	Sports-Basketball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Field Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Football-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723305-53300	Sports-Ice Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723306-53300	Sports-Lacrosse-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723307-53300	Sports-Soccer-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723308-53300	Sports-Swimming-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723312-53300	Sports-Wrestling-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723315-53300	Sports-Gymnastics-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723317-53300	Sports-Cross Country-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723318-53300	Sports-Cheerleading-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Professional Services Total</b>	<b>\$566,995</b>	<b>\$0</b>	<b>\$566,995</b>	<b>\$285,175</b>	<b>\$214,272</b>	<b>\$67,548</b>
	<b>Purchased Professional Services Total</b>	<b>\$1,556,662</b>	<b>\$0</b>	<b>\$1,556,662</b>	<b>\$874,001</b>	<b>\$747,296</b>	<b>(\$64,635)</b>
<b>Purchased Property Services</b>							
<b>Utilities</b>							
01842611-54101	Facilities-D/W-Electricity	\$1,034,705	\$0	\$1,034,705	\$472,361	\$550,344	\$12,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$61,935	\$63,065	\$0
	<b>Utilities Total</b>	<b>\$1,159,705</b>	<b>\$0</b>	<b>\$1,159,705</b>	<b>\$534,296</b>	<b>\$613,409</b>	<b>\$12,000</b>
<b>Repairs &amp; Service Fees</b>							
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$865	\$0	\$1,135
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$590	\$1,350	\$1,060
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$5,170	\$2,821	\$9
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,167	\$451	\$8,381
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$4,820	\$0	\$3,180
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$4,840	\$639	(\$479)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$22,581	\$30,291	(\$7,873)
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$5,500	\$4,500

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$22,616	\$9,424	\$17,960
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$13,170	\$8,344	(\$1,513)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$20,186	\$12,561	\$7,253
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$1,396	(\$1,396)
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$4,263	\$737	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$48,824	\$53,661	(\$2,484)
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$9,487	\$1,743	(\$11,230)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,401	\$1,099	\$7,500
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$10,764	\$32,077	(\$2,841)
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$4,680	\$5,320	\$0
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$60,166	\$30,723	(\$80,889)
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$4,700	\$11,786	(\$1,486)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Repairs &amp; Service Fees Total</b>	<b>\$414,200</b>	<b>\$0</b>	<b>\$414,200</b>	<b>\$240,291</b>	<b>\$209,923</b>	<b>(\$36,013)</b>
<b>Copiers</b>							
01422520-54409	D/W Copiers	\$265,000	\$0	\$265,000	\$117,757	\$142,905	\$4,338
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$3,084	\$6,916	(\$10,000)
	<b>Copiers Total</b>	<b>\$265,000</b>	<b>\$0</b>	<b>\$265,000</b>	<b>\$120,840</b>	<b>\$149,821</b>	<b>(\$5,662)</b>
<b>Other Purchased Property Services</b>							
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$210	\$90
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$725	\$140	\$335
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$940	\$60
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$790	\$435	\$475
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$974	\$0	\$2,026
01711014-54900	THS-Technology Education-Other Purch'd Prop	\$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	\$14,649	\$351	(\$0)
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$34,608	\$34,151	(\$18,759)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$3,808	\$3,560	(\$3,468)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$13,057	\$17,193	(\$250)
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$165	\$0	\$335
	<b>Other Purch'd Property Services Total</b>	<b>\$112,500</b>	<b>\$0</b>	<b>\$112,500</b>	<b>\$68,776</b>	<b>\$56,980</b>	<b>(\$13,256)</b>
	<b>Purchased Property Services Total</b>	<b>\$1,951,405</b>	<b>\$0</b>	<b>\$1,951,405</b>	<b>\$964,203</b>	<b>\$1,030,133</b>	<b>(\$42,931)</b>
<b>Purchased Other Services</b>							
<b>Transportation</b>							
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$585	\$1,000	\$1,044
01711016-55809	THS-Music-Transportation	\$17,500	\$0	\$17,500	\$13,653	\$1,756	\$2,091
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000
01882700-55101	Trans-Admin-Reg Buses	\$3,533,461	\$0	\$3,533,461	\$1,158,656	\$2,341,474	\$33,331
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$237,280	\$0	\$237,280	\$273,859	\$0	(\$36,579)
01882700-55109	Trans-Admin-Fuel	\$344,300	\$0	\$344,300	\$126,584	\$201,859	\$15,856
01882700-55809	Trans-Admin-Field Trips	\$8,000	\$0	\$8,000	\$207	\$7,793	\$0
01882701-55101	Trans-Admin-SPED In District	\$1,389,649	\$0	\$1,389,649	\$518,220	\$1,130,984	(\$259,556)
01882701-55105	Trans-Admin-SPED Out of District	\$770,100	\$0	\$770,100	\$362,660	\$544,550	(\$137,110)
01882701-55108	Trans-Admin-Monitors	\$263,000	\$0	\$263,000	\$59,994	\$203,006	\$0
01713201-55809	THS-Transportation-Sports	\$130,810	\$0	\$130,810	\$41,195	\$88,805	\$810

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
	<b>Sports Transportation Total</b>	<b>\$130,810</b>	<b>\$0</b>	<b>\$130,810</b>	<b>\$41,195</b>	<b>\$88,805</b>	<b>\$810</b>
	<b>Transportation Total</b>	<b>\$6,744,729</b>	<b>\$0</b>	<b>\$6,744,729</b>	<b>\$2,555,614</b>	<b>\$4,521,227</b>	<b>(\$332,112)</b>
<b>Communications</b>							
01422520-55903	Tech-Admin-Telephone Cell	\$33,500	\$0	\$33,500	\$15,482	\$19,579	(\$1,561)
01422520-55904	Tech-Admin-Telephone LAN	\$68,100	\$0	\$68,100	\$27,447	\$74,445	(\$33,792)
01422520-55907	Tech-Admin-WAN Communications	\$198,100	\$0	\$198,100	\$120,661	\$83,708	(\$6,269)
	<b>Communications Total</b>	<b>\$299,700</b>	<b>\$0</b>	<b>\$299,700</b>	<b>\$163,590</b>	<b>\$177,732</b>	<b>(\$41,621)</b>
<b>Postage</b>							
01902320-55900	Super-Admin-Postage	\$46,000	\$0	\$46,000	\$11,874	\$34,126	(\$1)
	<b>Postage Total</b>	<b>\$46,000</b>	<b>\$0</b>	<b>\$46,000</b>	<b>\$11,874</b>	<b>\$34,126</b>	<b>(\$1)</b>
<b>Advertising</b>							
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$1,750	\$0	(\$75)
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
	<b>Advertising Total</b>	<b>\$2,975</b>	<b>\$0</b>	<b>\$2,975</b>	<b>\$1,750</b>	<b>\$0</b>	<b>\$1,225</b>
<b>Interns</b>							
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$17,823	\$15,300	\$15,627
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$22,650	\$7,650	\$2,200
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$22,650	\$7,650	\$2,200
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$7,650	\$7,650	\$17,200
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$7,650	\$22,950	\$1,900
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$15,300	\$15,300	\$1,900
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$15,300	\$27,900	\$5,550
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$15,300	\$30,600	\$2,850
	<b>Interns Total</b>	<b>\$341,250</b>	<b>\$0</b>	<b>\$341,250</b>	<b>\$124,323</b>	<b>\$165,600</b>	<b>\$51,327</b>
<b>Tuition</b>							
01396110-55600	PPS-L/W-Tuition Outplaced	\$4,807,698	\$0	\$4,807,698	\$2,497,575	\$2,863,542	(\$553,419)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,300,000)	\$0	(\$1,300,000)	\$0	(\$1,300,000)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$415,534	\$42,644	(\$4,178)
01741200-55600	Adult Ed - Outgoing Tuition	\$0	\$0	\$0	\$0	\$61,050	(\$61,050)
	<b>Tuition Total</b>	<b>\$3,961,698</b>	<b>\$0</b>	<b>\$3,961,698</b>	<b>\$2,913,109</b>	<b>\$1,667,235</b>	<b>(\$618,646)</b>
<b>Printing</b>							
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$304	\$0	(\$104)
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$148	\$77	\$275
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$4,855	\$0	\$4,145
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$550
	<b>Printing Total</b>	<b>\$13,750</b>	<b>\$0</b>	<b>\$13,750</b>	<b>\$5,307</b>	<b>\$77</b>	<b>\$8,366</b>
<b>Other Purch'd Services</b>							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$325	\$500	(\$125)
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$23,824	\$0	\$23,824	\$9,333	\$0	\$14,491
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$8,968	\$5,414	\$15,618
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$3,242	\$0	\$11,758
01401203-55801	Asst Super-L/W-Mileage	\$12,000	\$0	\$12,000	\$4,560	\$0	\$7,440
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$825	\$0	\$19,175
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01412210-55800	Curr Dir-Admin-Professional Devt	\$64,370	\$0	\$64,370	\$22,437	\$12,525	\$29,408
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0
01422520-55800	Tech-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01422520-55804	Tech-Admin-Mileage	\$3,000	\$0	\$3,000	\$838	\$0	\$2,162
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$239	\$0	\$261
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$582	\$0	(\$82)
01542400-55800	MBES-Admin-Professional Devt	\$250	\$0	\$250	\$0	\$0	\$250
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$420	\$0	\$80
01612400-55800	HMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$318	\$0	\$1,182
01622400-55800	MMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-World Language-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$3,500	\$0	\$3,500	\$1,743	\$610	\$1,147
01712400-55901	THS-Admin-Other Purch'd Svcs	\$1,750	\$0	\$1,750	\$0	\$0	\$1,750
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050
01802130-55800	Super-HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$16,550
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$115,800	\$0	\$115,800	\$56,073	\$26,184	\$33,543
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$190	\$0	\$1,810
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$21,000	\$0	\$21,000	\$16,341	\$429	\$4,230
01842610-55803	Facilities-Admin-Mileage	\$2,500	\$0	\$2,500	\$1,062	\$0	\$1,438
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$1,200	\$200
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$5,549	(\$0)	(\$549)
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$14,000	\$0	\$14,000	\$13,000	\$2,320	(\$1,320)
	<b>Other Purch'd Services Total</b>	<b>\$421,694</b>	<b>\$0</b>	<b>\$421,694</b>	<b>\$146,046</b>	<b>\$49,182</b>	<b>\$226,466</b>
	<b>Purchased Other Services Total</b>	<b>\$11,831,796</b>	<b>\$0</b>	<b>\$11,831,796</b>	<b>\$5,921,612</b>	<b>\$6,615,179</b>	<b>(\$704,995)</b>

