
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, December 12, 2023, 7:00 p.m. / EXECUTIVE SESSION 6:00 p.m.
Long Hill Administration Building

<https://us06web.zoom.us/j/88574630792?pwd=YATNmHQOPPnnnf8laikgmebBt00KXg.xmCwr-RNTJSXRdVT>

Webinar ID: 885 7463 0792 Password: 179548

Join by telephone: (646) 931-3860 or (833) 548-0276 (Toll Free) / Webinar ID: 885 7463 0792

I. CALL TO ORDER

EXECUTIVE SESSION – Pending Litigation: Deming v. Trumbull Board of Education.

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Election of Board of Education Officers – Board of Education
- C. Correspondence – Correspondence may be sent to BoardofEd@trumbullps.org
- D. Public Comment – The Trumbull 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. Teacher BOE Representative Report

III. REPORTS/ACTION ITEMS

- A. Approval/THS Model UN Club to Philadelphia, PA – Mr. Jack LaBarca
- B. Approval/THS Model UN Club to Washington, DC – Mr. Jack LaBarca
- C. Approval/Minutes
 - Regular Meeting- November 14, 2023
- D. Personnel Report
- E. Update on Multi-Tiered Systems of Support (MTSS) Update – Mr. Catalano, Ms. Dawson, Dr. Iwanicki
- F. Curriculum Committee Update – Mrs. Petitti
Trumbull High School (Curriculum Guide):
 - American Indian History 9-12
 - Wood Technology I, Grades 9-12
 - Percussion Ensemble, Grades 9-12
 - Introduction to Piano, Grades 9-12Trumbull High School (New Texts):
 - **Forensics**-- Saferstein, 2022. *Forensic Science: An Introduction*, 4th Edition High School Edition, MyLab Crime with Pearson eText.
 - **Astronomy**-- Franknoi, A., Morrison, D, and S. Woff et al. 2022. *Astronomy2e* x/Rice University eText.
- G. Approval/Donation to ELITE Program – Dr. Semmel
- H. Financial Committee – Mrs. Norcel
 - Financial Reports as of October, 2023 – Mr. Hendrickson

IV. RECEIVE AND FILE

- A. Pending Litigation
- B. Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–December 12, 2023

Mr. Jack LaBarca

Agenda Item – III-A

Approval of Trumbull High School Model UN Club to
Philadelphia Marriott Downtown- Ivy League Model UN
Conference.

The THS Model UN Club trip to the Ivy League Model UN Conference in Philadelphia is scheduled for January 25, 2024 through January 28, 2024 for students to engage in debates on world issues in an academic world-renowned model United Nations conference.

Funding for this trip is provided through the parents/fundraising/grant. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Jack LaBarca along with the corresponding trip itinerary.

Recommendation:

Approve the overnight THS Model UN Club trip to Philadelphia Marriott Downtown- Ivy League Model UN Conference.

TRUMBULL PUBLIC SCHOOLS
APPLICATION FOR IN-STATE / OUT-OF-STATE / OVERNIGHT FIELD TRIP

Applications for field trips must be approved by principals and forwarded to the Assistant Superintendent at least thirty (30) days prior to date of trip for in-state day trips and at least ninety (90) days prior for out-of-state trips, overnight trips and trips to foreign countries.

Submitted By Jack LaBarca Date Submitted 10/6/23
 School THS Group THS MODEL UN CLUB
 Date(s) of Trip 1/25/24-1/28/24 Departure Date/Time 9:57AM Arrival Time at Destination 1:00 PM
 Leave Time from Destination 3:15PM Arrival Time Back at School 6:30 PM BOE Approval Yes ☐ No ☐
 Destination Philadelphia Marriott Downtown- Ivy League Model UN Conference
 Destination Address 1200 Filbert St City Philadelphia, State PA Zip 19107

How will this activity enhance student learning and integrate curricular goals?
 Students will engage in debates on world issues in an academic world renowned model United Nations conference.

PLEASE ATTACH ITINERARY AND / OR ANY OFFICIAL SITE PAPERWORK THAT DETAILS THE EXPERIENCE

No. of Students 20 Grade Level 9-12 No. of Chaperones No. of Teachers 2

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

Names of Teachers Attending	Cell Phone	Subs? (Y / N)	Dates for Subs	Names of Subs (if known)
Jack LaBarca	203-623-5594	Y	1/25/24-1/26/24	Nicole Uttaro
Andrea Kremzar	2036237172	Y	1/25/24-1/26/24	

Nurse Notified S. Sullivan, RN Date 10/6/23
 Signature

COST AND FINANCING	Totals	To Be Paid By	PO/Acct. No.	Additional Notes
Total Anticipated Cost of Trip	\$			
• Transportation	\$990	Parents		
• Registration Fees	\$2160	Parents/fundraising/grant	100-20639	
• Other Hotel costs	\$8950	Parents/fundraising/grant	100-20639	
Student Contributions				
• Transportation - <u>AMTRAK - STUDENT PURCHASE</u>	\$45			<u>STUDENT PURCHASE</u>
• Entrance Fees / Room & Board / Food	\$402.50			
TOTAL COST TO EACH STUDENT	\$447.50			

Transportation by: Bus ☐ Coach ☐ Van ☐ Parents' Cars ☐ (Parents must sign parent driver form)
 Other Parents will be dropping off and picking up students from Bridgeport Amtrak

*If school / coach buses are involved, this request will be forwarded to the Transportation Department.

Principal/Dept. Head Signature [Signature] Date 10/6/23
 Assistant Superintendent Signature [Signature] Date 10/17/23
 Superintendent Signature Date
 For overnight or out-of-state field trips

RECEIVED

**TRUMBULL HIGH SCHOOL
PRINCIPAL'S OFFICE**

Date: October 20, 2023

To: Dr. Iwanicki

From: Todd Manuel

Re: Field Trip Waiver

Dr. Iwanicki,

Per a request from central office, I am submitting a 90-day waiver request for the following:

Jack LaBarca – out of state – 1/25/24 – 1/28/24, THS Model UN Club to the Ivy League Model UN Conference in Philadelphia, PA.

Thank you.

A handwritten signature in black ink, appearing to read "T. Manuel", is written below the "Thank you." text.

Ivy League Model UN Conference

- Dates:** Thursday, January 25th 2024 to Sunday, January 28th 2024
- Students:** Open to 20 students; priority given to experienced members of the club (those who have done a day competition)
- Chaperones:** Mr. Jack LaBarca and Ms. Andrea Kremzar
- Hotel:** Philadelphia Marriott Downtown
1200 Filbert St, Philadelphia, PA 19107
Rate is \$255 per room per night for three nights.
Estimated costs for 8 rooms is \$5880.00 (\$294 per person)
- Transportation:** Amtrak from Bridgeport to Philadelphia
1/25 Thursday, Northeast Regional Train 125 - Departs 9:57 AM
1/28 Sunday, Northeast Regional Train 125 - Departs 3:23 PM
Costs right now are \$45 per person.
- Expenses:** Hotel \$5800.00
Train \$990
Registration \$2160 (\$115 per student)
TOTAL: \$8950= \$447.50 per person
- Grants:** Trumbull ACE Foundation / BEI PENDING

TOTAL COST PER STUDENT: \$400 + Amtrak Ticket

To inspire future leaders, to promote diplomacy within politics and analyze history to understand the future.

ILMUNC is a 501(c)3 nonprofit organization that strives to create an educational atmosphere that will allow all participants to leave with a more comprehensive understanding of international affairs. Our goal is to make sure that whether you are a first-time or veteran delegate, you will have an enjoyable experience and walk away with enhanced knowledge about the global community. To achieve this goal, ILMUNC provides key services and opportunities both inside and outside of committee sessions. Our remarkably diverse group of staff and delegates gives everyone the unique opportunity to experience other cultures and perspectives. Our keynote speaker opens the conference with an inspirational and educational presentation to set the tone for the weekend. Outside of committee, delegates are free to experience Philadelphia as a historical epicenter full of modern attractions, have fun with their peers at Delegate Fest and Delegate Dance, and take advantage of the activities ILMUNC offers like campus tours and ice skating.

TOTAL COST OF THE TRIP - \$400 + Amtrak Tickets

Permission slip plus check made out to Trumbull High School due by Monday, October 23rd to Mr. LaBarca in C8

Lodging:

Philadelphia Marriott Downtown

1200 Filbert St, Philadelphia, PA 19107

<https://www.marriott.com/en-us/hotels/phldt-philadelphia-marriott-downtown/overview/>

Transportation:

We will be traveling by Amtrak Train to and from Philadelphia, PA. Students must be dropped off at the Bridgeport Train Station by 9:15 AM on Thursday, January 25th and picked up at the train station on Sunday, January 28th at 6:30pm.

Amtrak Travel Details:

Departure: Thursday, January 25th at 9:57 am on board **Train 125** from Bridgeport, CT to Philadelphia, PA

Return: Sunday, January 28th at 3:23 pm on board **Train 125** from Philadelphia, PA to Bridgeport, CT. (\$45.00, Reserved Coach Seat)

Coordinate train tickets purchase with Mr. LaBarca. Do not purchase on your own!

Website <https://www.ilmunc.com>

Conference Schedule

THURSDAY, JANUARY 25, 2024

12:00 PM - 6:00 PM: Conference and Hotel Check-In and Registration
4:00 PM - 5:30 PM: Pre-Conference Training Workshops (Novice, Advanced, Crisis)
7:00 PM - 8:00 PM: Opening Ceremonies
9:00 PM - 11:30 PM Delegate Services Open
9:00 PM - 11:30 PM: Group A Committee Session I
9:10 PM - 11:40 PM: Group B Committee Session I
9:30 PM - 10:30 PM: Faculty Advisor Reception
11:45 PM - 12:15 AM: Faculty Advisor/Head Delegate Meeting
12:15 AM: Delegate Curfew

FRIDAY, JANUARY 26, 2024

8:30 AM - 12:00 PM: Faculty Advisor Lounge
9:00 AM - 12:30 PM: Bowling/Penn Tours/College Fair
1:30 PM - 10:30 PM: Delegate Services Open
2:00 PM - 5:00 PM: Group A Committee Session II
2:10 PM - 5:10 PM: Group B Committee Session II
5:00 PM - 7:00 PM: Dinner Break
7:00 PM - 10:00 PM: Group A Committee Session III
7:10 PM - 10:10 PM: Group B Committee Session III
10:45 PM - 11:15 PM: Faculty Advisor/Head Delegate Meeting
11:00 PM - 12:00 AM: Delegate Festival
12:15 AM: Delegate Curfew

SATURDAY, JANUARY 27, 2024

8:30 AM - 12:00 PM: Faculty Advisor Lounge
9:30 AM - 6:30 PM: Delegate Services Open
10:30 AM - 1:30 PM: Group A Committee Session IV
10:40 AM - 1:40 PM: Group B Committee Session IV

1:30 PM - 3:00 PM: Lunch Break

3:00 PM - 7:00 PM: Group A Committee Session V

3:10 PM - 7:10 PM: Group B Committee Session V

7:00 PM - 9:30 PM: Dinner Break

7:30 PM - 8:00 PM: Faculty Advisor/Head Delegate Meeting

9:30 PM - 11:30 PM: Delegate Dance

12:15 AM: Delegate Curfew

SUNDAY, JANUARY 28, 2024

8:30 AM - 1:30 PM: Faculty Advisor Lounge

9:00 AM - 10:00 AM: Group A Committee Session VI

9:10 AM - 10:10 AM: Group B Committee Session VI

9:00 AM - 4:00 PM: Conference Check-Out

4:00 PM: Hotel Check-Out Deadline

12:00 PM - 1:30 PM: Closing Ceremonies

Rooming List - TBD

Room #1

Room #2

Room #3

Room #4

Room #5

Room #6
Mr. LaBarca

Room #7
Ms. Kremzar

Packing List:

- **Western Business Attire - 3 outfits**
 - Shirt/tie and pants for men
 - Nice pants or skirts with nice top for ladies
- **Comfortable outfits for hotel and sightseeing**
 - Sneakers for our walking tour on Saturday
 - Model UN Tshirt :) We wear them during closing ceremonies!
 - Dress in layers -- Philadelphia will be cold in January
- **Toiletries and personal items**
 - Don't forget them!
- **Research**
 - We will have workshops for completing position papers due to committee chairs prior to attending the conference. You will bring a printed copy with you. Include notes and research you have for your topic. You won't be able to use computers/phones during the committee sessions.
- **Money**
 - You will need cash/card to pay for transit to and from Philadelphia train station to the hotel (about \$10 for the weekend) plus your breakfast and lunch each day.

Information from <https://www.ilmunc.com/>

Our Core Values

ELEVATE THE DISCUSSION

At ILMUNC, we seek to provide an unmatched level of substantive debate that will not only increase delegates' knowledge of international affairs, but will help them develop skills that are useful beyond committee. Our committees will challenge even the most experienced delegates, and our conference will provide numerous resources to ensure that newer delegates can develop and improve their substantive skills.

EXPANDING ACCESS TO MODEL UN

Model UN provides a unique opportunity for learning and personal growth. Through our newly expanded scholarship program, we seek to guarantee that students are able to take advantage of these opportunities regardless of potential financial obstacles.

REAL-WORLD CONNECTIONS

We strive to make our topics both pertinent to the real world and interesting to delegates. Moreover, our collaborations with our sponsors and the Keynote address both give students insight into life after high school, furthering the immersive experience for delegates and allowing them to gain deeper insight into the issues at hand. Furthermore, at ILMUNC, delegates have a chance to network with some of the best students from around the world who will prove to be the future leaders and influencers of the world.

ENJOY THE EXPERIENCE

We try to make every part of conference fun and engaging, from inside the committee sessions with dedicated, focused dais members to panels on academic opportunities ranging from international programs to campus tours, and fun out-of-committee activities such as ice skating and the Delegate Dance.

An Unforgettable Delegate Experience

We offer a variety of programs for delegates seeking to improve their diplomatic skills, apply their historical and political knowledge and explore the city of Philadelphia:

MODEL UN RESOURCES

Our newly renovated website will offer delegations a comprehensive database of resources, including position paper and research guidance, as well as a guide with delegate best practices. These resources offer beneficial advice on how to succeed at ILMUNC and other competitive collegiate conferences. Expert college delegates and members of the ILMUNC Secretariat have written about essential tips and tricks of the trade to help students of all levels of experience improve their substantive skills.

ILMUNC WORKSHOPS

Before committee begins, all students can take advantage of our comprehensive workshop program. ILMUNC offers novice, advanced, and crisis-focused workshops so that all delegates may improve their skills, learning first-hand from the members of the ILMUNC Secretariat and staff.

POSITION PAPER FEEDBACK

All delegates attending ILMUNC are encouraged to write position papers before conference starts in order to ensure that every student receives feedback on their ideas and writing skills. Position papers with feedback will be given to delegates at the beginning of conference so that they can incorporate their feedback into debate during committee.

Giving Back

ILMUNC's Franklin Legacy Charity Program has been a long-standing initiative that allows every ILMUNC participant—from chairs, to delegates, to Secretariat members—to give back to the larger community. Through the program, money is collected for a specific charity relevant to the conference theme, which will be announced in the months leading up to conference. In the past, we have raised funds to offset carbon emissions through purchasing credits, supported victims of the earthquake in Haiti, started a fund for tsunami victims, and provided educational services to impoverished women in developing nations. ILMUNC is repeatedly impressed by the collective generosity of its participants, and the proceeds from ILMUNC are used to educate students in West Philadelphia public schools about the importance of international relations to help prepare them for higher education and beyond.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–December 12, 2023

Mr. Jack LaBarca

Agenda Item – III-B

Approval of Trumbull High School Model UN Club to
WAMUNC – Model UN Conference, Washington DC

The THS Model UN Club trip to WAMUNC – Model UN Conference, Washington DC is scheduled for March 21, 2024 through March 24, 2024 for students to engage in debates on world issues in an academic model United Nations conference.

Funding for this trip is provided through the student/grant. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Jack LaBarca along with the corresponding trip itinerary.

Recommendation:

Approve the overnight THS Model UN Club trip to WAMUNC – Model UN Conference, Washington, DC.

Board

Submitted By Jack LaBarca Date Submitted 11/14/23
School THS Group MODEL UN CLUB
Date(s) of Trip 3/21/24-3/24/24 Departure Date/Time 9:57 Am Arrival Time at Destination 3:07PM
Leave Time from Destination 3:17 PM Arrival Time Back at School 8:53PM BOE Approval Yes No
Destination WAMUNC - Model Un Conference Washington DC
Destination Address 1143 New Hampshire Avenue NW, City Washington State D.C. Zip 20037

Students will engage in debates on world issues in an academic model United Nations conference

No. of Students 20 Grade Level 9-12 No. of Chaperones _____ No. of Teachers 2

In-state day trip: PK to Gr 5 – 5:1 Gr 6-8 – 10:1 Gr 9-12 – 15:1

Names of Teachers Attending	Cell Phone	Subs? (Y / N)	Dates for Subs	Names of Subs (if known)
Jack LaBarca	2036235594	Y	3/21/24, 3/22/24	Nicole Uttaro
Andrea Kremzar	2036237172	y	3/21/24, 3/22/24	

Signature _____

COST AND FINANCING	Totals	To Be Paid By	PO/Acct. No.	Additional Notes
Total Anticipated Cost of Trip	\$			
• Transportation	\$2684	Student/ Grant	101 20639	
• Registration Fees	\$1480	Student/ Grant	101 20639	
• Other Hotel	\$7,667.10	Student/ Grant	101 20639	
Student Contributions				
• Transportation	\$0			
• Entrance Fees / Room & Board / Food	\$0			
TOTAL COST TO EACH STUDENT	\$592			

Other Parents will drop[off students and pick up students from AMTRAK station

11/14/2023

Date 1/18/23

Date 11/17/23

Date _____

For overnight or out-of-state field trips

WASHINGTON AREA MODEL UN CONFERENCE XXVI

The Washington Area Model United Nations Conference (WAMUNC) is a four day exercise in diplomacy, international affairs, and global knowledge. WAMUNC prides itself on being one of the premier high school Model United Nations conferences in the world. WAMUNC's uniqueness lies in its high quality simulations as well as its geographic location in the heart of the American capital. WAMUNC is located just outside Washington, D.C. and fully staffed and sponsored by The George Washington University.

Over the conference's four days, WAMUNC provides educational experiences through its committee simulations. Further, WAMUNC's location in the nation's capital allows delegates to experience briefings, lectures, and speeches from leading professionals in related fields. Whether delegates are Model UN veterans or completely new to the MUN scene, they will find that this conference will challenge their diplomatic skills, increase their knowledge of the subjects debated, and enrich their understanding of the world.

Dates: Thursday, March 21st 2024 to Sunday, March 24th 2024

Students: Open to 20 students; priority given to experienced members of the club (those who have done a day competition)

Chaperones: Mr. Jack LaBarca and Ms. Andrea Kremzar

Hotel: Vignette Collection Yours Truly DC
1143 New Hampshire Avenue NW, Washington D.C.,
Rate is \$365 per room per night for three nights.
Estimated costs for 8 rooms is \$7,667.10 USD (\$383 per person)

Transportation: Amtrak from Bridgeport to Washington DC
3/21 Thursday, Northeast Regional Train 125 - Departs 9:57 AM
3/24 Sunday, Northeast Regional Train 96 - Departs 3:17 PM
Costs right now are \$122 per person.

Expenses: Hotel \$7,667.10
Train \$2684
Registration \$1480 (\$115 per student)
TOTAL: \$11947= \$598 per person

Grants: Trumbull ACE Foundation / BEI PENDING

TOTAL COST PER STUDENT: \$470 + Amtrak Ticket

TOTAL COST OF THE TRIP - \$470+ Amtrak Tickets

Permission slip plus check made out to Trumbull High School due by Thursday, Jan 11th 2024 to Mr. LaBarca in C8

Lodging:

Vignette Collection Yours Truly DC
1143 New Hampshire Avenue NW, Washington D.C.

<https://www.ihg.com/vignettecollection/hotels/us/en/washington/wasvc/hoteldetail>

Transportation:

We will be traveling by Amtrak Train to and from Washington, DC. Students must be dropped off at the Bridgeport Train Station by 9:15 AM on Thursday, March 21st and picked up at the train station on Sunday, March 24th at 8:50pm.

Amtrak Travel Details:

Departure: Thursday, March 21st at 9:57 am on board **Train 125** from Bridgeport, CT to Washington DC arrive at 3:07PM Union Station

Return: Sunday, March 24th at 3:17 pm on board **Train 96** from Washington DC to Bridgeport, CT. arriving at 8:53PM (Total cost approx \$122)

Coordinate train tickets purchase with Mr. LaBarca. Do not purchase on your own!

Website <https://www.wamunc.com>

Conference Schedule

THURSDAY, March 21st

4:00 PM - 5:00 PM, Check-in
5:00 PM - 6:00 PM, Opening Ceremonies
6:00 PM - 8:00 PM, Dinner Break
8:00 PM - 10:30 PM, Committee Session I

FRIDAY, March 22nd

6:00 PM - 8:00 PM, Committee Session II
8:00 PM - 9:30 PM, Dinner Break
9:30 PM - 11:00 PM, Committee Session III

SATURDAY, March 23nd

10:30 AM - 1:00 PM, Committee Session IV
1:00 PM - 3:00 PM, Lunch Break
3:00 PM - 5:00 PM, Committee Session V
5:00 PM - 7:00 PM, Dinner Break
7:00 PM - 9:00 PM, Committee Session VI
10:00 PM- 12:00 AM, Delegate Social Activities

SUNDAY, March 24th

10:30 AM - 1:00 PM, Committee Session VII
1:00 PM - 3:00 PM, Lunch Break
3:00 PM - 4:00 PM, Closing Ceremonies

Rooming List - TBD

Room #1

Room #2

Room #3

Room #4

Room #5

Room #6
Mr. LaBarca

Room #7
Ms. Kremzar

Packing List:

- **Western Business Attire - 3 outfits**
 - Shirt/tie and pants for men
 - Dresses or Nice pants/skirts with a nice top for ladies (only nude or white colors), it is suggested to wear a blazer.
 - NO SNEAKERS
- **Comfortable outfits for hotel and sightseeing**
 - Sneakers for our walking tour on Saturday
 - Model UN Tshirt :) We wear them during closing ceremonies!
 - Dress in layers -- Philadelphia will be cold in January
- **Toiletries and personal items**
 - Don't forget them!
- **Research**
 - We will have workshops for completing position papers due to committee chairs prior to attending the conference. You will bring a printed copy with you. Include notes and research you have for your topic. You won't be able to use computers/phones during the committee sessions.
- **Money**
 - You will need cash/card to pay for transit to and from Philadelphia trainstation to the hotel (about \$10 for the weekend) plus your breakfast and lunch each day.

About WAMUNC

The Washington Area Model United Nations Conference (WAMUNC) is a four day exercise in diplomacy, international affairs, and global knowledge. WAMUNC prides itself on being one of the premier high school Model United Nations conferences in the world. WAMUNC's uniqueness lies in its high quality simulations as well as its geographic location in the heart of the American capital. WAMUNC is located just outside Washington, D.C. and fully staffed and sponsored by The George Washington University.

Over the conference's four days, WAMUNC provides educational experiences through its committee simulations. Further, WAMUNC's location in the nation's capital allows delegates to experience briefings, lectures, and speeches from leading professionals in related fields. Whether delegates are Model UN veterans or completely new to the MUN scene, they will find that this conference will challenge their diplomatic skills, increase their knowledge of the subjects debated, and enrich their understanding of the world.

Our Mission

The Washington Area Model United Nations Conference is dedicated to promoting the development of diplomacy and knowledge of the field of international affairs amongst high school students from all over the world by providing a top-quality conference experience that allows learning and personal growth in a fun and engaging atmosphere.

The International Affairs Society

The International Affairs Society (IAS) is the largest nonpartisan student organization at The George Washington University. We are dedicated to promoting a greater understanding of international affairs, politics, and diplomacy. We are affiliated with The Elliott School of International Affairs and acts as the umbrella organization for various student activities such as The Globe, an international affairs undergraduate academic journal, and a Model United Nations Team. The IAS also hosts two Model United Nations Conferences each year; The Greater Washington Area Conference on International Affairs (GW CIA) which hosts over 400 middle school students, and the Washington Area Model United Nations Conference (WAMUNC), which brings over 1300 high school students from all over the world to discuss and debate international and domestic issues. Additionally, the International Affairs Society hosts embassy and think tank visits throughout the year, as well as speaking events with diplomats, foreign dignitaries, professors, and other experts in the field of international affairs.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 12, 2023

Dr. Semmel

Agenda Item – III-C

Approval/Minutes

- BOE Regular Meeting of
November 14, 2023

Recommendation:

Approve the minutes of the above noted
meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – November 14, 2023

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

Members present:

L. Timpanelli – Chairman
J. Norcel – Vice Chair
J. McNamee - Secretary
C. Bandecchi
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 the Pledge of Allegiance to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: The Correll family wrote in support of a later school start time. Gilda Kumtas-Oral wrote to emphasize the importance of the specialist and consultant positions at Daniels Farm.
- C. Public Comment
The following people spoke: Christine El Eris thanked the Rotary Club for sponsoring the Read Aloud Day and thanked Dr. Iwanicki for the theme selection. Alanna Stein asked the Board to reinstate the gifted program. Gilda and Oya Kumtas spoke in support of the gifted program and all positions of the reading and math specialists at Daniels Farm school.
- D. Superintendent Report
- Dr. Semmel reported on the new Connecticut Public Act 23-208, enacted July 1, 2023, that stipulates: to start kindergarten in the 2024-25 school year, your child must turn 5 on or before September 1, 2024. If your child does not meet the new entry cutoff date, they may still be admitted into kindergarten upon (1) a written request from the parent or guardian, and (2) an assessment. The district will provide a self-assessment for parents to complete electronically online that will be available soon on the TPS website. Our goal is to provide maximum flexibility to accommodate our younger learners.
 - Congratulations to all 6 of our elementary schools that were recognized by the State Department of Education as Schools of Distinction and to both middle schools that showed strong improvement. THS has also been recognized as a school of distinction as we saw progress in reducing the achievement gap. We are proud of our students, staff, parents and literacy and math specialists for all their hard work.

E. Board Chairman Report

Mrs. Timpanelli thanked Mrs. Rubano for an amazing Veterans Day program. Congratulations to all elementary schools and Trumbull High School that were chosen as Schools of Distinction by the Connecticut Department of Education.

F. Student BOE Representatives Report

Isabel O'Brien reported: **TECEC**- Halloween Bash; **Booth Hill**- Scholastic Book Fair, Veterans Day assembly; **Daniels Farm**- K social studies, grade 5 writing; **Middlebrook**- has been ranked 5th place in the state wide accountability report, "Zombiebrook," grade 3 art project; **Frenchtown**- K and grade 1 sock hop; **Jane Ryan**- pajama day and the "Gotcha Board," **Tashua**- Halloween parade and Socktober; **Hillcrest**- girls cross country team placed second in the state championship; **Madison**- KARE held the annual cold weather drive, makerspace for grade 7 students interested in coding; **THS**- pep rally that included the spirit contest, fall play *The Alibis*, junior cotillion at the Waterview, boys varsity soccer won FCIACs, girls varsity volleyball will be competing in the state semi-finals, Ag's FFA competed in the FFA National Convention with several students receiving medals, Veterans Day assembly sponsored by Mrs. Rubano, THSGEMB and the color guard held their final performance at the USBANDS National Championship at MetLife Stadium and thanks to Mr. Manuel for fostering a sense of community at THS.

Agenda Item III—Reports/Action Items

A. Approval/Donation from the Class of 2023 for THS Senior Lounge

Dr. Semmel presented the donation of \$2,500 from the Trumbull High School Class of 2023 for the THS Senior Lounge upgrade. This funding includes a digital display to be mounted in the space with speakers and other audio capabilities.

It was moved (Gallo) and seconded (Norcel) to accept the \$2,500 donation to apply to the THS Senior Lounge upgrade as presented. Vote: Unanimous in favor.

B. Approval/Minutes

Minutes of the BOE Regular Meeting of October 24, 2023 were presented.

It was moved (Norcel) and seconded (Bandeccchi) to approve the minutes of the Regular Meeting of October 24, 2023 Board of Education as presented. Vote: Unanimous in favor.

C. Personnel Report

Dr. Semmel presented the following staff members who will be retiring effective June 30, 2024:

Berlekovic, Pamela; department chair and agriculture science teacher at the Trumbull Agriscience and Biotechnology Center since August 2001.

Connon, Joanne; English teacher at Trumbull High School since August 2002.

Durfee, Andrew; science teacher at Trumbull High School since August 2003.

Michaels, Mary Doyle; special education teacher at Middlebrook Elementary School since August 1992.

Vrabel, Dr. Thomas; agriculture science teacher at the Trumbull Agriscience and Biotechnology Center since August 2006.

Weitzman, Claire; grade 4 teacher at Tashua Elementary School since August 2004.

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

D. Approval/Middlebrook Elementary HVAC Improvements Project

Director of Operations Mr. Dave Cote presented the Educational Specifications document which requires Board of Education approval as per the Department of School Construction of the Connecticut State Department of Education. Authorization for the Board of Education to apply to the Commissioner of Administrative Services for a School Construction Grant was given by the Trumbull Town Council on November 10, 2022. Funding for the Town's share of the Roof Replacement project was approved as part of the 2022-2023 Capital Improvement Plan by the Board of Education and Town Council.

It was moved (Nuland) and seconded (Bandecchi) to approve the Middlebrook Elementary HVAC Improvements Project as presented. Vote: Unanimous in favor.

E. Approval/2024 Board of Education Dates

Dr. Semmel presented the proposed 2024 Board of Education Meeting dates for approval.

It was moved (Bandecchi) and seconded (McNamee) to approve the 2024 Board of Education dates as presented. Vote: Unanimous in favor.

F. Artificial Intelligence (AI) Cohort Update

Mrs. Christina Hefele gave an overview of the work done to date by the teacher AI cohort group, the process used, and our professional development plans. This team was created to conduct research and provide professional development in support of our district goal of communicating ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning K-12.

G. Policy Committee Report

Dr. Iwanicki presented the following Policies for Second Reading:

- 5141.4/Reporting of Child Abuse, Neglect, and Sexual Assault
- 5145.511/Sexual Abuse Prevention and Education Program

It was moved (Gallo) and seconded (McNamee) to approve the Policies for Second Reading as presented. Vote: Unanimous in favor.

H. Financial Committee Report

Mrs. Norcel reported that the Finance Committee of the Board of Education met on October 26, 2023 which included the review of the July 31, August 31, and September 30, 2023 financial reports. Mr. Hendrickson presented the financial reports as of September 30, 2023.

It was moved (Bandecchi) and seconded (McNamee) to approve the three financial reports as of September 3, 2023 as presented. Vote: Unanimous in favor.

Adjournment

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

Trumbull Public Schools AI Cohort Work - Update

Christina Hefele - Director of Digital Learning

AI Alignment with District Goals & VoG

Goal: Communicate ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning K-12

Vision of Graduate Alignment: Critical Thinking & Problem Solving, Integrity, Innovation

Process

- Developed a Team - representative of different levels/different views
 - AI Cohort Interest Survey
- Summer Cohort Group Study - 12 hours paid over the summer
 - Elementary, Middle, High School Technology Integrators (3)
 - 2 Elementary Classroom Teachers
 - 2 Middle School Teachers (Reading, ELA)
 - 3 High School Teachers (Math, SS, ELA)
- Completed online AI Module Together - The Kulowiec Group
 - Curated many articles, watch webinars
- Cohort continues as PD Facilitators for the year

Philosophy

Block

Mitigate

Experiment

Embrace

-On-demand Writing paper/pen or locked Google Form

-Google: Check version history

-Have students talk about their writing

-Have students sign submitted assignment attesting that it is their work

-Reinforcement of academic integrity

-Teacher provided sources

-AI Detection - w/ Caution

-Ongoing PD

- Adult usage for planning, personalizing student learning, and low-level tasks

-Student Use in classroom with teacher guidance

-Collaboration with colleagues on best ways to use AI

TPS Framework

- Started by identifying what we mutually agreed upon as our beliefs
- Plan to revise August, November, March
- Address Student Use - right now only when facilitated by an adult
- Address Data Privacy
- Collective Ownership of Academic Integrity - Aligned with VoG “Integrity” disposition

Trumbull AI Framework

August PD

August - 2 hours for all teachers

- Intro to AI - Pros/Cons/Limitations/Concerns
- Emphasis on Adult Use
- Review of Trumbull Philosophy
- Created & Shared Framework
- Time to experiment with a variety of tools

November PD

- Focus on tools to support struggling learners and personalize learning
- Continue emphasis on adult-use/teacher-led to support students
- Address data privacy concerns/legal concerns
- Good Prompt Writing
- Teacher choice sessions
 - AI Round Table Discussion - High School Only
 - Using Turnitin as a Mitigation Strategy - High School Only
 - Magic School AI
 - Question Well/Diffit for Differentiation
 - Advanced Prompting
 - Using AI for Instructional Design

PD Plan - March Ideas & Beyond

- Solicit feedback from teachers on what they need
- Teacher “Share Outs”
- Potential outside speaker
- Pilot AI Tutoring with a select group of students and human teacher facilitator



QUESTIONS?

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

REVISED

Report to the Board of Education
Regular Meeting, December 12, 2023

Dr. Semmel

Agenda Item III-D

Personnel

Resignations – Certified

Berti, Matia; grade 5 teacher at Frenchtown Elementary School since August 2016, resigning effective December 22, 2023.

Hunter, Vanessa, math teacher at Madison Middle School since September 2015, resigning effective January 5, 2024.

Kunschaft, Jennifer; literacy consultant at Tashua Elementary School since August 1999, resigning effective December 22, 2023.

Recommendation:

Accept.

Request for Leave of Absence

Noyes, Mariah; social worker at Hillcrest Middle School since August 2021 (currently on child rearing leave) is requesting a personal leave of absence without pay from December 1, 2023 through the end of the 2023-24 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Pia, Jennifer; world language teacher at Madison Middle School since August 2015 (currently on an unpaid personal leave of absence) is requesting an extension of this leave from December 31, 2023 to January 31, 2024. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Recommendation:

Approve the above request for personal leaves of absence for Mrs. Noyes and Mrs. Pia.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – Dec 12, 2023

Dr. Iwanicki, Mr. Catalano, Mrs. Dawson

Agenda Item – III-E

Multi-Tiered Systems of Support (MTSS)
Update

Members of the MTSS Committee will provide an update of MTSS and SEL components within the system, including PBIS revisions and the ongoing DESSA pilot. Next steps will also be shared.

Recommendation:

Review and Discuss



MTSS

Creating a New Processes for the Success of All TPS Students

December 12th, 2023

Dr. Sue Iwanicki, Assistant Superintendent
Mr. Dean Catalano, Director of PPS
Mrs. Krystina Dawson, Mental Health Supervisor



MTSS Committee Members

- | | |
|--------------------------|--|
| • Dr. Susan C. Iwanicki: | Assistant Superintendent |
| • Dean Catalano: | Director of PPS |
| • Krystina Dawson: | Mental Health Supervisor |
| • Anne Heath: | K-12 Special Education Reading Consultant |
| • Valentina Cenatiempo: | Reading/ELA Instructional Leader, Madison MS |
| • Leigh Gabriel: | Reading/ELA Instructional Leader, Hillcrest MS |
| • Nicole Sherrick: | Math Instructional Leader, Madison MS |
| • Dawn Formanek: | Math Instructional Leader, Hillcrest MS |
| • Jenell Cunningham: | Elementary Technology Integration Specialist |
| • Kate Engeldrum: | Program Leader for ELA K-5 |
| • Kim Lombardi: | Program Leader for Mathematics K-5 |
| • Jackie Knapp: | Literacy Consultant, Booth ES |
| • Lindsay Lee: | School Psychologist, Middlebrook ES |
| • Kris Forsythe: | School Psychologist, Daniels Farm ES |
| • Rachel Dustin: | Grade 2 Teacher, Frenchtown ES |

What is MTSS?



Multi-Tiered Systems of Support



Individualized Instruction

- Collaborative
- Evidence-based



Leverages Collective Knowledge

- Aims to provide Equitable Experience
- Understand Learner Needs
- Make Informed Decisions



Begins with Teacher Assessment

- Proactively Identifies
- Monitors Progress
- Unresolved Skill Gap = Intervention and Further Personalization

Goals for Pilot Process this Year



- Introduce Flow Chart in Fall to Staff through Faculty Meetings
- Pilot the completion of forms to track servicing through Infinite Campus
- Pilot improvements to the PBIS
- Refine supporting the Whole Child through data collection and pilot the strength-based universal screener in partnership with CT State (DESSA)
- Develop an MTSS Handbook that can be used for a broader implementation over time.