**Supplies**

**Supplies Teaching**

01011000-56111	TECEC-Classroom-Classroom Supplies	\$5,400	\$0	\$5,400	\$3,227	\$1,833	\$340
01011200-56111	PPS-Classroom-Classroom Supplies	\$27,000	\$0	\$27,000	\$13,454	\$3,130	\$10,416
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$56,158	\$1,815	\$32,027
01511001-56111	BHES-Classroom Supplies	\$24,300	\$0	\$24,300	\$26,204	\$33	(\$1,936)
01512220-56901	BHES-Library-Supplies	\$2,700	\$0	\$2,700	\$3,325	\$0	(\$625)
01521001-56111	FTES-Classroom Supplies	\$27,900	\$0	\$27,900	\$16,857	\$4,545	\$6,498
01522220-56901	FTES-Library-Supplies	\$2,250	\$0	\$2,250	\$543	\$459	\$1,247
01531001-56111	DFES-Classroom Supplies	\$26,100	\$0	\$26,100	\$29,623	\$1,835	(\$5,358)
01532220-56901	DFES-Library-Supplies	\$2,250	\$0	\$2,250	\$2,561	\$23	(\$334)
01541001-56111	MBES-Classroom Supplies	\$27,000	\$0	\$27,000	\$23,954	\$8	\$3,038
01542220-56901	MBES-Library-Supplies	\$2,250	\$0	\$2,250	\$2,110	\$0	\$140
01551001-56111	JRES-Classroom Supplies	\$24,300	\$0	\$24,300	\$19,269	\$2,140	\$2,891
01552220-56901	JRES-Library-Supplies	\$2,250	\$0	\$2,250	\$1,800	\$0	\$450
01581001-56111	TES-Classroom Supplies	\$22,500	\$0	\$22,500	\$17,147	\$1,467	\$3,887
01582220-56901	TES-Library-Supplies	\$2,250	\$0	\$2,250	\$1,827	\$0	\$423
01611001-56111	HMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$25,256	\$2,231	\$4,014
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$1,697	\$0	\$553
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$3,244	\$147	\$30
01612220-56111	HMS-Library-Supplies	\$1,935	\$0	\$1,935	\$598	\$967	\$370
01621001-56111	MMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$27,699	\$4,437	(\$635)
01621016-56111	MMS-Music-Classroom Supplies	\$2,475	\$0	\$2,475	\$980	\$450	\$1,045
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,250	\$0	\$2,250	\$1,972	\$0	\$278
01622220-56901	MMS-Library-Supplies	\$1,800	\$0	\$1,800	\$1,339	\$257	\$203
01711001-56111	THS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$26,485	(\$0)	\$5,015
01711002-56112	THS-Art-Supplies	\$16,740	\$0	\$16,740	\$10,468	\$975	\$5,298
01711003-56112	THS-Business Ed-Supplies	\$1,530	\$0	\$1,530	\$842	\$142	\$546
01711006-56112	THS-Ag Science-Supplies	\$27,900	\$0	\$27,900	\$15,405	\$12,446	\$49
01711010-56112	THS-English-Supplies	\$900	\$0	\$900	\$386	\$321	\$193

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01711011-56112	THS-World Language-Supplies	\$1,350	\$0	\$1,350	\$602	(\$0)	\$748
01711013-56112	THS-Family Consumer Science-Supplies	\$13,140	\$0	\$13,140	\$4,702	\$106	\$8,332
01711014-56112	THS-Technology Education-Supplies	\$18,900	\$0	\$18,900	\$7,059	\$4,650	\$7,191
01711015-56112	THS-Mathematics-Supplies	\$1,395	\$0	\$1,395	\$803	\$0	\$592
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$1,826	\$471	\$3,103
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$1,986	\$0	\$714
01711022-56112	THS-Alternate School-Supplies	\$450	\$0	\$450	\$0	\$0	\$450
01711027-56112	THS-Science-Supplies	\$11,124	\$0	\$11,124	\$4,658	\$6,386	\$80
01711028-56112	THS-Social Studies-Supplies	\$792	\$0	\$792	\$275	\$0	\$517
01712120-56112	THS-Guidance-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56901	THS-Library-Supplies	\$2,740	\$0	\$2,740	\$2,634	\$225	(\$119)
01712221-56112	THS-Auditorium/Theater Tech-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$6,975	\$0	\$6,975	\$1,144	\$3,525	\$2,306
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$66,534	\$55,120	\$4,347
	<b>Sports Supplies Total</b>	<b>\$126,000</b>	<b>\$0</b>	<b>\$126,000</b>	<b>\$66,534</b>	<b>\$55,120</b>	<b>\$4,347</b>
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Supplies Teaching Total</b>	<b>\$635,116</b>	<b>\$0</b>	<b>\$635,116</b>	<b>\$426,650</b>	<b>\$110,143</b>	<b>\$98,323</b>
<b>Supplies Office</b>							
01011000-56110	TECEC-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$4,429	\$0	(\$379)
01011200-56110	PPS-Admin-Office Supplies	\$900	\$0	\$900	\$547	\$0	\$353
01052130-56110	PPS-Health Services-Supplies	\$7,650	\$0	\$7,650	\$3,479	\$4,846	(\$675)
01402320-56110	Asst Super-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$11,089	\$5,893	(\$12,932)
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01422214-56900	Tech-L/W-Parts	\$8,550	\$0	\$8,550	\$14,893	\$3,838	(\$10,181)
01422520-56110	Tech-Admin-Office Supplies	\$1,170	\$0	\$1,170	\$1,335	\$129	(\$294)
01422520-56900	Tech-Admin-Parts	\$4,320	\$0	\$4,320	\$320	\$0	\$4,000
01512400-56110	BHES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,620	\$830	\$1,150
01522400-56110	FTES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,071	\$317	\$2,212
01532400-56110	DFES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,206	\$382	\$2,013
01542400-56110	MBES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$3,261	\$0	\$339
01552400-56110	JRES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,395	\$163	\$1,042
01582400-56110	TES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,962	\$0	\$638
01612400-56110	HMS-Admin-Office Supplies	\$6,750	\$0	\$6,750	\$6,646	\$0	\$104
01622400-56110	MMS-Admin-Office Supplies	\$7,650	\$0	\$7,650	\$390	\$0	\$7,260
01712221-56900	THS-Auditorium/Theater Tech-Parts & Mainte	\$1,350	\$0	\$1,350	\$0	\$0	\$1,350
01712400-56110	THS-Admin-Office Supplies	\$3,150	\$0	\$3,150	\$1,232	\$0	\$1,918
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$853	\$114	\$1,958
01822230-56110	Facilities-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$1,325	\$592	\$3,483
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$801	\$2,799	\$0
01902320-56110	Super-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$1,581	\$3,519	\$300
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$5,603	\$1,204	(\$3,207)
	<b>Supplies Office Total</b>	<b>\$92,115</b>	<b>\$0</b>	<b>\$92,115</b>	<b>\$67,038</b>	<b>\$24,626</b>	<b>\$451</b>
<b>Supplies Custodial</b>							
01842610-56130	Facilities-Custodial-Supplies	\$116,000	\$0	\$116,000	\$117,980	\$15,702	(\$17,683)
	<b>Supplies Custodial Total</b>	<b>\$116,000</b>	<b>\$0</b>	<b>\$116,000</b>	<b>\$117,980</b>	<b>\$15,702</b>	<b>(\$17,683)</b>
<b>Supplies Maintenance</b>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$5,607	\$1,193	\$2,200
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$30,000	\$0	\$30,000	\$22,700	\$6,500	\$800
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$8,250	\$8,219	(\$1,469)
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$4,167	\$7,922	(\$2,088)
01852626-56134	Facilities-Fertilizer	\$0	\$0	\$0	\$0	\$0	\$0
01852627-56134	Facilities-Lawn Care-Supplies	\$5,000	\$0	\$5,000	\$7,051	\$1,704	(\$3,755)
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$20,243	\$0	(\$20,243)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$1,576	\$0	\$424
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$4,006	\$10,610	\$15,384
01852633-56134	Facilities-Electrical-Supplies	\$33,500	\$0	\$33,500	\$11,072	\$10,269	\$12,159
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852635-56134	Facilities-Floor Repair-Supplies	\$5,000	\$0	\$5,000	\$0	\$1,500	\$3,500

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01852637-56134	Facilities-Glass-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852638-56134	Facilities-Hardware-Supplies	\$5,000	\$0	\$5,000	\$6,247	\$2,660	(\$3,907)
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$23,672	\$9,783	\$21,545
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852642-56134	Facilities-Painting-Supplies	\$5,000	\$0	\$5,000	\$5,635	\$2,969	(\$3,605)
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$22,045	\$9,050	\$3,905
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$4,170	\$3,830	\$2,000
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$753	\$397	(\$1,150)
<b>Supplies Maintenance Total</b>		<b>\$251,500</b>	<b>\$0</b>	<b>\$251,500</b>	<b>\$147,193</b>	<b>\$76,608</b>	<b>\$27,699</b>

**Text & Workbooks**

01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$1,011	\$361	(\$72)
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$3,517	(\$0)	\$783
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$112,300	\$0	\$112,300	\$98,053	\$480	\$13,767
01511001-56411	BHES-Classroom-Text & Workbooks	\$34,000	\$0	\$34,000	\$30,957	\$84	\$2,959
01521001-56411	FTES-Classroom-Text & Workbooks	\$30,000	\$0	\$30,000	\$22,260	\$857	\$6,883
01531001-56411	DFES-Classroom-Text & Workbooks	\$28,664	\$0	\$28,664	\$18,711	\$1,874	\$8,078
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$26,732	\$946	\$1,322
01551001-56411	JRES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$20,993	\$413	\$7,594
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$22,339	\$96	\$6,565
01611001-56411	HMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$1,867	(\$0)	\$13,133
01621001-56411	MMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$2,707	\$2,478	\$9,815
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$9,225	\$0	\$9,225	\$8,485	(\$0)	\$740
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01711010-56411	THS-English-Text & Workbooks	\$18,000	\$0	\$18,000	\$9,397	\$8,376	\$227
01711011-56411	THS-World Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$9,794	\$1,805	\$901
01711013-56411	THS-Family Consumer Science-Text & Workbooks	\$0	\$0	\$0	\$257	\$0	(\$257)
01711015-56411	THS-Mathematics-Text & Workbooks	\$15,100	\$0	\$15,100	\$1,624	\$0	\$13,476
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	\$1,772	\$707	\$7,320
01711028-56411	THS-Social Studies-Text & Workbooks	\$12,774	\$0	\$12,774	\$1,900	\$0	\$10,874
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
<b>Text &amp; Workbooks Total</b>		<b>\$409,463</b>	<b>\$0</b>	<b>\$409,463</b>	<b>\$282,375</b>	<b>\$18,480</b>	<b>\$108,608</b>

**Subscriptions**

01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$657	\$305	\$38
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$281,048	\$0	\$281,048	\$280,071	\$0	\$977
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$0	\$0	\$200
01512220-56425	BHES-Library-Periodicals	\$1,300	\$0	\$1,300	\$0	\$286	\$1,014
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$966	\$67	\$167
01532220-56425	DFES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$1,063	\$120	\$17
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,046	\$0	\$204
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,021	\$0	\$229
01612220-56425	HMS-Library-Periodicals	\$1,750	\$0	\$1,750	\$1,481	\$259	\$10
01622220-56425	MMS-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,056	(\$0)	\$194
01712220-56425	THS-Library-Periodicals	\$2,200	\$0	\$2,200	\$1,642	\$0	\$558
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$0	\$0	\$750
01822230-56425	Facilities-Admin-Periodicals	\$350	\$0	\$350	\$0	\$0	\$350
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$434	\$96	\$170
<b>Subscriptions Total</b>		<b>\$296,648</b>	<b>\$0</b>	<b>\$296,648</b>	<b>\$289,437</b>	<b>\$1,133</b>	<b>\$6,079</b>

**Testing Materials**

01011000-56904	TECEC-Classroom-Testing Materials	\$4,600	\$0	\$4,600	\$4,366	\$0	\$234
01011200-56904	PPS-L/W-Testing Materials	\$55,000	\$0	\$55,000	\$47,861	\$837	\$6,302
01412210-56904	Curr Dir-D/W-Testing Materials	\$110,000	\$0	\$110,000	\$64,368	\$31,210	\$14,422

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01712120-56903	THS-Guidance-Testing Materials	\$400	\$0	\$400	\$0	\$0	\$400
	<b>Testing Materials Total</b>	<b>\$170,000</b>	<b>\$0</b>	<b>\$170,000</b>	<b>\$116,595</b>	<b>\$32,047</b>	<b>\$21,358</b>
<b><u>Books &amp; A/V</u></b>							
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$8,899	\$983	(\$1,882)
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$570	\$1,801	\$2,629
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$6,112	\$2,053	(\$3,165)
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,071	\$2,928	\$1
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$4,385	\$0	\$615
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$3,187	\$1,410	\$402
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$1,357	\$608	\$34
01622220-56420	MMS-Library-Books & Media	\$2,250	\$0	\$2,250	\$1,428	\$604	\$218
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$1,654	\$1,960	\$3,425
	<b>Books &amp; A/V Total</b>	<b>\$44,290</b>	<b>\$0</b>	<b>\$44,290</b>	<b>\$29,665</b>	<b>\$12,347</b>	<b>\$2,278</b>
<b><u>Software</u></b>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,875	\$0	\$125
01422214-56118	Tech-L/W-Software	\$188,925	\$0	\$188,925	\$203,895	\$0	(\$14,970)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Software Total</b>	<b>\$193,925</b>	<b>\$0</b>	<b>\$193,925</b>	<b>\$208,770</b>	<b>\$0</b>	<b>(\$14,845)</b>
<b><u>Energy</u></b>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$599,400	\$0	\$599,400	\$180,026	\$304,974	\$114,400
	<b>Energy Total</b>	<b>\$599,400</b>	<b>\$0</b>	<b>\$599,400</b>	<b>\$180,026</b>	<b>\$304,974</b>	<b>\$114,400</b>
<b><u>Other Supplies</u></b>							
01422214-56117	Tech-L/W-Computer Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$300	\$0	\$300	\$0	\$0	\$300
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,800	\$0	\$6,800	\$655	\$220	\$5,926
01613202-56119	HMS-Activities-Supplies	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01623202-56119	MMS-Activities-Supplies	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01712400-56270	THS-Admin-Security Supplies	\$1,500	\$0	\$1,500	\$151	\$0	\$1,349
01712400-56907	THS-Admin-Graduation	\$16,800	\$0	\$16,800	\$3,243	\$4,666	\$8,891
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$12	\$0	\$1,488
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Supplies Total</b>	<b>\$32,400</b>	<b>\$0</b>	<b>\$32,400</b>	<b>\$4,061</b>	<b>\$4,885</b>	<b>\$23,454</b>
	<b>Supplies Total</b>	<b>\$2,840,857</b>	<b>\$0</b>	<b>\$2,840,857</b>	<b>\$1,869,789</b>	<b>\$600,945</b>	<b>\$370,122</b>
<b><u>Property</u></b>							
<b><u>Office Equipment</u></b>							
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$26	\$0	\$474
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$0	\$350
	<b>Office Equipment Total</b>	<b>\$850</b>	<b>\$0</b>	<b>\$850</b>	<b>\$26</b>	<b>\$0</b>	<b>\$824</b>
<b><u>Office Furniture</u></b>							
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$813	\$0	(\$813)
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Office Furniture Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$813</b>	<b>\$0</b>	<b>(\$813)</b>
<b><u>Classroom Equipment</u></b>							
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$2,281	\$1,719
01032130-57303	PPS-L/W-Equipment Instructional	\$15,000	\$0	\$15,000	\$14,430	\$423	\$147