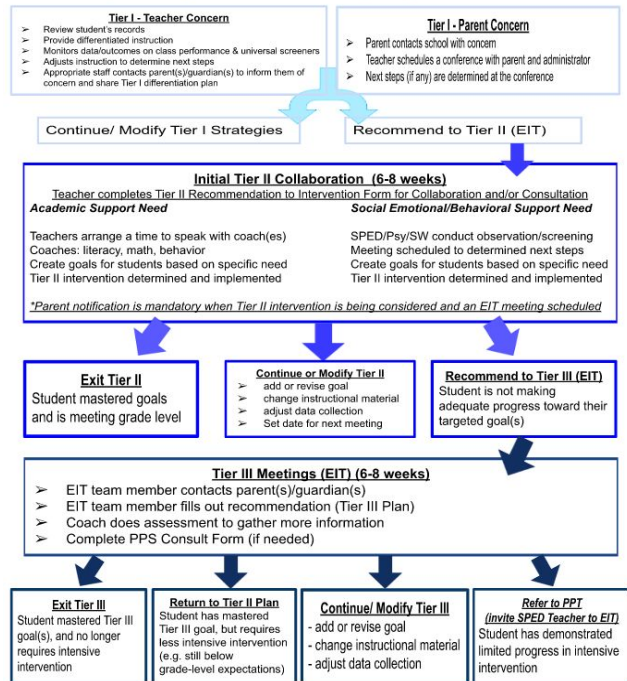




Flow Chart and MTSS Form Pilot

- Introduced to All Building Principals for early August roll out with faculty
- Forms piloted within building's EIT system in October
- Infinite Campus houses forms for school use- can be printed

IPS Response to Intervention (RTI) Flow Chart



Flow Chart and MTSS Form Pilot- Initial Feedback



- Forms are helpful in standardizing, but “clunky” with Infinite Campus interface.
- Still need time for data autofill features within form
- Build consistency in utilization of the forms- one form for each content that needs intervention (Math, ELA, behavior) or a rolling document for all
- Balancing the need for documentation with the systems that work within schools
- Some teachers finding the forms self-explanatory, others wanting more training to fill them out
- A **handbook** is drafted which we feel further develop to provide clarity and unify processes and procedures
- Tools for assessment are also being refined to be integrated into the handbook.



How does this system address Behavioral & Emotional Supports?



MTSS & Mental Health

Last Year (2022-2023)...

- New Mental Health Supervisor, Krystina Dawson
 - **Key Groundwork:**
 - Reviewing PBIS with the Tiered Fidelity Inventory
 - Reviewing current tiered behavioral supports across schools with the mental health department
 - Refocusing on the Whole Child
 - Refining the Risk/Threat Assessment Procedures
 - Focusing on Expanding our Continuum of Services
 - Elementary schools participated in PBIS training from CSDE
 - Adjusting Mental Health staffing to promote equity across buildings

To deliver differentiated services at multiple Tiers these aspects must be in place

MTSS & Mental Health

How does this system address Behavioral & Emotional Supports?



This Year (2023-2024)...

Goal: PK-8th at **100% Tier I PBIS implementation** at Spring 2024 Tiered Fidelity Inventory (TFI) Checklist/Walkthrough. Further PBIS support resources are made available K-12 to support a tiered implementation.

- Each school's **PBIS Matrix** finalized by Jan '24
- Create **PBIS subcommittee** via District Safe School Climate Committee
- Engage two elementary schools in state department **PBIS Training** (Jane Ryan and Frenchtown volunteered)
- Secondary levels to include a **student voice**/ representative in meetings
- District template for staff/classroom-managed vs. office-managed referrals
- Explore initial PBIS trainings for select **THS and REACH** staff/volunteers
- Offer select **Tier I SEL PD** to mental health staff, teachers, and parents menu of options for principal selection
- Applying for **NEPBIS District Recognition Program** by April 15th, 2024 (Awards: Bronze, Silver, Gold Medal)



NEPBIS

Northeast Positive Behavioral Interventions and Supports



PBIS & Recognition

NEPBIS Gold Medal District Recognition

Northeast Positive Behavior Intervention and Supports (NEPBIS) Criteria

Complete District Systems Fidelity Inventory (DSFI) within the last calendar year

50% or more of schools demonstrating fidelity at Tier 1 (score of 70% or above) with the Tiered Fidelity Inventory (TFI)



Strategic DESSA Implementation

Devereux Student Strengths Assessment



Goal: Implement a measure to inform our district regarding our students' social emotional proficiency and needs.

- Offered FREE to Public Schools from CT State Department (in partnership with Aperture Company) in order to support Social Emotional Learning
- Used to flag students
- Pilot schools: Middlebrook, Frenchtown, Hillcrest, and REACH
- DESSA-mini: 8 questions, considered a strength-based, evidence-based, universal screener
- Provides immediate instructional strategies- both individually as well as classroom-wide
- Almost 88 districts have piloted thus far (we are the 5th cohort)
- Aligned with many key concepts of the VOG

Closely aligned with Trumbull's Vision of the Graduate, the DESSA measures the following 8 competencies:

1. Self-Awareness
2. Social Awareness
3. Self-Management
4. Goal Directed Behavior
5. Relationship Skills
6. Personal Responsibility
7. Decision Making
8. Optimistic Thinking



1. 1,629 students were screened utilizing the DESSA
2. As anticipated, a majority of TPS students are performing within CSDE expectations for student's social-emotional proficiency
3. A percentage of students were flagged as "need for instruction"; many of those already receiving support at the building level
4. The initial rating successfully flagged at-risk students not already receiving support - which allows for earlier intervention
5. Provides an evidence-based tool to support the MTSS process
6. Some challenges identified from systems standpoint, which will be addressed for any future implementation



DESSA Next Steps

Timeline	Action Items
Winter rating window: March 2024	• Pilot Schools complete screener (2 of 3) • Progress monitoring for each individual student, reviewing any response to intervention through MTSS • Pilot school PBIS teams review school-wide data in inform Tier I supports
Spring rating window: May 2024	• Pilot Schools complete screener (3 of 3) • Feedback requested from building administrators and certified staff from each pilot school • Information utilized for future programming, professional development, and MTSS procedures • Determine if this tool is the best option to support data collection, progress monitoring, and supporting students social-emotional wellbeing



PBIS Next Steps



Stages	Action Items
Secondary Schools	• Complete TFI as a PBIS Team mid-year • Identify Stage and create action plan
Stage 1 Schools (scored <70% on Spring TFI)	• Complete PBIS Action Plan towards ≥70% fidelity goal on the TFI • Implement and revise action plan as needed in order to move to Stage 2 by April 2024
Stage 2 Schools (scored ≥70% on Spring TFI)	• PBIS Subcommittee will complete TFI Walkthrough (45-60 minutes in each school) • Review walkthrough results with PBIS teams and create a PBIS Action Plan for any areas in need of improvement • Implement and revise action plan as needed in order to move to Stage 3 by June 2024
Stage 3 Schools (scored ≥70% on TFI and Walkthrough)	• Complete TFI as a PBIS Team focusing on Tier II and Tier III • Set goals for 2024-2025 School Year

MTSS Next Steps



Stages	Action Items
Forms on Infinite Campus	• Gather data and feedback regarding forms and use • Update and align with new handbook
Handbook Drafted	• Complete Handbook • Integrate links with resources for staff • Share with building admin and teachers for feedback
Professional Development Plan	• MTSS Committee will design a plan for professional development and broader implementation



MTSS

Creating a New Processes for the Success of All TPS Students

December 12th, 2023

Dr. Sue Iwanicki, Assistant Superintendent
Mr. Dean Catalano, Director of PPS
Mrs. Krystina Dawson, Mental Health Supervisor
MTSS Team Members



TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 12, 2023

Agenda Item – III-F

Mrs. Petitti

Curriculum Committee Report
Curriculum Committee Meeting – Nov. 30, 2023

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Guides

Based on the Curriculum Committee's meeting on November 30, 2023, the Board of Education will be asked to adopt curriculum guides and texts for use as noted below:

Trumbull High School (Curriculum Guide):

- American Indian History 9-12
- Wood Technology I, Grades 9-12
- Percussion Ensemble, Grades 9-12
- Introduction to Piano, Grades 9-12

Trumbull High School (New Texts):

- **Forensics**-- Saferstein, 2022. *Forensic Science: An Introduction*, 4th Edition High School Edition, MyLab Crime with Pearson eText.
- **Astronomy**-- Franknoi, A., Morrison, D, and S. Woff et al. 2022. *Astronomy*2e OpenStax/Rice University eText.

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, November 30, 2023, 8:30 a.m.
Trumbull High School Main Office Conference room

MINUTES

- I. Call to Order/Introduction. The meeting is called to order at 8:32.
- II. Public Comment. Mrs. Petitti received a wonderful note from Mrs. Martin's class thanking her for reading to their class. Each student prepared their own thank you letter with a picture. They were very impressive.
- III. Approval/Minutes –September 29th 2023-Special Meeting. Ms. McNamee moved to approve the minutes from the September 29th Special Meeting and Mrs. Nuland seconded. The motion passed unanimously.
- IV. New Business
 - a. Curriculum Guide Approval- New Course- American Indian History 9-12, Katie Boland and Mike Margonis presented the new curriculum. Department Chair Kathy Rubano was also on hand. The educators shared that the course has been developed over the course of the last three years. Ms. Boland has been using three main contacts at the Scaticoke Tribe. They have been instrumental in designing the course, planning the course and supplementing the course as guest speakers a few times. In particular, Beth Regan has come in a few times and has over 35 years of teaching experience. Mr. Margonis shared that they visited sites to do research that is incorporated into the unit along with academic vocabulary. Ms. McNamee asked if it was more course was more thematic or chronological in nature; it was shared that it was thematic. Mrs. Boland has students with American Indian heritage that have made the class really meaningful for the students taking it. The class has even led students to start a bulletin board to tie into the theme "We are still here." The class even has engaged in trying traditional American Indian foods. The course is one semester and currently has 17 students, most of whom are sophomores. Mrs. Petitti noted that it is a nice course for 9th graders looking for an additional elective. Mrs. Nuland inquired about how they might share beyond the course itself. Ms. McNamee moved that we approve the American Indian History Curriculum Guide and Mrs. Nuland seconded. The motion passed unanimously.
 - b. Curriculum Guide Update- Wood Technology I, Grades 9-12, Teacher Joe Amaturro presented the new guide which updated the problem solving and critical thinking aspects. The educators wanted students to be more independent in choosing machines and using

measuring skills in order to produce the final product. Safety is also a huge component of the course as they teach it along with use of each machine. The course ends with six student products. Student chose the product, plan a summary of their steps and embark on creating. Consumables are not supported by grant funding, but equipment such as a surface planer, is supported by the Perkins Grant. Mr. Manuel was on hand to share that when he observed students planning they were not yet using the equipment, but really mapping out their designs which helps to reduce the cost of wood. These aspects fit in with Vision of the Graduate as well. Mrs. Petitti asked about the enrollment and Mr. Amaturro mentioned that they have four female students currently and interest has been growing. The course has six sections of 18 students and is the most requested technical education course. Students get OSHA certification in a pre-apprenticeship program through the state. Ms. McNamee moved that we approve the Woods Technology I Curriculum Guide and Mrs. Nuland seconded. The motion passed unanimously.

- c. Curriculum Guide Update- Percussion Ensemble, Grades 9-12. Music teacher, Josh Murphy presented the curriculum which is aimed at training students and rehearsing their craft of percussion on a regular basis. Mr. DiScala, Department Chair was on hand to support Mr. Murphy and mentioned that the work that has been done is very high quality. They have four units: snare drum (learning the 26 rudiments,) mallet instruments (marimba, glockenspiel, vibraphones, etc,) accessory percussion (tambourines, maracas, etc.,) and world percussion instruments (Djembe drums and more). Portions of the course are also dedicated to preparing for the concerts. Dr. Iwanicki mentioned that the course might want to explore Eastern instruments from Asia as well. Mrs. Nuland moved that we approve the Percussion Ensemble Curriculum Guide and Ms. McNamee seconded. The motion passed unanimously.
- d. Curriculum Guide Approval- Introduction to Piano, Grades 9-12. Music teacher, Josh Murphy presented the curriculum which currently has four sections, two per semester, 18 students per section. Unit 1 is music literacy and reading music—items such as reading the music, sharps, flats and where to put their hands. Unit 2 is playing technique and performance, working through the red book. The course is differentiated by the students' abilities. Each student is moving at their level. The keyboards are new and were purchased with the Board funding. They have been able to allow more students to engage in this type of learning. Mrs. Nuland moved that we approve the Introduction to Piano Curriculum Guide and Ms. McNamee seconded. The motion passed unanimously.
- e. New Text Approval: Saferstein, 2022. *Forensic Science: An Introduction*, 4th Edition High School Edition, MyLab Crime with Pearson eText. This is a new course for grade 11 and 12 students. Mostly 12 graders are enrolled in the 6 sections, 3 each semester. Class size ranges between 18 and 22. Mrs. Nuland asked if there are any photos that might alarm students or affect them negatively. Science teacher Jordan Miller shared that a letter was sent to all families in the beginning of the year which gave them the option of schedule changing if they had any concerns. The course is part police work, part law, and of course science. The text requested is the most modern currently offered while also corresponding with the student concepts. They have online resources that are also helpful. Mr. Miller is able to take content from the book and break it down to the level needed for the course. Guest speakers, such as one involved in the Innocence Project, are also able to come and speak with the students. Many other resources, videos, and websites are also used to supplement the information. Ms. McNamee moved that we approve the *Forensic Science*:

An Introduction, 4th Edition High School Edition, MyLab Crime with Pearson eText and Mrs. Nuland seconded. The motion passed unanimously.

- f. New Text Approval: Franknoi, A., Morrison, D, and S. Woff et al. 2022. Astronomy2e OpenStax/Rice University eText. Teacher John Albers and Department Chair Tom Edwards joined us to share that the text for approval is written by experts in the field and is updated on a regular basis by scientists in real time. For example, the information is coming from the James Webb Telescope which is the top of the line technology source. Additions are supervised by Rice University. The book has accessibility features for students—highlight features, glossary, and read-to-you, for example. 16 students are taking the course this year and 20 for next semester. Mr. Albers shared that students seem to like the course. It is an 11-12th grade course with mostly seniors enrolled. Ms. McNamee moved that we approve the Astronomy2e OpenStax/Rice University eText and Mrs. Nuland seconded. The motion passed unanimously.
- g. It was agreed that we will have the next Curriculum Committee Meeting on Wednesday, January 10th, 2024 at 8:30am.

The meeting was adjourned at 10:06 am.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

AMERICAN INDIAN HISTORY
Grades 9-12
Social Studies Department
2023

Curriculum Writing Team:

Katie Boland	Teacher
Michael Margonis	Teacher
Kathy Rubano	Department Head
Dr. Susan C. Iwanicki	Assistant Superintendent

American Indian History

Grades 9-12

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION AND PHILOSOPHY

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. This course has a focus on the American Indian experience in Connecticut and the northeast region. It focuses on three themes: the diversity of Native America in Connecticut, change and continuity over time, and the impact of history on the present.

Long before European colonization and the American Revolution created the state of Connecticut, diverse indigenous groups called the land home. American Indians play a critical role in Connecticut's history and continue to play a critical role in Connecticut today. The curriculum will focus on the history of American Indians in Connecticut, the process of state and federal recognition, and the status and accomplishments of the five tribes in Connecticut. On November 30th, 2022, Governor Ned Lamont issued a statement that all schools across the state will have to teach American Indian history beginning in the fall of 2023 in some capacity. In working with Steve Armstrong and the State Department of Education, this course will serve as a pilot course for the entire state of Connecticut and become a model that all schools across the state can adopt.

This course is designed as a semester elective open to students in grades 9-12. This course is intended as a survey course with a deep connection to our local roots in Connecticut.

COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

Dimension 1: Developing Questions and Planning Inquiry

It is expected that students will work individually and with others to:

- | | |
|------------|---|
| INQ 9–12.1 | Explain how a question reflects an enduring issue in the field. |
| INQ 9–12.2 | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9–12.5 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources |

Dimension 2: Applying Disciplinary Concepts and Tools

It is expected that students will work individually and with others to:

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

HIST 9–12.2	Analyze change and continuity in historical eras.
HIST 9–12.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
HIST 9–12.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5	Analyze how historical contexts shaped and continue to shape people’s perspectives.
HIST 9–12.8	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
HIST 9–12.9	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.10	Critique the appropriateness of the historical sources used in a secondary interpretation.
HIST 9–12.14	Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15	Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
GEO 9–12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
GEO 9–12.6	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
GEO 9–12.8	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
ECO 9–12.1	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
ECO 9–12.2	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
CIV 9–12.1	Distinguish the powers and responsibilities of local, state, tribal,

national, and international civic and political institutions to address social and political problems.

- CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources and Using Evidence

It is expected that students will work individually and with others to:

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences

and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.**
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy in Grades 6-12 Literacy in History/Social Studies.

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

ISTE Standard 1b: Students build networks and customize their learning environments in ways that support the learning process.

ISTE Standard 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- American Indians define themselves in a variety of ways, yet the primary manner is as members of their tribal nations.
- Indian Tribal Nations that shared geographic regions and environments developed similar beliefs, customs and cultural traits, yet still maintained their own unique qualities and identities. Consequently, culture areas developed from these common environments which became occupied by many tribes.
- American Indian culture differs from European culture in many significant ways including value systems, the importance of land, the purpose of warfare, gender roles, time consciousness, elders, etc. These central differences created stereotyping and cultural misunderstandings that impacted the political, social, and economic institutions of both cultures from contact to modern day.
- Contrary to the dominant European position on civilization, American Indians lived in highly organized societies and demonstrated scientific and technological skills in agriculture, medicine and healing, fishing and hunting, land management, housing, transportation, and warfare.
- The relationship of American Indian tribes to state and Federal governments and the issue of self-determination and sovereignty.

COURSE ESSENTIAL QUESTIONS

- What were the major American Indian tribes in the five regions of the United States and how did they differ from one another?
- What were the major American Indian tribes in the Northeast and how were they structured? Who were their leaders and how did they get the positions?
- What were the major American Indian tribes that historically inhabited Connecticut?
- What were the cultural and linguistic differences between the different American Indian tribes in Connecticut?
- How did the geography and environment of Connecticut shape the culture and way of life for American Indian tribes in the region?
- What were the main sources of livelihood for the American Indian tribes in Connecticut?
- What were the social and political structures of Connecticut American Indian tribes, and how did they govern themselves?
- How did the arrival of European settlers impact the American Indian tribes in Connecticut?
- How did the American Indian tribes in Connecticut respond to the encroachment of European settlers on their lands and the loss of their traditional territories?
- What were the key conflicts and alliances between the American Indian tribes and European settlers in Connecticut?

- How did American Indian tribes in Connecticut adapt to the changing socio-political landscape during the colonial period?
- What were the major events and consequences of the Pequot War in relation to the American Indian tribes in Connecticut?
- How did American Indian tribes in Connecticut participate in the American Revolution?
- What were the main aspects of American Indian spirituality and religious practices in Connecticut?
- What are the current demographics and cultural preservation efforts of American Indian tribes in Connecticut?
- How has the recognition and sovereignty of American Indian tribes in Connecticut evolved over time?
- How does the contemporary American Indian community in Connecticut engage with their ancestral traditions and cultural practices?
- What are some significant contributions made by American Indian tribes in Connecticut to the state's history, art, and culture?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- How can a better understanding of Connecticut American Indian tribes contribute to a more inclusive and accurate narrative of the state's history?
- What lessons can we learn from the experiences of Connecticut American Indian tribes in terms of environmental sustainability, community resilience, and cultural diversity?
- How do American Indian tribes in Connecticut contribute to the broader understanding and appreciation of indigenous cultures in the United States?

COURSE KNOWLEDGE AND SKILLS

Students will understand...

- the key efforts, struggles and successes in American Indian communities both past and present in Connecticut and the surrounding area.
- the significance of people's actions and how it changes over time and is shaped by the historical context.
- that multiple factors influenced the perspectives of people during different historical eras.
- how and why individuals, ideas and events interact over the course of centuries in a cause/effect manner.
- how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Students will be able to...

- develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.
- read sophisticated texts and academic writings.
- think critically by synthesizing a variety of perspectives and information from various primary and secondary sources.
- discuss controversial issues with maturity and openness.
- analyze various forms of data to support original ideas.
- utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
- present work and/or research using visual, oral, and written formats.
- perform tasks and manage classroom situations with self-efficacy and integrity.
- accept a growth mindset attitude with their learning and academics.
- develop and regulate empathy through studying multiple perspectives.

COURSE SYLLABUS

Course Name

American Indian History

Level

Open to all students in grades 9-12

Prerequisites

None

Materials Required

None

General Description of the Course

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. This course has a focus on the American Indian experience in Connecticut and the northeast region. It focuses on three themes: the diversity of Native America in Connecticut, change and continuity over time, and the impact of history on the present.

Assured Assessments

Formative Assessments can include but are not limited to:

- Reading analysis and questions
- In-depth sachem study from each of the tribes
- Current events summary
- Scaffolding assignments leading up to final research project and presentation.

Summative Assessments:

- Unit examinations (Units 1-3 only)
- Final Research Project and Presentation (Unit 4)

Texts and Resources

- Suggested Reading for Educators
 - Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
 - Bigelow, Bill, and Bob Peterson, editors. *Rethinking Columbus: The Next 500 Years*. Rethinking Schools, 1998.
 - Bruchac, Joseph, and Melissa Jayne Fawcett. *Makiawisug: The Gift of the Little People*. Little People Publications, 1997.
 - Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. Bedford/St. Martin's, 2012.
 - Harris, Craig. *Heartbeat, Warble, and the Electric Powwow: American Indian Music*. University of Oklahoma Press, 2016.
 - Newell, Chris. *If You Lived During the Plimoth Thanksgiving*. Scholastic Incorporated, 2021.

- Peale, Arthur. *Uncas and the Mohegan-Pequot*. Boston, The Meador Press, 1939.
- Voight, Virginia Frances. *Mohegan Chief: The Story of Harold Tantaquidgeon*. New York, Richard Fawcett, 1965.
- Voight, Virginia Frances. *Uncas: Sachem of the Wolf People*. New York, Frank & Wagnalls Company, 1963.
- Five American Indian Tribes in Connecticut
 - Golden Hill Paugussett – no formal website listed
 - Great website: <https://bportlibrary.org/hc/south-end/the-golden-hill-paugussett-tribe/>
 - Mashantucket Pequot - <https://www.mptn-nsn.gov/default.aspx>
 - Mohegan - <https://www.mohegan.nsn.us/>
 - Eastern Pequot - <https://www.easternpequottribalnation.org/>
 - Schaghticoke - <http://schaghticoke.com/>
- Websites and Collections
 - Akomawt Educational Initiative: This site is "dedicated to furthering knowledge of Native America through innovative learning approaches designed to impact how we teach history and contemporary social issues." <https://www.akomawt.org/>
 - Native Northeast Portal: This site contains primary source materials by, on, or about Northeast Indians from repositories around the world. <https://nativenortheastportal.com>
 - Illuminative: This site is a Native woman-led racial and social justice organization dedicated to increasing the visibility of—and challenging the narrative about—Native peoples. <https://illuminative.org/>
 - National Indian Education Association: This association is the only national organization advocating for improved educational opportunities to enable all Native students to thrive in the classroom and beyond. <https://www.niea.org/>
 - Mohegan Tribe's Educators Project: This site is designed with lesson plans and resources to help teach American Indian History throughout the school year. Resources have been developed for all levels from elementary through high school. You must be a teacher to gain access to the site. <https://www.mohegan.nsn.us/resources/educational-resources/educators-project>
 - The Institute for American Indian Studies: This museum and website contains lesson plans and resources for educators of all levels. Their Museum Education department offers in person and virtual field trips, lessons, and Scout programs. <https://www.iaismuseum.org>
 - Smithsonian Institute - National Museum of the American Indian - Washington DC and New York City - <https://www.si.edu/museums/american-indian-museum>
 - Library of Congress Archives (<https://www.loc.gov/>) and National Archives - (<https://www.archives.gov/>)

UNIT 1

Who We Are & the Tribes of Connecticut

Unit Goals

At the completion of this unit, students will...

INQ 9–12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources
HIST 9–12.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9–12.2	Analyze change and continuity in historical eras.
HIST 9–12.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
HIST 9–12.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5	Analyze how historical contexts shaped and continue to shape people’s perspectives.
HIST 9–12.8	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
HIST 9–12.9	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.14	Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15	Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Unit Essential Questions

- How do American Indians define themselves?
- What is the difference between a federally recognized tribe and one that is not?
- How do the collective oral stories and creation stories of Native people differ from modern science and Euro-Anglo History?
- How does the geographic region of an Indian Nation impact culture and way of life?
- How did the cultural differences and subsequent misunderstandings between American Indians and Europeans result in immediate and long-lasting conflict?
- What does it mean to be a “civilized” society and how does one’s cultural definition of “civilized” impact its relationship with others?
- What are the general cultural traits for the five tribal nations in Connecticut and how did they illustrate the concept of “ancient” and “civilized”?

Scope and Sequence

- Geographical diversity of the United States and a look at archeological studies. Students will focus on the four regions of the United States: Pacific Northwest, Plains, Southeast, the Northeast Woodlands.
- New England Archeological Time Periods: Students will focus on the different time periods of the archeological digs in the Northeast and what was uncovered during that time.
- Eastern Pequot Tribal Nation: Today, the Eastern Pequot Tribal Nation consists of 1,246 members and has continually controlled and lived on the two hundred eighty acres that were deeded to them in 1683.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today’s Status
- Golden Hill Paugussett: Today, the Golden Hill Paugussett tribe has two reservations in Connecticut. The site at Trumbull is a quarter acre property but is known to be the oldest, continuing site since 1659. The site at Colchester is located ninety minutes away from the original Trumbull location and has 106-acres. The Colchester location was provided by the state as “recompense for the unlawful sale of the tribe’s homeland by its government-appointed white overseers.” The tribe currently has one hundred fifty members, and they have year-round ceremonies including powwows within tribes and with other tribes and many social gatherings.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today’s Status
- Mashantucket Pequots: Today, the Mashantucket Pequot Tribal Nation has over one thousand members and includes a 1,640-acre reservation near Ledyard, Connecticut. Mashantucket owns and operates the Foxwoods Resort Casino, the Lake of Isles Golf Course, the Pequot Pharmaceutical Network, and the Spa at Norwich Inn. It

also is home to the Mashantucket Pequot Museum and Research Center which broke ground on October 20, 1993, in a ceremony marking the 10th anniversary of federal recognition of the Mashantucket Pequot Tribal Nation.

- History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- Mohegans (Mahehkanuwuk, Wolf People): Today, the Mohegans live on a 507-acre reservation near Uncasville, Connecticut with a total population around 1,300 people. The tribal nation owns the Tantaquidgeon Museum in Uncasville, Connecticut and it is one of the oldest American Indian owned and operated museums in the United States. The museum opened in 1931 and hopes to share eastern woodlands Indian history and traditions from the native perspective. In addition, Mohegan operates the Mohegan Sun casino, other entertainment resorts in the United States, Canada, and Northern Asia as well as the Connecticut Sun (Women's NBA team based in Uncasville).
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status
- The Schaghticoke Tribal Nation: Today, the Schaghticoke Tribal Nation encompasses four hundred acres between the Housatonic River and New York State. The current reservation on 400-acres consists of three buildings, a small campground, and a burial ground. Most of the tribal members live off the reservation with the campground serving as the tribal social and political center. The Institute for American Indian Studies in nearby Washington, Connecticut offers many educational programs for all grade levels and a replicated Algonkian village.
 - History
 - Important Sachems
 - Culture and Traditions
 - Today's Status

Academic Vocabulary

- **Indigenous:** Originating or occurring naturally in a particular place; native.
- **Sacred Site:** Traditional religious and ceremonial practices of American Indians are often inseparably bound to specific areas of land. Many of these sacred places are located on what is now public land and Western concepts of resource development, such as logging, mining and tourism, may conflict with the integrity of these sacred places.
- **Tribe:** A social group composed chiefly of numerous families, clans, or generations having a shared ancestry and language.
- **Indian Reservation:** In the United States there are three types of reserved federal lands: military, public, and Indian. A federal Indian reservation is an area of land reserved for a tribe or tribes under treaty or other agreement with the United States, executive order, or federal statute or administrative action as permanent tribal homelands, and where the federal government holds title to the land in trust on behalf of the tribe.
- **Sachem:** The chief of a tribe or a confederation.

Assured Assessments

- Sachem Project: Students will research one of the sachems that we studied throughout the course of the unit and create a “children’s book” on their sachem. They will include biographical information and images/pictures to capture the story.

Resources

- Selected readings from: Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
- Five American Indian Tribes in Connecticut
 - Golden Hill Paugussett – no formal website listed
 - Great website: <https://bportlibrary.org/hc/south-end/the-golden-hill-paugussett-tribe/>
 - Mashantucket Pequot - <https://www.mptn-nsn.gov/default.aspx>
 - Mohegan - <https://www.mohegan.nsn.us/>
 - Eastern Pequot - <https://www.easternpequottribalnation.org/>
 - Schaghticoke - <http://schaghticoke.com/>

Time Allotment

4-5 weeks

UNIT 2

Culture & Storytelling

Unit Goals

At the completion of this unit, students will...

INQ 9–12.1	Explain how a question reflects an enduring issue in the field.
HIST 9–12.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9–12.2	Analyze change and continuity in historical eras.
HIST 9–12.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
HIST 9–12.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5	Analyze how historical contexts shaped and continue to shape people’s perspectives.
HIST 9–12.8	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
HIST 9–12.9	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.10	Critique the appropriateness of the historical sources used in a secondary interpretation.
INQ 9–12.15	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
INQ 9–12.16	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Unit Essential Questions

- What are the key elements and themes found in American Indian storytelling traditions?
- How does storytelling play a significant role in American Indian culture and identity?

- What are the purposes and functions of storytelling in American Indian communities?
- How have American Indian storytelling traditions been preserved and passed down through generations?
- What role does oral tradition play in American Indian storytelling, and how does it differ from written literature?
- How do American Indian creation stories reflect their worldview and understanding of the universe?
- In what ways do American Indian stories convey moral, cultural, and historical lessons?
- How do American Indian storytelling traditions vary among different tribes?
- How has colonization and historical trauma impacted American Indian storytelling traditions?
- What can we learn about American Indian values, beliefs, and experiences through their storytelling traditions?
- How does American Indian storytelling contribute to the preservation and revitalization of indigenous languages?
- What is the role of symbolism and metaphor in American Indian storytelling?
- How do American Indian stories reflect the interconnectedness of humans, animals, and the natural world?
- How are American Indian storytelling traditions adapting and evolving in the modern world?
- How are contemporary American Indian authors and filmmakers incorporating traditional storytelling techniques into their works?

Scope and Sequence

- Creation Stories: Pequot and Mohegan Legends and Stories
 - Konchi Manto: This means "Great Spirit" in the Mohegan-Pequot language, and is the Mohegan name for the Creator (God.) In most contexts just Manto (the Spirit) is used. Konchi Manto is a divine spirit with no human form or attributes (including gender) and is never personified in Pequot or Mohegan folklore. The name is pronounced similar to kawn-chee mun-doh.
 - Maushop: (also spelled Moshup and other ways.) Maushop is a giant who is the culture hero of the Mohegan, Pequot, and Wampanoag tribes (sometimes referred to as a "transformer" by folklorists.) His name is pronounced moh-shup or maw-shup.
 - Squant: (also spelled Squannit and other ways.) Moshup's wife. According to most Mohegan Indian legends, she is a Little Person (often the leader or medicine woman of the Little People) and has great magical powers.
 - Makiawisug: (also spelled Makiaweesug and other ways.) These are the Little People of the Pequot and Mohegan tribes. They can be dangerous if they are disrespected but are generally benevolent nature spirits.
 - Hobomock: (also spelled Hobbamock or other ways): The manito (spirit) of death. A destructive, often evil being usually in opposition to Cautantowwit. After the introduction of Christianity, Mohegan people frequently identified Hobbomock with the Devil. He was also sometimes known as Chepi, Chipi or Cheepie, meaning "ghost."

- **Chahnameed:** (also called Big Eater.) Chahnameed is a trickster character who lies, cheats, is greedy, and basically acts completely inappropriately by Mohegan-Pequot standards-- often in the most amusing possible way. Pequot and Mohegan stories about Chahnameed are usually humorous in nature.
- **Tribal Life: Pre-Contact society and daily Life,** exploring beliefs, religious observances and practices throughout the seasonal tribal calendar.
 - Green Corn Festival
 - Powwows
 - Sweat Lodge ceremonies
 - Medicine Men & Women
- **European Contact: Cultural and religious changes**
 - Impacts of Christianity on local tribal beliefs and rituals
 - Christian Indians: Samson Occum
- **Tribal Reservation Culture Today: Impact of state and federal recognition on tribal culture and beliefs**
 - Intertribal differences and the impact of gaming on tribal life.

Academic Vocabulary

- **Medicine (Wo)man:** A medicine man or medicine woman is a traditional healer and spiritual leader who serves a community of Indigenous people of the Americas.
- **Wampum:** Small cylindrical beads traditionally made by some North American Indian peoples from shells, strung together and worn as decoration or used as money.
- **Powwow:** A ceremony, especially one accompanied by magic, feasting, and dancing, performed for the cure of disease, success in a hunt, etc.
- **Long House:** A communal dwelling, especially of the Iroquois and various other North American Indian peoples, consisting of a wooden, bark-covered framework often as much as 100 ft. (30.5 m) in length.
- **Wigwam:** Dwelling found among the Algonquian of the Eastern woodlands area of the United States. The wigwam was usually conical, arbor-like, or domed. Some were small, accommodating a single family; others were large communal dwellings. They were covered with squares of bark, with reed mats, or with thatch.
- **Great Spirit:** The chief deity in the religion of many North American Indian tribes.
- **Maize:** The main crop of many of the original American Indian tribes. Maize is a grain and is the Indian name for corn. The Three Sisters were Corn, Beans, and Squash.
- **Three Sisters:** The Three Sisters are the three main agricultural crops of various Indigenous peoples of North America: squash, maize and climbing beans.
- **Native American Smudging:** This is a common ceremonial ritual among indigenous people, held closely within these cultures to purify, spiritually cleanse, rid physical spaces of negative energy, and bless.
- **Thirteen Moons:** To many Native Americans, the 13 cycles of the moon represent the changing seasons and the passage of time. Each moon has its own special name that, while varying among the tribal nations, is consistent with the legend that the 13 scales on Old Turtle's back hold the key to these moons.

Assured Assessments

- Students will be divided into five groups and research current customs, traditions, and events of their assigned tribal nation in Connecticut. Students will then create a presentation to the class about their findings.

Resources

- Selected readings from Piper, Shoran Waupatukuay, *Red Road: Traditional Voices of Afro-Indigenous America*. Conjure South Publications, 2021.
- <http://www.native-languages.org/mohegan-legends.htm>
- <https://www.pequotmuseum.org/>
- <https://connecticuthistory.org/topics-page/native-americans/>
- <https://www.cga.ct.gov/2002/rpt/2002-R-0072.htm>
- <https://www.mohegan.nsn.us/>

Time Allotment

3-4 weeks

UNIT 3

Federal versus State Recognition

Unit Goals

At the completion of this unit, students will...

- | | |
|-------------------|--|
| CIV 9–12.1 | Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems. |
| CIV 9–12.2 | Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles. |
| CIV 9–12.3 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. |
| CIV 9–12.5 | Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. |
| CIV 9–12.7 | Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. |

Unit Essential Questions

- What is sovereignty?
- What were the political and social structures of American Indian tribes in Connecticut and how did they govern themselves?
- How has the recognition and sovereignty of American Indian tribes in Connecticut evolved over time?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- What is the difference between a federally recognized tribe and one that is not?
- What are some of the most influential treaties made between the federal, state and local governments and the American Indian tribes in Connecticut throughout history? How did each of those treaties affect the relationship between the two groups?

Scope and Sequence

- Steps to become a federally recognized tribe in Connecticut
 - Mashantucket Pequot case study
 - Mohegan case study
- Benefits and drawbacks of being a federally recognized tribe
- The long unsuccessful fight for federal recognition
 - Eastern Pequot case study
 - Golden Hill Paugussett case study

- Schaghticoke case study

Academic Vocabulary

- **Tribal Recognition:** State tribal recognition does not confer the same benefits as federally recognized tribes; it acknowledges tribal status within the state but does not guarantee funding from the state or federal government. State-recognized Indian tribes are not necessarily federally recognized; however, some federally recognized tribes are also recognized by states. Federal recognition remains the primary way in which tribes seek to be recognized. Eleven states have officially recognized more than 60 tribes.
- **Federally Recognized Tribe:** A federally recognized tribe is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation, and is eligible for funding and services from the Bureau of Indian Affairs.
- **Sovereignty:** Sovereignty is a legal word for an ordinary concept—the authority to self-govern. Hundreds of treaties, along with the Supreme Court, the President, and Congress, have repeatedly affirmed that tribal nations retain their inherent powers of self-government. These treaties, executive orders, and laws have created a fundamental contract between tribes and the United States.
- **Trust and Treaty Obligation:** A treaty is a contract, a binding and legal agreement, between two or more sovereign nations. By signing treaties with Indian tribes, the United States acknowledged tribal sovereign status. When the architects of the American government created the Constitution, they explicitly recognized that treaties are the supreme law of the land, along with the Constitution itself.

Assured Assessments

- Treaties with the United States Government: Students will conduct a case study on important treaties with tribal nations not mentioned in our unit of study. They will investigate the treaty and its effect on the tribal nation and the relationship between the tribal nation and the government of the United States.

Resources

- “The Constitution of the United States,” National Archives and Records Administration
- “Federal Recognition,” National Congress of American Indians, <https://www.ncai.org/policy-issues/tribal-governance/federal-recognition>
- “Federal Recognition,” Mohegan Tribal Nation, <https://www.mohegan.nsn.us/about/government/tribal-sovereignty/federal-recognition>
- Amy Martin, "This Hard Land" <https://www.conncoll.edu/news/cc-magazine/past-issues/2020-issues/winter-2020/this-hard-land/>
- “Golden Hill Paugussett Denied Federal Recognition,” ICT News, September 12, 2018, <https://ictnews.org/archive/golden-hill-paugussett-denied-federal-recognition>.
- Duke Chen, “Schaghticoke Petition for Federal Recognition and Land Claims,” Connecticut General Assembly, <https://www.cga.ct.gov/2013/rpt/2013-R-0386.htm>.
- “Quest for Federal Recognition,” Schaghticoke Tribal Nation, September 28, 2020, <http://schaghticoke.com/quest-for-federal-recognition/>

- Sandra Diamond Fox, “Kent-Based American Indian Tribe Is Seeking Federal Recognition. the Town Has Concerns.,” CT Insider, April 13, 2022, <https://www.ctinsider.com/news/article/Kent-based-American-Indian-tribe-is-seeking-17073798.php>.

Time Allotment

3-4 weeks

UNIT 4

Current Events

Unit Goals

At the completion of this unit, students will...

- | | |
|-------------------|---|
| INQ 9–12.1 | Explain how a question reflects an enduring issue in the field. |
| INQ 9–12.2 | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9–12.5 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources |
| INQ 9–12.6 | Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. |
| INQ 9–12.8 | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. |
| INQ 9–12.9 | Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. |

Unit Essential Questions

- How does the contemporary American Indian community in Connecticut engage with their ancestral traditions and cultural practices?
- What are some significant contributions made by American Indian tribes in Connecticut to the state's history, art, and culture?
- What are the ongoing challenges faced by American Indian tribes in Connecticut, such as land rights, cultural preservation, and representation?
- How can a better understanding of Connecticut American Indian tribes contribute to a more inclusive and accurate narrative of the state's history?
- What lessons can we learn from the experiences of Connecticut American Indian tribes in terms of environmental sustainability, community resilience, and cultural diversity?
- How do American Indian tribes in Connecticut contribute to the broader understanding and appreciation of indigenous cultures in the United States?

Scope and Sequence

- Status today of the five Connecticut tribal nations

- Major accomplishments and contributions to society and Connecticut
- Final inquiry project
 - Students will choose a topic of interest and create a product (essay and presentation) to inform their classmates about a student-selected topic from American Indian history.
 - Examples of projects can be, but not limited to, the following: Indian Removals, Relocation, and Termination in the 19th and 20th centuries, Christianity and traditional spiritual life of American Indians, American Indian Women and Gender Identity, American Indian Burial Grounds and Native American Graves Protection and Repatriation Act, History of the Bureau of Indian Affairs, American Indian Movement, American Indian Arts and Crafts, American Indian Authors, the Mascot Debates in Connecticut or around the country, etc.

Academic Vocabulary

- Essential Question
- Thesis
- Guiding research questions

Assured Assessments

- Students will design and implement an inquiry project to create a product (essay and/or presentation) to inform their classmates about a student-selected topic American Indian History. Students will craft an essential question and supporting questions. Students will then complete research to answer their essential and supporting questions, then craft a thesis statement that answers their essential question with supporting evidence and explanation.

Resources

- Tantaquidgeon Indian Museum
- Mohegan Tribal Museum Authority
- Mashantucket Pequot Museum and Research Center
- Institute for American Indian Studies
- Connecticut Historical Society: <http://www.chs.org/>
- Connecticut State Library and Archives
- National Congress of American Indians: www.ncai.org
- Native American Rights Fund: www.narf.org
- National Museum of the American Indian, Smithsonian Institution: www.nmai.si.edu
- Library of Congress American Memories project: <http://memory.loc.gov/>

Time Allotment

5-6 weeks

IMPORTANT LOCAL PLACES TO NOTE

- **Mohegan Indian Reservation:** A 0.79 square mile reservation located on the Thames River in Uncasville, Connecticut
- **Mohegan Royal Burial Ground:** A 16-acre burial ground in Norwich, CT. This includes the grave of the Sachem Uncas.
- **The Mohegan Church:** First founded in 1831, Mohegan Church resides on Mohegan Hill on the only parcel of land ever continuously owned by the Tribe. It was a critical factor of federal recognition in 1994.
- **Fort Shantok:** A 160-acre park in Montville, Connecticut, was the site of the principal Mohegan settlement between 1636 and 1682
- **Cochegan Rock:** The largest free-standing boulder in New England, Cochegan Rock, is known as the place where Sachem Uncas met with his council in the 1600s.
- **Indian Leap at Yantic Falls and Miantonomo Monument:** Norwich, CT
- **Battle of Sachem's Plain:** Norwich, CT
- **The Tantaquidgeon Museum:** 1 Church lane Uncasville, CT
- **The Mashantucket Pequot Reservation:** A 2.17 square mile reservation located in Ledyard, CT
- **Fort Mystic Massacre Site:** Mystic, CT
- **Swamp Fight Monument:** Fairfield, CT
- **The Mashantucket Pequot Museum and Research Center:** Mashantucket, CT
- **Eastern Pequot Reservation:** A 224-acre reservation at Lantern Hill in North Stonington, CT.
- **The Schaghticoke Indian Reservation:** A 400-acre reservation located near the New York border within the boundaries of Kent in Litchfield County, to the west of the Housatonic River. The land is held in trust by the state for the tribe.
- **Golden Hill Paugussett Reservations:** A 1/2-acre reserve in the Nichols section of Trumbull, Connecticut. Several members presently reside in Colchester, Connecticut, where the tribe has a second 106-acre reservation.
- **The Institute for American Indian Studies:** Washington, CT

COURSE CREDIT

One half credit in social studies

One class period daily for a semester

PREREQUISITES

None

ASSURED STUDENT PERFORMANCE RUBRICS

Social Studies Writing Rubric

4 Exceeds grade Level expectation	3 Meets grade level expectation	2 Approaching grade level expectation	1 Below grade Level expectation
--	--	--	--

	4	3	2	1
Purpose/ Organization _____ points	The response is well organized. Claim clearly answers the question and demonstrates a strong understanding of the issue. Focus is well maintained throughout the response.	The response is adequately organized. Claim adequately answers the question and demonstrates an adequate understanding of the issue. Focus is adequately maintained.	The response is somewhat organized. The claim answers the question and demonstrates a limited understanding of the issue. Focus is somewhat sustained,	The response is not well organized. Claim may be missing, does not answer the question or may be confusing, demonstrating little to no understanding of the issue. The response provides little or no focus.
Examples _____ points	The response includes examples that are accurate, highly relevant, and strongly support the position.	The response includes examples that are accurate, relevant, and adequately support the position.	The response includes examples that are somewhat accurate, but may not be relevant and/or examples weakly support the position.	The response may be missing examples, or both examples are inaccurate or irrelevant and do not support the position.
Analysis _____ points	Analysis of examples is accurate and effectively supports the position. Effective elaboration to explain ideas.	Analysis of examples is accurate and adequately supports the position. Adequate elaboration to explain ideas.	Analysis of examples is somewhat accurate and may not support the position. Weak or uneven elaboration to explain ideas.	Analysis of examples may be missing or inaccurate. Minimal if any elaboration to explain ideas.
Fluency _____ points	Writing is very clear and there is a fluent progression of ideas. Effective use of vocabulary. Consistent use of a variety of transitions.	Writing is clear and there is an adequate progression of ideas. Appropriate use of vocabulary. Consistent use of transitions.	Writing is somewhat clear and there is some progression of ideas. Vocabulary use is uneven or somewhat ineffective. Some use of transitions.	Writing lacks clarity and there is a limited progression of ideas. Vocabulary use is uneven and ineffective. Little or no use of transitions.
Conventions _____ points	Consistent use of correct sentence formation, punctuation, capitalization, grammar usage. No use of first person. MLA citations are all correct.	Adequate use of correct sentence formation, punctuation, capitalization, and grammar usage. Consistent use of third person. MLA citations generally are correct.	Limited use of correct sentence formation, punctuation, capitalization, grammar usage. Inconsistent use of third person. MLA citations are generally correct.	Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage. Little to no use of third person. MLA citations are incorrect.

American Indian History

Final Inquiry Project

The Topic:

Students will choose a topic of interest and create a product (essay and presentation) to inform their classmates about a student-selected topic from American Indian history. Examples of projects can be, but not limited to, the following: The Role of American Indian Shamanism, Native American Architecture and Landscape, Astrology in the Native American World, Indian Removals, Relocation, and Termination in the 19th and 20th centuries, Christianity and traditional spiritual life of American Indians, American Indian Women and Gender Identity, American Indian Burial Grounds and Native American Graves Protection and Repatriation Act, History of the Bureau of Indian Affairs, American Indian Movement, American Indian Arts and Crafts, American Indian Authors, the Mascot Debates in Connecticut or around the country, the history and role of lacrosse in native groups, etc.

Your Task:

Your job is to create an essential question (and supporting questions) designed to explain the effect that your topic had on the student of American Indian History to today. In your thesis statement, research paper, and presentation, you must answer the essential question by explaining the context of the event as well as its impact and potential future consequences (if any). You must use research data to support your thesis.

Paper Requirements:

- See the Writing Rubric.
- The paper must include an introduction, body paragraphs, and a conclusion.
- The paper must be written in **MLA format with in-text citations**.
- The paper **must include a works cited page with at least 4 sources (2 from academic databases)** and be properly formatted according to MLA standards.

Presentation Requirements:

- See the attached slideshow presentation rubric.
- Students are expected to present for 5-7 minutes.
- Present clearly and maintain good eye contact with your audience.
- You may use a notecard or presentation aid.
- Include images, short video clips, slide animation, color and any other eye-catching features.
- Be sure to bullet your text and limit the wording per slide.

Grading:

- **Essential Question specific to your topic.**
 - Separate writing grade worth 10 points.
- **Outline (inclusive of a thesis, main ideas and in-progress works cited page).**
 - Separate writing grade worth 10 points.

- **Rough Draft (a more detailed outline or paragraph form are both acceptable).**
 - Separate writing grade worth 20 points.
- **Peer-editing worksheet.**
 - Separate writing grade worth 10 points.
- **Final paper with a works cited page.**
 - Writing grade worth 100 points.
 - See writing rubric.
- **Slideshow presentation**
 - Assessment grade worth 50 points.
 - See attached presentation rubric.

Pacing Guide/Timeline:

Please read the following guide carefully for **all due dates**. Please note that beyond the time listed below, this inquiry project will require work outside of school.

Date	Class Period Focus
Teacher to insert date here	-Assign and discuss the inquiry project. -Review lesson on writing an essential question. -Choose topics.
Teacher to insert date here	-Presentation on database research. -Begin to develop an essential question through research.
Teacher to insert date here	-Essential question due at the start of the period. Teacher will provide feedback to ensure a properly formatted and researchable essential question. -Continue research to answer essential question.
Teacher to insert date here	-Continue working on research and begin to outline.
Teacher to insert date here	-Outline due at the start of the period. Teacher will provide feedback to ensure a properly formatted thesis statement, appropriate main ideas, and a properly formatted works cited page. -Continue research and begin writing a rough draft.
Teacher to insert date here	-Continue research and work on a rough draft.
Teacher to insert date here	-Rough draft due at the start of the period. -Peer edit to provide feedback on rough draft. -Teacher will provide feedback on the rough draft to ensure supporting details and data are used to prove the thesis.
Teacher to insert date here	-Review rough draft comments by teacher and peer. -Ask clarifying questions on feedback as needed. -Work on the final draft.

Teacher to insert date here	-Work on the final draft.
Teacher to insert date here	-All final papers due at the start of the period. -Work on slide presentations.
Teacher to insert date here	-Work on slide presentations.
Teacher to insert date here	-Presentations due at the start of the period. -Individual presentations begin.

Final Inquiry Project Slideshow Presentation Rubric

Component:	Teacher Feedback/Score:	Points:
Title slide (Include your event and your name)		5
Slide(s) summarizing event (Utilize the background information from your introductory paragraph.)		15
Slide(s) summarizing significance of event to its time period and beyond (Utilize your thesis, main ideas, and any necessary supporting details)		15
Visual is attractive and grammar and spelling are accurate		10
MLA Works Cited slide (You may use the same Works Cited as your research paper)		5
Grade:		

Vision of the Graduate Rubric: Critical Thinking

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	Meets: 7 - 8 GOAL	Exceeds: 10 - 12	<u> </u> / 12

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Wood Technology I
Grade 9-12

2023

(Last revision date: 2012)

Curriculum Writing Team

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Wood Technology I

Grade 9-12

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Wood Technology I is a semester-long elective course available to 9th, 10th, 11th, and 12th graders. The course is offered through the Technology Education Department and provides interested students with the knowledge and understandings necessary to operate wood working tools and materials to create and produce a final product. This course is being offered to any students who are interested in the field of Woodworking and would like to learn more about the process of creating wood products. There is no prerequisite experience needed for this course.

Through hands-on learning, students will develop an understanding of the tools and skills that work together to result in a final product that is both useful and aesthetically pleasing. Instruction will be given on hand tools, machine tools and other woodworking equipment that students will be permitted to use. This instruction will be given in the form of lectures, notes and demonstrations. “Hands-on” laboratory experiences constructing projects will allow students to develop valuable woodworking skills.

COURSE GOALS

WM.02	Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.
WM.02.05	

WM.02.06	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility. Obtain, read and follow SDS (Safety Data Sheets) information.
WM.03	Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding "T" bevel, and compass.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10	Explain and demonstrate correct use of planers.

WM.03.14	Select appropriate tools, procedures, and/or equipment.
WM.04	Explain and be able to demonstrate the methods involved in turning raw materials into useable products.
WM.04.01	Describe and interpret technical drawings.
WM.04.02	Describe and prepare rough drawings and sketches.
WM.04.03	Explain and prepare a cut list or bill of material from a basic plan and assembly drawing.
WM.04.04	Interpret a design to facilitate replication
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.07	Extrapolate information from a set of plans.
WM.04.08	Measure accurately to a sixteenth of an inch.
WM.04.10	Prepare stock for use.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.12	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.19	Identify and describe the purpose and use of the following woodworking fasteners: common nails, round head screws, flat head screws, and oval head screws.

WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
WM.04.23	Describe the abrasive grit numbering grading system.

The following course goals derive from the 2012 Connecticut Technology Education Standards.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- It is important to follow shop safety procedures.
- It is important to follow plans when constructing projects.
- It is important to use machines properly and safely.
- Each machine and tool has a specific purpose.
- They have the ability to achieve success in creation of projects.

COURSE ESSENTIAL QUESTIONS

- Why is it important that everyone understands and follows the safety procedures in and around the shop?
- Why do we need to be able to read a ruler?
- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?
- How do woodworking machines better facilitate construction?
- What is the process for taking raw materials and plans to create a finished product?
- What are the important decisions a woodworker needs to make when creating a finished product?
- How do plans help you create a woodworking project?
- Why is it important to follow a set of plans when creating a final product?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to read plans
 - how to read a scale

- o how to properly and safely use tools for their intended purpose
 - o how to correctly set up and use machines for their intended purpose
 - o how to prepare stock for use in a project
 - o how to assemble and finish wood projects
- Students will be able to . . .
 - o select projects and interpret plans appropriate for their skill level
 - o determine which tool to use for a particular job
 - o identify and solve problems encountered when creating projects
 - o work and think independently
 - o work cooperatively when called upon

COURSE SYLLABUS

Course Name

Wood Technology I

Level

Elective

Prerequisites

None

General Description of the Course

Wood Technology I is designed for any student regardless of his/her experience with woodworking. Students are introduced to the basics of measurement, proper use, and safety of hand tools and machines, design, and constructions. An emphasis will be placed on safety. Students will have the opportunity to construct multiple projects; some of his/her own designs.

Assured Assessments

Formative Assessments:

- o Plan reading quiz
- o Teacher Check-ins
- o Student final project Build Worksheet

Summative Assessments:

- o Safety Quizzes
- o Measuring quizzes
- o Cell Phone Holder
- o Step Stool
- o Independent Project

UNIT 1

Shop Safety

Unit Goals

At the completion of this unit, students will:

WM.02	Describe and demonstrate the procedures related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.
WM.02.01	Demonstrate safe material handling practices
WM.02.02	Demonstrate and explain knowledge of workplace safety procedures.
WM.02.03	Demonstrate and explain knowledge of personal safety practices pertaining to eye wear, footwear, clothing, and personal protective equipment (PPE) used in wood technology.
WM.02.05	Demonstrate knowledge of proper use, storage, and disposal of hazardous materials following OSHA's proper safety practices for a woodworking facility.
WM.02.06	Obtain, read and follow SDS (Safety Data Sheets) information.

Unit Essential Questions

- Why is it important that everyone understands and follows the safety procedures in and around the shop?

Unit Focus Questions

- Where is the power emergency stop?
- Where are the fire extinguishers?
- Where is the fire escape route?
- Where is the nurse's office located?
- What are the different types of Personal Protective Equipment (PPE)?
- Where is the location of the emergency eyewash station?
- What is the SDS sheet and where is it located?

Unit Scope and Sequence

- Locations of emergency equipment.
- Fire escape route.
- SDS with specific detail about the chemical properties, health and safety hazards of each chemical product.
- Proper use of personal safety practices and personal protective equipment (PPE).

Unit Assured Assessments

Summative Assessments:

- Written assessment covering key points on shop safety.

Resources

Core

- Safety Data Sheets
- Safety worksheets
- [Power Tool Institute: Power Tool Accidents: They can be prevented video](#)

Supplemental

- Note taking worksheets
- Power Tool Institute: [Power Tool Safety — It's In Your Hands](#)
- Power Tool Institute: [La Seguridad de la Herramienta Eléctrica - Está En Sus Manos](#)

Key Vocabulary

- SDS
- PPE

Time Allotment

- Approximately 1 Week

UNIT 2

Measurement

Unit Goals

At the completion of this unit, students will:

WM.04	Explain and be able to demonstrate the methods involved in turning raw materials into useful products.
WM.03.01	Identify, use, and maintain the following measuring, layout, and marking tools: steel rule, tape measure, combination square, sliding “T” bevel, and compass.
WM.04.05	Describe and identify fractional measurements from a basic plan and assembly drawings.
WM.04.08	Measure accurately to a sixteenth of an inch.

Unit Essential Questions

- Why do we need to be able to read a ruler?

Unit Focus Questions

- What do the lines on a ruler mean?
- How do you convert feet to inches?
- How do you reduce a fraction to its lowest terms?

Unit Scope and Sequence

- Provide unit material at varied reading levels using multiple resources
- Teach the sixteen parts of an inch using 3-foot-long scale model of an inch as a visual
- 1/16”, 1/8”, 1/4”, 1/2”
- Division of measurements
- Using a square for measuring and marking

Unit Assured Assessments

Summative Assessments:

- Written quiz that aligns with the teacher-constructed note-taking guide

Resources

Core

- Measuring Handouts

Supplemental

- [The Ruler Game](#)

Key Vocabulary

- Nominal Measurement
- Actual Size

Time Allotment

Approximately 1 Week

UNIT 3

Hand Tools & Power Tools

Unit Goals

At the completion of this unit, students will:

WM.03	Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.
WM.03.02	Identify proper use and function of the following portable power tools: circular saw, drill, jig/saber saw, finishing sanders, and routers.
WM.03.03	Identify proper use and function of the following fastening tools: hammer, Phillip head screw driver, and slotted/flat head screw driver
WM.03.04	Demonstrate and explain knowledge of proper use and storage of portable power tools.
WM.03.05	Demonstrate and explain knowledge of proper use and storage of basic hand tools.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

Unit Essential Questions

- How do you safely use hand tools and/or power tools to create a final product?
- Why is it important to use the proper tool for the job?

Unit Focus Questions

- How do you determine which is the proper tool for the job?
- Why is it important to store hand and/or power tools correctly?

Unit Scope and Sequence

- Screw driver
- Hammer
- Cordless screw gun/drill
- Hand sander
- Jigsaw
- Circular Saw

Unit Assured Assessments

Summative Assessments:

- Safety quizzes for hand tools and hand held power tools

ResourcesCore

- Safety worksheets

Supplemental

- [Power Tool Institute Circular Saw Safety](#)
- [Power Tool Institute Español - Seguridad con la Sierra Circular](#)

Key Vocabulary

- Crosscutting
- Ripping
- Hardwoods, softwoods
- Wood Grain
- Sandpaper Grit
- Mitre Cuts
- Torx bit
- Phillips bit
- Drill chuck

Time Allotment

Approximately 1 Week

UNIT 4

Woodworking Machinery

Unit Goals

At the completion of this unit, students will:

WM.03	Identify and describe the safe and appropriate use of various types of hand and power tools and machinery used for building.
WM.03.07	Identify proper use and function of stationary saws.
WM.03.08	Identify the proper use and function specialty machinery (e.g. drill presses. jointers. surface planers. table saws. power miter saws. band saws. scroll saws. and stationary sanders.
WM.03.09	Identify proper use and function of the table and miter saws.
WM.03.10	Explain and demonstrate correct use of planers.
WM.03.14	Select appropriate tools, procedures, and/or equipment.

Unit Essential Questions

- How do woodworking machines better facilitate construction?

Unit Focus Questions

- How do you determine which is the proper tool for the job?
- Why is it important to properly maintain woodworking machines?
- Why is it important to pay attention when using woodworking machinery?

Unit Scope and Sequence

- Compound Miter Saw
- Jointer
- Surface Planer
- Table Saw
- Band Saw
- Scroll Saw
- Drill Press

Unit Assured Assessments

Summative Assessments:

- Cell Phone Holder

Resources

Core

- Cell Phone Holder Plans (see appendix)
- Machine Safety Handouts
- Wood Technology I Project Rubric & Reflection (see appendix)

Supplemental

- [Power Tool Institute Miter Saw Safety](#)
- [Power Tool Institute Español - Seguridad Para la Sierra de Inglete](#)
- [Power Tool Institute Table Saw Safety](#)
- [Power Tool Institute Español - La Mesa Vio La Seguridad](#)

Key Vocabulary

- Crosscutting
- Ripping/resawing
- Anti-kickback pawls
- Fence
- Relief cuts
- Tangent Cuts
- Jointing
- Planing
- Dado
- Rabbet
- RPMs
- Mitre Cuts
- Minimum cutting radius
- Twist bits
- Forstner bits
- Hole saw
- Spade bit

Time Allotment

Approximately 3 Weeks

UNIT 5

Construction Technique

Unit Goals

At the completion of this unit, students will:

WM.04	Explain and be able to demonstrate the methods involved in turning raw materials into useable products.
WM.04.01	Describe and interpret technical drawings.
WM.04.04	Interpret a design to facilitate replication
WM.04.10	Prepare stock for use.
WM.04.11	Consider the natural characteristics of grain, knots, and checks when laying out a board.
WM.04.13	Identify and select the proper cutting process based on grain direction.
WM.04.14	Identify characteristics and applications of the following deciduous hardwoods: oak, maple, and poplar.
WM.04.19	Identify and describe the purpose and use of the following woodworking fasteners: common nails, round head screws, flat head screws, and oval head screws.
WM.04.20	Identify, describe purpose of and use woodworking adhesives.
WM.04.21	Identify and describe the purpose of the following clamping devices: bar clamp, c-clamp, parallel/hand screw clamp, and spring clamps.
WM.04.22	Identify and apply various wood finishes for interior and exterior, with brush or wipe on, for the following: paint, stain, and clear coat.
WM.04.23	Describe the abrasive grit numbering grading system.

Unit Essential Questions

- What is the process for taking raw materials and plans to create a finished product?
- What are the important decisions a woodworker needs to make when creating a finished product?

Unit Focus Questions

- Why is it important to follow a project plan?
- How do you prepare stock for use in a project?
- Why is it important to check lumber before use?
- What is the process of assembling a project?
- How do you properly finish a project?

Unit Scope and Sequence

- Plan reading and interpretation
- Stock preparation and examination
- Gluing and clamping
- Assembling techniques
- Finishing techniques

Unit Assured Assessments

Summative Assessments:

- Step Stool Project

Formative Assessments:

- Plan reading quiz

Resources

Core

- Step Stool Plans (see appendix)
- Plan reading quiz
- Wood Technology I Project Rubric & Reflection (see appendix)

Supplemental

- “The Bird House” handout (see appendix)

Key Vocabulary

- Cupping
- Warps
- Checks
- Adhesion
- Bar clamp
- F clamp
- C clamp

- Pipe clamp
- Pocket holes

Time Allotment

Approximately 8 Weeks

UNIT 6

Student Projects

Unit Goals

At the completion of this unit, students will:

WM.04	Explain and be able to demonstrate the methods involved in turning raw materials into useable products.
WM.04.02	Describe and prepare rough drawings and sketches.
WM.04.03	Explain and prepare a cut list or bill of material from a basic plan and assembly drawing.
WM.04.07	Extrapolate information from a set of plans.
WM.04.12	Identify and assemble the following types of joints: butt, miter, dado, rabbet, and lap.

Unit Essential Questions

- How do plans help you create a woodworking project?
- Why is it important to follow a set of plans when creating a final product?

Unit Focus Questions

- Why is it important to begin with a cut list?
- Why is it important to work in a particular sequence?
- Why are some woodworking joints better than others for a particular project?

Unit Scope and Sequence

- Project selection
- Plan interpretation
- Cut list
- Stock preparation

- Construction techniques
- Finishing techniques

Unit Assured Assessments

Summative Assessments:

- Final Student Project

Formative Assessments:

- Teacher Check-ins
- Student Project Build Worksheet

Resources

Core

- Student Project Plan
- Student Project Build Worksheet (see appendix)
- Wood Technology 1 Project Rubric & Reflection (see appendix)

Key Vocabulary

- Cut list
- Board foot
- Rabbet joint
- Butt joint
- Mitre joint

Time Allotment

Approximately 6 Weeks

CREDIT
One-half credit in CTE

CURRENT REFERENCES

- Umstattd, William D., and Charles W. Davis. *Modern Cabinetmaking*. Tinley Park, IL, Goodheart-Willcox, 2000.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Wood Technology I Project Rubric

OTHER RESOURCES

- [Phone Holder Project](#)
- [Step Stool Project](#)
- Student Projects
 - [Mail & Key Organizer](#)
 - [Shaker Style Coat & Mitten Rack](#)
 - [Nesting Trays](#)
 - [Collectibles Shelf](#)
 - [Bedside Table](#)
- Safety Videos
 - [Power Tool Safety — It's In Your Hands](#)
 - [La Seguridad de la Herramienta Eléctrica - Está En Sus Manos](#)
 - [Power Tool Institute Circular Saw Safety](#)
 - [Power Tool Institute Español - Seguridad con la Sierra Circular](#)
 - [Power Tool Institute Miter Saw Safety](#)
 - [Power Tool Institute Español - Seguridad Para la Sierra de Inglete](#)
 - [Power Tool Institute Table Saw Safety](#)
 - [Power Tool Institute Español - La Mesa Vio La Seguridad](#)
- [The Ruler Game](#)

Wood Technology 1

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Student Grade	Teacher Grade
Planning and Layout	Students demonstrate basic planning and layout skills, but some inefficiencies in material usage and layout may be present.	Students demonstrate effective planning and accurate layout, resulting in efficient material usage.	Demonstrates basic planning and layout skill, but some	Student's planning and layout show significant inefficiencies, leading to wastage of materials.		
Cutting pieces and preparing stock	All faces and edges have been planed, joined and sanded if needed. All parts are a consistent thickness.	All faces and edges have been planed, joined and sanded if needed. All parts are a consistent thickness.	Some faces and edges have been prepared properly, some have not. Table saw marks are visible. Parts are of various thicknesses.	Wood had not been prepared thoroughly. It has not been planed correctly. Edges were not joined. Parts are of various thicknesses.		
Fastening	Nails and screws are not visible. They have been properly plugged or filled. There is symmetry in the layout of fasteners. Joints are tight. Wood grain on plug is in line with grain on Project	Nails and screws are not visible. They have been mostly plugged or filled. There is symmetry in the layout of fasteners. Wood grain on plugs is in line with grain on project. Joints are mostly tight.	Nails and screw were not properly used. They are not plugged or filled well. Some holes were not filled or plugged at all. Joints could be tighter	Nails and screw were not properly used. They are not plugged or filled. Nail and screw hole patterns are random and haphazard. Joints are not tight.		
Gluing	All joints are glued properly & sufficiently. There are no visible glue marks.	Joints seem strong. Very small glue marks and stains can be seen	Some glue is visible. Joints are not strong and were not glued properly.	Joints are loose or not glued at all. Glue marks and stains are visible everywhere.		
Sanding	Everything was sanded perfectly	Project was sanded sufficiently.	Some sanding was done but not enough.	Project was not sanded sufficiently.		

Finishing	Finish is smooth and consistent. There are little to no imperfections. There are no drips or missed spots.	Very few imperfections. Stain is consistent. Very few drips. Finish is smooth to the touch.	There are few imperfections. Stain is not consistent throughout. Some drips are visible.	There are imperfections everywhere. Finish was applied haphazardly. Stain appears blotchy. There are multiple drip marks.		
Craftsmanship	Construction is very solid, symmetrical and square. Every- thing lines up and the moving parts are functional.	Construction is solid, and mostly square. Most components line up. Moving parts are tight	Not very solid. Out of square in places. Parts don't line up. Symmetry is off. Moving parts are tight.	Construction is poor. Nothing lines up. There is no symmetry. Nothing is square. Joints are not solid.		

Name:	Period:	Grade:
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Wood Technology I Project Feedback

Period/Level: _____		Project: _____		Prepared by: _____	
Describe Project:			How long did it take to complete the project?		
	Student Comments	Teacher Comments	Grade		
Planning and Layout (Take into account research and measuring)			Possible 20 points		
Cutting pieces and preparing stock			Possible 20 points		
Fastening and Gluing (Take into account accuracy and neatness)			Possible 20 points		
Sanding and Finishing (Take into account staining and sanding)			Possible 20 points		
Craftsmanship (Overall look of project)			Possible 20 points		
				Final Grade: _____	

Wood Technology I Project Build Worksheet

Name:		Class Period:
Project:		
Project Description:		
Approximate finished size of project:		Finishing Options
Height:		Paint/Color
Width:		Other
Depth:		
Sketch of finish Project:		
Required Materials:		
Wood/Type:		
Misc. Materials:		
Required Tools:		

Steps to Build Project:

Include Machines, sizes, and important information

Wood Technology 1

Project Reflection

Name:

Project Name:

Self Reflection

What is the most important thing you learned in this project:

What do you wish you had spent more time on or done differently:

What part to the project did you do your best work on:

Project Reflection

What was the most enjoyable part of this project and why:

What was the least enjoyable part of this project and why:

How could your teacher change this project to make it better next time:

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Percussion Ensemble Curriculum
Grades 9-12

2023

Curriculum Writing Team

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Percussion Ensemble

Grades 9-12

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

We believe:

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

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

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

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

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

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

INTRODUCTION & PHILOSOPHY

Percussion Ensemble is an elective course offered by the Trumbull Public Schools Music Department. This is a half year or full year course that requires previous percussion experience or teacher recommendation to join. Percussion Ensemble meets three days of the rotation. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, music festivals/adjudication and other community performances.

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

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

COURSE GOALS

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

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

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

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

COURSE KNOWLEDGE & SKILLS

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

COURSE SYLLABUS

Course Name

Percussion Ensemble

Level

ACP

Prerequisites

Percussion Class is an extension of the regular band class designed to give percussionists individualized and group instruction on various percussion instruments. This course is designed to ensure all students receive a well-rounded percussion education in their specialized area.

General Description of the Course

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

Assured Assessments

Formative Assessments:

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

Summative Assessments:

- Performances
- Playing Assessments
- Final Examination

Supplemental Texts

- Percussion Ensemble music
- Additional Snare Drum Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Mallet Technique supplements as necessary
- Additional Accessory Percussion Technique Supplements as necessary

UNIT 1

The Snare Drum

Unit Goals

At the completion of this unit, students will:

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

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Sight reading appropriate sheet music, grade 2-3
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Snare Drum Stick Grip and Technique
- Traditional and Matched Grip
- 40 Percussive Arts Society Rudiments
- Snare Drum history
- Snare Drum Tuning and Maintenance
- Individual Practice Habits and procedures
- Rehearsal expectations and etiquette, procedures, practice habits,
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

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

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

Students will be asked to perform several snare drum etudes from the Stick Control book. They will be assessed on technique, rhythmic accuracy, dynamic contrast, and musicality.

Students will be asked to change a head on a snare drum and tune it properly. Students will be assessed on technique and accuracy.

Summative Assessments:

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

Resources

Core

- Snare Drum Music and Etudes
- PAS 40 Snare Drum Rudiments

Supplemental

- Rhythm supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Mallet Instruments and Winter Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.1a

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

Unit Essential Questions

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

Unit Scope and Sequence

- Study the history of Marimba, Vibraphone, Glockenspiel, Xylophone, Chimes, and Timpani
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Traditional, Burton, Musser, and Stevens grip for Mallets
- Rehearsal expectations and etiquette, procedures, practice habits
- Mallet Independence
- Major Scales
- Mallet Instrument Care and Maintenance
- Timpani Head Changing Technique
- Performance Technique on Marimba, Vibraphone, Glockenspiel, Xylophone, Chimes, and Timpani
- Basic Melodic Sheet Music Reading Skills
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.
- Winter Concert Music

Unit Assured Assessments

Formative Assessments:

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

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

Students will perform all of their major scales on a mallet instrument of their choice (Marimba, Vibraphone, Xylophone, or Glockenspiel). They will be assessed on note and rhythmic accuracy.

Summative Assessments:

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

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

Resources

Core

- Concert Music
- Instrumental Technique Guides

Supplemental

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

Time Allotment

- Approximately 8-10 Weeks

UNIT 3

Accessory Percussion

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Instrumental Technique for accessory percussion instruments including, Tambourine, Triangle, Bass Drum, Woodblocks, Guiro, Congas, Bongos, Maracas, Shaker, Cowbell, Cabasa, Castanets, Sleigh Bells
- Rehearsal expectations and etiquette, procedures, practice habits,
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

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

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

Students will be asked to perform etudes on three accessory percussion instruments of their choice. They will be assessed on Note/Rhythmic accuracy as well as musical expression.

Summative Assessments:

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

ResourcesCore

- Concert Music
- Instrumental Technique Guides

Supplemental

- Rhythm supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 4

World Percussion and Spring Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation
- History and Instrumental Technique for Cabasa, Cajon, Djembe, Guiro, Hand Drums, Timbales, Mbira, etc.
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Study of traditional percussion music and techniques from global societies such as India, China, Cuba, and Africa
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Idiomatic styles of world percussion
- Spring Concert Music
- Rehearsal expectations and etiquette, procedures, practice habits,
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

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

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and

folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

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

Students will be asked to perform a piece on a world percussion instrument(s) of their choice. They will be assessed on Rhythmic/Note accuracy as well as musical expression.

Summative Assessments:

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

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

Resources

Core

- Concert Music
- World Percussion Instrumental Technique Guides

Supplemental

- Rhythm supplements
- Full Ensemble Warmups
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts for Half Year Section
One full credit in the arts for the Full Year Section

PREREQUISITES

This course is intended for students who have completed at least two years of previous playing experience on a percussion instrument. This includes mallets or non-pitched percussion.

CURRENT REFERENCES

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

ASSURED STUDENT PERFORMANCE RUBRICS

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

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: - Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	Student work: - Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	Student work: - Establishes a purpose - Demonstrates an awareness of audience and task	Student work: - Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

Percussion Ensemble Participation Rubric

5

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

4

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

3

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

2

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

1

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

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Introduction to Piano Curriculum
Grades 9-12

2023

Curriculum Writing Team

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Introduction to Piano

Grades 9-12

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

CORE VALUES AND BELIEFS

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

We believe:

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

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

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

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

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

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

INTRODUCTION & PHILOSOPHY

Introduction to Piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students need no prior experience playing the piano to enroll in Introduction to Piano

Mastering an instrument cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The music program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through

performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

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

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr6.1.H.Ia	Perform/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.H.8a	Performing/Rehearse, Evaluate, and Refine: Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
MU.Pr5.1.C.Ic	Performing/Rehearse, Evaluate, and Refine: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

MU:Pr6.1.H.5a	Performing/Present: Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
MU:Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU:Re7.1.E.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU:Re9.1.C.Ib	Responding/Evaluate: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
MU:Re9.1.H.8a	Responding/Evaluate: Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.
MU:Cn10.0.H.IIIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do we discern the musical creators' and performers' expressive intent?
- How is music communicated in written form?
- How do composers use markings and symbols to create expression?

- How do the notes of the music staff relate to notes on the piano?
- How do we judge the quality of Musical Performances?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play the piano.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context.
 - Essentials of music literacy including note identification, time signature identification, and rhythm reading.
 - How to demonstrate musical citizenship within an ensemble, the school, the greater community, and throughout life.
- Students will be able to . . .
 - Practice, rehearse, and perform music, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for continued performance and enjoyment of music making after high school.
 - Develop aural skills and music theory concepts within the context of music from a variety of cultures and styles.
Appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Perform a wide variety of historically and culturally significant repertoire of multiple styles.
 - Improve technical skills such as posture, articulation, rhythm, phrasing, expression, scales, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Introduction to Piano

Level

ACP

Prerequisites

No prerequisites are required for this course.