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01421001-57310	Tech-Classroom-Computer Equipment	\$192,325	\$0	\$192,325	\$341,449	\$51,710	(\$200,834)
01422214-57301	Tech-L/W-Computer Equipment	\$10,500	\$0	\$10,500	\$6,266	(\$0)	\$4,234
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$22,000	\$0	\$22,000	\$7,814	\$11,943	\$2,243
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,263	\$0	\$1,237
01512220-57302	BHES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$1,266	\$1,134
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$562	\$0	\$1,738
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01541001-57301	MBES-Classroom-Equipment Instructional	\$4,000	\$0	\$4,000	\$1,796	\$0	\$2,204
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$1,710	\$0	\$490
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	\$850	\$0	\$1,350
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,668	\$0	\$832
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$1,517	\$234	\$448
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$0	\$3,400
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$3,188	\$0	\$112
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$148	\$0	\$1,552
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$3,260	\$0	\$140
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$1,080	\$1,746	\$674
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$59	\$1,641
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$1,387	\$31	\$7,083
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$7,825	\$0	(\$6,856)
01711011-57301	THS-World Language-Equipment Instructional	\$5,600	\$0	\$5,600	\$6,380	\$0	(\$780)
01711013-57301	THS-Family Consumer Science-Equipment Inst	\$3,000	\$0	\$3,000	\$2,157	\$0	\$843
01711014-57301	THS-Technology Education-Equipment Instru	\$2,000	\$0	\$2,000	\$361	\$318	\$1,321
01711016-57301	THS-Music-Equipment Instructional	\$2,500	\$0	\$2,500	\$758	\$0	\$1,742
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$1,671	\$145	\$1,684
01711027-57301	THS-Science-Equipment Instructional	\$8,755	\$0	\$8,755	\$0	\$7,541	\$1,214
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$400	\$0	\$375
01712221-57301	THS-Auditorium/Theater Tech-Equipment Inst	\$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 Instructiona	\$30,000	\$0	\$30,000	\$22,216	\$2,943	\$4,841
	<b>Classroom Equipment Total</b>	<b>\$380,324</b>	<b>\$0</b>	<b>\$380,324</b>	<b>\$430,157</b>	<b>\$80,641</b>	<b>(\$130,474)</b>
<b>Classroom Furniture</b>							
01011000-57308	TECEC-Classroom-Furniture	\$3,200	\$0	\$3,200	\$576	\$912	\$1,712
01511001-57308	BHES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01521001-57308	FTES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$949	\$89	\$962
01531001-57308	DFES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$3,196	\$106	(\$1,302)
01541001-57308	MBES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$563	\$0	\$1,437
01551001-57308	JRES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,935	\$0	\$65
01581001-57308	TES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01611001-57308	HMS-Classroom-Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Classroom Furniture Total</b>	<b>\$15,700</b>	<b>\$0</b>	<b>\$15,700</b>	<b>\$7,220</b>	<b>\$1,107</b>	<b>\$7,373</b>
<b>Building Equipment</b>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$2,999	\$0	\$2,001
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$1,036	\$2,964	(\$3,000)
01852625-57307	Facilities-Grounds-Equipment	\$20,000	\$0	\$20,000	\$6,660	\$0	\$13,340
01852627-57307	Facilities-Lawn Care-Equipment	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$0	\$0	\$0	\$6,889	\$6,459	(\$13,347)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852639-57307	Facilities-HVAC-Equipment	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-57307	Facilities-IAQ-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Building Equipment Total</b>	<b>\$83,000</b>	<b>\$0</b>	<b>\$83,000</b>	<b>\$17,584</b>	<b>\$9,422</b>	<b>\$55,994</b>

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 12/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b>Building Improvements</b>							
01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0
01852650-57200	Facilities-Site-Building Improvement	\$15,000	\$0	\$15,000	\$4,860	\$4,860	\$5,280
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$2,005	\$0	(\$2,005)
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$285	\$0	\$29,715
	<b>Building Improvements Total</b>	<b>\$45,000</b>	<b>\$0</b>	<b>\$45,000</b>	<b>\$7,150</b>	<b>\$4,860</b>	<b>\$32,990</b>
<b>Other Equipment</b>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,550	\$0	\$3,550	\$0	\$0	\$3,550
	<b>Other Equipment Total</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,550</b>
	<b>Property Total</b>	<b>\$528,424</b>	<b>\$0</b>	<b>\$528,424</b>	<b>\$462,949</b>	<b>\$96,031</b>	<b>(\$30,556)</b>
<b>Miscellaneous</b>							
<b>Debt Service, Dues, Fees and Memberships</b>							
01011000-58900	TECEC-Admin-Dues & Fees	\$800	\$0	\$800	\$406	\$0	\$394
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$4,439	\$4,869	(\$7,308)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$5,204	\$208	\$1,588
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$399	\$0	\$151
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$89	\$0	\$464
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$132	\$368
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$550
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$487	\$0	\$63
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$385	\$0	\$515
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$0	\$0	\$899
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$11,249	\$0	(\$24)
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$28,333	\$8,944	\$2,723
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$825	\$20	\$655
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$300	\$0	\$75
01902320-58900	Super-Admin-Dues & Fees	\$21,700	\$0	\$21,700	\$19,769	\$2,318	(\$387)
01912520-58310	Redemption of Principal on Loans	\$335,343	\$0	\$335,343	\$166,734	\$167,671	\$938
01912520-58320	Interest on Loans	\$88,196	\$0	\$88,196	\$45,036	\$44,098	(\$938)
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,132	\$0	\$7,132	\$3,808	\$0	\$3,324
	<b>Dues, Fees and Memberships Total</b>	<b>\$521,973</b>	<b>\$0</b>	<b>\$521,973</b>	<b>\$288,226</b>	<b>\$228,260</b>	<b>\$5,486</b>
<b>Other Miscellaneous</b>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	<b>Other Miscellaneous Total</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,000</b>
	<b>Miscellaneous Total</b>	<b>\$522,973</b>	<b>\$0</b>	<b>\$522,973</b>	<b>\$288,226</b>	<b>\$228,260</b>	<b>\$6,486</b>
<b>Other Objects</b>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Intergovernmental transfer	(\$466,300)	\$0	(\$466,300)	\$0	\$0	(\$466,300)
	<b>Other Objects Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$466,300)</b>
	<b>Munis Report Total</b>	<b>\$115,915,558</b>	<b>\$0</b>	<b>\$115,915,558</b>	<b>\$49,782,687</b>	<b>\$65,377,543</b>	<b>\$755,328</b>

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06							
	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<b>51111 TEACHERS-SPECIALISTS</b>							
09006001 51111 NP Teach	0	110,000	110,000	38,466.72	72,659.36	-1,126.08	101.0%
<b>51125 ADMINISTRATOR</b>							
09007001 51125 NP Admin	0	15,499	15,499	8,036.56	7,462.50	-.06	100.0%
<b>51130 SECRETARY-CAL YR</b>							
09007001 51130 SEC-CALYR	0	15,970	15,970	8,219.24	7,632.16	118.60	99.3%
<b>51140 CUST./MAINT. - REGULAR PAY</b>							
09005000 51140 CUST.MAINT	0	25,000	25,000	.00	.00	25,000.00	.0%
09006200 51140 POOLMAN	0	60,000	60,000	464.16	.00	59,535.84	.8%
<b>51141 CUST./MAINT. - OT - SCHOOL</b>							
09005000 51141 OT/SCHOOLS	0	100,000	100,000	24,341.55	.00	75,658.45	24.3%
09005000 51141 COVID OT/SCHOOLS	0	1,000	1,000	.00	.00	1,000.00	.0%
<b>53302 Other Prof Services</b>							
09006200 53302 Emer	0	500	500	.00	.00	500.00	.0%
<b>54101 UTILITY EXPENSE - ELECTRICITY</b>							
09002611 54101 Electricit	0	24,000	24,000	12,000.00	.00	12,000.00	50.0%
<b>55102 Ace/Bei/THSJobShadow</b>							
09007001 55102 NP Bus	0	937,579	937,579	314,524.75	647,785.25	-24,731.00	102.6%
<b>56136 SUPPLIES - OTHER PROJECTS</b>							
09006200 56136 OTH PROJ	0	15,000	15,000	.00	.00	15,000.00	.0%
GRAND TOTAL	0	1,304,548	1,304,548	406,052.98	735,539.27	162,955.75	87.5%

**ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/DEC TO DEC**

FUND 100

ACCOUNT

ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10410					
SA CASH ACCT - PEOPLES BANK	369,889.96	50,948.82	22,039.59	28,909.23	398,799.19
100 20032					
THS Model Congress	-638.81	481.00	.00	481.00	-157.81
100 20063					
THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 20068					
MATH HONOR SOCIETY	-2,216.06	.00	20.00	-20.00	-2,236.06
100 20082					
THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101					
THS LIBRARY CLUB	-3,895.61	.00	11.00	-11.00	-3,906.61
100 20110					
THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20130					
THS BOOK STORE	-2,394.84	78.66	.00	78.66	-2,316.18
100 20133					
THS NEWSPAPER	-308.01	.00	.00	.00	-308.01
100 20139					
THS TRILLIUM YEARBOOK	-15,644.53	.00	4,175.60	-4,175.60	-19,820.13
100 20152					
HILLCREST MIDDLE SCHOOL	-8,063.63	1,063.77	5,952.32	-4,888.55	-12,952.18
100 20156					
MADISON MIDDLE SCHOOL	-5,693.98	1,699.77	1,536.00	163.77	-5,530.21
100 20165					
THS Class of 2018	-8,098.26	.00	.00	.00	-8,098.26
100 20166					
THS Class of 2019	-2,291.64	.00	.00	.00	-2,291.64
100 20167					
THS Class of 2020	-13,251.30	.00	.00	.00	-13,251.30
100 20168					
THS Class of 2021	-1,815.58	.00	.00	.00	-1,815.58
100 20169					
THS Class of 2022	-7,521.20	.00	.00	.00	-7,521.20
100 20170					
THS Class of 2023	-11,389.16	209.00	6,115.00	-5,906.00	-17,295.16
100 20171					
THS Class of 2024	-21,154.23	913.00	.00	913.00	-20,241.23
100 20172					
THS Class of 2025	-4,773.89	1,000.00	.00	1,000.00	-3,773.89
100 20173					
THS Class of 2026	-1,000.00	.00	.00	.00	-1,000.00
100 20180					
THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 20190					
THS VOAG FARM	-23,312.53	4,661.59	12,087.30	-7,425.71	-30,738.24
100 20251					
BOOTH HILL SCHOOL	-3,810.49	1,017.78	8.69	1,009.09	-2,801.40
100 20252					
FRENCHTOWN SCHOOL	-144.83	798.00	229.85	568.15	423.32
100 20253					
DANIELS FARM	-1,393.39	844.70	3,826.45	-2,981.75	-4,375.14
100 20254					

**ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/DEC TO DEC**  
 FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
MIDDLEBROOK SCHOOL 100 20255	-6,676.34	2,923.33	60.00	2,863.33	-3,813.01
JANE RYAN SCHOOL 100 20258	-429.79	.00	.00	.00	-429.79
TASHUA SCHOOL 100 20510	-5,440.58	.00	.00	.00	-5,440.58
THS STUDENT COUNCIL 100 20550	-4,284.05	.00	.00	.00	-4,284.05
GENERAL FUND 100 20599	-3,671.84	.00	20.00	-20.00	-3,691.84
THS HISTORY HONOR SOCIETY 100 20603	-1,020.91	.00	40.00	-40.00	-1,060.91
THS DECA (MARKETING EDUCATION) 100 20604	-12,340.58	1,647.79	3,267.38	-1,619.59	-13,960.17
THS BAND 100 20605	-967.02	.00	.00	.00	-967.02
THS KEY CLUB 100 20606	-477.26	.00	.00	.00	-477.26
THS BEST BUDDIES 100 20607	-699.97	.00	.00	.00	-699.97
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-7,405.90	.00	8.95	-8.95	-7,414.85
THS Creative Minds 100 20611	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 20613	-2,017.50	.00	.00	.00	-2,017.50
THS LATIN CLUB 100 20614	-137.83	.00	.00	.00	-137.83
THS CHORAL GROUP 100 20615	-5,838.25	929.00	.00	929.00	-4,909.25
THS ITALIAN CLUB 100 20617	-724.65	.00	.00	.00	-724.65
THS FUTURE BUSINESS LEADERS 100 20619	-2,813.86	.00	.00	.00	-2,813.86
FRENCH HONOR SOCIETY 100 20620	-396.00	.00	.00	.00	-396.00
THS FRENCH CLUB 100 20621	-877.64	.00	.00	.00	-877.64
THS MISCELLANEOUS 100 20622	-1,975.97	.00	.00	.00	-1,975.97
THS IN/OUT 100 20624	-3,160.12	325.31	1,293.00	-967.69	-4,127.81
THS SPANISH CLUB 100 20625	-1,012.97	.00	.00	.00	-1,012.97
THS SODA MACHINE 100 20627	-658.16	.00	167.58	-167.58	-825.74
THS World Lang.HONOR SOCIETIES 100 20628	-2,002.41	.00	125.00	-125.00	-2,127.41
THS A.V. CLUB 100 20629	-11.13	.00	.00	.00	-11.13
THS SUNSHINE FUND	-539.38	.00	.00	.00	-539.38

**ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/DEC TO DEC**  
 FUND 100

ACCOUNT	ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100	20630					
THS	SKI CLUB	-58.33	.00	.00	.00	-58.33
100	20631					
THS	SOAR Enterprises	-3,193.29	.00	20.00	-20.00	-3,213.29
100	20633					
THS	WE THE PEOPLE	-121.96	.00	.00	.00	-121.96
100	20637					
THS	Ethics Club	177.95	.00	.00	.00	177.95
100	20639					
THS	MODEL U.N. CLUB	-1,901.80	.00	800.00	-800.00	-2,701.80
100	20640					
THS	INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100	20641					
THS	THESPIAN SOCIETY	-14,049.04	.00	3,650.00	-3,650.00	-17,699.04
100	20642					
THS	Youth to Youth	-410.62	.00	.00	.00	-410.62
100	20643					
THS	GRADUATION-CAP & GOWNS	-22,200.48	45.00	6,587.50	-6,542.50	-28,742.98
100	20644					
THS	ROBOTICS CLUB	-2,835.59	.00	.00	.00	-2,835.59
100	20645					
THS	LINK CREW LEADERS	-18,639.35	437.22	.00	437.22	-18,202.13
100	20646					
THS	CHEERLEADING	-7,956.33	7,922.55	400.00	7,522.55	-433.78
100	20647					
THS	FASHION CLUB	-390.12	.00	.00	.00	-390.12
100	20648					
THS	Shades Club	-2,360.34	.00	.00	.00	-2,360.34
100	20649					
THS	Dance Team	-100.00	.00	.00	.00	-100.00
100	20702					
THS	PEER LEADERS	-308.03	.00	.00	.00	-308.03
100	20703					
THS	PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100	20704					
THS	BOYS TENNIS	-2,273.77	.00	.00	.00	-2,273.77
100	20706					
THS	NATIONAL ENGLISH HONOR SOC	-5,243.70	.00	.00	.00	-5,243.70
100	20707					
THS	NATIONAL HONOR SOCIETY	396.18	.00	20.00	-20.00	376.18
100	20708					
THS	POETRY	-55.40	.00	.00	.00	-55.40
100	20709					
THS	ALT METHODS OF PYMNT	37.77	.00	.00	.00	37.77
100	20710					
THS	GIRLS BASKETBALL	-4,235.41	1,387.93	.00	1,387.93	-2,847.48
100	20711					
THS	BOYS BASKETBALL	-40.27	.00	.00	.00	-40.27
100	20712					
THS	GLOW CLUB	-83.00	.00	.00	.00	-83.00
100	20713					
THS	GRAPHIC DESIGN	-214.00	.00	.00	.00	-214.00
100	20714					

# TRUMBULL BOE, CT



## ACCOUNT SUMMARY TRIAL BALANCE FOR FY23/DEC TO DEC

FUND 100

ACCOUNT

ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS GYMNASTICS 100 20715	-2,378.63	.00	.00	.00	-2,378.63
THS BUS.ED.ENTREPRENEUR 100 20718	-862.85	.00	562.00	-562.00	-1,424.85
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GOLF 100 20726	-566.95	.00	.00	.00	-566.95
THS GIRLS INDOOR TRACK 100 20727	177.98	.00	.00	.00	177.98
THS BOYS INDOOR TRACK 100 20728	-2,276.96	.00	.00	.00	-2,276.96
THS MOCK TRIAL 100 20732	-161.46	.00	.00	.00	-161.46
THS GIRLS OUTDOOR TRACK 100 20733	-1,269.74	.00	.00	.00	-1,269.74
THS GIRLS TENNIS 100 20736	-1,432.40	.00	.00	.00	-1,432.40
THS Allies for Angles 100 20737	-1,570.20	.00	.00	.00	-1,570.20
THS Science Honor Society 100 20738	-948.03	.00	.00	.00	-948.03
THS SEAL OF BILITERACY 100 20740	-45.00	7.00	805.00	-798.00	-843.00
E Sports 100 20810	-9,117.62	10,308.50	1,190.88	9,117.62	.00
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 24008	-48,359.47	300.00	5,233.01	-4,933.01	-53,292.48
Due to Fund 205/BOE Programs 100 29280	-40.00	695.88	10,393.50	-9,697.62	-9,737.62
ACCOUNTS PAYABLE	.00	25,809.71	25,809.71	.00	.00
<b>TOTALS FOR FUND 100</b>					
STUDENT ACTIVITY FUND	.00	116,455.31	116,455.31	.00	.00
REPORT TOTALS	.00	116,455.31	116,455.31	.00	.00