General Description of the Course

Introduction to Piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students needs no prior experience playing the piano to enroll in Introduction to Piano

Assured Assessments

Formative Assessments:

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

Summative Assessments:

- Class Performances
- Playing Assessments
- Final Examination

Supplemental Texts

- Piano Sheet music
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Piano Technique supplements as necessary

UNIT 1

Music Literacy

Unit Goals

At the completion of this unit, students will:

MU:Pr6.1.H.5a

Performing/Rehearse, Evaluate, and Refine: Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

MU.Pr4.2.E.Ia

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

MU.Pr4.3.E.IIa

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

MU.Pr5.1.E.IIIa

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

Performing/Rehearse, Evaluate, and Refine: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

MU.Pr6.1.E.IIIa

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

MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Re9.1.C.Ib	Responding/Evaluate: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Unit Essential Questions

- How is music communicated in written form?
- How do composers use markings and symbols to create expression?
- How do the notes of the music staff relate to notes on the piano?
- How do we judge the quality of musical works and performances?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Note Reading
- Rhythm Reading
- Time Signature Identification
- Key Signature Identification
- Basic Harmonic Progressions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Personal Reflection
- Major Chord Structures
- C Major Position
- Five Finger Melodies
- Practice expectations and etiquette, procedures, practice habits

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will be required to complete basic music theory assessments to monitor their growth in the areas of basic note and rhythm reading, thus enabling them to be successful in this course.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

Resources

Core

- Music Theory Worksheets
- Sheet Music
- Piano Hand Position Diagrams

Supplemental

- Rhythm supplements
- Basic Piano Warmups
- Scale Supplements
- Piano Technique Supplements

Time Allotment

- Approximately 4-6 Weeks and ongoing throughout the semester

UNIT 2

Basic Playing and Performance

Unit Goals

At the completion of this unit, students will:

MU:Pr6.1.H.5a	Performing/Rehearse, Evaluate, and Refine: Apply teacher provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music Performing/Rehearse, Evaluate, and Refine: Identify and implement strategies for improving the technical and expressive aspects of multiple works.
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the

process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

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

MU:RE9.1.E.Ia

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

Unit Essential Questions

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

Unit Scope and Sequence

- Basic Harmonic Progressions
- Five Finger Technique
- C Major and G Major Positions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Personal Reflection
- Major and Minor Chord Structures
- Practice expectations and etiquette, procedures, and habits
- Listening to model recordings and related works
- Practice expectations and etiquette
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Expressive Dynamics ranging from piano to forte
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will also be required to listen to several recordings of professional piano players and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

Resources

Core

- Piano Sheet Music

Supplemental

- Rhythm supplements
- Hanon Technique Exercises
- Major Scale Sheets
- Piano Positioning Diagrams
- Chord Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

There are no prerequisites for this course.

CURRENT REFERENCES

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

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Introduction to Piano Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

Introduction to Piano Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently throughout class period
- Offers insightful during personal reflections and one to one instruction
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently for 80% of class period
- Sometimes offers feedback during personal reflections and one to one instruction
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class and practices no more than 60% of the time.
- Rarely responds to feedback during personal reflections and one to one instruction
- Sometimes distracted or inattentive

2

- Fails to participate in practice for 80% of class period
- Does not respond to other students' ideas
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Does not participate in class
- Disruptive during class discussions
- Disrespectful to others

TRUMBULL PUBLIC SCHOOLS NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: September 18, 2023

Title of Text: Forensic Science: An Introduction

Authors: Saferstein, Richard and Roy, Tiffany

Publisher: 2023 Savvas Learning Company LLC / Pearson Education, Inc.

Year Published: 2022

ISBN Number: 0-13-692712-2

Core¹ or Supplemental: Core

Course: Forensic Science

Grade Level: 11-12

(If applicable) Replaces text: N/A

Rationale for adopting new text: New course with no existing textbook

Text Description: A clear introduction to the technology of the modern crime laboratory for non-scientists Forensic Science: An Introduction, High School Edition, uses clear writing, case studies, and modern technology to reveal the essence of forensic science. The text aims to make the subject of forensic science clear and comprehensible to a wide variety of readers, from future forensic scientists to those curious about the subject. The nature of physical evidence is defined, and the limitations that technology and current knowledge impose on its individualization and characterization are examined.

Strengths: This textbook provides foundational concepts for high school forensic science students. It is NGSS-aligned, with a focus on the crosscutting concepts like patterns, cause and effect, and systems/system models. Additionally, the text uses lab activities, case files, and virtual materials to emphasize societal authenticity as it introduces real world forensic science. The NGSS science and engineering practices such as asking questions, analyzing and interpreting data, and constructing explanations, are embedded throughout the book.

Weaknesses: Would prefer more hands-on lab activities, and more starter activities, but many of those are available online

Submitted by: Jordan Miller

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

Reviewed by:

A. G. M. L.

Principal/Designee

9/20/23
Date

Susan C. Swanicki

Assistant Superintendent

11/30/23
Date

Maria Kutta

Board of Education Curriculum Committee Member

11/30/23
Date

Julia Mahoney

Board of Education Curriculum Committee Member

11-30-23
Date

Leo Nieland

Board of Education Curriculum Committee Member

11/30/23
Date

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2/18/23

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

Date Submitted: Sep 18, 2023

Title of Text: Astronomy 2e

Authors: Andrew Fraknoi, Fromm Institute, University of San Francisco

David Morrison, NASA (Emeritus) and SETI Institute

Sidney Wolff, NOIRLab (Emerita)

Publisher: OpenStax/Rice University

Year Published: Mar 09, 2022

ISBN Number: ISBN-13: 978-1-951693-50-3

Core¹ or Supplemental: Core

Course: Astronomy

Grade Level: 11/12

(If applicable) Replaces text: N/A

Rationale for adopting new text: New Course

Text Description:

Designed to meet the scope and sequence of your course, Astronomy 2e is written in clear non-technical language, with the occasional touch of humor and a wide range of clarifying illustrations. It has many analogies drawn from everyday life to help non-science majors appreciate, on their own terms, what our modern exploration of the universe is revealing. The book can be used for either a one-semester or two-semester introductory course.

The second edition has been updated according to new exploration and discoveries. The second edition also includes a significant amount of new art and images.

Strengths:

- Online text is accessible to students anywhere. Students can use their school Gmail account to save highlights and comments as they read the text.
- Free

- Updates by authors can be added to current edition (e.g. some images from James Webb Space Telescope have already been added)
- Hard copies can be purchased

Weaknesses:

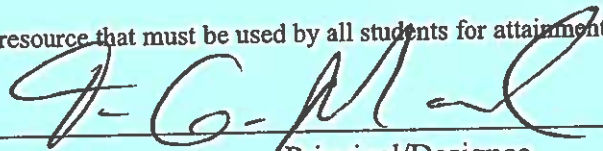
- Online interface might not be ideal for some learners

Submitted by: Jonathan Albers, THS Science Teacher

"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

Reviewed by:

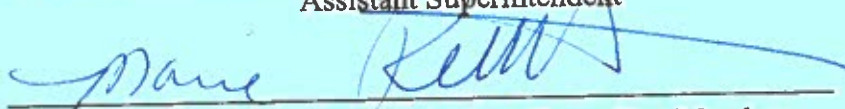

Principal/Designee

9/20/23
Date

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9/18/23


Assistant Superintendent

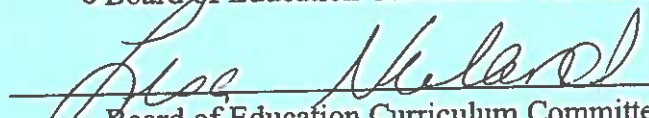
11/20/2023
Date


Board of Education Curriculum Committee Member

11/30/2023
Date


Board of Education Curriculum Committee Member

11/30/23
Date


Board of Education Curriculum Committee Member

11/30/23
Date

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

December 12, 2023
Susan Iwanicki, Ed.D
Assistant Superintendent



American Indian History, Gr 9-12 Curriculum Guide Approval

- Katie Boland and Mike Margonis presented.
- Developed with contacts from our local tribe leadership (Schaghticoke).
- Course connects with all students, but especially those with native connections.
- Integrates academic vocabulary with concepts.
- 17 students currently enrolled; a one semester course.



Wood Technology I, Gr 9-12 Curriculum Guide Update



- Joe Amature, updates include problem solving and critical thinking
- Guide seeks to build student independence in planning and executing to finish projects
- Course has 6 sections of 18 students each
- Most requested technical ed course at THS

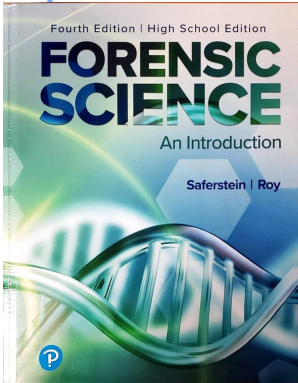
Percussion Ensemble & Intro to Piano, Gr 9-12 Curriculum Guide Approvals

- Two new electives designed by Josh Murphy, supported by Dept Chair Vin DiScala
- Percussion instructs on a myriad of music concepts around percussion instruments, techniques, and sounds; rehearsal for concerts is also a piece of the course (aimed at those in Band)
- Intro to Piano- new this year; covers basic concepts, but is taught to the skill of the learner (4 sections running this year)

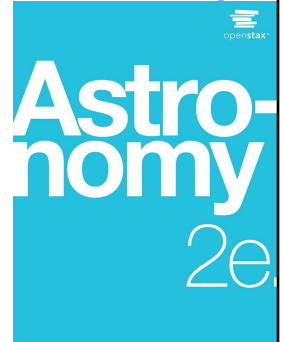


Forensic and Astronomy- New Elective Courses

Text Approvals



- Dept Chair Tom Edwards, Forensic teacher, Jordan Miller and Astronomy teacher, John Albers
- Forensics is a resource text for the teacher pulled out to teach some of the basic concepts.
- Astronomy 2e is an online text through Rice University which is updated in real time by scientists approved through the university.



Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 12, 2023

Dr. Semmel

Agenda Item – III-G

Approval/Donation to ELITE Program

- Mr. Peter DiNardo is wanting to donate \$5,000 to support the ELITE Program.

Recommendation:

- Approve and accept with gratitude the donation of \$5,000 from Mr. Peter DiNardo to support the ELITE Program.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 12, 2023

Mr. Hendrickson

Agenda Item – III-H

Approval of Financial Reports
through October 31, 2023

- The Finance Committee of the Board of Education met on November 16, 2023 which included the review of the October 31, 2023 financial report.

Recommendation:

- Approve Financial Report as of October 31, 2023.

November 27, 2023

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: October 2023 Report

Attached for your review is the October 2023 Financial Report that was presented to the Board of Education Finance Committee on November 16, 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 the minutes from the October 26th and November 16th meetings.

If there are additional questions, please send them to phendric@trumbullps.org or call me at 203-452-4332.

November 16, 2023 – Board of Education Finance Committee Report

Operating Budget (001):

- 1) The summary sheet shows that the general fund has an available balance of \$1,732,491; however, it is premature to make any predictions about yearend balances for a few more months. Many items have yet to be purchased or encumbered.
- 2) The package includes both the “By Object” and “By Location” financial statements.
- 3) 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: 22.7%
 - i. In the past three years this has ranged from 23.0% => 23.6%.
 - b. Salaries (which are approximately 65.5% of the budget): 18.7%
 - i. In the past three years this has ranged from 18.7% => 19.2%.
 - c. Benefits (which are 17.8% of the budget) spent: 31.8%
 - i. In the past three years this has ranged from 31.5% => 38.7%.
 - ii. Salaries and benefits make up 83.3% of the budget.
 1. So, five dollars out of every six is spent on personnel related items (salaries + benefits).
 - d. Utilities (Electricity + Water) spent YTD = 26.2% of budget.
 - i. Last three years: 25.1% => 35.2%
- 4) 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 fifteen-page detailed general fund financials in the package).
Reviewing the standard nine object codes for September and their available balance:
 - a. **Salaries (51XX): \$2,245,002**
 - i. Of this available balance \$838,031 is for substitutes and \$641,890 for coaches and advisors; the total of these two categories = \$1,479,921. The Substitutes available balance is offset by the overage in Contract Services due to the outsourcing of substitutes to ESS.
 - ii. The Business Office and HR will continue their meetings with MUNIS trainers to complete implementing Position Control.
 - b. **Employee Benefits (52XX): -16,892**
 - i. A couple more months are necessary to establish run rates for health benefits and FICA.
 - ii. To date no unemployment has been assessed. This line item has decreased dramatically since the end of COVID.
 - iii. Under Other Benefits, the amount for 401(A) has been increasing over the years and bears watching.
 - c. **Purchased Professional Services (53XX): -\$842,108**
 - i. The primary contributor to this deficit is Service Contracts (\$813,96) which has the following overages.
 1. Contracted - Substitute Teacher = -\$576,098
 2. Contracted – Substitute Paraprofessional = -\$299,766
 3. Total = -\$875,864

4. These line items were added post-budget for a contract with ESS which now handles the teacher and paraprofessional substitute management. The deficits in these two items are offset by the available balance under Salaries.

d. **Purchased Property Services (54XX): \$37,421**

- i. Utilities has an available balance = \$7,999
- ii. Repairs & Service Fees available balance = \$13,884
- iii. Copiers available balance = \$3,820
- iv. Other Purchased Property Services available balance = \$11,718

e. **Purchased Other Services (55XX): -\$16,964**; major items are:

- i. Transportation = \$36,346
- ii. Interns = \$20,250
- iii. PPS – Outplaced Tuition = -\$242,035
- iv. Other Purchased Services = \$168,384

f. **Supplies (56XX): \$667,321**

- i. Supplies Teaching = \$324,415
- ii. Office Supplies = \$45,488
- iii. Custodial Supplies = \$36,034
- iv. Maintenance Supplies: \$16,870
- v. Texts & Workbooks = \$163,601
- vi. Testing Materials = \$54,950

g. **Property (57XX): \$356,695**

- i. Office furniture = \$37,841
- ii. Classroom equipment = \$297,892
- iii. Building equipment = \$16,547

h. **Debt Service & Miscellaneous (58XX): \$5,868**

i. **Other Objects (59XX): -\$703,852**

- i. The \$703,852 credit consists of the following items:
- ii. Credits from the following accounts: Total = \$901,852
 1. \$300,000 from the Athletic Fund
 2. \$100,000 from E-Rate (Technology)
 3. \$66,300 from Magnet School Transportation
 4. \$435,552 from the Non-Lapsing Account
- iii. Expenses for the following accounts: Total = \$198,000
 1. \$150,000 for Strings / Band
 2. \$48,000 for ELITE
- iv. There was no activity in this object during this reporting period.

- j. PPS Director Dean Catalano will be attending the November 16th Committee meeting to answer questions about PPS.

Town Accounts (009)

- 1) July expenses = \$8,942; August expenses = \$7,820; September expenses = \$14,116; October expenses = \$25,405.
- 2) Year-to-Date (YTD spend) = \$56,293 (4.5%); budget = \$1,247,421.

Student Activities Accounts (100)

- 1) The balance of accounts increased \$73,939 from \$311,298 (9/30) to \$385,237 (10/31) and \$7,100 from \$378,177 (6/30).
- 2) The accounts with the largest month-to-month changes were:
 - a. Hillcrest student activity fund increased \$18,947.
 - b. Madison student activity fund increased \$4,738.
 - c. The THS Class of 2024 Fund increased \$4,576.
 - d. The THS Class of 2025 Fund increased \$8,245.
 - e. THS Bookstore / DECA increased \$8,399.

Grants (200)

- 1) The Title I, II, and III grants have a negative available budget - the Title grants are usually not funded until early December and funded amounts normally exceed the prior year's funding.

Special Revenue Funds (205)

- 1) There are five accounts in deficit in Special Revenue Funds:
 - a. Continuing Education: -\$35,699, due to a lag in revenues and having the salaries encumbered for the entire year.
 - b. Strings / Band: -\$140,557 due to salaries being encumbered for the entire school year.
 - c. ELITE: -\$77,006; the majority of the deficit is due to encumbering the estimated full year's expenses while revenues are only recognized when received.
 - d. Note that \$150,000 has been set aside for Strings / Band and \$48,000 for ELITE in the Other Objects (59XX) budget category (refer to Other Objects (59XX) above).
 - e. THS AP Testing: -\$105,000; this account should zero out as AP test are paid.
 - f. The Voluntary Insurance account: -\$226,443.
 - i. This is a reduction of \$27,726 from -\$254,169 last month.
 - ii. Monthly payments are between \$25,000 and \$30,000.
 - iii. Account should zero out by the end of the year.

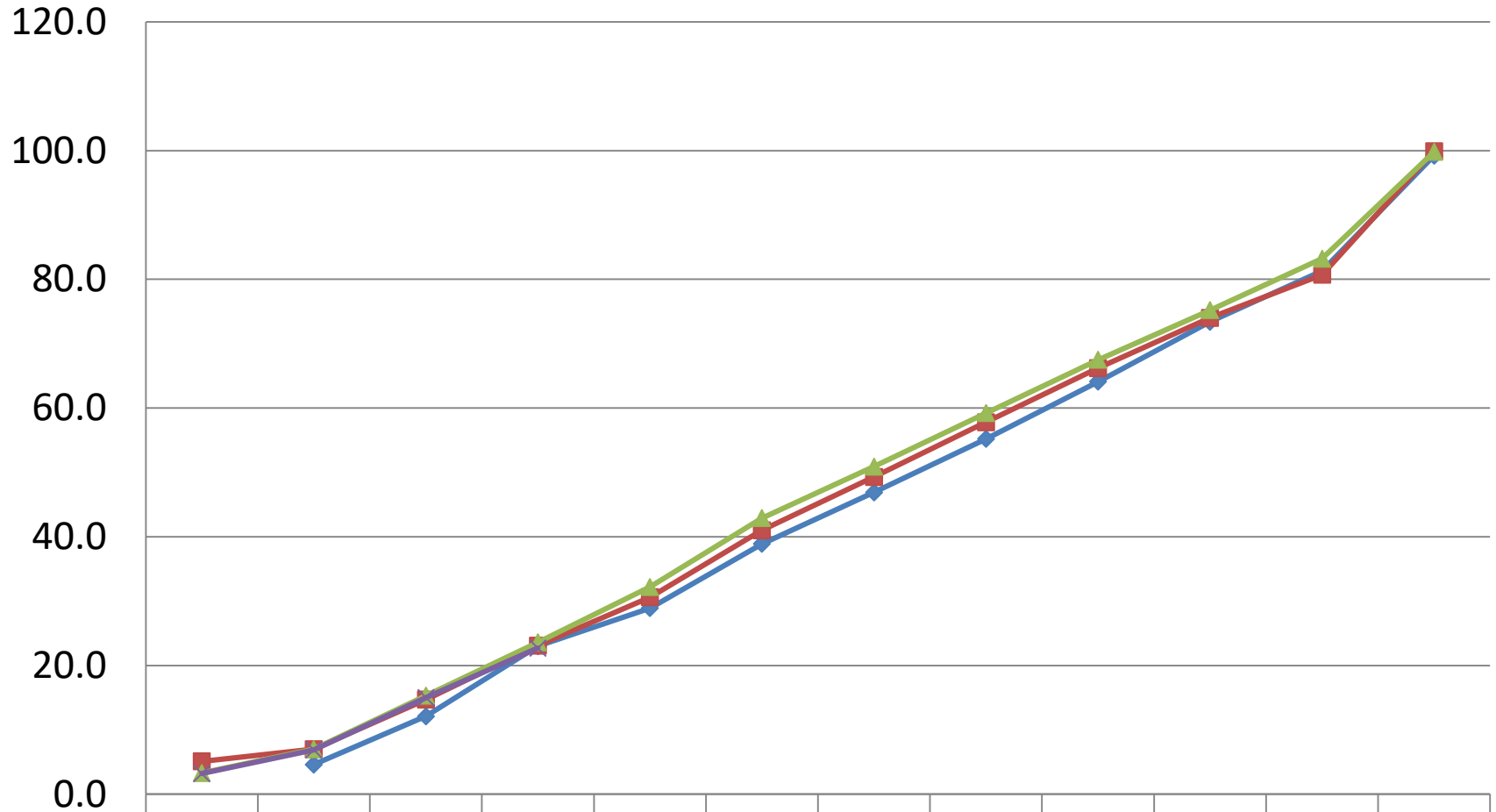
Food Service (210)

- 1) In October, the District posted a \$60,959 profit.
- 2) The cumulative loss through October 31st = \$47,890.
 - a. This is primarily due to the medical premiums being paid monthly throughout the calendar year (there was minimal revenue in July and August).
- 3) The District's September claim for \$103,656.36 was submitted to the State on October 17th. The claims normally take three weeks to process. It was received November 6th.
- 4) At October 31st, the District's cash account = \$2,522,536 while the "Due to Town Account" = \$363,135 resulting in a \$2,159,401 net cash position.
- 5) The District's new Food Service Director Chris Molyneux will attend the February meeting of the Committee.

Scholarships (300)

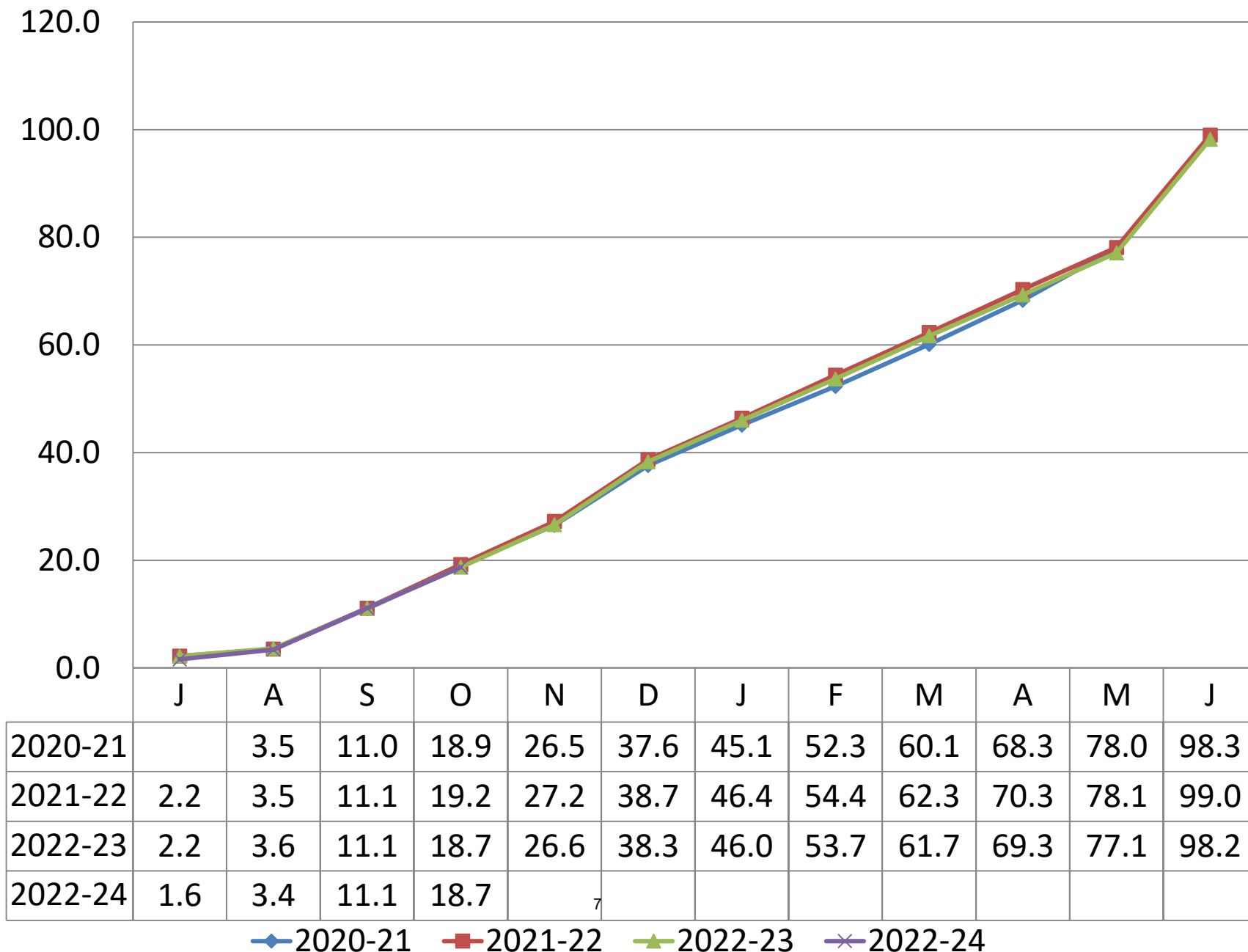
- 1) The balance of the Scholarship Fund was \$171,320, a \$300 increase from \$171,020 (9/30/2023).

Cumulative Total Board of Education Budget % By Month

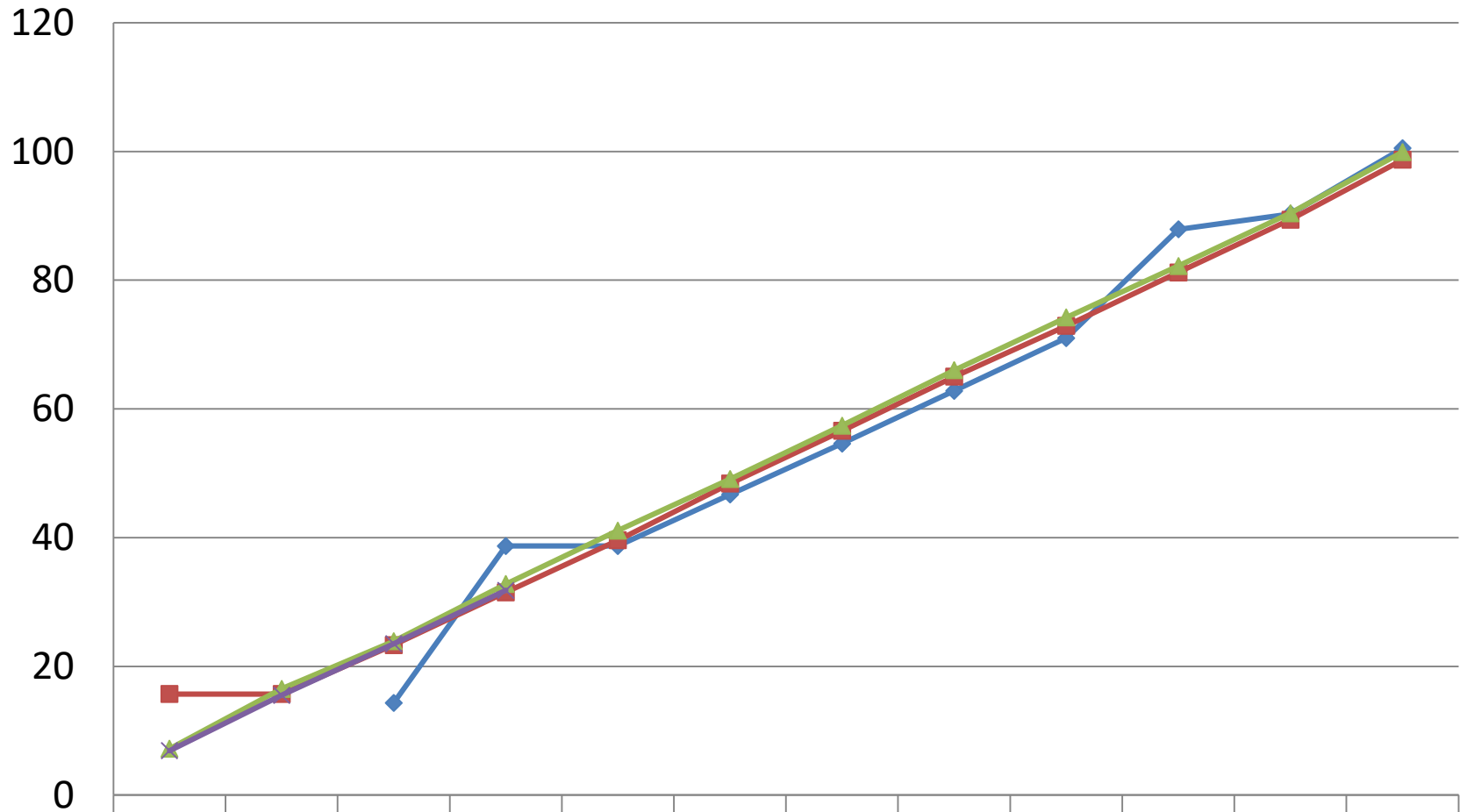


◆ 2020-21
 ■ 2021-22
 ▲ 2022-23
 × 2022-24

Cumulative Board of Education Salaries Budget % By Month



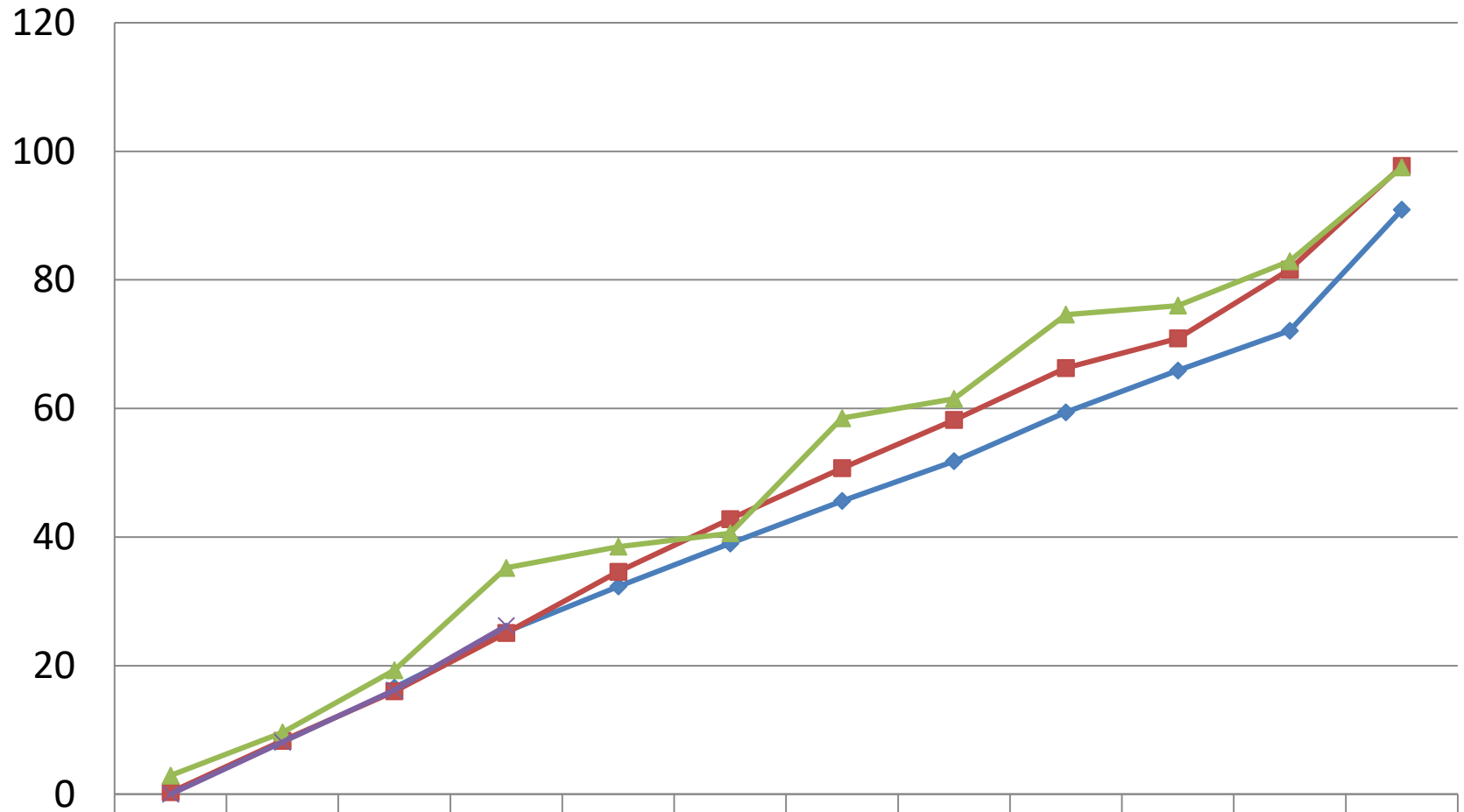
Cumulative Board of Education Benefits Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2020-21			14.3	38.7	38.7	46.7	54.6	62.8	71.0	87.9	90.3	100.5
2021-22	15.7	15.7	23.3	31.5	39.6	48.4	56.6	65.0	72.9	81.2	89.4	98.7
2022-23	7.2	16.5	23.9	32.8	41.1	49.1	57.4	66.0	74.2	82.2	90.4	99.9
2022-24	6.9	15.5	23.5	31.8								

◆ 2020-21
 ■ 2021-22
 ▲ 2022-23
 ✕ 2022-24

Cumulative Board of Education Utilities Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
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	58.5	61.5	74.6	76.0	82.9	97.5
2022-24	0.0	8.1	16.2	26.2								

◆ 2020-21
 ■ 2021-22
 ▲ 2022-23
 ✕ 2022-24

FOR 2024 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	119,740,771	0	119,740,771	27,198,438.86	90,824,841.20	1,717,491.36	98.6%
009 TOWN ACCOUNTS FUND	0	1,247,421	1,247,421	56,282.99	1,054,784.78	136,353.23	89.1%
200 GRANTS FUND	0	3,687,756	3,687,756	538,182.37	2,154,229.81	995,344.15	73.0%
205 SPECIAL REVENUE FUND	0	954,542	954,542	466,394.12	1,063,944.58	-575,796.65	160.3%
210 SCHOOL LUNCH FUND	0	0	0	746,173.77	2,402,311.61	-3,148,485.38	100.0%
300 SCHOLARSHIP FUND	0	0	0	1,000.00	.00	-1,000.00	100.0%
GRAND TOTAL	119,740,771	5,889,719	125,630,491	29,006,472.11	97,500,111.98	-876,093.29	100.7%

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

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 10/31/2023

<u>Object Description</u>	<u>Code</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>					
<u>Salaries</u>	<u>100</u>								
Admin/Supervisors		\$5,268,550	\$0	\$5,268,550	\$1,179,009	\$1,586,763	\$3,658,284	\$23,503	100%
Teachers		\$55,876,304	\$0	\$55,876,304	\$4,814,138	\$9,178,389	\$46,724,677	-\$26,762	100%
Custodians/Maintenance		\$4,131,948	\$0	\$4,131,948	\$817,006	\$1,114,868	\$2,819,897	\$197,183	95%
Tech Support		\$527,024	\$0	\$527,024	\$112,574	\$147,703	\$224,194	\$155,127	71%
Admin Support		\$2,921,139	\$0	\$2,921,139	\$566,555	\$783,870	\$1,998,281	\$138,989	95%
Paras & Aides		\$5,542,815	\$0	\$5,542,815	\$609,142	\$1,079,598	\$4,260,509	\$202,708	96%
Substitutes		\$1,065,000	\$0	\$1,065,000	\$62,842	\$121,969	\$104,995	\$838,036	21%
Coaches & Advisors		\$1,016,644	\$0	\$1,016,644	\$35,244	\$53,638	\$321,117	\$641,890	37%
Salaries Other		\$1,721,198	\$0	\$1,721,198	\$185,962	\$327,034	\$1,373,194	\$20,970	99%
Misc Salary Items		\$349,000	\$0	\$349,000	\$295,641	\$295,641	\$0	\$53,359	85%
Salaries	Total	\$78,419,621	\$0	\$78,419,621	\$8,678,113	\$14,689,473	\$61,485,147	\$2,245,002	97%
<u>Employee Benefits</u>	<u>200</u>								
Health Insurance		\$18,684,896	\$0	\$18,684,896	\$4,645,489	\$6,144,736	\$12,545,208	(\$5,048)	100%
FICA		\$1,960,691	\$0	\$1,960,691	\$268,854	\$422,189	\$1,538,502	\$0	100%
Other Insurance		\$342,000	\$0	\$342,000	\$33,252	\$113,237	\$236,039	(\$7,276)	102%
Unemployment		\$30,000	\$0	\$30,000	\$0	\$6,143	\$30,000	(\$6,143)	120%
Benefits Other		\$258,000	\$0	\$258,000	\$57,596	\$89,641	\$166,784	\$1,575	99%
Employee Benefits	Total	\$21,275,587	\$0	\$21,275,587	\$5,005,192	\$6,775,946	\$14,516,533	(\$16,892)	100%
<u>Purchased Professional Services</u>	<u>300</u>								
Legal		\$250,000	\$0	\$250,000	\$16,142	\$40,650	\$216,746	(\$7,396)	103%
Service Contracts		\$441,707	\$0	\$441,707	\$291,056	\$415,369	\$840,325	(\$813,986)	284%
Consultants		\$305,000	\$0	\$305,000	\$50,559	\$72,553	\$277,245	(\$44,798)	115%
Other Prof Services		\$415,595	\$0	\$415,595	\$135,515	\$175,248	\$216,275	\$24,072	94%
Purchased Professional Services	Total	\$1,412,302	\$0	\$1,412,302	\$493,272	\$703,820	\$1,550,590	(\$842,108)	160%
<u>Purchased Property Services</u>	<u>400</u>								
Utilities		\$1,295,000	\$0	\$1,295,000	\$209,691	\$339,100	\$947,900	\$7,999	99%
Repairs & Svc Fees		\$429,000	\$0	\$429,000	\$170,156	\$193,858	\$221,258	\$13,884	97%
Copiers		\$243,820	\$0	\$243,820	\$60,441	\$80,354	\$159,646	\$3,820	98%
Other Purch'd Property Svcs		\$136,100	\$0	\$136,100	\$24,377	\$36,843	\$87,538	\$11,718	91%
Purchased Property Services	Total	\$2,103,920	\$0	\$2,103,920	\$464,666	\$650,156	\$1,416,343	\$37,421	98%
<u>Purchased Other Services</u>	<u>500</u>								
Transportation		\$7,300,049	\$0	\$7,300,049	\$50,007	\$425,610	\$6,838,093	\$36,346	100%
Communications		\$334,482	\$0	\$334,482	\$90,681	\$138,357	\$189,464	\$6,660	98%
Postage		\$35,000	\$0	\$35,000	\$2,454	\$5,159	\$41,116	(\$11,275)	132%
Advertising		\$2,975	\$0	\$2,975	\$803	\$1,393	\$0	\$1,582	47%
Interns		\$341,250	\$0	\$341,250	\$0	\$15,000	\$306,000	\$20,250	94%
Tuition		\$4,433,108	\$0	\$4,433,108	\$1,430,434	\$1,803,315	\$2,871,829	(\$242,035)	105%
Printing		\$11,750	\$0	\$11,750	\$8,627	\$8,627	\$0	\$3,123	73%
Other Purch'd Svcs		\$314,320	\$0	\$314,320	\$81,040	\$126,857	\$19,079	\$168,384	46%
Purchased Other Services	Total	\$12,772,934	\$0	\$12,772,934	\$1,664,047	\$2,524,318	\$10,265,581	(\$16,964)	100%
<u>Supplies</u>	<u>600</u>								
Supplies-Teaching		\$678,771	\$0	\$678,771	\$178,701	\$249,940	\$104,416	\$324,415	52%
Supplies-Office		\$104,209	\$0	\$104,209	\$29,557	\$39,425	\$19,296	\$45,488	56%
Supplies-Custodial		\$190,000	\$0	\$190,000	\$56,474	\$76,676	\$77,290	\$36,034	81%
Supplies-Maintenance		\$261,000	\$0	\$261,000	\$91,350	\$111,849	\$132,281	\$16,870	94%
Text & Workbooks		\$483,218	\$0	\$483,218	\$269,690	\$290,916	\$28,701	\$163,601	66%
Subscriptions		\$319,033	\$0	\$319,033	\$305,509	\$306,634	\$7,072	\$5,327	98%
Testing Materials		\$222,978	\$0	\$222,978	\$120,350	\$125,550	\$42,479	\$54,950	75%
Books & A/V		\$42,591	\$0	\$42,591	\$17,115	\$22,336	\$14,036	\$6,219	85%
Software		\$225,800	\$0	\$225,800	\$210,233	\$210,343	\$11,451	\$4,006	98%
Energy		\$633,400	\$0	\$633,400	\$21,423	\$28,420	\$604,980	\$0	100%
Other Supplies		\$34,900	\$0	\$34,900	\$2,723	\$3,557	\$20,932	\$10,411	70%
Supplies	Total	\$3,195,900	\$0	\$3,195,900	\$1,303,126	\$1,465,646	\$1,062,932	\$667,321	79%
<u>Property</u>	<u>700</u>								
Office Equipment		\$1,500	\$0	\$1,500	\$120	\$120	\$0	\$1,380	8%
Office Furniture		\$38,485	\$0	\$38,485	\$0	\$644	\$0	\$37,841	2%
Classroom Equipment		\$628,357	\$0	\$628,357	\$275,051	\$301,611	\$28,854	\$297,892	53%
Classroom Furniture		\$18,229	\$0	\$18,229	\$3,446	\$4,206	\$15,442	(\$1,420)	108%
Bldg Equipment		\$30,500	\$0	\$30,500	\$3,429	\$8,268	\$5,685	\$16,547	46%

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 10/31/2023

<u>Object Description</u>	<u>Code</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>					
Bldg Improvements		\$12,000	\$0	\$12,000	\$2,430	\$3,240	\$8,080	\$680	94%
Other Equipment		\$3,775	\$0	\$3,775	\$0	\$0	\$0	\$3,775	0%
Property	Total	\$732,846	\$0	\$732,846	\$284,476	\$318,090	\$58,061	\$356,695	51%
<u>Debt Service & Miscellaneous</u>	<u>800</u>								
Dues, Fees and Memberships		\$530,513	\$0	\$530,513	\$57,748	\$70,990	\$454,655	\$4,868	99%
Other Objects		\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000	0%
Miscellaneous	Total	\$531,513	\$0	\$531,513	\$57,748	\$70,990	\$454,655	\$5,868	99%
<u>Other Objects</u>	<u>900</u>								
Other - Intergovernmental		(\$703,852)	\$0	(\$703,852)	\$0	\$0	\$0	(\$703,852)	0%
Other Objects	Total	(\$703,852)	\$0	(\$703,852)	\$0	\$0	\$0	(\$703,852)	0%
Munis Report Total		\$119,740,771	\$0	\$119,740,771	\$17,950,640	\$27,198,439	\$90,809,841	\$ 1,732,491	99%

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised				
Salaries								
Admin/Supervisors								
01011000-51113	TECEC-Admin-Admin Salaries	\$144,207	\$0	\$144,207	\$33,279	\$44,371	\$99,836	(\$0)
01011200-51114	PPS-Admin-Director/Coordinator	\$347,670	\$0	\$347,670	\$71,980	\$95,973	\$215,939	\$35,759
01402320-51114	Human Resource Director	\$165,000	\$0	\$165,000	\$39,600	\$52,800	\$118,800	(\$6,600)
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Assistant Superintendent	\$201,038	\$0	\$201,038	\$47,297	\$63,062	\$141,891	(\$3,915)
01422520-51125	Tech-Admin-Manager	\$141,035	\$0	\$141,035	\$29,834	\$40,683	\$97,640	\$2,712
01512400-51113	BHES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01522400-51113	FTES-Admin-Principal/Asst Principal	\$331,644	\$0	\$331,644	\$59,915	\$85,580	\$248,064	(\$2,000)
01532400-51113	DFES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01542400-51113	MBES-Admin-Principal	\$327,262	\$0	\$327,262	\$76,533	\$102,044	\$229,600	(\$4,382)
01552400-51113	JRES-Admin-Principal	\$180,055	\$0	\$180,055	\$41,551	\$55,402	\$124,653	\$0
01582400-51113	TSES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01612400-51113	HMS-Admin-Principal/Asst Principal	\$343,627	\$0	\$343,627	\$79,299	\$105,731	\$237,896	(\$0)
01622400-51113	MMS-Admin-Principal/Asst Principal	\$357,132	\$0	\$357,132	\$82,415	\$109,887	\$247,245	(\$0)
01711006-51114	THS-Ag Science-Director	\$81,117	\$0	\$81,117	\$18,973	\$25,297	\$56,919	(\$1,100)
01711019-51114	Sports-Sports General-Director	\$171,510	\$0	\$171,510	\$39,579	\$52,772	\$118,738	(\$0)
01712400-51113	THS-Admin-Principals	\$890,802	\$0	\$890,802	\$188,134	\$255,746	\$608,508	\$26,549
01822230-51125	Facilities-Admin-Director/Managers	\$252,807	\$0	\$252,807	\$59,717	\$79,623	\$179,151	(\$5,967)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$76,268	\$0	\$76,268	\$17,292	\$26,309	\$52,801	(\$2,842)
01902320-51115	Super-Admin-Superintendent	\$273,598	\$0	\$273,598	\$65,772	\$87,696	\$197,085	(\$11,183)
01912520-51113	Bus Off-Admin-Business Administrator	\$176,347	\$0	\$176,347	\$41,509	\$55,346	\$124,528	(\$3,527)
01912520-51129	Bus Off-Admin-Acctg Manager	\$90,617	\$0	\$90,617	\$20,912	\$27,882	\$62,735	(\$0)
01922530-51125	Asst Super-Dir Digital Learning	\$159,948	\$0	\$159,948	\$36,911	\$49,215	\$110,733	(\$0)
	Admin/Supervisors Total	\$5,268,550	\$0	\$5,268,550	\$1,179,009	\$1,586,763	\$3,658,284	\$23,503
Teachers								
01011000-51110	TECEC-Classroom-Teachers	\$666,447	\$0	\$666,447	\$49,186	\$98,291	\$552,810	\$15,346
01011200-51118	PPS-L/W-Curriculum Writing	\$15,000	\$0	\$15,000	\$842	\$842	\$0	\$14,158
01011200-51119	PPS-L/W-Teacher Xtra Time	\$37,080	\$0	\$37,080	\$7,931	\$13,231	\$0	\$23,849
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$1,682,174	\$0	\$1,682,174	\$122,737	\$249,372	\$1,397,851	\$34,951
01062145-51111	PPS-L/W-Behaviorists	\$352,547	\$0	\$352,547	\$27,600	\$55,201	\$303,604	(\$6,258)
01072110-51111	PPS-L/W-Social Workers	\$1,043,899	\$0	\$1,043,899	\$96,500	\$183,229	\$999,803	(\$139,133)
01082150-51111	PPS-L/W-Speech & Language	\$1,391,595	\$0	\$1,391,595	\$115,168	\$230,336	\$1,184,919	(\$23,660)
01121200-51111	TECEC-Classroom-Specialists	\$141,010	\$0	\$141,010	\$13,991	\$27,983	\$126,971	(\$13,944)
01161200-51110	PPS-SPED-Elementary Teachers	\$2,303,380	\$0	\$2,303,380	\$193,312	\$382,581	\$1,985,756	(\$64,956)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,565,558	\$0	\$1,565,558	\$124,401	\$239,756	\$1,242,854	\$82,947
01331200-51110	PPS-SPED-THS Teachers	\$2,113,032	\$0	\$2,113,032	\$196,499	\$364,919	\$1,786,001	(\$37,888)
01371200-51118	PPS-ESY-Teacher salaries	\$196,730	\$0	\$196,730	\$152,012	\$152,012	\$0	\$44,718
01402210-51110	Curr Dir-D/W-ELL Teachers	\$668,481	\$0	\$668,481	\$57,948	\$110,857	\$549,284	\$8,340
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$383,096	\$0	\$383,096	\$41,797	\$70,025	\$282,931	\$30,140
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$6,398	\$6,398	\$43,602	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$10,472	\$11,222	\$0	\$18,778
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$84,391	\$0	\$84,391	\$49,957	\$52,409	\$0	\$31,982
01511001-51110	BHES-Classroom-Teachers	\$2,294,379	\$0	\$2,294,379	\$175,946	\$351,892	\$1,916,554	\$25,933
01511002-51110	BHES-Classroom-Specialists	\$573,189	\$0	\$573,189	\$38,606	\$77,730	\$425,009	\$70,450
01512220-51110	BHES Library-Teachers-Salaries	\$100,629	\$0	\$100,629	\$7,741	\$15,481	\$85,148	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,089,770	\$0	\$2,089,770	\$163,850	\$326,669	\$1,851,629	(\$88,528)
01521002-51110	FTES-Classroom-Specialists	\$793,772	\$0	\$793,772	\$72,006	\$143,822	\$756,416	(\$106,465)
01522220-51110	FTES Library-Teachers-Salaries	\$109,425	\$0	\$109,425	\$8,417	\$16,835	\$92,590	\$0
01531001-51110	DFES-Classroom-Teachers	\$2,300,699	\$0	\$2,300,699	\$169,878	\$339,757	\$1,868,662	\$92,280
01531002-51110	DFES-Classroom-Specialists	\$639,188	\$0	\$639,188	\$49,940	\$103,415	\$506,229	\$29,545
01532220-51110	DFES Library-Teachers-Salaries	\$86,505	\$0	\$86,505	\$6,654	\$13,308	\$73,197	(\$0)
01541001-51110	MBES-Classroom-Teachers	\$2,327,473	\$0	\$2,327,473	\$180,778	\$361,557	\$1,918,443	\$47,473
01541002-51110	MBES-Classroom-Specialists	\$751,484	\$0	\$751,484	\$68,303	\$136,563	\$683,040	(\$68,119)
01542220-51110	MBES Library-Teachers-Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01551001-51110	JRES-Classroom-Teachers	\$2,074,856	\$0	\$2,074,856	\$165,592	\$331,184	\$1,776,683	(\$33,011)
01551002-51110	JRES-Classroom-Specialists	\$657,252	\$0	\$657,252	\$54,311	\$108,880	\$552,580	(\$4,208)
01552220-51110	JRES Library-Teachers-Salaries	\$94,423	\$0	\$94,423	\$7,263	\$14,527	\$79,896	\$0
01581001-51110	TES-Classroom-Teachers	\$2,041,177	\$0	\$2,041,177	\$151,321	\$302,306	\$1,645,753	\$93,117
01581002-51110	TES-Classroom-Specialists	\$586,403	\$0	\$586,403	\$48,091	\$96,183	\$498,245	(\$8,025)
01582220-51110	TES Library-Teachers-Salaries	\$94,423	\$0	\$94,423	\$7,263	\$14,527	\$79,896	\$0

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,830,784	\$0	\$3,830,784	\$290,407	\$581,931	\$3,175,358	\$73,495
01611001-51111	HMS-Teacher Specialists	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01611016-51110	HMS-Music-Teacher Salaries	\$339,837	\$0	\$339,837	\$28,145	\$56,291	\$283,546	\$0
01611019-51110	HMS-PE/Health-Teacher Salaries	\$351,217	\$0	\$351,217	\$28,126	\$56,252	\$294,965	\$0
01612120-51110	HMS-Guidance-Teacher Salaries	\$302,655	\$0	\$302,655	\$35,858	\$58,146	\$245,174	(\$665)
01612220-51110	HMS-Library-Teacher Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,343,480	\$0	\$4,343,480	\$321,230	\$638,637	\$3,473,492	\$231,351
01621001-51111	MMS-Teacher Specialists	\$81,532	\$0	\$81,532	\$9,134	\$18,268	\$100,473	(\$37,209)
01621016-51110	MMS-Music-Teacher Salaries	\$310,541	\$0	\$310,541	\$25,892	\$51,784	\$258,757	\$0
01621019-51110	MMS-PE/Health-Teacher Salaries	\$392,553	\$0	\$392,553	\$29,964	\$59,927	\$303,546	\$29,079
01622120-51110	MMS-Guidance-Teacher Salaries	\$313,716	\$0	\$313,716	\$34,143	\$54,717	\$226,313	\$32,686
01622220-51110	MMS-Library-Teacher Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711001-51110	THS-Classroom-Teacher Salaries	\$11,554,051	\$0	\$11,554,051	\$939,676	\$1,856,511	\$9,748,681	(\$51,141)
01711001-51111	THS-Teacher Specialists	\$122,146	\$0	\$122,146	\$7,517	\$15,033	\$82,683	\$24,429
01711003-51110	THS-Business Ed-Teacher Detention Duty	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51110	THS-Ag Science-Teachers Salaries	\$631,145	\$0	\$631,145	\$96,727	\$143,701	\$487,443	\$1
01711011-51110	THS-World Language-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711016-51110	THS-Music-Teacher Salaries	\$280,483	\$0	\$280,483	\$22,967	\$45,934	\$230,322	\$4,227
01711019-51110	THS-PE/Health-Teacher Salaries	\$835,915	\$0	\$835,915	\$66,905	\$131,360	\$706,434	(\$1,880)
01711022-51110	THS-Alternate School-Teachers Salaries	\$415,242	\$0	\$415,242	\$22,531	\$45,063	\$247,846	\$122,333
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,383,546	\$0	\$1,383,546	\$168,395	\$273,468	\$1,111,408	(\$1,330)
01712220-51110	THS-Library-Teacher Salaries	\$94,530	\$0	\$94,530	\$7,272	\$14,543	\$79,987	(\$0)
01712400-51110	THS-Detention-Teacher Salaries	\$3,500	\$0	\$3,500	\$0	\$451	\$0	\$3,049
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$600,000)	\$0	(\$600,000)	\$0	\$0	\$0	(\$600,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$0	\$70,000
Teachers Total		\$55,876,304	\$0	\$55,876,304	\$4,814,138	\$9,178,389	\$46,724,677	(\$26,762)

Custodians/Maintenance

01842610-51140	Facilities-Custodial-Salaries	\$2,983,630	\$0	\$2,983,630	\$585,536	\$799,055	\$2,229,230	(\$44,655)
01842610-51141	Facilities-Custodial-Custodial OT	\$125,000	\$0	\$125,000	\$23,740	\$29,519	\$0	\$95,481
01842610-51142	Facilities-Custodial-School OT	\$130,000	\$0	\$130,000	\$11,123	\$29,330	\$0	\$100,670
01842610-51143	Facilities-Snow Removal-Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01842610-51145	Facilities-Custodial- Custodial Support	\$9,360	\$0	\$9,360	\$1,883	\$2,528	\$0	\$6,833
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$7,000	\$0	\$7,000	\$823	\$2,019	\$0	\$4,981
01852620-51140	Facilities-Maintenance-Salaries	\$819,958	\$0	\$819,958	\$160,026	\$217,958	\$590,667	\$11,333
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$7,948	\$8,531	\$0	\$16,469
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,928	\$25,928	\$0	\$6,073
Custodians/Maintenance Total		\$4,131,948	\$0	\$4,131,948	\$817,006	\$1,114,868	\$2,819,897	\$197,183

Tech Support

01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$512,024	\$0	\$512,024	\$106,988	\$141,870	\$224,194	\$145,960
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$5,586	\$5,833	\$0	\$9,167
Tech Support Total		\$527,024	\$0	\$527,024	\$112,574	\$147,703	\$224,194	\$155,127

Administrative Support

01011000-51130	TECEC-Admin-Secy 12 Mth	\$25,507	\$0	\$25,507	\$5,818	\$7,820	\$17,453	\$234
01011000-51131	TECEC-Admin-Secy 10 Mth	\$52,113	\$0	\$52,113	\$6,013	\$10,022	\$42,091	\$0
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,300	\$0	\$1,300	\$848	\$882	\$0	\$418
01011200-51130	PPS-Admin-Secy 12 Mth	\$150,623	\$0	\$150,623	\$34,760	\$46,085	\$103,464	\$1,075
01011200-51135	PPS-Admin-Clerical Xtra Time	\$1,000	\$0	\$1,000	\$735	\$789	\$0	\$211
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$76,958	\$0	\$76,958	\$18,154	\$24,005	\$52,623	\$329
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$67,799	\$0	\$67,799	\$15,586	\$20,781	\$46,757	\$262
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51130	Tech-Admin-Secy 12 Mth	\$58,654	\$0	\$58,654	\$13,469	\$17,964	\$40,450	\$240
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$11	\$11	\$0	(\$11)
01512400-51130	BHES-Admin-Secy 12 Mth	\$66,169	\$0	\$66,169	\$15,149	\$20,198	\$45,446	\$524
01512400-51131	BHES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,143	\$34,201	\$0
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$24	\$59	\$0	(\$59)
01522400-51130	FTES-Admin-Secy 12 Mth	\$66,449	\$0	\$66,449	\$15,699	\$20,748	\$45,446	\$254
01522400-51131	FTES-Admin-Secy 10 Mth	\$43,236	\$0	\$43,236	\$6,328	\$10,213	\$33,023	\$0
01522400-51135	FTES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$822	\$1,261	\$0	(\$1,261)
01532400-51130	DFES-Admin-Secy 12 Mth	\$66,499	\$0	\$66,499	\$15,749	\$20,775	\$45,446	\$278
01532400-51131	DFES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,113	\$34,201	\$30

Trumbull Board of Education Expense vs Budget Detail
By Object
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01532400-51135	DFES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$160	\$214	\$0	(\$214)
01542400-51130	MBES-Admin-Secy 12 Mth	\$65,899	\$0	\$65,899	\$15,161	\$20,210	\$45,446	\$242
01542400-51131	MBES-Admin-Secy 10 Mth	\$37,234	\$0	\$37,234	\$4,404	\$7,268	\$30,073	(\$108)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51130	JRES-Admin-Secy 12 Mth	\$66,499	\$0	\$66,499	\$15,749	\$20,798	\$45,446	\$254
01552400-51131	JRES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,143	\$34,201	\$0
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$344	\$476	\$0	\$24
01582400-51130	TES-Admin-Secy 12 Mth	\$66,189	\$0	\$66,189	\$15,149	\$20,198	\$45,446	\$544
01582400-51131	TES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,136	\$34,201	\$7
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$181	\$248	\$0	\$252
01612120-51131	HMS-Guidance-Secy 10 Mth	\$52,113	\$0	\$52,113	\$6,013	\$10,022	\$42,091	\$0
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$80	\$216	\$0	(\$216)
01612400-51130	HMS-Admin-Secy 12 Mth	\$66,189	\$0	\$66,189	\$15,149	\$20,198	\$45,446	\$544
01612400-51131	HMS-Admin-Secy 10 Mth	\$43,112	\$0	\$43,112	\$5,051	\$8,539	\$34,821	(\$247)
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622120-51131	MMS-Guidance-Secy 10 Mth	\$53,101	\$0	\$53,101	\$6,047	\$10,093	\$42,486	\$523
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$68	\$125	\$0	(\$125)
01622400-51130	MMS-Admin-Secy 12 Mth	\$65,899	\$0	\$65,899	\$15,458	\$20,721	\$45,446	(\$268)
01622400-51131	MMS-Admin-Secy 10 Mth	\$52,113	\$0	\$52,113	\$5,796	\$9,660	\$32,843	\$9,611
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51131	THS-Ag Science-Secy 10 Mths	\$39,803	\$0	\$39,803	\$4,902	\$7,937	\$31,866	\$0
01711006-51135	THS-Ag Science-Secy Xtra Time	\$459	\$0	\$459	\$348	\$348	\$0	\$111
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$190,634	\$0	\$190,634	\$44,462	\$59,006	\$130,896	\$732
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$68	\$68	\$0	(\$68)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$242	\$364	\$0	(\$364)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51130	THS-Admin-Secy 12 Mth	\$122,919	\$0	\$122,919	\$28,439	\$37,812	\$86,880	(\$1,774)
01712400-51131	THS-Admin-Secy 10 Mth	\$156,828	\$0	\$156,828	\$16,912	\$28,191	\$118,427	\$10,210
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$24	\$35	\$0	\$215
01713201-51131	Sports-Sports General-Secy 10 Mths	\$43,112	\$0	\$43,112	\$5,013	\$8,338	\$34,821	(\$47)
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$0	\$0	\$0	\$4,500
01802320-51115	Super-Personnel-Support Staff	\$177,247	\$0	\$177,247	\$41,711	\$55,265	\$121,983	\$0
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$47,494	\$0	\$47,494	\$0	\$0	\$0	\$47,494
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,372	\$2,866	\$0	(\$2,866)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$134,899	\$0	\$134,899	\$18,144	\$25,190	\$63,418	\$46,291
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51130	Trans-Admin-Secy 12 Mth	\$113,466	\$0	\$113,466	\$17,382	\$24,347	\$69,820	\$19,299
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$753	\$890	\$0	\$3,000
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$525	\$875	\$0	\$3,125
01902320-51130	Super-Admin-Support Staff	\$159,424	\$0	\$159,424	\$37,588	\$50,607	\$111,773	(\$2,955)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01912520-51130	Bus Off-Admin-Support 12 Mth	\$303,681	\$0	\$303,681	\$71,549	\$94,865	\$209,846	(\$1,030)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$1,296	\$1,836	\$0	(\$336)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$2,000	\$0	\$2,000	\$1,311	\$1,896	\$0	\$104
Administrative Support Total		\$2,921,139	\$0	\$2,921,139	\$566,555	\$783,870	\$1,998,281	\$138,989
<u>Paras & Aides</u>								
01011000-51120	TECEC-Classroom-Paras	\$244,027	\$0	\$244,027	\$20,679	\$42,387	\$173,905	\$27,735
01011000-51122	TECEC-Classroom-ABA Paras	\$275,633	\$0	\$275,633	\$22,898	\$45,504	\$206,084	\$24,044
01011200-51120	PPS-L/W-Instructional Paras	\$2,616,637	\$0	\$2,616,637	\$228,436	\$460,281	\$2,064,322	\$92,034
01011200-51121	PPS-D/W-Para Xtra Time	\$100,000	\$0	\$100,000	\$5,038	\$12,959	\$0	\$87,042
01011200-51122	PPS-L/W-ABA Paras	\$1,486,608	\$0	\$1,486,608	\$134,041	\$263,488	\$1,255,203	(\$32,083)
01032130-51128	PPS-L/W-Health Aides	\$88,967	\$0	\$88,967	\$8,082	\$16,112	\$72,791	\$64
01371200-51122	PPS-ESY-ABA Paras	\$82,400	\$0	\$82,400	\$95,881	\$95,881	\$0	(\$13,481)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$8,419	\$8,419	\$0	(\$8,419)
01371200-51129	PPS-ESY-Para	\$51,500	\$0	\$51,500	\$45,384	\$45,384	\$0	\$6,116
01412210-51120	PPS-D/W-Para Training	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$57,686	\$0	\$57,686	\$3,147	\$7,473	\$50,213	\$0
01512400-51120	BHES-Admin-Paras	\$20,789	\$0	\$20,789	\$1,546	\$3,005	\$17,784	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$58,731	\$0	\$58,731	\$4,128	\$9,743	\$48,988	\$0
01522400-51120	FTES-Admin-Paras	\$41,287	\$0	\$41,287	\$3,660	\$7,557	\$13,794	\$19,936
01531001-51120	DFES-Classroom-Instructional Aides	\$51,700	\$0	\$51,700	\$3,145	\$6,459	\$45,241	\$0
01532400-51120	DFES-Admin-Paras	\$20,351	\$0	\$20,351	\$564	\$1,289	\$19,062	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$51,785	\$0	\$51,785	\$3,570	\$8,380	\$43,405	\$0
01542400-51120	MBES-Admin-Paras	\$12,893	\$0	\$12,893	\$983	\$2,243	\$11,910	(\$1,261)
01551001-51120	JRES-Classroom-Instructional Aides	\$56,641	\$0	\$56,641	\$3,298	\$7,460	\$47,921	\$1,261
01552400-51120	JRES-Admin-Paras	\$23,292	\$0	\$23,292	\$1,212	\$3,398	\$19,893	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$58,731	\$0	\$58,731	\$3,522	\$7,966	\$50,765	\$0

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01582400-51120	TES-Admin-Paras	\$23,466	\$0	\$23,466	\$1,752	\$3,861	\$19,606	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$13,185	\$0	\$13,185	\$1,081	\$2,531	\$10,654	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$13,783	\$0	\$13,783	\$1,057	\$2,498	\$11,285	\$0
01712400-51120	THS-L/W-Paras	\$82,724	\$0	\$82,724	\$7,619	\$15,320	\$67,683	(\$280)
	Paras & Aides Total	\$5,542,815	\$0	\$5,542,815	\$609,142	\$1,079,598	\$4,260,509	\$202,708

Substitutes

01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$3,500	\$0	(\$3,500)
01802320-51117	Substitute Teachers	\$800,000	\$0	\$800,000	\$40,505	\$88,280	\$60,000	\$651,720
01802320-51119	Super-Personnel-Teacher Extra	\$0	\$0	\$0	\$3,580	\$3,580	\$0	(\$3,580)
01802320-51129	Substitute Paraprofessionals	\$200,000	\$0	\$200,000	\$4,826	\$6,042	\$0	\$193,958
01802320-51139	Substitute Secretaries	\$10,000	\$0	\$10,000	\$5,824	\$10,562	\$0	(\$562)
01802320-51140	Facilities-Admin-Substitutes	\$55,000	\$0	\$55,000	\$8,107	\$10,005	\$44,995	\$0
	Substitutes Total	\$1,065,000	\$0	\$1,065,000	\$62,842	\$121,969	\$104,995	\$838,036

Coaches & Advisors

01613202-51116	HMS-Activities-Advisors	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000	\$0
01623202-51116	MMS-Activities-Advisors	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000	\$0
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01713202-51116	THS-Activities-Advisors	\$129,863	\$0	\$129,863	\$0	\$0	\$129,863	\$0
01713201-51116	Sports-Sports General-Coaches	\$796,781	\$0	\$796,781	\$28,329	\$39,644	\$101,254	\$655,883
01713201-51129	Sports-Sports General-Other Non Certified	\$0	\$0	\$0	\$2,346	\$2,346	\$0	(\$2,346)
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$4,568	\$11,647	\$0	(\$11,647)
	Coaches & Advisors Total	\$1,016,644	\$0	\$1,016,644	\$35,244	\$53,638	\$321,117	\$641,890

Salaries Other

01011200-51117	PPS-L/W-Teacher Subs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01011201-51117	PPS-L/W-Tutors Homebound	\$32,212	\$0	\$32,212	\$5,723	\$9,620	\$27,256	(\$4,664)
01011203-51117	PPS-L/W-Tutors Tutorial	\$77,000	\$0	\$77,000	\$4,367	\$8,520	\$68,480	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$570,783	\$0	\$570,783	\$45,062	\$90,113	\$495,447	(\$14,777)
01331200-51126	PPS-SPED-Work Experience	\$6,000	\$0	\$6,000	\$503	\$1,629	\$0	\$4,371
01401201-51117	Asst Super-L/W-Tutors Homebound	\$1,500	\$0	\$1,500	\$0	\$621	\$0	\$879
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$7,000	\$0	\$7,000	\$0	\$0	\$0	\$7,000
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$77,634	\$0	\$77,634	\$18,209	\$24,269	\$53,365	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$1,256	\$1,326	\$0	\$4,674
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$3,365	\$7,090	\$0	(\$7,090)
01822230-51127	Facilities-D/W-Security Guards	\$826,935	\$0	\$826,935	\$85,348	\$154,619	\$665,107	\$7,210
01822230-51128	Facilities-D/W-Security Guards OT	\$25,000	\$0	\$25,000	\$4,283	\$5,433	\$0	\$19,567
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$77,634	\$0	\$77,634	\$17,846	\$23,795	\$53,539	\$300
	Salaries Other	\$1,721,198	\$0	\$1,721,198	\$185,962	\$327,034	\$1,373,194	\$20,970

Misc Salary Items

01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$295,641	\$295,641	\$0	\$4,359
01912520-51199	D/W-Admin-Reserve For Negotiations	\$49,000	\$0	\$49,000	\$0	\$0	\$0	\$49,000
	Misc Salary Items Total	\$349,000	\$0	\$349,000	\$295,641	\$295,641	\$0	\$53,359
	Salaries Total	\$78,419,621	\$0	\$78,419,621	\$8,678,113	\$14,689,473	\$61,485,147	\$2,245,002.09

Employee Benefits

Health Insurance

01912520-52002	Benefits-Health & Dental	\$18,684,896	\$0	\$18,684,896	\$5,855,687	\$7,853,129	\$16,274,697	(\$5,442,930)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$1,140,448)	(\$1,611,341)	(\$3,531,719)	\$5,143,060
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$69,749)	(\$97,052)	(\$197,770)	\$294,822
	Health Insurance Total	\$18,684,896	\$0	\$18,684,896	\$4,645,489	\$6,144,736	\$12,545,208	(\$5,048)

FICA

01912520-52001	Benefits-FICA	\$1,960,691	\$0	\$1,960,691	\$268,854	\$422,189	\$1,538,502	\$0
	FICA	\$1,960,691	\$0	\$1,960,691	\$268,854	\$422,189	\$1,538,502	\$0

Other Insurance

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$0	\$68,756	\$131,244	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$5,530	\$7,481	\$15,219	(\$700)
01912520-52005	Benefits-Life Insurance	\$120,000	\$0	\$120,000	\$27,723	\$37,000	\$89,576	(\$6,576)
	Other Insurance Total	\$342,000	\$0	\$342,000	\$33,252	\$113,237	\$236,039	(\$7,276)
<u>Unemployment</u>								
01912520-52006	D/W-Admin-Unemployment	\$30,000	\$0	\$30,000	\$0	\$6,143	\$30,000	(\$6,143)
	Unemployment Total	\$30,000	\$0	\$30,000	\$0	\$6,143	\$30,000	(\$6,143)
<u>Benefits Other</u>								
01912520-52007	Benefits-Workers Compensation	\$0	\$0	\$0	\$0	\$2,717	\$0	(\$2,717)
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$5,038	\$5,896	\$7,812	\$4,292
01912520-52010	Benefits-TBOE 401a Contribution	\$240,000	\$0	\$240,000	\$52,558	\$81,028	\$158,972	\$0
	Benefits Other Total	\$258,000	\$0	\$258,000	\$57,596	\$89,641	\$166,784	\$1,575
	Employee Benefits Total	\$21,275,587	\$0	\$21,275,587	\$5,005,192	\$6,775,946	\$14,516,533	(\$16,892)
<u>Purchased Professional Services</u>								
<u>Legal</u>								
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$3,095	\$15,568	\$124,432	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$13,047	\$25,082	\$92,314	(\$7,396)
	Legal Total	\$250,000	\$0	\$250,000	\$16,142	\$40,650	\$216,746	(\$7,396)
<u>Service Contracts</u>								
01011200-53300	PPS-Admin-Prof Purch'd Services	\$67,000	\$0	\$67,000	\$4,506	\$4,506	\$0	\$62,494
01052130-53305	PPS-Health Services-Service Contracts	\$62,000	\$0	\$62,000	\$0	\$21,363	\$0	\$40,638
01422520-53305	Tech-Admin-Maintenance Contracts	\$27,800	\$0	\$27,800	\$5,165	\$5,165	\$0	\$22,635
01802130-53401	Contracted-Substitute Teacher	\$0	\$0	\$0	\$5,070	\$67,335	\$507,665	(\$575,000)
01802130-53402	Contracted-Substitute Paraprofessional	\$0	\$0	\$0	\$1,838	\$42,340	\$257,660	(\$300,000)
01802130-53403	Contracted-Substitute Secretary	\$0	\$0	\$0	\$0	\$0	\$75,000	(\$75,000)
01882700-53303	Trans-Admin-Software Support	\$7,500	\$0	\$7,500	\$7,977	\$7,977	\$0	(\$477)
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$86,995	\$87,177	\$0	(\$5,177)
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$195,407	\$0	\$195,407	\$179,506	\$179,506	\$0	\$15,901
	Service Contracts Total	\$441,707	\$0	\$441,707	\$291,056	\$415,369	\$840,325	(\$813,986)
<u>Consultants</u>								
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$0	\$0	\$900	(\$900)
01401201-53210	Homebound Instructional Services	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01011200-53230	PPS-L/W-Consultants	\$300,000	\$0	\$300,000	\$50,559	\$72,553	\$276,345	(\$48,898)
	Consultants Total	\$305,000	\$0	\$305,000	\$50,559	\$72,553	\$277,245	(\$44,798)
<u>Other Professional Services</u>								
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$10,000
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,500	\$0	\$4,500	\$3,990	\$4,151	\$5,309	(\$4,961)
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$505	\$505	\$0	\$2,995
01422520-53300	Tech-Admin-Other Professional Svcs	\$6,800	\$0	\$6,800	\$0	\$0	\$0	\$6,800
01613202-53301	HMS-Activities-Police	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01623202-53301	MMS-Activities-Police	\$800	\$0	\$800	\$0	\$308	\$0	\$492
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$6,670	\$13,220	\$9,830	\$24,525
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$63	\$188	\$0	\$732
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$2,464	\$16,324	\$48,676	\$0
01713201-53300	Sports-Sports General-Purch'd Svcs	\$139,000	\$0	\$139,000	\$7,268	\$26,619	\$134,665	(\$22,284)
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	(\$1,900)	(\$1,900)	\$15,000	\$1,900
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$738	\$0	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902310-53300	Super-BOE-Professional Services	\$26,000	\$0	\$26,000	\$23,115	\$23,230	\$2,794	(\$25)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$93,000	\$0	\$93,000	\$92,602	\$92,602	\$0	\$398
01922530-53304	Bus Off-Admin-Training	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Professional Services Total	\$415,595	\$0	\$415,595	\$135,515	\$175,248	\$216,275	\$24,072
	Purchased Professional Services Total	\$1,412,302	\$0	\$1,412,302	\$493,272	\$703,820	\$1,550,590	(\$842,108)
<u>Purchased Property Services</u>								