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

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2009010 IDEA-611 20977	0	1,667,031	1,667,031	524,735.57	850,473.00	291,822.43	82.5%
2009011 IDEA-611 NP 20977	0	98,778	98,778	13,043.79	24,638.31	61,095.74	38.1%
2009063 CT SEDS Grant	0	10,000	10,000	8,500.00	.00	1,500.00	85.0%
2009080 TITLE III-A 20868	0	63,221	63,221	10,528.47	22,279.81	30,412.65	51.9%
2009081 TITLE III-A NP	0	7,065	7,065	.00	.00	7,065.38	.0%
2009112 ESSER NonPublic 9.30.22	0	16,733	16,733	10,250.09	5,823.78	658.84	96.1%
2009118 ESSER II-\$25K SERA 6.30.23	0	14,961	14,961	5,295.66	864.99	8,800.82	41.2%
2009119 ESSER II-SERA 6.30.23	0	65,723	65,723	22,492.00	38,138.00	5,093.37	92.3%
2009120 ESSER II 9.30.23	0	117,110	117,110	41,046.13	58,642.70	17,421.51	85.1%
2009121 ESSER ARP 9.30.24	0	1,243,029	1,243,029	218,526.51	393,815.34	630,687.15	49.3%
2009124 ARP IDEA 611 6.30.23	0	312,913	312,913	91,663.72	114,885.24	106,363.93	86.0%
2009125 ARP IDEA 619 6.30.23	0	17,351	17,351	.00	.00	17,351.00	.0%
2009140 TITLE I 20679	0	28,540	28,540	75,276.13	121,397.68	-168,133.42	689.1%
2009141 TITLE I NP	0	2,890	2,890	.00	.00	2,889.78	.0%
2009301 TITLE IV-A NP 20873	0	2,546	2,546	.00	.00	2,546.06	.0%
2009350 HEADSTART ABCD OCT-SEPT	0	399,628	399,628	152,076.58	180,898.48	66,652.98	83.3%
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	4,265	4,265	382.24	22,000.00	-18,117.37	524.8%
2009450 IDEA PRE-K 20983	0	46,407	46,407	13,815.25	20,241.30	12,330.09	73.4%
2009460 OPEN CHOICE	0	322,920	322,920	142,988.78	10,794.88	169,136.77	47.6%
2009470 PERKINS GRANT 20742	0	61,404	61,404	4,574.36	2,074.20	54,755.44	10.8%
2009480 TITLE II PART A 20858	0	92,090	92,090	37,781.10	50,374.80	3,933.93	95.7%
2009481 TITLE II-A NP 20858	0	16,786	16,786	175.00	360.00	16,250.99	3.2%
2009505 TPAUD-DFC	0	166,870	166,870	73,984.81	20,607.58	72,277.26	56.7%
2009509 TPAUD-Local Prevention Coun	0	5,663	5,663	4,123.65	165.00	1,374.25	75.7%
2009520 MAGNET TRANSPORTATION	0	102,800	102,800	.00	.00	102,800.00	.0%
2009710 SPED Stipend	0	10,000	10,000	10,000.00	.00	.00	100.0%
2009712 SPEDStipend-ParaDevlpmnt	0	5,000	5,000	525.00	4,475.00	.00	100.0%
<b>GRAND TOTAL</b>	<b>0</b>	<b>4,901,725</b>	<b>4,901,725</b>	<b>1,461,784.84</b>	<b>1,942,950.09</b>	<b>1,496,989.58</b>	<b>69.5%</b>

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

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051019 PE Day	0	247	247	.00	.00	246.95	.0%
TOTAL EXPENSES	0	247	247	.00	.00	246.95	
2051100 DRIVERS ED	0	22,874	22,874	-2,340.00	.00	25,214.26	-10.2%
TOTAL REVENUES	0	0	0	-3,780.00	.00	3,780.00	
TOTAL EXPENSES	0	22,874	22,874	1,440.00	.00	21,434.26	
2051121 ATHLETICS	0	151,433	151,433	-172,803.30	998.00	323,238.49	-113.5%
TOTAL REVENUES	0	0	0	-230,578.80	.00	230,578.80	
TOTAL EXPENSES	0	151,433	151,433	57,775.50	998.00	92,659.69	
2051200 SBCH-PPS Medicaid Program	0	4,308	4,308	-59,464.07	39,620.01	24,151.79	-460.7%
TOTAL REVENUES	0	0	0	-95,806.65	.00	95,806.65	
TOTAL EXPENSES	0	4,308	4,308	36,342.58	39,620.01	-71,654.86	
2051380 THS Auditorium	0	3,762	3,762	551.69	1,121.02	2,088.87	44.5%
TOTAL REVENUES	0	0	0	-723.44	.00	723.44	
TOTAL EXPENSES	0	3,762	3,762	1,275.13	1,121.02	1,365.43	
2051600 SUMMER EXPLORATIONS	0	2,838	2,838	-75,757.73	23,628.43	54,966.97	-1837.0%
TOTAL REVENUES	0	0	0	-276,915.05	.00	276,915.05	
TOTAL EXPENSES	0	2,838	2,838	201,157.32	23,628.43	-221,948.08	
2051650 Continuing Ed	0	3,493	3,493	-22,021.69	7,814.43	17,700.02	-406.8%
TOTAL REVENUES	0	0	0	-40,854.20	.00	40,854.20	
TOTAL EXPENSES	0	3,493	3,493	18,832.51	7,814.43	-23,154.18	
2051660 ACE FOUNDATION	0	58	58	.00	.00	58.43	.0%
TOTAL EXPENSES	0	58	58	.00	.00	58.43	
2051709 THS Student Parking	0	0	0	-11,959.80	.00	11,959.80	100.0%
TOTAL REVENUES	0	0	0	-14,670.00	.00	14,670.00	
TOTAL EXPENSES	0	0	0	2,710.20	.00	-2,710.20	
2051711 E Sports	0	0	0	-6,740.51	.00	6,740.51	100.0%
TOTAL REVENUES	0	0	0	-10,573.50	.00	10,573.50	
TOTAL EXPENSES	0	0	0	3,832.99	.00	-3,832.99	
2051713 ELITE Business Program	0	2,976	2,976	24,845.05	48,751.13	-70,620.11	2472.9%
TOTAL REVENUES	0	0	0	-27,889.81	.00	27,889.81	
TOTAL EXPENSES	0	2,976	2,976	52,734.86	48,751.13	-98,509.92	
2051717 Elemntry Strings/Band	0	25,301	25,301	14,971.17	121,093.08	-110,763.06	537.8%
TOTAL REVENUES	0	0	0	-59,593.75	.00	59,593.75	
TOTAL EXPENSES	0	25,301	25,301	74,564.92	121,093.08	-170,356.81	
2052221 Take Home Device Insurance	0	-40	-40	-8,728.69	.00	8,688.39*****%	
TOTAL REVENUES	0	0	0	-42,275.94	.00	42,275.94	
TOTAL EXPENSES	0	-40	-40	33,547.25	.00	-33,587.55	
2052651 Building Use	0	27,577	27,577	-4,200.09	125.69	31,651.36	-14.8%
TOTAL REVENUES	0	0	0	-13,951.39	.00	13,951.39	
TOTAL EXPENSES	0	27,577	27,577	9,751.30	125.69	17,699.97	
2055213 Voluntary Insurances	0	3,341	3,341	20,539.09	161,046.57	-178,244.81	5435.3%
TOTAL EXPENSES	0	3,341	3,341	20,539.09	161,046.57	-178,244.81	
2055400 THS Musical	0	44,953	44,953	19,762.45	900.00	24,290.27	46.0%
TOTAL REVENUES	0	0	0	-9,760.00	.00	9,760.00	
TOTAL EXPENSES	0	44,953	44,953	29,522.45	900.00	14,530.27	