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised				
Utilities								
01842611-54101	Facilities-D/W-Electricity	\$1,170,000	\$0	\$1,170,000	\$186,617	\$304,183	\$857,817	\$8,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$23,075	\$34,917	\$90,083	(\$1)
	Utilities Total	\$1,295,000	\$0	\$1,295,000	\$209,691	\$339,100	\$947,900	\$7,999
Repairs & Service Fees								
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$870	\$870	\$630	\$500
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$800	\$0	\$800	\$0	\$245	\$0	\$555
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$0	\$1,200
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$103	\$103	\$2,897	\$0
01842610-54300	Facilities-Custodial-Repairs	\$3,000	\$0	\$3,000	\$13,708	\$15,485	\$1,052	(\$13,537)
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$1,004	\$4,444	(\$448)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$9,880	\$9,880	\$18,400	(\$20,280)
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$0	\$10,900	(\$5,900)
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$12,819	(\$12,819)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$31,789	\$35,835	\$33,492	(\$24,327)
01852632-54300	Facilities-Inside Maint-Repairs & Svcs Fees	\$5,000	\$0	\$5,000	\$1,000	\$2,210	\$1,000	\$1,790
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$8,145	\$10,865	\$16,485	\$22,650
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$18,814	\$24,764	\$9,557	(\$14,321)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$19,620	\$19,620	\$4	\$20,376
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$2,405	\$2,580	\$2,420	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$125,000	\$0	\$125,000	\$52,323	\$49,879	\$61,932	\$13,190
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$7,500	\$0	\$7,500	\$2,830	\$4,920	\$0	\$2,580
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$660	\$660	\$8,499	(\$4,159)
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$6,449	\$6,449	\$11,261	\$22,290
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,560	\$2,665	\$7,335	\$0
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$0	\$4,695	\$3,332	\$11,973
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$18,000	\$0	\$18,000	\$0	\$1,130	\$14,800	\$2,070
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Repairs & Service Fees Total	\$429,000	\$0	\$429,000	\$170,156	\$193,858	\$221,258	\$13,884
Copiers								
01422520-54409	D/W Copiers	\$243,820	\$0	\$243,820	\$60,441	\$80,354	\$159,646	\$3,820
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Copiers Total	\$243,820	\$0	\$243,820	\$60,441	\$80,354	\$159,646	\$3,820
Other Purchased Property Services								
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$424	\$424	\$625	\$151
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$176	\$1,524
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$149	\$631	\$220
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,500	\$0	\$1,500	\$20	\$20	\$500	\$980
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$21	\$21	\$0	(\$21)
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$267	\$667	\$1,650	\$683
01711014-54900	THS-Technology Education-Other Purch'd Prop	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$950	\$550
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	\$0
01842610-54103	Facilities-Custodial-Trash/Recycling	\$75,000	\$0	\$75,000	\$15,516	\$27,065	\$41,701	\$6,234
01842610-54202	Facilities-Custodial-Cleaning	\$4,000	\$0	\$4,000	\$736	\$1,104	\$2,896	\$0
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$6,591	\$6,591	\$23,409	\$0
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$803	\$803	\$0	(\$303)
	Other Purch'd Property Services Total	\$136,100	\$0	\$136,100	\$24,377	\$36,843	\$87,538	\$11,718
	Purchased Property Services Total	\$2,103,920	\$0	\$2,103,920	\$464,666	\$650,156	\$1,416,343	\$37,421
Purchased Other Services								

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised				
Transportation								
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$0	\$0	\$2,000	\$629
01711016-55809	THS-Music-Transportation	\$20,000	\$0	\$20,000	\$0	\$0	\$23,018	(\$3,018)
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$0	\$45,000
01882700-55101	Trans-Admin-Reg Buses	\$3,734,011	\$0	\$3,734,011	\$0	\$0	\$3,510,000	\$224,011
01882700-55102	Trans-Admin-ACE Trips	\$3,600	\$0	\$3,600	\$0	\$0	\$0	\$3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	\$288,742	\$0	\$288,742	\$0	\$175,474	\$99,526	\$13,742
01882700-55109	Trans-Admin-Fuel	\$383,205	\$0	\$383,205	\$24,194	\$71,110	\$288,635	\$23,460
01882700-55809	Trans-Admin-Field Trips	\$9,000	\$0	\$9,000	\$0	\$0	\$4,500	\$4,500
01882701-55101	Trans-Admin-SPED In District	\$1,548,838	\$0	\$1,548,838	\$0	\$0	\$1,685,450	(\$136,612)
01882701-55105	Trans-Admin-SPED Out of District	\$847,637	\$0	\$847,637	\$25,813	\$160,689	\$918,301	(\$231,353)
01882701-55108	Trans-Admin-Monitors	\$277,387	\$0	\$277,387	\$0	\$18,338	\$176,662	\$82,387
01713201-55809	THS-Transportation-Sports	\$140,000	\$0	\$140,000	\$0	\$0	\$130,000	\$10,000
	Sports Transportation Total	\$140,000	\$0	\$140,000	\$0	\$0	\$130,000	\$10,000
	Transportation Total	\$7,300,049	\$0	\$7,300,049	\$50,007	\$425,610	\$6,838,093	\$36,346
Communications								
01422520-55903	Tech-Admin-Telephone Cell	\$35,000	\$0	\$35,000	\$5,869	\$11,162	\$23,925	(\$87)
01422520-55904	Tech-Admin-Telephone LAN	\$100,382	\$0	\$100,382	\$6,958	\$9,465	\$75,620	\$15,298
01422520-55907	Tech-Admin-WAN Communications	\$199,100	\$0	\$199,100	\$77,854	\$117,731	\$89,920	(\$8,551)
	Communications Total	\$334,482	\$0	\$334,482	\$90,681	\$138,357	\$189,464	\$6,660
Postage								
01902320-55900	Super-Admin-Postage	\$35,000	\$0	\$35,000	\$2,454	\$5,159	\$41,116	(\$11,275)
	Postage Total	\$35,000	\$0	\$35,000	\$2,454	\$5,159	\$41,116	(\$11,275)
Advertising								
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$803	\$1,393	\$0	\$282
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$0	\$1,300
	Advertising Total	\$2,975	\$0	\$2,975	\$803	\$1,393	\$0	\$1,582
Interns								
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$15,000	\$15,300	\$2,200
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
	Interns Total	\$341,250	\$0	\$341,250	\$0	\$15,000	\$306,000	\$20,250
Tuition								
01396110-55600	PPS-L/W-Tuition Outplaced	\$5,300,000	\$0	\$5,300,000	\$1,430,434	\$1,803,315	\$3,872,327	(\$375,641)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,381,942)	\$0	(\$1,381,942)	\$0	\$0	(\$1,381,942)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$0	\$0	\$320,394	\$133,606
01741200-55600	Adult Ed - Outgoing Tuition	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050	\$0
	Tuition Total	\$4,433,108	\$0	\$4,433,108	\$1,430,434	\$1,803,315	\$2,871,829	(\$242,035)
Printing								
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$0	\$0	\$0	\$200
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$124	\$124	\$0	\$376
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01712400-55906	THS-Admin-Printing	\$7,000	\$0	\$7,000	\$8,503	\$8,503	\$0	(\$1,503)
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$0	\$550

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
	Printing Total	\$11,750	\$0	\$11,750	\$8,627	\$8,627	\$0	\$3,123
<u>Other Purch'd Services</u>								
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$74	\$74	\$0	\$626
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$7,000	\$0	\$7,000	\$4,838	\$4,838	\$0	\$2,162
01011200-55800	PPS-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$1,150	\$2,290	\$750	\$16,960
01011200-55801	PPS-D/W-Mileage	\$10,000	\$0	\$10,000	\$526	\$1,491	\$0	\$8,509
01401203-55801	Asst Super-L/W-Mileage	\$9,000	\$0	\$9,000	\$528	\$1,129	\$0	\$7,871
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$6,572	\$9,453	\$491	\$10,055
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55800	Curr Dir-Admin-Professional Devt	\$65,000	\$0	\$65,000	\$13,174	\$20,360	\$3,302	\$41,338
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422520-55800	Tech-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01422520-55804	Tech-Admin-Milelage	\$2,800	\$0	\$2,800	\$74	\$90	\$0	\$2,710
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01612400-55800	HMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01622400-55800	MMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-World Language-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$0	\$320	\$0	\$1,680
01712400-55901	THS-Admin-Other Purch'd Svcs	\$2,000	\$0	\$2,000	\$556	\$556	\$0	\$1,444
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01802130-55800	HR-HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$0	\$16,550
01802130-55900	HR-Personnel-Other Purch'd Svcs	\$117,770	\$0	\$117,770	\$37,794	\$69,441	\$12,720	\$35,609
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$15,000	\$0	\$15,000	\$15,337	\$15,773	\$1,275	(\$2,049)
01842610-55803	Facilities-Admin-Mileage	\$2,000	\$0	\$2,000	\$332	\$671	\$0	\$1,329
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$2,000	\$0	\$2,000	\$0	\$0	\$0	\$2,000
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$0	\$285	\$0	\$4,715
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$10,000	\$0	\$10,000	\$85	\$85	\$540	\$9,375
	Other Purch'd Services Total	\$314,320	\$0	\$314,320	\$81,040	\$126,857	\$19,079	\$168,384
	Purchased Other Services Total	\$12,772,934	\$0	\$12,772,934	\$1,664,047	\$2,524,318	\$10,265,581	(16,964)

Supplies

Supplies Teaching

01011000-56111	TECEC-Classroom-Classroom Supplies	\$14,740	\$0	\$14,740	\$1,438	\$6,179	\$1,690	\$6,870
01011200-56111	PPS-Classroom-Classroom Supplies	\$25,000	\$0	\$25,000	\$6,839	\$8,586	\$1,569	\$14,845
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$0	\$612	\$2,125	\$87,263
01511001-56111	BHES-Classroom Supplies	\$30,660	\$0	\$30,660	\$22,304	\$25,328	\$100	\$5,232
01512220-56901	BHES-Library-Supplies	\$2,044	\$0	\$2,044	\$2,268	\$2,520	\$50	(\$526)
01521001-56111	FTES-Classroom Supplies	\$30,300	\$0	\$30,300	\$14,891	\$15,678	\$2,467	\$12,155
01522220-56901	FTES-Library-Supplies	\$2,020	\$0	\$2,020	\$919	\$988	\$731	\$301
01531001-56111	DFES-Classroom Supplies	\$29,340	\$0	\$29,340	\$18,872	\$21,822	\$4,782	\$2,737
01532220-56901	DFES-Library-Supplies	\$1,956	\$0	\$1,956	\$138	\$160	\$50	\$1,746
01541001-56111	MBES-Classroom Supplies	\$30,480	\$0	\$30,480	\$26,019	\$28,269	\$50	\$2,161
01542220-56901	MBES-Library-Supplies	\$2,032	\$0	\$2,032	\$544	\$1,199	\$0	\$833
01551001-56111	JRES-Classroom Supplies	\$27,240	\$0	\$27,240	\$16,151	\$19,684	\$1,484	\$6,072
01552220-56901	JRES-Library-Supplies	\$1,816	\$0	\$1,816	\$909	\$909	\$0	\$907
01581001-56111	TES-Classroom Supplies	\$26,320	\$0	\$26,320	\$10,410	\$10,889	\$6,401	\$9,030
01582220-56901	TES-Library-Supplies	\$1,688	\$0	\$1,688	\$0	\$186	\$1,404	\$98
01611001-56111	HMS-Classroom-Classroom Supplies	\$32,938	\$0	\$32,938	\$11,762	\$15,699	\$2,972	\$14,267
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$302	\$413	\$0	\$1,837
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$1,640	\$1,640	\$0	\$1,780
01612220-56111	HMS-Library-Supplies	\$1,532	\$0	\$1,532	\$453	\$876	\$0	\$656
01621001-56111	MMS-Classroom-Classroom Supplies	\$34,443	\$0	\$34,443	\$3,333	\$5,564	\$5,786	\$23,094
01621016-56111	MMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$199	\$441	\$1,860
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$1,143	\$692	\$665
01622220-56901	MMS-Library-Supplies	\$1,602	\$0	\$1,602	\$1,103	\$1,295	\$251	\$56

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01711001-56111	THS-Classroom-Classroom Supplies	\$32,000	\$0	\$32,000	\$0	\$0	\$4,139	\$27,861
01711002-56112	THS-Art-Supplies	\$18,020	\$0	\$18,020	\$7,405	\$9,077	\$18	\$8,925
01711003-56112	THS-Business Ed-Supplies	\$1,700	\$0	\$1,700	\$2,071	\$1,262	\$98	\$340
01711006-56112	THS-Ag Science-Supplies	\$31,000	\$0	\$31,000	\$2,450	\$4,156	\$26,935	(\$91)
01711010-56112	THS-English-Supplies	\$1,030	\$0	\$1,030	\$327	\$327	\$0	\$703
01711011-56112	THS-World Language-Supplies	\$1,600	\$0	\$1,600	\$961	\$961	\$0	\$639
01711013-56112	THS-Family Consumer Science-Supplies	\$14,600	\$0	\$14,600	\$1,248	\$3,701	\$1,440	\$9,458
01711014-56112	THS-Technology Education-Supplies	\$22,000	\$0	\$22,000	\$2,192	\$2,562	\$2,852	\$16,587
01711015-56112	THS-Mathematics-Supplies	\$1,550	\$0	\$1,550	\$301	\$301	\$374	\$876
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$838	\$1,585	\$112	\$3,703
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$1,109	\$1,849	\$0	\$851
01711022-56112	THS-Alternate School-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56112	THS-Science-Supplies	\$12,730	\$0	\$12,730	\$0	\$3,432	\$580	\$8,718
01711028-56112	THS-Social Studies-Supplies	\$880	\$0	\$880	\$0	\$0	\$762	\$119
01712120-56112	THS-Guidance-Supplies	\$450	\$0	\$450	\$0	\$0	\$0	\$450
01712220-56901	THS-Library-Supplies	\$2,540	\$0	\$2,540	\$0	\$0	\$0	\$2,540
01712221-56112	THS-Auditorium/Theater Tech-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$7,750	\$0	\$7,750	\$615	\$754	\$0	\$6,996
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$18,892	\$50,135	\$34,064	\$41,801
	Sports Supplies Total	\$126,000	\$0	\$126,000	\$18,892	\$50,135	\$34,064	\$41,801
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Supplies Teaching Total	\$678,771	\$0	\$678,771	\$178,701	\$249,940	\$104,416	\$324,415
<u>Supplies Office</u>								
01011000-56110	TECEC-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$399	\$399	\$299	\$3,302
01011200-56110	PPS-Admin-Office Supplies	\$1,500	\$0	\$1,500	\$802	\$913	\$93	\$494
01052130-56110	PPS-Health Services-Supplies	\$8,000	\$0	\$8,000	\$4,186	\$4,186	\$2,413	\$1,401
01402320-56110	Asst Super-Admin-Office Supplies	\$14,050	\$0	\$14,050	\$3,985	\$7,984	\$3,447	\$2,619
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422214-56900	Tech-L/W-Parts	\$9,500	\$0	\$9,500	\$6,904	\$7,317	\$88	\$2,096
01422520-56110	Tech-Admin-Office Supplies	\$1,050	\$0	\$1,050	\$977	\$1,066	\$0	(\$16)
01422520-56900	Tech-Admin-Parts	\$4,150	\$0	\$4,150	\$0	\$450	\$0	\$3,700
01512400-56110	BHES-Admin-Office Supplies	\$4,088	\$0	\$4,088	\$147	\$384	\$0	\$3,704
01522400-56110	FTES-Admin-Office Supplies	\$4,040	\$0	\$4,040	\$216	\$492	\$481	\$3,067
01532400-56110	DFES-Admin-Office Supplies	\$3,912	\$0	\$3,912	\$2,400	\$2,400	(\$0)	\$1,512
01542400-56110	MBES-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$311	\$1,691	\$0	\$3,309
01552400-56110	JRES-Admin-Office Supplies	\$3,632	\$0	\$3,632	\$865	\$1,262	\$137	\$2,233
01582400-56110	TES-Admin-Office Supplies	\$3,376	\$0	\$3,376	\$1,990	\$3,370	(\$0)	\$6
01612400-56110	HMS-Admin-Office Supplies	\$6,128	\$0	\$6,128	\$0	\$0	\$0	\$6,128
01622400-56110	MMS-Admin-Office Supplies	\$6,408	\$0	\$6,408	\$0	\$0	\$0	\$6,408
01712221-56900	THS-Auditorium/Theater Tech-Parts & Mainte	\$1,750	\$0	\$1,750	\$0	\$0	\$0	\$1,750
01712400-56110	THS-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$3,568	\$3,568	\$0	\$432
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$0	\$0	\$540	\$2,385
01822230-56110	Facilities-Admin-Office Supplies	\$2,500	\$0	\$2,500	\$718	\$718	\$999	\$783
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$149	\$1,104	\$250	\$2,246
01902320-56110	Super-Admin-Office Supplies	\$7,000	\$0	\$7,000	\$357	\$422	\$4,201	\$2,377
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,581	\$1,701	\$6,348	(\$4,449)
	Supplies Office Total	\$104,209	\$0	\$104,209	\$29,557	\$39,425	\$19,296	\$45,488
<u>Supplies Custodial</u>								
01842610-56130	Facilities-Custodial-Supplies	\$190,000	\$0	\$190,000	\$56,474	\$76,676	\$74,290	\$39,034
01842610-56132	Facilities-Custodial-Supplies Replacement	\$0	\$0	\$0	\$0	\$0	\$3,000	(\$3,000)
	Supplies Custodial Total	\$190,000	\$0	\$190,000	\$56,474	\$76,676	\$77,290	\$36,034
<u>Supplies Maintenance</u>								
01852622-56134	Facilities-Snow Removal-Supplies	\$10,000	\$0	\$10,000	\$0	\$0	\$12,500	(\$2,500)
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$50,000	\$0	\$50,000	\$9,899	\$13,155	\$6,500	\$30,345
01852623-56134	Facilities-Vehicles-Supplies	\$20,000	\$0	\$20,000	\$2,136	\$3,408	\$10,117	\$6,476
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$17,312	\$17,390	\$9,837	(\$17,227)
01852626-56134	Facilities-Fertilizer	\$3,000	\$0	\$3,000	\$0	\$0	\$1,000	\$2,000
01852627-56134	Facilities-Lawn Care-Supplies	\$7,000	\$0	\$7,000	\$1,605	\$1,783	\$4,717	\$500
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$300	\$300	\$0	\$1,700
01852632-56134	Facilities-Inside Maintenance-Supplies	\$25,000	\$0	\$25,000	\$4,949	\$4,694	\$10,905	\$9,401
01852633-56134	Facilities-Electrical-Supplies	\$20,000	\$0	\$20,000	\$7,523	\$11,066	\$15,749	(\$6,815)
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Trumbull Board of Education Expense vs Budget Detail
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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01852635-56134	Facilities-Floor Repair-Supplies	\$1,500	\$0	\$1,500	\$31,268	\$31,268	\$2,499	(\$32,267)
01852637-56134	Facilities-Glass-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852638-56134	Facilities-Hardware-Supplies	\$2,000	\$0	\$2,000	\$27	\$27	\$6,473	(\$4,500)
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$6,130	\$6,997	\$25,342	\$22,661
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852642-56134	Facilities-Painting-Supplies	\$10,000	\$0	\$10,000	\$577	\$886	\$4,614	\$4,500
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$9,477	\$15,472	\$16,833	\$2,695
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$146	\$5,404	\$3,595	\$1,001
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$0	\$0	\$1,600	(\$1,600)
Supplies Maintenance Total		\$261,000	\$0	\$261,000	\$91,350	\$111,849	\$132,281	\$16,870

Text & Workbooks

01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$563	\$563	\$111	\$626
01011200-56411	PPS-Admin-Text & Workbooks	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$185,150	\$0	\$185,150	\$55,331	\$56,886	\$4,820	\$123,444
01511001-56411	BHES-Classroom-Text & Workbooks	\$35,770	\$0	\$35,770	\$30,898	\$32,298	\$189	\$3,283
01521001-56411	FTES-Classroom-Text & Workbooks	\$35,350	\$0	\$35,350	\$29,950	\$33,386	\$159	\$1,805
01531001-56411	DFES-Classroom-Text & Workbooks	\$34,230	\$0	\$34,230	\$25,421	\$27,468	\$3,661	\$3,101
01541001-56411	MBES-Classroom-Text & Workbooks	\$35,560	\$0	\$35,560	\$32,423	\$35,171	(\$0)	\$389
01551001-56411	JRES-Classroom-Text & Workbooks	\$31,780	\$0	\$31,780	\$8,108	\$11,456	\$16,147	\$4,177
01581001-56411	TES-Classroom-Text & Workbooks	\$29,540	\$0	\$29,540	\$25,077	\$27,470	\$45	\$2,025
01611001-56411	HMS-Classroom-Text & Workbooks	\$16,852	\$0	\$16,852	\$10,975	\$11,626	\$70	\$5,156
01621001-56411	MMS-Classroom-Text & Workbooks	\$17,622	\$0	\$17,622	\$15,165	\$16,220	\$1,020	\$382
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$11,700	\$0	\$11,700	\$11,974	\$11,974	\$0	(\$274)
01711006-56411	THS-Ag Science-Text & Workbooks	\$1,074	\$0	\$1,074	\$0	\$0	\$0	\$1,074
01711010-56411	THS-English-Text & Workbooks	\$19,000	\$0	\$19,000	\$9,118	\$10,117	\$429	\$8,454
01711011-56411	THS-World Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$12,450	\$12,450	\$50	\$0
01711013-56411	THS-Family Consumer Science-Text & Workbo	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711015-56411	THS-Mathematics-Text & Workbooks	\$4,000	\$0	\$4,000	\$1,248	\$2,247	\$0	\$1,753
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01711022-56411	THS-Alternate School-Text & Workbooks	\$2,290	\$0	\$2,290	\$0	\$0	\$0	\$2,290
01711027-56411	THS-Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$0	\$4,000
01711028-56411	THS-Social Studies-Text & Workbooks	\$4,000	\$0	\$4,000	\$988	\$1,586	\$2,000	\$415
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Text & Workbooks Total		\$483,218	\$0	\$483,218	\$269,690	\$290,916	\$28,701	\$163,601

Subscriptions

01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$180	\$180	\$0	\$820
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$303,995	\$0	\$303,995	\$301,460	\$301,460	\$3,750	(\$1,215)
01422520-56425	Tech-Admin-Periodicals	\$150	\$0	\$150	\$0	\$0	\$0	\$150
01512220-56425	BHES-Library-Periodicals	\$1,022	\$0	\$1,022	\$0	\$0	\$0	\$1,022
01522220-56425	FTES-Library-Periodicals	\$1,010	\$0	\$1,010	\$0	\$127	\$0	\$883
01532220-56425	DFES-Library-Periodicals	\$978	\$0	\$978	\$0	\$0	\$0	\$978
01542220-56425	MBES-Library-Periodicals	\$1,016	\$0	\$1,016	\$811	\$811	\$0	\$205
01552220-56425	JRES-Library-Periodicals	\$908	\$0	\$908	\$408	\$408	\$0	\$500
01582220-56425	TES-Library-Periodicals	\$844	\$0	\$844	\$0	\$0	\$562	\$282
01612220-56425	HMS-Library-Periodicals	\$2,298	\$0	\$2,298	\$0	\$360	\$1,745	\$193
01622220-56425	MMS-Library-Periodicals	\$2,402	\$0	\$2,402	\$1,009	\$1,310	\$130	\$961
01712220-56425	THS-Library-Periodicals	\$2,060	\$0	\$2,060	\$1,208	\$1,508	\$124	\$428
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$195	\$232	\$0	\$518
01822230-56425	Facilities-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$600	\$0	\$600	\$240	\$240	\$760	(\$400)
Subscriptions Total		\$319,033	\$0	\$319,033	\$305,509	\$306,634	\$7,072	\$5,327

Testing Materials

01011000-56904	TECEC-Classroom-Testing Materials	\$4,000	\$0	\$4,000	\$562	\$736	\$0	\$3,264
01011200-56904	PPS-L/W-Testing Materials	\$57,000	\$0	\$57,000	\$22,813	\$23,496	\$23,065	\$10,439
01412210-56904	Curr Dir-D/W-Testing Materials	\$161,328	\$0	\$161,328	\$96,975	\$101,318	\$19,414	\$40,596
01712120-56903	THS-Guidance-Testing Materials	\$650	\$0	\$650	\$0	\$0	\$0	\$650
Testing Materials Total		\$222,978	\$0	\$222,978	\$120,350	\$125,550	\$42,479	\$54,950

Trumbull Board of Education Expense vs Budget Detail
By Object
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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised				
Books & A/V								
01512220-56420	BHES-Library-Books & Media	\$5,110	\$0	\$5,110	\$7,058	\$7,075	\$0	(\$1,965)
01522220-56420	FTES-Library-Books & Media	\$5,050	\$0	\$5,050	\$2,670	\$3,340	\$1,539	\$171
01532220-56420	DFES-Library-Books & Media	\$4,890	\$0	\$4,890	\$3,764	\$5,137	\$2,793	(\$3,040)
01542220-56420	MBES-Library-Books & Media	\$5,080	\$0	\$5,080	\$1,990	\$1,990	\$2,007	\$1,084
01552220-56420	JRES-Library-Books & Media	\$4,540	\$0	\$4,540	\$0	\$1,560	\$1,501	\$1,479
01582220-56420	TES-Library-Books & Media	\$4,220	\$0	\$4,220	\$0	\$1,154	\$1,842	\$1,224
01612220-56420	HMS-Library-Books & Media	\$2,298	\$0	\$2,298	\$0	\$0	\$894	\$1,404
01622220-56420	MMS-Library-Books & Media	\$2,403	\$0	\$2,403	\$997	\$1,225	\$1,037	\$141
01712220-56420	THS-Library-Books & Media	\$9,000	\$0	\$9,000	\$637	\$855	\$2,423	\$5,721
	Books & A/V Total	\$42,591	\$0	\$42,591	\$17,115	\$22,336	\$14,036	\$6,219
Software								
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$2,475	\$2,475	\$0	\$2,525
01422214-56118	Tech-L/W-Software	\$220,800	\$0	\$220,800	\$207,758	\$207,868	\$11,451	\$1,481
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Software Total	\$225,800	\$0	\$225,800	\$210,233	\$210,343	\$11,451	\$4,006
Energy								
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$633,400	\$0	\$633,400	\$21,423	\$28,420	\$604,980	\$0
	Energy Total	\$633,400	\$0	\$633,400	\$21,423	\$28,420	\$604,980	\$0
Other Supplies								
01422214-56117	Tech-L/W-Computer Supplies	\$600	\$0	\$600	\$0	\$0	\$0	\$600
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$250	\$0	\$250	\$226	\$226	\$0	\$24
01422220-56900	Tech-Dist AV/Ch17-Parts	\$4,800	\$0	\$4,800	\$552	\$1,002	\$0	\$3,798
01613202-56119	HMS-Activities-Supplies	\$4,000	\$0	\$4,000	\$1,450	\$1,610	\$0	\$2,390
01623202-56119	MMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$385	\$385	\$0	\$2,115
01712400-56270	THS-Admin-Security Supplies	\$2,250	\$0	\$2,250	\$110	\$110	\$35	\$2,106
01712400-56907	THS-Admin-Graduation	\$19,000	\$0	\$19,000	\$0	\$225	\$20,897	(\$2,122)
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01852625-56900	Facilities-Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852636-56900	Facilities-Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Supplies Total	\$34,900	\$0	\$34,900	\$2,723	\$3,557	\$20,932	\$10,411
	Supplies Total	\$3,195,900	\$0	\$3,195,900	\$1,303,126	\$1,465,646	\$1,062,932	\$667,321
Property								
Office Equipment								
01612400-57301	HMS-Admin-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01622400-57301	MMS-Admin-Equipment	\$500	\$0	\$500	\$120	\$120	\$0	\$380
01822230-57301	Facilities-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Office Equipment Total	\$1,500	\$0	\$1,500	\$120	\$120	\$0	\$1,380
Office Furniture								
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$37,985	\$0	\$37,985	\$0	\$0	\$0	\$37,985
01822230-57308	Facilities-Admin-Furniture	\$500	\$0	\$500	\$0	\$644	\$0	(\$144)
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Office Furniture Total	\$38,485	\$0	\$38,485	\$0	\$644	\$0	\$37,841
Classroom Equipment								
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$296	\$111	\$3,593
01032130-57303	PPS-L/W-Equipment Instructional	\$15,500	\$0	\$15,500	\$2,679	\$2,679	\$299	\$12,521
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$10,000	\$0	\$10,000	\$4,332	\$5,546	\$4,094	\$360
01421001-57310	Tech-District Wide Computer Equipment	\$458,390	\$0	\$458,390	\$243,513	\$253,002	\$10,814	\$194,574
01422214-57301	Tech-L/W-Computer Equipment	\$8,900	\$0	\$8,900	\$4,246	\$4,246	\$0	\$4,654
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$12,600	\$0	\$12,600	\$0	\$0	\$0	\$12,600
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,555	\$0	\$2,555	\$675	\$709	\$0	\$1,846
01512220-57302	BHES-Library-Equipment Instructional	\$2,044	\$0	\$2,044	\$0	\$0	\$0	\$2,044
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,525	\$0	\$2,525	\$872	\$872	\$450	\$1,203
01522220-57302	FTES-Library-Equipment Instructional	\$2,020	\$0	\$2,020	\$0	\$0	\$1,639	\$381

Trumbull Board of Education Expense vs Budget Detail
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,445	\$0	\$2,445	\$0	\$0	\$0	\$2,445
01532220-57302	DFES-Library-Equipment Instructional	\$1,956	\$0	\$1,956	\$0	\$0	\$0	\$1,956
01541001-57301	MBES-Classroom-Equipment Instructional	\$2,540	\$0	\$2,540	\$0	\$393	\$0	\$2,147
01542220-57302	MBES-Library-Equipment Instructional	\$2,032	\$0	\$2,032	\$766	\$1,116	\$0	\$916
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,270	\$0	\$2,270	\$0	\$0	\$449	\$1,821
01552220-57302	JRES-Library-Equipment Instructional	\$1,816	\$0	\$1,816	\$0	\$0	\$153	\$1,663
01581001-57301	TES-Classroom-Equipment Instructional	\$2,110	\$0	\$2,110	\$696	\$696	\$855	\$559
01582220-57302	TES-Library-Equipment Instructional	\$1,688	\$0	\$1,688	\$0	\$0	\$1,593	\$95
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,064	\$0	\$3,064	\$2,350	\$2,350	\$700	\$14
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$1,019	\$1,569	\$0	\$1,731
01612220-57302	HMS-Library-Equipment Instructional	\$1,532	\$0	\$1,532	\$0	\$0	\$0	\$1,532
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,204	\$0	\$3,204	\$0	\$86	\$0	\$3,118
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01622220-57302	MMS-Library-Equipment Instructional	\$1,602	\$0	\$1,602	\$1,250	\$1,250	\$0	\$352
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$0	\$686	\$1,077	\$6,737
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$0	\$0	\$0	\$969
01711011-57301	THS-World Language-Equipment Instructional	\$13,000	\$0	\$13,000	\$7,543	\$7,543	\$0	\$5,457
01711013-57301	THS-Family Consumer Science-Equipment Inst	\$2,000	\$0	\$2,000	\$750	\$571	\$1,121	\$308
01711014-57301	THS-Technology Education-Equipment Instruc	\$2,000	\$0	\$2,000	\$0	\$0	\$900	\$1,100
01711016-57301	THS-Music-Equipment Instructional	\$3,000	\$0	\$3,000	\$840	\$840	\$478	\$1,682
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$989	\$1,670	\$0	\$1,830
01711027-57301	THS-Science-Equipment Instructional	\$9,020	\$0	\$9,020	\$0	\$0	\$0	\$9,020
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$425	\$425	\$0	\$350
01712221-57301	THS-Auditorium/Theater Tech-Equipment Inst	\$4,000	\$0	\$4,000	\$90	\$90	\$0	\$3,910
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01713201-57301	Sports-Sports General-Equipment Instructional	\$30,000	\$0	\$30,000	\$2,015	\$14,977	\$4,120	\$10,903
Classroom Equipment Total		\$628,357	\$0	\$628,357	\$275,051	\$301,611	\$28,854	\$297,892

Classroom Furniture

01011000-57308	TECEC-Classroom-Furniture	\$3,000	\$0	\$3,000	\$0	\$49	\$50	\$2,901
01511001-57308	BHES-Classroom-Furniture	\$2,555	\$0	\$2,555	\$144	\$144	\$0	\$2,411
01521001-57308	FTES-Classroom-Furniture	\$2,525	\$0	\$2,525	\$454	\$454	\$0	\$2,071
01531001-57308	DFES-Classroom-Furniture	\$2,445	\$0	\$2,445	\$0	\$0	\$0	\$2,445
01541001-57308	MBES-Classroom-Furniture	\$2,540	\$0	\$2,540	\$984	\$1,138	(\$0)	\$1,402
01551001-57308	JRES-Classroom-Furniture	\$2,270	\$0	\$2,270	\$117	\$675	\$118	\$1,478
01581001-57308	TES-Classroom-Furniture	\$2,110	\$0	\$2,110	\$1,747	\$1,747	\$0	\$363
01611001-57308	HMS-Classroom-Furniture	\$383	\$0	\$383	\$0	\$0	\$0	\$383
01621001-57308	MMS-Classroom-Furniture	\$401	\$0	\$401	\$0	\$0	\$0	\$401
01711001-57308	THS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$15,275	(\$15,275)
Classroom Furniture Total		\$18,229	\$0	\$18,229	\$3,446	\$4,206	\$15,442	(\$1,420)

Building Equipment

01842610-57301	Facilities-Custodial-Equipment	\$2,000	\$0	\$2,000	\$0	\$0	\$1,500	\$500
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01852623-57307	Facilities-Vehicles-Equipment	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01852625-57307	Facilities-Grounds-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01852627-57307	Facilities-Lawn Care-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01852632-57307	Facilities-Inside Maintenance-Equipment	\$0	\$0	\$0	\$0	\$2,024	\$0	(\$2,024)
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$10,000	\$0	\$10,000	\$3,179	\$5,994	\$4,185	(\$179)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852639-57307	Facilities-HVAC-Equipment	\$0	\$0	\$0	\$250	\$250	\$0	(\$250)
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852644-57307	Facilities-Plumbing-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852648-57307	Facilities-IAQ-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Equipment Total		\$30,500	\$0	\$30,500	\$3,429	\$8,268	\$5,685	\$16,547

Building Improvements

01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852650-57200	Facilities-Site-Building Improvement	\$12,000	\$0	\$12,000	\$2,430	\$3,240	\$5,580	\$3,180
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$2,500	(\$2,500)
01852651-57102	Facilities-Building Improvement-Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57202	Facilities-Building Improvement-Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Improvements Total		\$12,000	\$0	\$12,000	\$2,430	\$3,240	\$8,080	\$680

Other Equipment

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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01422520-57301	Tech-Admin-WAN Equipment	\$3,775	\$0	\$3,775	\$0	\$0	\$0	\$3,775
	Other Equipment Total	\$3,775	\$0	\$3,775	\$0	\$0	\$0	\$3,775
	Property Total	\$732,846	\$0	\$732,846	\$284,476	\$318,090	\$58,061	\$356,695
<u>Miscellaneous</u>								
<u>Debt Service, Dues, Fees and Memberships</u>								
01011000-58900	TECEC-Admin-Dues & Fees	\$700	\$0	\$700	\$250	\$250	\$89	\$361
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$358	\$727	\$4,495	(\$3,222)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$3,478	\$3,717	\$0	\$3,283
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$350	\$0	\$200
01522400-58900	FTES-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$0	\$100
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$0	\$550
01582400-58900	TES-Admin-Dues & Fees	\$500	\$0	\$500	\$325	\$325	\$0	\$175
01612400-58900	HMS-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$590	\$590	\$0	\$610
01622400-58900	MMS-Admin-Dues & Fees	\$800	\$0	\$800	\$764	\$764	\$0	\$36
01711006-58900	THS-Ag Science-Dues & Fees	\$4,899	\$0	\$4,899	\$820	\$1,314	\$5,932	(\$2,347)
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712220-58900	THS-Library-Dues & Fees	\$260	\$0	\$260	\$0	\$0	\$0	\$260
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,515	\$10,515	\$0	\$710
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$23,671	\$23,151	\$10,587	\$6,262
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$900	\$0	\$300
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$120	\$536	\$0	\$964
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$0	\$0	\$0	\$375
01902320-58900	Super-Admin-Dues & Fees	\$23,000	\$0	\$23,000	\$14,491	\$17,041	\$10,012	(\$4,053)
01912520-58310	Redemption of Principal on Loans	\$342,927	\$0	\$342,927	\$0	\$0	\$342,927	\$0
01912520-58320	Interest on Loans	\$83,227	\$0	\$83,227	\$0	\$0	\$80,613	\$2,614
01912520-58900	Bus Off-Admin-Dues & Fees	\$8,000	\$0	\$8,000	\$2,365	\$10,811	\$0	(\$2,811)
	Dues, Fees and Memberships Total	\$530,513	\$0	\$530,513	\$57,748	\$70,990	\$454,655	\$4,868
<u>Other Miscellaneous</u>								
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
	Other Miscellaneous Total	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
	Miscellaneous Total	\$531,513	\$0	\$531,513	\$57,748	\$70,990	\$454,655	\$5,868
<u>Other Objects</u>								
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Intergovernmental transfer	(\$703,852)	\$0	(\$703,852)	\$0	\$0	\$0	(\$703,852)
	Other Objects Total	(\$703,852)	\$0	(\$703,852)	\$0	\$0	\$0	(\$703,852)
	Munis Report Total	\$119,740,771	\$0	\$119,740,771	\$17,950,640	\$27,198,439	\$90,809,841	\$1,732,491