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06

2055904	REBATES		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2055904	REBATES		0	34,532	34,532	-48,581.82	.00	83,114.09	-140.7%
		TOTAL REVENUES	0	0	0	-60,994.03	.00	60,994.03	
		TOTAL EXPENSES	0	34,532	34,532	12,412.21	.00	22,120.06	
2056207	Used Book Sales		0	2,145	2,145	.00	.00	2,145.00	.0%
		TOTAL EXPENSES	0	2,145	2,145	.00	.00	2,145.00	
2056230	GUIDANCE/TESTING		0	11,305	11,305	-185.00	.00	11,489.78	-1.6%
		TOTAL REVENUES	0	0	0	-185.00	.00	185.00	
		TOTAL EXPENSES	0	11,305	11,305	.00	.00	11,304.78	
2057100	THS AP Testing		0	17,500	17,500	659.47	.00	16,840.71	3.8%
		TOTAL REVENUES	0	0	0	-1,482.00	.00	1,482.00	
		TOTAL EXPENSES	0	17,500	17,500	2,141.47	.00	15,358.71	
2059240	INTERDISTRICT-924		0	41,078	41,078	-296,246.87	165,229.80	172,095.18	-318.9%
		TOTAL REVENUES	0	0	0	-392,006.37	.00	392,006.37	
		TOTAL EXPENSES	0	41,078	41,078	95,759.50	165,229.80	-219,911.19	
2059400	THS Connections		0	1,125	1,125	.00	.00	1,124.57	.0%
		TOTAL EXPENSES	0	1,125	1,125	.00	.00	1,124.57	
2059450	THS Culinary Kitchen Cateri		0	5,960	5,960	1,969.95	553.92	3,436.08	42.3%
		TOTAL REVENUES	0	0	0	-3,466.52	.00	3,466.52	
		TOTAL EXPENSES	0	5,960	5,960	5,436.47	553.92	-30.44	
2059490	MISCELLANEOUS		0	2,401	2,401	.00	.00	2,400.52	.0%
		TOTAL EXPENSES	0	2,401	2,401	.00	.00	2,400.52	
2059510	Typical or Troubled grant		0	643	643	.00	.00	643.06	.0%
		TOTAL EXPENSES	0	643	643	.00	.00	643.06	
2059530	Agriscience		0	203,581	203,581	22,830.08	42.89	180,708.45	11.2%
		TOTAL EXPENSES	0	203,581	203,581	22,830.08	42.89	180,708.45	
2059540	MADISON GRANTS		0	368	368	.00	.00	367.58	.0%
		TOTAL EXPENSES	0	368	368	.00	.00	367.58	
		GRAND TOTAL	0	613,758	613,758	-602,900.62	570,924.97	645,733.15	-5.2%

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

## School Lunch Financials for 2022-2023 School Year - FUND 210

	7/31/2022 YTD	7/31/2022 Month	8/31/2022 YTD	8/31/2022 Month	9/30/2022 YTD	9/30/2022 Month	10/31/2022 YTD	10/31/2022 Month	11/30/2022 YTD	11/30/2022 Month	12/31/2022 YTD	12/31/2022 Month
<b>Balance Sheet</b>												
<b>Assets:</b>												
Cash	2,353,522		2,651,224		2,731,309		2,509,757		2,922,960		3,324,584	
Receivables	353,365		94,481		241,334		379,432		864,371		573,585	
Inventory	36,643		36,643		84,817		78,447		81,720		86,785	
Prepaid Expense	-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-	
<b>Total Assets:</b>	<b>2,743,529</b>		<b>2,782,347</b>		<b>3,057,460</b>		<b>2,967,636</b>		<b>3,869,051</b>		<b>3,984,954</b>	
<b>Liabilities:</b>												
Accounts Payable	-		-		285,869		176,278		144,554		126,407	
Deferred Revenue	78,517		117,296		122,734		122,694		(308)		149,547	
Due to Town	1,142,004		1,194,143		1,342,132		1,488,537		1,636,565		1,830,980	
Reserve for Encumbrance	-		-		-		-		-		-	
<b>Total Liabilities:</b>	<b>1,220,521</b>		<b>1,311,439</b>		<b>1,750,735</b>		<b>1,787,510</b>		<b>1,780,812</b>		<b>2,106,933</b>	
<b>Fund Balances:</b>	<b>1,523,008</b>		<b>1,470,908</b>		<b>1,306,725</b>		<b>1,180,126</b>		<b>2,088,240</b>		<b>1,878,021</b>	
<b>Statement of Revenues, Expenditures and Changes in Fund Balances</b>												
<b>Revenue/increases:</b>												
Food Sales/Charges for Service	297	297	747	450	70,562	69,816	134,221	63,659	342,277	208,056	366,350	24,073
Intergovernmental	(0)	(0)	(0)	(0)	151,685	151,685	290,516	138,831	1,161,090	870,574	1,242,587	81,497
Other Income/Interest	-	-	-	-	-	-	-	-	118,753	118,753	118,753	-
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total revenue/increases</b>	<b>297</b>	<b>297</b>	<b>747</b>	<b>450</b>	<b>222,247</b>	<b>221,501</b>	<b>424,737</b>	<b>202,490</b>	<b>1,622,120</b>	<b>1,197,383</b>	<b>1,727,690</b>	<b>105,570</b>
<b>Expenses/decreases</b>												
Wages	-	-	6,707	6,707	115,832	109,124	218,727	102,896	325,273	106,546	472,086	146,812
FICA	-	-	470	470	6,078	5,608	11,464	5,385	16,948	5,484	25,257	8,309
Medical	46,860	46,860	91,804	44,944	124,028	32,224	161,036	37,008	195,939	34,903	233,722	37,783
Other Expenses	(468)	(468)	(102)	367	22,817	22,918	27,460	4,643	30,811	3,351	39,951	9,139
Supplies	-	-	62	62	15,309	15,248	27,968	12,659	40,476	12,508	51,027	10,551
Cost of Food	-	-	-	-	193,051	193,051	356,178	163,126	482,655	126,478	582,024	99,368
Equipment/Capital	-	-	-	-	7,511	7,511	10,882	3,371	10,882	-	14,707	3,826
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures/Increases</b>	<b>46,392</b>	<b>46,392</b>	<b>98,942</b>	<b>52,550</b>	<b>484,626</b>	<b>385,684</b>	<b>813,715</b>	<b>329,088</b>	<b>1,102,984</b>	<b>289,269</b>	<b>1,418,773</b>	<b>315,789</b>
Incr/(Decr) in fund balances before operating transfers	(46,095)		(98,195)		(262,379)		(388,977)		519,136		308,917	
Operating Transfers in/(out)	-		-		-		-		-		-	
<b>Incr/(Decr) in fund balances after operating transfers</b>	<b>(46,095)</b>		<b>(98,195)</b>		<b>(262,379)</b>		<b>(388,977)</b>		<b>519,136</b>		<b>308,917</b>	
<b>Fund Balances:</b>												
Beginning of year	1,569,104		1,569,104		1,569,104		1,569,104		1,569,104		1,569,104	
End of period	1,523,008		1,470,908		1,306,725		1,180,126		2,088,240		1,878,021	
Months Revenue Control	297		450		221,501		202,490		1,197,383		105,570	
Month Expenditure Control	46,392		52,550		385,684		329,088		289,269		315,789	
<b>Profit (Loss) for the month</b>	<b>(46,095)</b>		<b>(52,100)</b>		<b>(164,183)</b>		<b>(86,599)</b>		<b>908,113</b>		<b>(210,219)</b>	

## School Lunch Financials As of December 31, 2022 - FUND 210

Balance Sheet as of 12/31	Budget	12/31/22		Available/ (Over)	12/31/21		YTY Diff.	% Change
		School Lunch	Encumbered		School Lunch			
<b>Assets:</b>								
Cash		3,324,584			1,297,548	2,027,036	156.22%	
Receivables		573,585			782,264	(208,679)	-26.68%	
Inventory		86,785			64,993	21,792	33.53%	
Prepaid Expense								
Due From Others								
<b>Total Assets:</b>		<b>3,984,954</b>			<b>2,144,805</b>	<b>1,840,149</b>	<b>85.80%</b>	
<b>Liabilities:</b>								
Accounts Payable		126,407			101,304	25,102	24.78%	
Deferred Revenue		149,547			115,863	33,684	29.07%	
Due to Town		1,830,980			1,391,023	439,957	31.63%	
Reserve for Encumbrance						-		
<b>Total Liabilities:</b>		<b>2,106,933</b>			<b>1,608,189</b>	<b>498,744</b>	<b>31.01%</b>	
<b>Fund Balances:</b>		<b>1,878,021</b>			<b>536,616</b>	<b>1,341,405</b>	<b>249.97%</b>	

### Statement of Revenues, Expenditures and Changes in Fund Balances for the 4 months ended 12/31

#### Revenue/increases:

Food Sales/Charges for Service	1,024,000	366,350		657,650	259,613	106,736	41.11%
Intergovernmental	259,050	1,242,587		(983,537)	1,412,321	(169,735)	-12.02%
Other Income/Interest	-	118,753		(118,753)	-	118,753	
Intergovernmental (Town) Transfer						-	
Increases						-	
<b>Total revenue/increases</b>	<b>1,283,050</b>	<b>1,727,690</b>	<b>-</b>	<b>(444,640)</b>	<b>1,671,935</b>	<b>55,755</b>	<b>3.33%</b>

#### Expenses/decreases

Wages	448,344	472,086	593,293	(617,035)	458,113	13,973	3.05%
FICA	38,180	25,257	-	12,923	25,584	(327)	-1.28%
Medical	187,216	233,722	263,365	(309,871)	213,489	20,233	9.48%
Other Expenses	16,814	39,951	-	(23,137)	35,245	4,705	13.35%
Supplies	30,000	51,027	25,804	(46,831)	48,000	3,026	6.30%
Cost of Food	608,044	582,024	658,977	(632,957)	596,279	(14,255)	-2.39%
Equipment/Capital	44,696	14,707	-	29,989	2,214	12,493	564.35%
Intergovernmental (Town) Transfer						-	
Decreases						-	
<b>Total Expenditures/Increases</b>	<b>1,373,294</b>	<b>1,418,773</b>	<b>1,541,439</b>	<b>(1,586,918)</b>	<b>1,378,925</b>	<b>39,848</b>	<b>2.89%</b>

Incr/(Decr) in fund balances before

operating transfers		308,917			293,010	15,907	5.43%
Operating Transfers in/(out)		-			-	-	

<b>Incr/(Decr) in fund balances after operating transfers</b>		<b>308,917</b>			<b>293,010</b>	<b>15,907</b>	<b>5.43%</b>
---	--	----------------	--	--	----------------	---------------	--------------

Fund Balances:

Beginning of year		1,569,104			243,679	1,325,425	543.92%
End of period		1,878,021			536,616	1,341,405	249.97%

Months Revenue Control		105,570			385,833	(280,262)	
Months Exp Control		315,789			283,737	32,052	

Profit (Loss) for the month		<b>(210,219)</b>			<b>102,095</b>	<b>(312,314)</b>	<b>-305.90%</b>
-----------------------------	--	------------------	--	--	----------------	------------------	-----------------

Trumbull Board of Education									
Scholarship Details									
Fund Balance as of 7/1/22			7/1/22 to 12/31/22				Fund Balance as of 12/31/22		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Net	Restricted	Unrestricted	Total
1,685.00	194.78	1,879.78	Brewster	0	-	0	1,685	195	1,880
-	7,445.54	7,445.54	Peter Burke	1	-	1	-	7,447	7,447
-	1,639.88	1,639.88	K. Capobianco	0	-	0	-	1,640	1,640
-	9,954.96	9,954.96	Donna Cassidy	2	-	2	-	9,957	9,957
-	39.64	39.64	Citizenship/Holdsworth	0	-	0	-	40	40
-	33,542.50	33,542.50	Chelsea Cunha	157	-	157	-	33,699	33,699
-	6,477.24	6,477.24	Mary Curtiss	1	-	1	-	6,479	6,479
10,000.00	1,134.62	11,134.62	S. Dick Electronics	2	-	2	10,000	1,137	11,137
-	1,093.48	1,093.48	Ran Grinnell	0	-	0	-	1,094	1,094
-	3,890.94	3,890.94	Clare Hampford	1	-	1	-	3,892	3,892
-	9.98	9.98	G. Hartz	0	-	0	-	10	10
-	-	-	Peter Horton	10,860	-	10,860	-	10,860	10,860
-	3,241.69	3,241.69	Klein/ Danaher	1	-	1	-	3,242	3,242
-	78.20	78.20	Lorimer	0	-	0	-	78	78
-	556.76	556.76	Dr. Gloria Maina	0	-	0	-	557	557
-	165.01	165.01	Frances S. Mallett	0	-	0	-	165	165
-	13,219.02	13,219.02	Loretta McDougall	3	-	3	-	13,222	13,222
-	9,128.05	9,128.05	Karen Mraz	2	-	2	-	9,130	9,130
-	537.26	537.26	National Merit	0	-	0	-	537	537
-	512.21	512.21	Ralph Pascale	0	-	0	-	512	512
8,000.00	1,036.15	9,036.15	PHNA	2	-	2	8,000	1,038	9,038
-	15,912.58	15,912.58	Jill Resnick	3	-	3	-	15,916	15,916
5,190.00	969.43	6,159.43	R. Rossomando	1	-	1	5,190	971	6,161
2,500.00	313.40	2,813.40	R. Simses	1	-	1	2,500	314	2,814
2,200.00	276.01	2,476.01	R. Stowe	0	-	0	2,200	277	2,477
-	1,113.47	1,113.47	Trumbull High	0	-	0	-	1,114	1,114
-	211.57	211.57	Jennie N. Villano	0	-	0	-	212	212
10,000.00	1,137.47	11,137.47	Zink	2	-	2	10,000	1,140	11,140
<b>\$ 39,575.00</b>	<b>\$ 113,831.84</b>	<b>\$ 153,406.84</b>	<b>Total Scholarship Fund</b>	<b>11,040</b>	<b>-</b>	<b>11,040</b>	<b>39,575</b>	<b>124,872</b>	<b>164,447</b>

YEAR-TO-DATE BUDGET REPORT

FOR 2023 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
<b>2051713 ELITE Business Program</b>							
2051713 40205 DONATIONS	0	0	0	-3,065.52	.00	3,065.52	100.0%
2051713 40400 REVENUE	0	0	0	-23,941.60	.00	23,941.60	100.0%
2051713 40410 GCRev	0	0	0	-580.00	.00	580.00	100.0%
2051713 40490 MiscRev	0	0	0	-302.69	.00	302.69	100.0%
2051713 51120 AIDE-CLSRM	0	0	0	11,459.35	.00	-11,459.35	100.0%*
2051713 52001 FICA/MEDIC	0	0	0	338.69	.00	-338.69	100.0%*
2051713 54000 PURCH.PROP	0	0	0	3,019.64	3,580.36	-6,600.00	100.0%*
2051713 54101 ELECTRIC	0	0	0	2,385.12	1,114.88	-3,500.00	100.0%*
2051713 54410 RENT	0	0	0	23,987.48	24,462.48	-48,449.96	100.0%*
2051713 54900 PROP SERV	0	0	0	4,592.32	4,356.53	-8,948.85	100.0%*
2051713 55000 Other Purc	0	0	0	1,929.36	2,017.64	-3,947.00	100.0%*
2051713 56000 Supplies	0	0	0	3,356.05	12,702.15	-16,058.20	100.0%*
2051713 56202 NATUR. GAS	0	0	0	482.91	517.09	-1,000.00	100.0%*
2051713 57000 Equipment	0	0	0	699.00	.00	-699.00	100.0%*
2051713 58900 DUES	0	0	0	484.94	.00	-484.94	100.0%*
2051713 59998 PR YR SUR	0	2,976	2,976	.00	.00	2,976.07	.0%
GRAND TOTAL	0	2,976	2,976	24,845.05	48,751.13	-70,620.11	2472.9%

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

<b>Transfer of Funds for Balances Ending 12.31.22</b>												
<u>Account #</u>	<u>Account Name</u>	<u>12.31.22 Balance Payable</u>	<u>Account #</u>	<u>Account Name</u>	<u>12.31.22 Balance Receivable</u>	<u>Diff</u>	<u>Balance to be Transferred</u>	<u>Account #</u>	<u>Cash Account to be making the Transfer</u>	<u>12.31.22 Munis Cash Balance</u>	<u>Enough Cash to cover Transfer</u>	
100-24004	Due To BOE	53,292.48	001-14100	Due From Student Activity	53,292.48	-	53,292.48	100-10410	Student Activity	398,799.19	Yes	
205-24004	Due To BOE	680,369.91	001-14900	Due From Special Revenue	680,369.91	-	680,369.91	205-10400	Special Revenue	1,744,680.81	Yes	
210-24006	Due To BOE	1,830,979.88	001-14902	Due From Food Service	1,830,979.88	-	1,000,000.00	210-10400	Food Service	3,322,810.78	Yes	
001-24012	Due To Scholarship	119.57	300-14000	Due From BOE	119.57	-	119.57	001-10404	BOE	1,528,221.64	Yes	
100-24008	Due To Special Revenue	9,737.62	205-14002	Due From Student Activity	9,737.62	-	9,737.62	100-10410	Student Activity	398,799.19	Yes	
200-14003	Due To Special Revenue	2,930.24	205-24000	Due From Grants	2,930.24	-	2,930.24	001-10404	BOE (Grants)	1,528,221.64	Yes	