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01011000-51110	TECEC-Classroom-Teachers	\$666,447	\$0	\$666,447	\$49,186	\$98,291	\$552,810	\$15,346
01011000-51113	TECEC-Admin-Admin Salaries	\$144,207	\$0	\$144,207	\$33,279	\$44,371	\$99,836	(\$0)
01011000-51120	TECEC-Classroom-Paras	\$244,027	\$0	\$244,027	\$20,679	\$42,387	\$173,905	\$27,735
01011000-51122	TECEC-Classroom-ABA Paras	\$275,633	\$0	\$275,633	\$22,898	\$45,504	\$206,084	\$24,044
01011000-51130	TECEC-Admin-Secy 12 Mth	\$25,507	\$0	\$25,507	\$5,818	\$7,820	\$17,453	\$234
01011000-51131	TECEC-Admin-Secy 10 Mth	\$52,113	\$0	\$52,113	\$6,013	\$10,022	\$42,091	\$0
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,300	\$0	\$1,300	\$848	\$882	\$0	\$418
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$74	\$74	\$0	\$626
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$7,000	\$0	\$7,000	\$4,838	\$4,838	\$0	\$2,162
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$0	\$0	\$0	\$200
01011000-56110	TECEC-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$399	\$399	\$299	\$3,302
01011000-56111	TECEC-Classroom-Classroom Supplies	\$14,740	\$0	\$14,740	\$1,438	\$6,179	\$1,690	\$6,870
01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$563	\$563	\$111	\$626
01011000-56904	TECEC-Classroom-Testing Materials	\$4,000	\$0	\$4,000	\$562	\$736	\$0	\$3,264
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$296	\$111	\$3,593
01011000-57308	TECEC-Classroom-Furniture	\$3,000	\$0	\$3,000	\$0	\$49	\$50	\$2,901
01011000-58900	TECEC-Admin-Dues & Fees	\$700	\$0	\$700	\$250	\$250	\$89	\$361
01121200-51111	TECEC-Classroom-Specialists	\$141,010	\$0	\$141,010	\$13,991	\$27,983	\$126,971	(\$13,944)
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total TECEC School	\$1,589,884	\$0	\$1,589,884	\$160,837	\$290,646	\$1,221,500	\$77,739
01011200-51114	PPS-Admin-Director/Coordinator	\$347,670	\$0	\$347,670	\$71,980	\$95,973	\$215,939	\$35,759
01011200-51117	PPS-L/W-Teacher Subs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01011200-51118	PPS-L/W-Curriculum Writing	\$15,000	\$0	\$15,000	\$842	\$842	\$0	\$14,158
01011200-51119	PPS-L/W-Teacher Xtra Time	\$37,080	\$0	\$37,080	\$7,931	\$13,231	\$0	\$23,849
01011200-51120	PPS-L/W-Instructional Paras	\$2,616,637	\$0	\$2,616,637	\$228,436	\$460,281	\$2,064,322	\$92,034
01011200-51121	PPS-D/W-Para Xtra Time	\$100,000	\$0	\$100,000	\$5,038	\$12,959	\$0	\$87,042
01011200-51122	PPS-L/W-ABA Paras	\$1,486,608	\$0	\$1,486,608	\$134,041	\$263,488	\$1,255,203	(\$32,083)
01011200-51130	PPS-Admin-Secy 12 Mth	\$150,623	\$0	\$150,623	\$34,760	\$46,085	\$103,464	\$1,075
01011200-51135	PPS-Admin-Clerical Xtra Time	\$1,000	\$0	\$1,000	\$735	\$789	\$0	\$211
01011200-53230	PPS-L/W-Consultants	\$300,000	\$0	\$300,000	\$50,559	\$72,553	\$276,345	(\$48,898)
01011200-53300	PPS-Admin-Prof Purch'd Services	\$67,000	\$0	\$67,000	\$4,506	\$4,506	\$0	\$62,494
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$3,095	\$15,568	\$124,432	\$0
01011200-55800	PPS-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$1,150	\$2,290	\$750	\$16,960
01011200-55801	PPS-D/W-Mileage	\$10,000	\$0	\$10,000	\$526	\$1,491	\$0	\$8,509
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$124	\$124	\$0	\$376
01011200-56110	PPS-Admin-Office Supplies	\$1,500	\$0	\$1,500	\$802	\$913	\$93	\$494
01011200-56111	PPS-Classroom-Classroom Supplies	\$25,000	\$0	\$25,000	\$6,839	\$8,586	\$1,569	\$14,845
01011200-56411	PPS-Admin-Text & Workbooks	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$180	\$180	\$0	\$820
01011200-56904	PPS-L/W-Testing Materials	\$57,000	\$0	\$57,000	\$22,813	\$23,496	\$23,065	\$10,439
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$358	\$727	\$4,495	(\$3,222)
01011201-51117	PPS-L/W-Tutors Homebound	\$32,212	\$0	\$32,212	\$5,723	\$9,620	\$27,256	(\$4,664)
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$0	\$0	\$900	(\$900)
01011203-51117	PPS-L/W-Tutors Tutorial	\$77,000	\$0	\$77,000	\$4,367	\$8,520	\$68,480	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	\$0
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$570,783	\$0	\$570,783	\$45,062	\$90,113	\$495,447	(\$14,777)
01032130-51128	PPS-L/W-Health Aides	\$88,967	\$0	\$88,967	\$8,082	\$16,112	\$72,791	\$64
01032130-57303	PPS-L/W-Equipment Instructional	\$15,500	\$0	\$15,500	\$2,679	\$2,679	\$299	\$12,521
01052130-53305	PPS-Health Services-Service Contracts	\$62,000	\$0	\$62,000	\$0	\$21,363	\$0	\$40,638
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$870	\$870	\$630	\$500
01052130-56110	PPS-Health Services-Supplies	\$8,000	\$0	\$8,000	\$4,186	\$4,186	\$2,413	\$1,401
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$1,682,174	\$0	\$1,682,174	\$122,737	\$249,372	\$1,397,851	\$34,951
01062145-51111	PPS-L/W-Behaviorists	\$352,547	\$0	\$352,547	\$27,600	\$55,201	\$303,604	(\$6,258)
01072110-51111	PPS-L/W-Social Workers	\$1,043,899	\$0	\$1,043,899	\$96,500	\$183,229	\$999,803	(\$139,133)
01082150-51111	PPS-L/W-Speech & Language	\$1,391,595	\$0	\$1,391,595	\$115,168	\$230,336	\$1,184,919	(\$23,660)
01161200-51110	PPS-SPED-Elementary Teachers	\$2,303,380	\$0	\$2,303,380	\$193,312	\$382,581	\$1,985,756	(\$64,956)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,565,558	\$0	\$1,565,558	\$124,401	\$239,756	\$1,242,854	\$82,947
01331200-51110	PPS-SPED-THS Teachers	\$2,113,032	\$0	\$2,113,032	\$196,499	\$364,919	\$1,786,001	(\$37,888)
01331200-51126	PPS-SPED-Work Experience	\$6,000	\$0	\$6,000	\$503	\$1,629	\$0	\$4,371
01371200-51118	PPS-ESY-Teacher salaries	\$196,730	\$0	\$196,730	\$152,012	\$152,012	\$0	\$44,718
01371200-51122	PPS-ESY-ABA Paras	\$82,400	\$0	\$82,400	\$95,881	\$95,881	\$0	(\$13,481)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$8,419	\$8,419	\$0	(\$8,419)
01371200-51129	PPS-ESY-Para	\$51,500	\$0	\$51,500	\$45,384	\$45,384	\$0	\$6,116
01396110-55600	PPS-L/W-Tuition Outplaced	\$5,300,000	\$0	\$5,300,000	\$1,430,434	\$1,803,315	\$3,872,327	(\$375,641)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,381,942)	\$0	(\$1,381,942)	\$0	\$0	(\$1,381,942)	\$0
01412210-51120	PPS-D/W-Para Training	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	\$0
	Total Special Education Department	\$20,962,953	\$0	\$20,962,953	\$3,254,535	\$4,989,576	\$16,149,065	(\$175,688)

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01401201-51117	Asst Super-L/W-Tutors Homebound	\$1,500	\$0	\$1,500	\$0	\$621	\$0	\$879
01401201-53210	Homebound Instructional Services	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01401203-55801	Asst Super-L/W-Mileage	\$9,000	\$0	\$9,000	\$528	\$1,129	\$0	\$7,871
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$7,000	\$0	\$7,000	\$0	\$0	\$0	\$7,000
01402210-51110	Curr Dir-D/W-ELL Teachers	\$668,481	\$0	\$668,481	\$57,948	\$110,857	\$549,284	\$8,340
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$76,958	\$0	\$76,958	\$18,154	\$24,005	\$52,623	\$329
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$0	\$0	\$320,394	\$133,606
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$6,572	\$9,453	\$491	\$10,055
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01402320-56110	Asst Super-Admin-Office Supplies	\$14,050	\$0	\$14,050	\$3,985	\$7,984	\$3,447	\$2,619
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$3,478	\$3,717	\$0	\$3,283
01411250-51110	Curr Dir-D/W-TAG Teachers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$383,096	\$0	\$383,096	\$41,797	\$70,025	\$282,931	\$30,140
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Assistant Superintendent	\$201,038	\$0	\$201,038	\$47,297	\$63,062	\$141,891	(\$3,915)
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$6,398	\$6,398	\$43,602	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$10,472	\$11,222	\$0	\$18,778
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$84,391	\$0	\$84,391	\$49,957	\$52,409	\$0	\$31,982
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$77,634	\$0	\$77,634	\$18,209	\$24,269	\$53,365	\$0
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$67,799	\$0	\$67,799	\$15,586	\$20,781	\$46,757	\$262
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$10,000
01412210-55800	Curr Dir-Admin-Professional Devt	\$65,000	\$0	\$65,000	\$13,174	\$20,360	\$3,302	\$41,338
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$2,475	\$2,475	\$0	\$2,525
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$185,150	\$0	\$185,150	\$55,331	\$56,886	\$4,820	\$123,444
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-56904	Curr Dir-D/W-Testing Materials	\$161,328	\$0	\$161,328	\$96,975	\$101,318	\$19,414	\$40,596
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$10,000	\$0	\$10,000	\$4,332	\$5,546	\$4,094	\$360
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$0	\$612	\$2,125	\$87,263
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$303,995	\$0	\$303,995	\$301,460	\$301,460	\$3,750	(\$1,215)
01922530-51125	Asst Super-Dir Digital Learning	\$159,948	\$0	\$159,948	\$36,911	\$49,215	\$110,733	(\$0)
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$77,634	\$0	\$77,634	\$17,846	\$23,795	\$53,539	\$300
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$2,000	\$0	\$2,000	\$1,311	\$1,896	\$0	\$104
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$195,407	\$0	\$195,407	\$179,506	\$179,506	\$0	\$15,901
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$10,000	\$0	\$10,000	\$85	\$85	\$540	\$9,375
Total Assistant Superintendent Department		\$3,442,410	\$0	\$3,442,410	\$989,788	\$1,149,087	\$1,697,102	\$596,221
01421001-57310	Tech-District Wide Computer Equipment	\$458,390	\$0	\$458,390	\$243,513	\$253,002	\$10,814	\$194,574
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,500	\$0	\$4,500	\$3,990	\$4,151	\$5,309	(\$4,961)
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$800	\$0	\$800	\$0	\$245	\$0	\$555
01422214-56117	Tech-L/W-Computer Supplies	\$600	\$0	\$600	\$0	\$0	\$0	\$600
01422214-56118	Tech-L/W-Software	\$220,800	\$0	\$220,800	\$207,758	\$207,868	\$11,451	\$1,481
01422214-56900	Tech-L/W-Parts	\$9,500	\$0	\$9,500	\$6,904	\$7,317	\$88	\$2,096
01422214-57301	Tech-L/W-Computer Equipment	\$8,900	\$0	\$8,900	\$4,246	\$4,246	\$0	\$4,654
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$505	\$505	\$0	\$2,995
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$250	\$0	\$250	\$226	\$226	\$0	\$24
01422220-56900	Tech-Dist AV/Ch17-Parts	\$4,800	\$0	\$4,800	\$552	\$1,002	\$0	\$3,798
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$12,600	\$0	\$12,600	\$0	\$0	\$0	\$12,600
01422520-51125	Tech-Admin-Manager	\$141,035	\$0	\$141,035	\$29,834	\$40,683	\$97,640	\$2,712
01422520-51129	Tech-Admin-Other Technical	\$512,024	\$0	\$512,024	\$106,988	\$141,870	\$224,194	\$145,960
01422520-51130	Tech-Admin-Secy 12 Mth	\$58,654	\$0	\$58,654	\$13,469	\$17,964	\$40,450	\$240
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$11	\$11	\$0	(\$11)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$5,586	\$5,833	\$0	\$9,167
01422520-53300	Tech-Admin-Other Professional Svcs	\$6,800	\$0	\$6,800	\$0	\$0	\$0	\$6,800
01422520-53305	Tech-Admin-Maintenance Contracts	\$27,800	\$0	\$27,800	\$5,165	\$5,165	\$0	\$22,635
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$0	\$1,200
01422520-54409	D/W Copiers	\$243,820	\$0	\$243,820	\$60,441	\$80,354	\$159,646	\$3,820

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01422520-55800	Tech-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01422520-55804	Tech-Admin-Milelage	\$2,800	\$0	\$2,800	\$74	\$90	\$0	\$2,710
01422520-55903	Tech-Admin-Telephone Cell	\$35,000	\$0	\$35,000	\$5,869	\$11,162	\$23,925	(\$87)
01422520-55904	Tech-Admin-Telephone LAN	\$100,382	\$0	\$100,382	\$6,958	\$9,465	\$75,620	\$15,298
01422520-55907	Tech-Admin-WAN Communications	\$199,100	\$0	\$199,100	\$77,854	\$117,731	\$89,920	(\$8,551)
01422520-56110	Tech-Admin-Office Supplies	\$1,050	\$0	\$1,050	\$977	\$1,066	\$0	(\$16)
01422520-56425	Tech-Admin-Periodicals	\$150	\$0	\$150	\$0	\$0	\$0	\$150
01422520-56900	Tech-Admin-Parts	\$4,150	\$0	\$4,150	\$0	\$450	\$0	\$3,700
01422520-57301	Tech-Admin-WAN Equipment	\$3,775	\$0	\$3,775	\$0	\$0	\$0	\$3,775
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Technology Department	\$2,079,380	\$0	\$2,079,380	\$780,920	\$910,403	\$739,056	\$429,920
01511001-51110	BHES-Classroom-Teachers	\$2,294,379	\$0	\$2,294,379	\$175,946	\$351,892	\$1,916,554	\$25,933
01511001-51120	BHES-Classroom-Instructional Aides	\$57,686	\$0	\$57,686	\$3,147	\$7,473	\$50,213	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$15,000	\$15,300	\$2,200
01511001-56111	BHES-Classroom Supplies	\$30,660	\$0	\$30,660	\$22,304	\$25,328	\$100	\$5,232
01511001-56411	BHES-Classroom-Text & Workbooks	\$35,770	\$0	\$35,770	\$30,898	\$32,298	\$189	\$3,283
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,555	\$0	\$2,555	\$675	\$709	\$0	\$1,846
01511001-57308	BHES-Classroom-Furniture	\$2,555	\$0	\$2,555	\$144	\$144	\$0	\$2,411
01511002-51110	BHES-Classroom-Specialists	\$573,189	\$0	\$573,189	\$38,606	\$77,730	\$425,009	\$70,450
01512220-51110	BHES Library-Teachers-Salaries	\$100,629	\$0	\$100,629	\$7,741	\$15,481	\$85,148	(\$0)
01512220-56420	BHES-Library-Books & Media	\$5,110	\$0	\$5,110	\$7,058	\$7,075	\$0	(\$1,965)
01512220-56425	BHES-Library-Periodicals	\$1,022	\$0	\$1,022	\$0	\$0	\$0	\$1,022
01512220-56901	BHES-Library-Supplies	\$2,044	\$0	\$2,044	\$2,268	\$2,520	\$50	(\$526)
01512220-57302	BHES-Library-Equipment Instructional	\$2,044	\$0	\$2,044	\$0	\$0	\$0	\$2,044
01512400-51113	BHES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01512400-51120	BHES-Admin-Paras	\$20,789	\$0	\$20,789	\$1,546	\$3,005	\$17,784	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$66,169	\$0	\$66,169	\$15,149	\$20,198	\$45,446	\$524
01512400-51131	BHES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,143	\$34,201	\$0
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$24	\$59	\$0	(\$59)
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01512400-56110	BHES-Admin-Office Supplies	\$4,088	\$0	\$4,088	\$147	\$384	\$0	\$3,704
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$350	\$0	\$200
	Total Booth Hill School	\$3,460,506	\$0	\$3,460,506	\$353,374	\$624,903	\$2,718,502	\$117,100
01521001-51110	FTES-Classroom-Teachers	\$2,089,770	\$0	\$2,089,770	\$163,850	\$326,669	\$1,851,629	(\$88,528)
01521001-51120	FTES-Classroom-Instructional Aides	\$58,731	\$0	\$58,731	\$4,128	\$9,743	\$48,988	\$0
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01521001-56111	FTES-Classroom Supplies	\$30,300	\$0	\$30,300	\$14,891	\$15,678	\$2,467	\$12,155
01521001-56411	FTES-Classroom-Text & Workbooks	\$35,350	\$0	\$35,350	\$29,950	\$33,386	\$159	\$1,805
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,525	\$0	\$2,525	\$872	\$872	\$450	\$1,203
01521001-57308	FTES-Classroom-Furniture	\$2,525	\$0	\$2,525	\$454	\$454	\$0	\$2,071
01521002-51110	FTES-Classroom-Specialists	\$793,772	\$0	\$793,772	\$72,006	\$143,822	\$756,416	(\$106,465)
01522220-51110	FTES Library-Teachers-Salaries	\$109,425	\$0	\$109,425	\$8,417	\$16,835	\$92,590	\$0
01522220-56420	FTES-Library-Books & Media	\$5,050	\$0	\$5,050	\$2,670	\$3,340	\$1,539	\$171
01522220-56425	FTES-Library-Periodicals	\$1,010	\$0	\$1,010	\$0	\$127	\$0	\$883
01522220-56901	FTES-Library-Supplies	\$2,020	\$0	\$2,020	\$919	\$988	\$731	\$301
01522220-57302	FTES-Library-Equipment Instructional	\$2,020	\$0	\$2,020	\$0	\$0	\$1,639	\$381
01522400-51113	FTES-Admin-Principal/Asst Principal	\$331,644	\$0	\$331,644	\$59,915	\$85,580	\$248,064	(\$2,000)
01522400-51120	FTES-Admin-Paras	\$41,287	\$0	\$41,287	\$3,660	\$7,557	\$13,794	\$19,936
01522400-51130	FTES-Admin-Secy 12 Mth	\$66,449	\$0	\$66,449	\$15,699	\$20,748	\$45,446	\$254
01522400-51131	FTES-Admin-Secy 10 Mth	\$43,236	\$0	\$43,236	\$6,328	\$10,213	\$33,023	\$0
01522400-51135	FTES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$822	\$1,261	\$0	(\$1,261)
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01522400-56110	FTES-Admin-Office Supplies	\$4,040	\$0	\$4,040	\$216	\$492	\$481	\$3,067
01522400-58900	FTES-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Frenchtown School	\$3,652,453	\$0	\$3,652,453	\$384,797	\$677,764	\$3,128,015	(\$153,326)
01531001-51110	DFES-Classroom-Teachers	\$2,300,699	\$0	\$2,300,699	\$169,878	\$339,757	\$1,868,662	\$92,280
01531001-51120	DFES-Classroom-Instructional Aides	\$51,700	\$0	\$51,700	\$3,145	\$6,459	\$45,241	\$0
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01531001-56111	DFES-Classroom Supplies	\$29,340	\$0	\$29,340	\$18,872	\$21,822	\$4,782	\$2,737
01531001-56411	DFES-Classroom-Text & Workbooks	\$34,230	\$0	\$34,230	\$25,421	\$27,468	\$3,661	\$3,101
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,445	\$0	\$2,445	\$0	\$0	\$0	\$2,445
01531001-57308	DFES-Classroom-Furniture	\$2,445	\$0	\$2,445	\$0	\$0	\$0	\$2,445
01531002-51110	DFES-Classroom-Specialists	\$639,188	\$0	\$639,188	\$49,940	\$103,415	\$506,229	\$29,545
01532220-51110	DFES Library-Teachers-Salaries	\$86,505	\$0	\$86,505	\$6,654	\$13,308	\$73,197	(\$0)
01532220-56420	DFES-Library-Books & Media	\$4,890	\$0	\$4,890	\$3,764	\$5,137	\$2,793	(\$3,040)
01532220-56425	DFES-Library-Periodicals	\$978	\$0	\$978	\$0	\$0	\$0	\$978
01532220-56901	DFES-Library-Supplies	\$1,956	\$0	\$1,956	\$138	\$160	\$50	\$1,746

Trumbull Board of Education Expense vs Budget Detail
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<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01532220-57302	DFES-Library-Equipment Instructional	\$1,956	\$0	\$1,956	\$0	\$0	\$0	\$1,956
01532400-51113	DFES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01532400-51120	DFES-Admin-Paras	\$20,351	\$0	\$20,351	\$564	\$1,289	\$19,062	\$0
01532400-51130	DFES-Admin-Secy 12 Mth	\$66,499	\$0	\$66,499	\$15,749	\$20,775	\$45,446	\$278
01532400-51131	DFES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,113	\$34,201	\$30
01532400-51135	DFES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$160	\$214	\$0	(\$214)
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01532400-56110	DFES-Admin-Office Supplies	\$3,912	\$0	\$3,912	\$2,400	\$2,400	(\$0)	\$1,512
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$0	\$0	\$500
	Total Daniels Farm School	\$3,508,861	\$0	\$3,508,861	\$344,406	\$607,430	\$2,762,431	\$138,999
01541001-51110	MBES-Classroom-Teachers	\$2,327,473	\$0	\$2,327,473	\$180,778	\$361,557	\$1,918,443	\$47,473
01541001-51120	MBES-Classroom-Instructional Aides	\$51,785	\$0	\$51,785	\$3,570	\$8,380	\$43,405	\$0
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01541001-56111	MBES-Classroom Supplies	\$30,480	\$0	\$30,480	\$26,019	\$28,269	\$50	\$2,161
01541001-56411	MBES-Classroom-Text & Workbooks	\$35,560	\$0	\$35,560	\$32,423	\$35,171	(\$0)	\$389
01541001-57301	MBES-Classroom-Equipment Instructional	\$2,540	\$0	\$2,540	\$0	\$393	\$0	\$2,147
01541001-57308	MBES-Classroom-Furniture	\$2,540	\$0	\$2,540	\$984	\$1,138	(\$0)	\$1,402
01541002-51110	MBES-Classroom-Specialists	\$751,484	\$0	\$751,484	\$68,303	\$136,563	\$683,040	(\$68,119)
01542220-51110	MBES Library-Teachers-Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01542220-56420	MBES-Library-Books & Media	\$5,080	\$0	\$5,080	\$1,990	\$1,990	\$2,007	\$1,084
01542220-56425	MBES-Library-Periodicals	\$1,016	\$0	\$1,016	\$811	\$811	\$0	\$205
01542220-56901	MBES-Library-Supplies	\$2,032	\$0	\$2,032	\$544	\$1,199	\$0	\$833
01542220-57302	MBES-Library-Equipment Instructional	\$2,032	\$0	\$2,032	\$766	\$1,116	\$0	\$916
01542400-51113	MBES-Admin-Principal	\$327,262	\$0	\$327,262	\$76,533	\$102,044	\$229,600	(\$4,382)
01542400-51120	MBES-Admin-Paras	\$12,893	\$0	\$12,893	\$983	\$2,243	\$11,910	(\$1,261)
01542400-51130	MBES-Admin-Secy 12 Mth	\$65,899	\$0	\$65,899	\$15,161	\$20,210	\$45,446	\$242
01542400-51131	MBES-Admin-Secy 10 Mth	\$37,234	\$0	\$37,234	\$4,404	\$7,268	\$30,073	(\$108)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01542400-55800	MBES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01542400-56110	MBES-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$311	\$1,691	\$0	\$3,309
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$0	\$100
	Total Middlebrook School	\$3,812,151	\$0	\$3,812,151	\$422,714	\$728,311	\$3,095,048	(\$11,208)
01551001-51110	JRES-Classroom-Teachers	\$2,074,856	\$0	\$2,074,856	\$165,592	\$331,184	\$1,776,683	(\$33,011)
01551001-51120	JRES-Classroom-Instructional Aides	\$56,641	\$0	\$56,641	\$3,298	\$7,460	\$47,921	\$1,261
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01551001-56111	JRES-Classroom Supplies	\$27,240	\$0	\$27,240	\$16,151	\$19,684	\$1,484	\$6,072
01551001-56411	JRES-Classroom-Text & Workbooks	\$31,780	\$0	\$31,780	\$8,108	\$11,456	\$16,147	\$4,177
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,270	\$0	\$2,270	\$0	\$0	\$449	\$1,821
01551001-57308	JRES-Classroom-Furniture	\$2,270	\$0	\$2,270	\$117	\$675	\$118	\$1,478
01551002-51110	JRES-Classroom-Specialists	\$657,252	\$0	\$657,252	\$54,311	\$108,880	\$552,580	(\$4,208)
01552220-51110	JRES Library-Teachers-Salaries	\$94,423	\$0	\$94,423	\$7,263	\$14,527	\$79,896	\$0
01552220-56420	JRES-Library-Books & Media	\$4,540	\$0	\$4,540	\$0	\$1,560	\$1,501	\$1,479
01552220-56425	JRES-Library-Periodicals	\$908	\$0	\$908	\$408	\$408	\$0	\$500
01552220-56901	JRES-Library-Supplies	\$1,816	\$0	\$1,816	\$909	\$909	\$0	\$907
01552220-57302	JRES-Library-Equipment Instructional	\$1,816	\$0	\$1,816	\$0	\$0	\$153	\$1,663
01552400-51113	JRES-Admin-Principal	\$180,055	\$0	\$180,055	\$41,551	\$55,402	\$124,653	\$0
01552400-51120	JRES-Admin-Paras	\$23,292	\$0	\$23,292	\$1,212	\$3,398	\$19,893	\$0
01552400-51130	JRES-Admin-Secy 12 Mth	\$66,499	\$0	\$66,499	\$15,749	\$20,798	\$45,446	\$254
01552400-51131	JRES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,143	\$34,201	\$0
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$344	\$476	\$0	\$24
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01552400-56110	JRES-Admin-Office Supplies	\$3,632	\$0	\$3,632	\$865	\$1,262	\$137	\$2,233
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$0	\$550
	Total Jane Ryan School	\$3,306,185	\$0	\$3,306,185	\$320,765	\$586,222	\$2,731,862	(\$11,900)
01581001-51110	TES-Classroom-Teachers	\$2,041,177	\$0	\$2,041,177	\$151,321	\$302,306	\$1,645,753	\$93,117
01581001-51120	TES-Classroom-Instructional Aides	\$58,731	\$0	\$58,731	\$3,522	\$7,966	\$50,765	\$0
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$0	\$30,600	\$1,900
01581001-56111	TES-Classroom Supplies	\$26,320	\$0	\$26,320	\$10,410	\$10,889	\$6,401	\$9,030
01581001-56411	TES-Classroom-Text & Workbooks	\$29,540	\$0	\$29,540	\$25,077	\$27,470	\$45	\$2,025
01581001-57301	TES-Classroom-Equipment Instructional	\$2,110	\$0	\$2,110	\$696	\$696	\$855	\$559
01581001-57308	TES-Classroom-Furniture	\$2,110	\$0	\$2,110	\$1,747	\$1,747	\$0	\$363
01581002-51110	TES-Classroom-Specialists	\$586,403	\$0	\$586,403	\$48,091	\$96,183	\$498,245	(\$8,025)
01582220-51110	TES Library-Teachers-Salaries	\$94,423	\$0	\$94,423	\$7,263	\$14,527	\$79,896	\$0
01582220-56420	TES-Library-Books & Media	\$4,220	\$0	\$4,220	\$0	\$1,154	\$1,842	\$1,224
01582220-56425	TES-Library-Periodicals	\$844	\$0	\$844	\$0	\$0	\$562	\$282
01582220-56901	TES-Library-Supplies	\$1,688	\$0	\$1,688	\$0	\$186	\$1,404	\$98

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01582220-57302	TES-Library-Equipment Instructional	\$1,688	\$0	\$1,688	\$0	\$0	\$1,593	\$95
01582400-51113	TSES-Admin-Principal	\$185,622	\$0	\$185,622	\$42,836	\$57,114	\$128,508	(\$0)
01582400-51120	TES-Admin-Paras	\$23,466	\$0	\$23,466	\$1,752	\$3,861	\$19,606	\$0
01582400-51130	TES-Admin-Secy 12 Mth	\$66,189	\$0	\$66,189	\$15,149	\$20,198	\$45,446	\$544
01582400-51131	TES-Admin-Secy 10 Mth	\$42,344	\$0	\$42,344	\$4,886	\$8,136	\$34,201	\$7
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$181	\$248	\$0	\$252
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$0	\$300
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01582400-56110	TES-Admin-Office Supplies	\$3,376	\$0	\$3,376	\$1,990	\$3,370	(\$0)	\$6
01582400-58900	TES-Admin-Dues & Fees	\$500	\$0	\$500	\$325	\$325	\$0	\$175
	Total Tashua School	\$3,204,551	\$0	\$3,204,551	\$315,246	\$556,376	\$2,545,723	\$102,453
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,830,784	\$0	\$3,830,784	\$290,407	\$581,931	\$3,175,358	\$73,495
01611001-51111	HMS-Teacher Specialists	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
01611001-56111	HMS-Classroom-Classroom Supplies	\$32,938	\$0	\$32,938	\$11,762	\$15,699	\$2,972	\$14,267
01611001-56411	HMS-Classroom-Text & Workbooks	\$16,852	\$0	\$16,852	\$10,975	\$11,626	\$70	\$5,156
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,064	\$0	\$3,064	\$2,350	\$2,350	\$700	\$14
01611001-57308	HMS-Classroom-Furniture	\$383	\$0	\$383	\$0	\$0	\$0	\$383
01611016-51110	HMS-Music-Teacher Salaries	\$339,837	\$0	\$339,837	\$28,145	\$56,291	\$283,546	\$0
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$424	\$424	\$625	\$151
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$302	\$413	\$0	\$1,837
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$1,019	\$1,569	\$0	\$1,731
01611019-51110	HMS-PE/Health-Teacher Salaries	\$351,217	\$0	\$351,217	\$28,126	\$56,252	\$294,965	\$0
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$1,640	\$1,640	\$0	\$1,780
01612120-51110	HMS-Guidance-Teacher Salaries	\$302,655	\$0	\$302,655	\$35,858	\$58,146	\$245,174	(\$665)
01612120-51131	HMS-Guidance-Secy 10 Mth	\$52,113	\$0	\$52,113	\$6,013	\$10,022	\$42,091	\$0
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$80	\$216	\$0	(\$216)
01612220-51110	HMS-Library-Teacher Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612220-56111	HMS-Library-Supplies	\$1,532	\$0	\$1,532	\$453	\$876	\$0	\$656
01612220-56420	HMS-Library-Books & Media	\$2,298	\$0	\$2,298	\$0	\$0	\$894	\$1,404
01612220-56425	HMS-Library-Periodicals	\$2,298	\$0	\$2,298	\$0	\$360	\$1,745	\$193
01612220-57302	HMS-Library-Equipment Instructional	\$1,532	\$0	\$1,532	\$0	\$0	\$0	\$1,532
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$343,627	\$0	\$343,627	\$79,299	\$105,731	\$237,896	(\$0)
01612400-51120	HMS-Admin-Admin Para	\$13,185	\$0	\$13,185	\$1,081	\$2,531	\$10,654	\$0
01612400-51130	HMS-Admin-Secy 12 Mth	\$66,189	\$0	\$66,189	\$15,149	\$20,198	\$45,446	\$544
01612400-51131	HMS-Admin-Secy 10 Mth	\$43,112	\$0	\$43,112	\$5,051	\$8,539	\$34,821	(\$247)
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$176	\$1,524
01612400-55800	HMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01612400-56110	HMS-Admin-Office Supplies	\$6,128	\$0	\$6,128	\$0	\$0	\$0	\$6,128
01612400-57301	HMS-Admin-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01612400-58900	HMS-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$590	\$590	\$0	\$610
01613202-51116	HMS-Activities-Advisors	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000	\$0
01613202-53301	HMS-Activities-Police	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01613202-56119	HMS-Activities-Supplies	\$4,000	\$0	\$4,000	\$1,450	\$1,610	\$0	\$2,390
	Total Hillcrest Middle School	\$5,760,046	\$0	\$5,760,046	\$538,440	\$973,549	\$4,668,979	\$117,518
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,343,480	\$0	\$4,343,480	\$321,230	\$638,637	\$3,473,492	\$231,351
01621001-51111	MMS-Teacher Specialists	\$81,532	\$0	\$81,532	\$9,134	\$18,268	\$100,473	(\$37,209)
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
01621001-56111	MMS-Classroom-Classroom Supplies	\$34,443	\$0	\$34,443	\$3,333	\$5,564	\$5,786	\$23,094
01621001-56411	MMS-Classroom-Text & Workbooks	\$17,622	\$0	\$17,622	\$15,165	\$16,220	\$1,020	\$382
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,204	\$0	\$3,204	\$0	\$86	\$0	\$3,118
01621001-57308	MMS-Classroom-Furniture	\$401	\$0	\$401	\$0	\$0	\$0	\$401
01621016-51110	MMS-Music-Teacher Salaries	\$310,541	\$0	\$310,541	\$25,892	\$51,784	\$258,757	\$0
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$149	\$631	\$220
01621016-56111	MMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$199	\$441	\$1,860
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01621019-51110	MMS-PE/Health-Teacher Salaries	\$392,553	\$0	\$392,553	\$29,964	\$59,927	\$303,546	\$29,079
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$1,143	\$692	\$665
01622120-51110	MMS-Guidance-Teacher Salaries	\$313,716	\$0	\$313,716	\$34,143	\$54,717	\$226,313	\$32,686
01622120-51131	MMS-Guidance-Secy 10 Mth	\$53,101	\$0	\$53,101	\$6,047	\$10,093	\$42,486	\$523
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$68	\$125	\$0	(\$125)
01622220-51110	MMS-Library-Teacher Salaries	\$118,741	\$0	\$118,741	\$9,134	\$18,268	\$100,473	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622220-56420	MMS-Library-Books & Media	\$2,403	\$0	\$2,403	\$997	\$1,225	\$1,037	\$141
01622220-56425	MMS-Library-Periodicals	\$2,402	\$0	\$2,402	\$1,009	\$1,310	\$130	\$961

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01622220-56901	MMS-Library-Supplies	\$1,602	\$0	\$1,602	\$1,103	\$1,295	\$251	\$56
01622220-57302	MMS-Library-Equipment Instructional	\$1,602	\$0	\$1,602	\$1,250	\$1,250	\$0	\$352
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51113	MMS-Admin-Principal/Asst Principal	\$357,132	\$0	\$357,132	\$82,415	\$109,887	\$247,245	(\$0)
01622400-51120	MMS-Admin-Admin Para	\$13,783	\$0	\$13,783	\$1,057	\$2,498	\$11,285	\$0
01622400-51130	MMS-Admin-Secy 12 Mth	\$65,899	\$0	\$65,899	\$15,458	\$20,721	\$45,446	(\$268)
01622400-51131	MMS-Admin-Secy 10 Mth	\$52,113	\$0	\$52,113	\$5,796	\$9,660	\$32,843	\$9,611
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,500	\$0	\$1,500	\$20	\$20	\$500	\$980
01622400-55800	MMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01622400-56110	MMS-Admin-Office Supplies	\$6,408	\$0	\$6,408	\$0	\$0	\$0	\$6,408
01622400-57301	MMS-Admin-Equipment	\$500	\$0	\$500	\$120	\$120	\$0	\$380
01622400-58900	MMS-Admin-Dues & Fees	\$800	\$0	\$800	\$764	\$764	\$0	\$36
01623202-51116	MMS-Activities-Advisors	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000	\$0
01623202-53301	MMS-Activities-Police	\$800	\$0	\$800	\$0	\$308	\$0	\$492
01623202-56119	MMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$385	\$385	\$0	\$2,115
	Total Madison Middle School	\$6,283,028	\$0	\$6,283,028	\$564,483	\$1,024,622	\$4,943,748	\$314,658
01711001-51110	THS-Classroom-Teacher Salaries	\$11,554,051	\$0	\$11,554,051	\$939,676	\$1,856,511	\$9,748,681	(\$51,141)
01711001-51111	THS-Teacher Specialists	\$122,146	\$0	\$122,146	\$7,517	\$15,033	\$82,683	\$24,429
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$21	\$21	\$0	(\$21)
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711001-56111	THS-Classroom-Classroom Supplies	\$32,000	\$0	\$32,000	\$0	\$0	\$4,139	\$27,861
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711001-57308	THS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$15,275	(\$15,275)
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711002-56112	THS-Art-Supplies	\$18,020	\$0	\$18,020	\$7,405	\$9,077	\$18	\$8,925
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$0	\$686	\$1,077	\$6,737
01711003-51110	THS-Business Ed-Teacher Detention Duty	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56112	THS-Business Ed-Supplies	\$1,700	\$0	\$1,700	\$2,071	\$1,262	\$98	\$340
01711003-56411	THS-Business Ed-Text & Workbooks	\$11,700	\$0	\$11,700	\$11,974	\$11,974	\$0	(\$274)
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51110	THS-Ag Science-Teachers Salaries	\$631,145	\$0	\$631,145	\$96,727	\$143,701	\$487,443	\$1
01711006-51114	THS-Ag Science-Director	\$81,117	\$0	\$81,117	\$18,973	\$25,297	\$56,919	(\$1,100)
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$1,256	\$1,326	\$0	\$4,674
01711006-51131	THS-Ag Science-Secy 10 Mths	\$39,803	\$0	\$39,803	\$4,902	\$7,937	\$31,866	\$0
01711006-51135	THS-Ag Science-Secy Xtra Time	\$459	\$0	\$459	\$348	\$348	\$0	\$111
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$103	\$103	\$2,897	\$0
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$267	\$667	\$1,650	\$683
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$0	\$0	\$2,000	\$629
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01711006-56112	THS-Ag Science-Supplies	\$31,000	\$0	\$31,000	\$2,450	\$4,156	\$26,935	(\$91)
01711006-56411	THS-Ag Science-Text & Workbooks	\$1,074	\$0	\$1,074	\$0	\$0	\$0	\$1,074
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$0	\$0	\$0	\$969
01711006-58900	THS-Ag Science-Dues & Fees	\$4,899	\$0	\$4,899	\$820	\$1,314	\$5,932	(\$2,347)
01711010-56112	THS-English-Supplies	\$1,030	\$0	\$1,030	\$327	\$327	\$0	\$703
01711010-56411	THS-English-Text & Workbooks	\$19,000	\$0	\$19,000	\$9,118	\$10,117	\$429	\$8,454
01711011-51110	THS-World Language-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-World Language-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711011-56112	THS-World Language-Supplies	\$1,600	\$0	\$1,600	\$961	\$961	\$0	\$639
01711011-56411	THS-World Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$12,450	\$12,450	\$50	\$0
01711011-57301	THS-World Language-Equipment Instructional	\$13,000	\$0	\$13,000	\$7,543	\$7,543	\$0	\$5,457
01711013-56112	THS-Family Consumer Science-Supplies	\$14,600	\$0	\$14,600	\$1,248	\$3,701	\$1,440	\$9,458
01711013-56411	THS-Family Consumer Science-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711013-57301	THS-Family Consumer Science-Equipment Instructional	\$2,000	\$0	\$2,000	\$750	\$571	\$1,121	\$308
01711014-54900	THS-Technology Education-Other Purch'd Prop Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711014-56112	THS-Technology Education-Supplies	\$22,000	\$0	\$22,000	\$2,192	\$2,562	\$2,852	\$16,587
01711014-57301	THS-Technology Education-Equipment Instructional	\$2,000	\$0	\$2,000	\$0	\$0	\$900	\$1,100
01711015-56112	THS-Mathematics-Supplies	\$1,550	\$0	\$1,550	\$301	\$301	\$374	\$876
01711015-56411	THS-Mathematics-Text & Workbooks	\$4,000	\$0	\$4,000	\$1,248	\$2,247	\$0	\$1,753
01711016-51110	THS-Music-Teacher Salaries	\$280,483	\$0	\$280,483	\$22,967	\$45,934	\$230,322	\$4,227
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$6,670	\$13,220	\$9,830	\$24,525
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$950	\$550
01711016-55809	THS-Music-Transportation	\$20,000	\$0	\$20,000	\$0	\$0	\$23,018	(\$3,018)
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$838	\$1,585	\$112	\$3,703
01711016-57301	THS-Music-Equipment Instructional	\$3,000	\$0	\$3,000	\$840	\$840	\$478	\$1,682
01711019-51110	THS-PE/Health-Teacher Salaries	\$835,915	\$0	\$835,915	\$66,905	\$131,360	\$706,434	(\$1,880)
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$1,109	\$1,849	\$0	\$851
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$989	\$1,670	\$0	\$1,830

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711022-51110	THS-Alternate School-Teachers Salaries	\$415,242	\$0	\$415,242	\$22,531	\$45,063	\$247,846	\$122,333
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711022-56112	THS-Alternate School-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711022-56411	THS-Alternate School-Text & Workbooks	\$2,290	\$0	\$2,290	\$0	\$0	\$0	\$2,290
01711027-56112	THS-Science-Supplies	\$12,730	\$0	\$12,730	\$0	\$3,432	\$580	\$8,718
01711027-56411	THS-Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$0	\$4,000
01711027-57301	THS-Science-Equipment Instructional	\$9,020	\$0	\$9,020	\$0	\$0	\$0	\$9,020
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01711028-56112	THS-Social Studies-Supplies	\$880	\$0	\$880	\$0	\$0	\$762	\$119
01711028-56411	THS-Social Studies-Text & Workbooks	\$4,000	\$0	\$4,000	\$988	\$1,586	\$2,000	\$415
01712120-51110	THS-Guidance-Teacher Salaries	\$1,383,546	\$0	\$1,383,546	\$168,395	\$273,468	\$1,111,408	(\$1,330)
01712120-51130	THS-Guidance-Secy 12 Mths	\$190,634	\$0	\$190,634	\$44,462	\$59,006	\$130,896	\$732
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$68	\$68	\$0	(\$68)
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$63	\$188	\$0	\$732
01712120-56112	THS-Guidance-Supplies	\$450	\$0	\$450	\$0	\$0	\$0	\$450
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712120-56903	THS-Guidance-Testing Materials	\$650	\$0	\$650	\$0	\$0	\$0	\$650
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51110	THS-Library-Teacher Salaries	\$94,530	\$0	\$94,530	\$7,272	\$14,543	\$79,987	(\$0)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$242	\$364	\$0	(\$364)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56420	THS-Library-Books & Media	\$9,000	\$0	\$9,000	\$637	\$855	\$2,423	\$5,721
01712220-56425	THS-Library-Periodicals	\$2,060	\$0	\$2,060	\$1,208	\$1,508	\$124	\$428
01712220-56901	THS-Library-Supplies	\$2,540	\$0	\$2,540	\$0	\$0	\$0	\$2,540
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$425	\$425	\$0	\$350
01712220-58900	THS-Library-Dues & Fees	\$260	\$0	\$260	\$0	\$0	\$0	\$260
01712221-56112	THS-Auditorium/Theater Tech-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712221-56900	THS-Auditorium/Theater Tech-Parts & Maintenance	\$1,750	\$0	\$1,750	\$0	\$0	\$0	\$1,750
01712221-57301	THS-Auditorium/Theater Tech-Equipment Instructional	\$4,000	\$0	\$4,000	\$90	\$90	\$0	\$3,910
01712400-51110	THS-Detention-Teacher Salaries	\$3,500	\$0	\$3,500	\$0	\$451	\$0	\$3,049
01712400-51113	THS-Admin-Principals	\$890,802	\$0	\$890,802	\$188,134	\$255,746	\$608,508	\$26,549
01712400-51120	THS-L/W-Paras	\$82,724	\$0	\$82,724	\$7,619	\$15,320	\$67,683	(\$280)
01712400-51130	THS-Admin-Secy 12 Mth	\$122,919	\$0	\$122,919	\$28,439	\$37,812	\$86,880	(\$1,774)
01712400-51131	THS-Admin-Secy 10 Mth	\$156,828	\$0	\$156,828	\$16,912	\$28,191	\$118,427	\$10,210
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$24	\$35	\$0	\$215
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$2,464	\$16,324	\$48,676	\$0
01712400-55800	THS-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$0	\$320	\$0	\$1,680
01712400-55901	THS-Admin-Other Purch'd Svcs	\$2,000	\$0	\$2,000	\$556	\$556	\$0	\$1,444
01712400-55906	THS-Admin-Printing	\$7,000	\$0	\$7,000	\$8,503	\$8,503	\$0	(\$1,503)
01712400-56110	THS-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$3,568	\$3,568	\$0	\$432
01712400-56116	THS-Admin-Supplies	\$7,750	\$0	\$7,750	\$615	\$754	\$0	\$6,996
01712400-56270	THS-Admin-Security Supplies	\$2,250	\$0	\$2,250	\$110	\$110	\$35	\$2,106
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$195	\$232	\$0	\$518
01712400-56907	THS-Admin-Graduation	\$19,000	\$0	\$19,000	\$0	\$225	\$20,897	(\$2,122)
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$37,985	\$0	\$37,985	\$0	\$0	\$0	\$37,985
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,515	\$10,515	\$0	\$710
01713202-51116	THS-Activities-Advisors	\$129,863	\$0	\$129,863	\$0	\$0	\$129,863	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$0	\$45,000
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$0	\$45,900	\$2,850
Total Trumbull High School		\$17,629,436	\$0	\$17,629,436	\$1,745,000	\$3,095,909	\$14,148,816	\$384,711
01711019-51114	Sports-Sports General-Director	\$171,510	\$0	\$171,510	\$39,579	\$52,772	\$118,738	(\$0)
01713201-51116	Sports-Sports General-Coaches	\$796,781	\$0	\$796,781	\$28,329	\$39,644	\$101,254	\$655,883
01713201-51129	Sports-Sports General-Other Non Certified	\$0	\$0	\$0	\$2,346	\$2,346	\$0	(\$2,346)
01713201-51131	Sports-Sports General-Secy 10 Mths	\$43,112	\$0	\$43,112	\$5,013	\$8,338	\$34,821	(\$47)
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$0	\$0	\$0	\$4,500
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$4,568	\$11,647	\$0	(\$11,647)
01713201-53300	Sports-Sports General-L-Purch'd Svcs	\$139,000	\$0	\$139,000	\$7,268	\$26,619	\$134,665	(\$22,284)
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	(\$1,900)	(\$1,900)	\$15,000	\$1,900
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	\$0
01713201-55809	THS-Transportation-Sports	\$140,000	\$0	\$140,000	\$0	\$0	\$130,000	\$10,000
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$18,892	\$50,135	\$34,064	\$41,801
01713201-57301	Sports-Sports General-Equipment Instructional	\$30,000	\$0	\$30,000	\$2,015	\$14,977	\$4,120	\$10,903
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$23,671	\$23,151	\$10,587	\$6,262
Total Athletics Department		\$1,520,903	\$0	\$1,520,903	\$129,781	\$227,730	\$598,249	\$694,924

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01741200-55600	Adult Ed - Outgoing Tuition	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Continuing Education Department	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050	\$0
01402320-51114	Human Resource Director	\$165,000	\$0	\$165,000	\$39,600	\$52,800	\$118,800	(\$6,600)
01802130-53401	Contracted-Substitute Teacher	\$0	\$0	\$0	\$5,070	\$67,335	\$507,665	(\$575,000)
01802130-53402	Contracted-Substitute Paraprofessional	\$0	\$0	\$0	\$1,838	\$42,340	\$257,660	(\$300,000)
01802130-53403	Contracted-Substitute Secretary	\$0	\$0	\$0	\$0	\$0	\$75,000	(\$75,000)
01802130-55800	HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$0	\$16,550
01802130-55900	HR-Personnel-Other Purch'd Svcs	\$117,770	\$0	\$117,770	\$37,794	\$69,441	\$12,720	\$35,609
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$803	\$1,393	\$0	\$282
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$0	\$0	\$540	\$2,385
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$900	\$0	\$300
01802320-51115	Personnel-Support Staff	\$177,247	\$0	\$177,247	\$41,711	\$55,265	\$121,983	\$0
01802320-51117	Personnel-Substitute Teachers	\$800,000	\$0	\$800,000	\$40,505	\$88,280	\$60,000	\$651,720
01802320-51119	Personnel-Teacher Extra	\$0	\$0	\$0	\$3,580	\$3,580	\$0	(\$3,580)
01802320-51129	Personnel-Substitute Paraprofessionals	\$200,000	\$0	\$200,000	\$4,826	\$6,042	\$0	\$193,958
01802320-51131	Personnel-Support Staff-10 Mth	\$47,494	\$0	\$47,494	\$0	\$0	\$0	\$47,494
	Total Human Resources Department	\$1,529,861	\$0	\$1,529,861	\$175,726	\$387,376	\$1,154,367	(\$11,882)
01802320-51140	Facilities-Admin-Substitutes	\$55,000	\$0	\$55,000	\$8,107	\$10,005	\$44,995	\$0
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51125	Facilities-Admin-Director/Managers	\$252,807	\$0	\$252,807	\$59,717	\$79,623	\$179,151	(\$5,967)
01822230-51127	Facilities-D/W-Security Guards	\$826,935	\$0	\$826,935	\$85,348	\$154,619	\$665,107	\$7,210
01822230-51128	Facilities-D/W-Security Guards OT	\$25,000	\$0	\$25,000	\$4,283	\$5,433	\$0	\$19,567
01822230-51130	Facilities-Admin-Secy 12 Mth	\$134,899	\$0	\$134,899	\$18,144	\$25,190	\$63,418	\$46,291
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$15,000	\$0	\$15,000	\$15,337	\$15,773	\$1,275	(\$2,049)
01822230-56110	Facilities-Admin-Office Supplies	\$2,500	\$0	\$2,500	\$718	\$718	\$999	\$783
01822230-56425	Facilities-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$500	\$0	\$500	\$0	\$644	\$0	(\$144)
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$120	\$536	\$0	\$964
01842610-51140	Facilities-Custodial-Salaries	\$2,983,630	\$0	\$2,983,630	\$585,536	\$799,055	\$2,229,230	(\$44,655)
01842610-51141	Facilities-Custodial-Custodial OT	\$125,000	\$0	\$125,000	\$23,740	\$29,519	\$0	\$95,481
01842610-51142	Facilities-Custodial-School OT	\$130,000	\$0	\$130,000	\$11,123	\$29,330	\$0	\$100,670
01842610-51143	Facilities-Snow Removal-Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01842610-51145	Facilities-Custodial- Custodial Support	\$9,360	\$0	\$9,360	\$1,883	\$2,528	\$0	\$6,833
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$7,000	\$0	\$7,000	\$823	\$2,019	\$0	\$4,981
01842610-54103	Facilities-Custodial-Trash/Recycling	\$75,000	\$0	\$75,000	\$15,516	\$27,065	\$41,701	\$6,234
01842610-54202	Facilities-Custodial-Cleaning	\$4,000	\$0	\$4,000	\$736	\$1,104	\$2,896	\$0
01842610-54300	Facilities-Custodial-Repairs	\$3,000	\$0	\$3,000	\$13,708	\$15,485	\$1,052	(\$13,537)
01842610-55803	Facilities-Admin-Mileage	\$2,000	\$0	\$2,000	\$332	\$671	\$0	\$1,329
01842610-56130	Facilities-Custodial-Supplies	\$190,000	\$0	\$190,000	\$56,474	\$76,676	\$74,290	\$39,034
01842610-56132	Facilities-Custodial-Supplies Replacement	\$0	\$0	\$0	\$0	\$0	\$3,000	(\$3,000)
01842610-57301	Facilities-Custodial-Equipment	\$2,000	\$0	\$2,000	\$0	\$0	\$1,500	\$500
01842611-54101	Facilities-D/W-Electricity	\$1,170,000	\$0	\$1,170,000	\$186,617	\$304,183	\$857,817	\$8,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$23,075	\$34,917	\$90,083	(\$1)
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$633,400	\$0	\$633,400	\$21,423	\$28,420	\$604,980	\$0
01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51140	Facilities-Maintenance-Salaries	\$819,958	\$0	\$819,958	\$160,026	\$217,958	\$590,667	\$11,333
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$7,948	\$8,531	\$0	\$16,469
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,928	\$25,928	\$0	\$6,073
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$10,000
01852622-56134	Facilities-Snow Removal-Supplies	\$10,000	\$0	\$10,000	\$0	\$0	\$12,500	(\$2,500)
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$1,004	\$4,444	(\$448)
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$50,000	\$0	\$50,000	\$9,899	\$13,155	\$6,500	\$30,345
01852623-56134	Facilities-Vehicles-Supplies	\$20,000	\$0	\$20,000	\$2,136	\$3,408	\$10,117	\$6,476
01852623-57307	Facilities-Vehicles-Equipment	\$3,500	\$0	\$3,500	\$0	\$0	\$0	\$3,500
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$9,880	\$9,880	\$18,400	(\$20,280)
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$17,312	\$17,390	\$9,837	(\$17,227)
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852625-57307	Facilities-Grounds-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000
01852626-56134	Facilities-Fertilizer	\$3,000	\$0	\$3,000	\$0	\$0	\$1,000	\$2,000
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$0	\$10,900	(\$5,900)
01852627-56134	Facilities-Lawn Care-Supplies	\$7,000	\$0	\$7,000	\$1,605	\$1,783	\$4,717	\$500
01852627-57307	Facilities-Lawn Care-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$12,819	(\$12,819)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$31,789	\$35,835	\$33,492	(\$24,327)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$6,591	\$6,591	\$23,409	\$0
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$300	\$300	\$0	\$1,700
01852632-54300	Facilities-Inside Maint-Repairs & Svcs Fees	\$5,000	\$0	\$5,000	\$1,000	\$2,210	\$1,000	\$1,790
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852632-56134	Facilities-Inside Maintenance-Supplies	\$25,000	\$0	\$25,000	\$4,949	\$4,694	\$10,905	\$9,401
01852632-57307	Facilities-Inside Maintenance-Equipment	\$0	\$0	\$0	\$0	\$2,024	\$0	(\$2,024)
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$8,145	\$10,865	\$16,485	\$22,650
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852633-56134	Facilities-Electrical-Supplies	\$20,000	\$0	\$20,000	\$7,523	\$11,066	\$15,749	(\$6,815)
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$10,000	\$0	\$10,000	\$3,179	\$5,994	\$4,185	(\$179)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$18,814	\$24,764	\$9,557	(\$14,321)
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$19,620	\$19,620	\$4	\$20,376
01852635-56134	Facilities-Floor Repair-Supplies	\$1,500	\$0	\$1,500	\$31,268	\$31,268	\$2,499	(\$32,267)
01852636-56900	Facilities-Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$2,405	\$2,580	\$2,420	\$0
01852637-56134	Facilities-Glass-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852638-56134	Facilities-Hardware-Supplies	\$2,000	\$0	\$2,000	\$27	\$27	\$6,473	(\$4,500)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$125,000	\$0	\$125,000	\$52,323	\$49,879	\$61,932	\$13,190
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$6,130	\$6,997	\$25,342	\$22,661
01852639-57307	Facilities-HVAC-Equipment	\$0	\$0	\$0	\$250	\$250	\$0	(\$250)
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852642-56134	Facilities-Painting-Supplies	\$10,000	\$0	\$10,000	\$577	\$886	\$4,614	\$4,500
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$7,500	\$0	\$7,500	\$2,830	\$4,920	\$0	\$2,580
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$660	\$660	\$8,499	(\$4,159)
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$9,477	\$15,472	\$16,833	\$2,695
01852644-57307	Facilities-Plumbing-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$6,449	\$6,449	\$11,261	\$22,290
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,560	\$2,665	\$7,335	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$738	\$0	\$0	\$3,000
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$0	\$4,695	\$3,332	\$11,973
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$18,000	\$0	\$18,000	\$0	\$1,130	\$14,800	\$2,070
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$146	\$5,404	\$3,595	\$1,001
01852648-57307	Facilities-IAQ-Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$0	\$0	\$1,600	(\$1,600)
01852650-57200	Facilities-Site-Building Improvement	\$12,000	\$0	\$12,000	\$2,430	\$3,240	\$5,580	\$3,180
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$2,500	(\$2,500)
01852651-57102	Facilities-Building Improvement-Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57202	Facilities-Building Improvement-Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Facilities Department	\$8,404,489	\$0	\$8,404,489	\$1,586,672	\$2,203,033	\$5,836,796	\$364,660
01882700-51125	Trans-Admin-Manager	\$76,268	\$0	\$76,268	\$17,292	\$26,309	\$52,801	(\$2,842)
01882700-51130	Trans-Admin-Secy 12 Mth	\$113,466	\$0	\$113,466	\$17,382	\$24,347	\$69,820	\$19,299
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$753	\$890	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-53303	Trans-Admin-Software Support	\$7,500	\$0	\$7,500	\$7,977	\$7,977	\$0	(\$477)
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$803	\$803	\$0	(\$303)
01882700-55101	Trans-Admin-Reg Buses	\$3,734,011	\$0	\$3,734,011	\$0	\$0	\$3,510,000	\$224,011
01882700-55102	Trans-Admin-ACE Trips	\$3,600	\$0	\$3,600	\$0	\$0	\$0	\$3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	\$288,742	\$0	\$288,742	\$0	\$175,474	\$99,526	\$13,742
01882700-55109	Trans-Admin-Fuel	\$383,205	\$0	\$383,205	\$24,194	\$71,110	\$288,635	\$23,460
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55809	Trans-Admin-Field Trips	\$9,000	\$0	\$9,000	\$0	\$0	\$4,500	\$4,500
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$149	\$1,104	\$250	\$2,246
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2023

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$0	\$0	\$0	\$375
01882701-55101	Trans-Admin-SPED In District	\$1,548,838	\$0	\$1,548,838	\$0	\$0	\$1,685,450	(\$136,612)
01882701-55105	Trans-Admin-SPED Out of District	\$847,637	\$0	\$847,637	\$25,813	\$160,689	\$918,301	(\$231,353)
01882701-55108	Trans-Admin-Monitors	\$277,387	\$0	\$277,387	\$0	\$18,338	\$176,662	\$82,387
	Total Transportation Department	\$7,298,018	\$0	\$7,298,018	\$94,364	\$487,039	\$6,805,946	\$5,033
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$525	\$875	\$0	\$3,125
01902310-53300	Super-BOE-Professional Services	\$26,000	\$0	\$26,000	\$23,115	\$23,230	\$2,794	(\$25)
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$13,047	\$25,082	\$92,314	(\$7,396)
01902310-55800	Super-BOE-Professional Devt	\$2,000	\$0	\$2,000	\$0	\$0	\$0	\$2,000
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902320-51115	Super-Admin-Superintendent	\$273,598	\$0	\$273,598	\$65,772	\$87,696	\$197,085	(\$11,183)
01902320-51130	Super-Admin-Support Staff	\$159,424	\$0	\$159,424	\$37,588	\$50,607	\$111,773	(\$2,955)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$0	\$285	\$0	\$4,715
01902320-55900	Super-Admin-Postage	\$35,000	\$0	\$35,000	\$2,454	\$5,159	\$41,116	(\$11,275)
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$0	\$550
01902320-56110	Super-Admin-Office Supplies	\$7,000	\$0	\$7,000	\$357	\$422	\$4,201	\$2,377
01902320-56425	Super- Admin-Periodicals	\$600	\$0	\$600	\$240	\$240	\$760	(\$400)
01902320-58900	Super-Admin-Dues & Fees	\$23,000	\$0	\$23,000	\$14,491	\$17,041	\$10,012	(\$4,053)
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$3,500	\$0	(\$3,500)
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$3,365	\$7,090	\$0	(\$7,090)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,372	\$2,866	\$0	(\$2,866)
01802320-51139	Substitute Secretaries	\$10,000	\$0	\$10,000	\$5,824	\$10,562	\$0	(\$562)
	Total Superintendent Department	\$656,173	\$0	\$656,173	\$169,150	\$234,655	\$460,056	(\$38,538)
01912520-51113	Bus Off-Admin-Business Administrator	\$176,347	\$0	\$176,347	\$41,509	\$55,346	\$124,528	(\$3,527)
01912520-51129	Bus Off-Admin-Acctg Manager	\$90,617	\$0	\$90,617	\$20,912	\$27,882	\$62,735	(\$0)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$303,681	\$0	\$303,681	\$71,549	\$94,865	\$209,846	(\$1,030)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$1,296	\$1,836	\$0	(\$336)
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$600,000)	\$0	(\$600,000)	\$0	\$0	\$0	(\$600,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$0	\$70,000
01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$295,641	\$295,641	\$0	\$4,359
01912520-51199	D/W-Admin-Reserve For Negotiations	\$49,000	\$0	\$49,000	\$0	\$0	\$0	\$49,000
01912520-52001	Benefits-FICA	\$1,960,691	\$0	\$1,960,691	\$268,854	\$422,189	\$1,538,502	\$0
01912520-52002	Benefits-Health & Dental	\$18,684,896	\$0	\$18,684,896	\$5,855,687	\$7,853,129	\$16,274,697	(\$5,442,930)
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$0	\$68,756	\$131,244	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$5,530	\$7,481	\$15,219	(\$700)
01912520-52005	Benefits-Life Insurance	\$120,000	\$0	\$120,000	\$27,723	\$37,000	\$89,576	(\$6,576)
01912520-52006	D/W-Admin-Unemployment	\$30,000	\$0	\$30,000	\$0	\$6,143	\$30,000	(\$6,143)
01912520-52007	Benefits-Workers Compensation	\$0	\$0	\$0	\$0	\$2,717	\$0	(\$2,717)
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$5,038	\$5,896	\$7,812	\$4,292
01912520-52010	Benefits-TBOE 401a Contribution	\$240,000	\$0	\$240,000	\$52,558	\$81,028	\$158,972	\$0
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$1,140,448)	(\$1,611,341)	(\$3,531,719)	\$5,143,060
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$69,749)	(\$97,052)	(\$197,770)	\$294,822
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$93,000	\$0	\$93,000	\$92,602	\$92,602	\$0	\$398
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$0	\$1,300
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,581	\$1,701	\$6,348	(\$4,449)
01912520-58310	Redemption of Principal on Loans	\$342,927	\$0	\$342,927	\$0	\$0	\$342,927	\$0
01912520-58320	Interest on Loans	\$83,227	\$0	\$83,227	\$0	\$0	\$80,613	\$2,614
01912520-58900	Bus Off-Admin-Dues & Fees	\$8,000	\$0	\$8,000	\$2,365	\$10,811	\$0	(\$2,811)
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$1,000
01912520-59001	Bus Office-Intergovernmental transfer	(\$703,852)	\$0	(\$703,852)	\$0	\$0	\$0	(\$703,852)
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$86,995	\$87,177	\$0	(\$5,177)
01922530-53304	Bus Off-Admin-Training	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Business Department	\$21,578,434	\$0	\$21,578,434	\$5,619,642	\$7,443,807	\$15,343,529	(\$1,208,903)
	Grand Total by Location	\$119,740,771	\$0	\$119,740,771	\$17,950,640	\$27,198,439	\$90,809,841	\$1,732,491

FOR 2024 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED

09002611 Electricity Use After Hours							

09002611 54101 Electricit	0	24,000	24,000	8,000.00	.00	16,000.00	33.3%
09005000 COMMUNITY SERVICES							

09005000 51141 OT/SCHOOLS	0	65,000	65,000	12,022.41	.00	52,977.59	18.5%
09006001 NON PUBLIC SCHOOLS							

09006001 51111 NP Teach	0	116,097	116,097	17,861.04	98,235.72	.24	100.0%
09007001 NON PUBLIC TRANSPORTATION							

09007001 51125 NP Admin	0	15,848	15,848	4,266.71	10,971.59	609.70	96.2%
09007001 51130 SEC-CALYR	0	16,302	16,302	3,155.74	9,754.56	3,391.70	79.2%
09007001 55102 NP Bus	0	1,010,174	1,010,174	10,977.09	935,822.91	63,374.00	93.7%
GRAND TOTAL	0	1,247,421	1,247,421	56,282.99	1,054,784.78	136,353.23	89.1%

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

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10410 SA CASH ACCT - M&T BANK	378,137.01	166,948.90	159,848.37	7,100.53	385,237.54
100 11130 ACCTS RECEIVABLE	.00	6,944.92	6,513.64	431.28	431.28
100 20032 THS Model Congress	121.20	9,254.72	10,530.87	-1,276.15	-1,154.95
100 20063 THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 20068 MATH HONOR SOCIETY	-1,773.64	640.00	940.00	-300.00	-2,073.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-5,060.61	.00	110.00	-110.00	-5,170.61
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20130 THS BOOK STORE	-353.16	551.19	.00	551.19	198.03
100 20133 THS NEWSPAPER	-308.01	.00	.00	.00	-308.01
100 20139 THS TRILLIUM YEARBOOK	-17,831.52	.00	540.00	-540.00	-18,371.52
100 20152 HILLCREST MIDDLE SCHOOL	-17,318.19	13,654.27	29,716.48	-16,062.21	-33,380.40
100 20156 MADISON MIDDLE SCHOOL	-7,142.01	1,440.00	12,547.87	-11,107.87	-18,249.88
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	-9,885.05	2,875.00	.00	2,875.00	-7,010.05
100 20171 THS Class of 2024	-15,358.98	1,632.91	5,160.00	-3,527.09	-18,886.07
100 20172 THS Class of 2025	-6,594.61	255.00	36,210.00	-35,955.00	-42,549.61
100 20173 THS Class of 2026	60.00	1,200.00	8,700.00	-7,500.00	-7,440.00
100 20174 THS Class of 2027	-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	-29,280.26	3,590.99	6,135.00	-2,544.01	-31,824.27
100 20251 BOOTH HILL SCHOOL	-4,040.68	4,222.27	4,423.69	-201.42	-4,242.10
100 20252					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
FRENCHTOWN SCHOOL 100 20253	1,250.57	1,009.00	1,659.86	-650.86	599.71
DANIELS FARM 100 20254	-806.11	.00	.00	.00	-806.11
MIDDLEBROOK SCHOOL 100 20255	-2,824.71	2,207.32	2,881.00	-673.68	-3,498.39
JANE RYAN SCHOOL 100 20258	-1,943.24	1,426.98	1,184.20	242.78	-1,700.46
TASHUA SCHOOL 100 20510	-20,929.68	16,137.46	82.55	16,054.91	-4,874.77
THS STUDENT COUNCIL 100 20550	-3,357.56	521.35	1,189.00	-667.65	-4,025.21
GENERAL FUND 100 20599	-6,203.12	.00	286.71	-286.71	-6,489.83
THS HISTORY HONOR SOCIETY 100 20603	-112.91	.00	.00	.00	-112.91
THS Bookstore/DECA(Marketing) 100 20604	-2,869.92	6,782.75	20,653.20	-13,870.45	-16,740.37
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	-546.42	120.00	200.00	-80.00	-626.42
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-8,536.39	184.99	201.99	-17.00	-8,553.39
THS Creative Minds 100 20611	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 20613	-1,843.56	.00	.00	.00	-1,843.56
THS LATIN CLUB 100 20614	-126.53	.00	273.00	-273.00	-399.53
THS CHORAL GROUP 100 20615	-4,909.25	.00	.00	.00	-4,909.25
THS ITALIAN CLUB 100 20617	-624.65	.00	.00	.00	-624.65
THS FUTURE BUSINESS LEADERS 100 20619	-2,108.76	225.00	250.00	-25.00	-2,133.76
FRENCH HONOR SOCIETY 100 20620	-396.00	.00	.00	.00	-396.00
THS FRENCH CLUB 100 20621	-718.89	315.00	585.00	-270.00	-988.89
THS MISCELLANEOUS 100 20622	-325.20	301.59	2,233.16	-1,931.57	-2,256.77
THS IN/OUT 100 20624	-4,651.97	738.34	606.00	132.34	-4,519.63
THS SPANISH CLUB 100 20625	-462.97	.00	.00	.00	-462.97
THS SODA MACHINE 100 20627	-1,057.20	.00	.00	.00	-1,057.20
THS World Lang.HONOR SOCIETIES	-2,888.41	.00	.00	.00	-2,888.41

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20628					
THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 20629					
THS SUNSHINE FUND	-75.45	.00	.00	.00	-75.45
100 20630					
THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 20631					
THS SOAR Enterprises	-3,627.31	.00	.00	.00	-3,627.31
100 20633					
THS WE THE PEOPLE	-70.04	.00	.00	.00	-70.04
100 20637					
THS Ethics Club	177.95	.00	.00	.00	177.95
100 20639					
THS MODEL U.N. CLUB	-2,257.54	.00	.00	.00	-2,257.54
100 20640					
THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 20641					
THS THESPIAN SOCIETY	-7,438.52	909.29	1,740.00	-830.71	-8,269.23
100 20642					
THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 20643					
THS GRADUATION-CAP & GOWNS	-16,369.98	.00	2,080.00	-2,080.00	-18,449.98
100 20644					
THS ROBOTICS CLUB	-575.62	295.00	.00	295.00	-280.62
100 20645					
THS LINK CREW LEADERS	-13,147.33	13,538.11	10,219.20	3,318.91	-9,828.42
100 20646					
THS CHEERLEADING	702.00	9,518.22	11,668.00	-2,149.78	-1,447.78
100 20647					
THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648					
THS Shades Club	-2,085.59	.00	.00	.00	-2,085.59
100 20649					
THS Dance Team	-2,718.70	151.62	.00	151.62	-2,567.08
100 20650					
THS Geography Club	-348.95	.00	.00	.00	-348.95
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	-1,614.68	59.50	.00	59.50	-1,555.18
100 20706					
THS NATIONAL ENGLISH HONOR SOC	-2,184.75	65.00	.00	65.00	-2,119.75
100 20707					
THS NATIONAL HONOR SOCIETY	-1,558.93	1,566.70	2,380.00	-813.30	-2,372.23
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	-796.78	.00	.00	.00	-796.78
100 20711					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GLOW CLUB 100 20713	-83.00	.00	.00	.00	-83.00
THS GRAPHIC DESIGN 100 20714	-214.00	.00	.00	.00	-214.00
THS GYMNASTICS 100 20715	-1,605.53	.00	.00	.00	-1,605.53
THS BUS.ED.ENTREPRENEUR 100 20718	-763.60	.00	.00	.00	-763.60
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	-1,072.18	.00	.00	.00	-1,072.18
THS Allies for Angles 100 20737	-1,570.20	.00	.00	.00	-1,570.20
THS Science Honor Society 100 20738	-740.86	.00	300.00	-300.00	-1,040.86
THS SEAL OF BILITERACY 100 20741	-373.50	.00	.00	.00	-373.50
THS Save Promise Club 100 20810	-500.00	.00	.00	.00	-500.00
Trumbull Football Alumni Assoc 100 24001	-1,000.00	.00	.00	.00	-1,000.00
Due T/F Grants 100 24004	.00	3,081.42	.00	3,081.42	3,081.42
Due to Fund 001/Town 100 24008	-67,790.42	67,790.42	14,438.40	53,352.02	-14,438.40
Due to Fund 205/BOE Programs 100 29280	-3,985.00	10,785.00	6,800.00	3,985.00	.00
ACCOUNTS PAYABLE	-12,346.96	98,798.85	86,451.89	12,346.96	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	449,739.08	449,739.08	.00	.00

11/09/2023 14:24 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY24/JUL TO OCT
 FUND 100

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ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
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REPORT TOTALS	.00	449,739.08	449,739.08	.00	

FOR 2024 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2008200 PRIVATE GRANTS	0	1,900	1,900	866.98	.00	1,033.02	45.6%
2009010 IDEA-611 20977	0	1,889,448	1,889,448	251,721.92	1,092,264.13	545,461.51	71.1%
2009011 IDEA-611 NP 20977	0	105,263	105,263	4,095.00	22,522.66	78,645.61	25.3%
2009060 ARPA-SumMnlHth 6.30.26	0	31,000	31,000	.00	.00	31,000.00	.0%
2009063 CT SEDS Grant	0	1,500	1,500	1,000.00	.00	500.00	66.7%
2009080 TITLE III-A 20868	0	9,180	9,180	5,966.31	26,247.27	-23,033.58	350.9%
2009081 TITLE III-A NP	0	3,190	3,190	454.35	.00	2,735.87	14.2%
2009121 ESSER ARP 9.30.24	0	548,301	548,301	86,901.80	391,680.76	69,718.64	87.3%
2009140 TITLE I 20679	0	41,576	41,576	37,081.21	161,579.00	-157,084.40	477.8%
2009141 TITLE I NP	0	1,076	1,076	.00	.00	1,076.46	.0%
2009300 TITLE IV-A 20873	0	9,831	9,831	2,567.04	.00	7,263.85	26.1%
2009301 TITLE IV-A NP 20873	0	2,823	2,823	.00	.00	2,823.23	.0%
2009350 HEADSTART ABCD OCT-SEPT	0	359,327	359,327	27,446.46	228,016.51	103,864.24	71.1%
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	3,898	3,898	3,898.19	.00	.00	100.0%
2009450 IDEA PRE-K 20983	0	57,506	57,506	6,248.39	28,685.29	22,572.76	60.7%
2009460 OPEN CHOICE	0	292,376	292,376	8,796.02	105,892.10	177,687.93	39.2%
2009470 PERKINS GRANT 20742	0	0	0	2,109.25	1,500.00	-3,609.25	100.0%
2009480 TITLE II PART A 20858	0	6,637	6,637	15,618.92	68,380.38	-77,361.97	1265.6%
2009481 TITLE II-A NP 20858	0	16,092	16,092	1,005.00	810.20	14,276.46	11.3%
2009505 TPAUD-DFC	0	125,000	125,000	7,664.75	26,651.51	90,683.74	27.5%
2009507 TPAUD-Opioid Prevention	0	1,334	1,334	1,334.40	.00	.00	100.0%
2009509 TPAUD-Local Prevention Coun	0	5,663	5,663	2,546.29	.00	3,116.61	45.0%
2009520 MAGNET TRANSPORTATION	0	89,800	89,800	.00	.00	89,800.00	.0%
GRAND TOTAL	0	3,602,723	3,602,723	467,322.28	2,154,229.81	981,170.73	72.8%

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

Trumbull Board of Education
Special Revenue BOE Programs

Trumbull Board of Education									
Special Revenue BOE Programs									
		7/1/23 to 10/31/23			Fund Balance(Deficit) as of				
Org#	Description	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2023	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	10/31/2023
2051660	ACE Foundation	-	-	-	-	-	58	-	58
2059530	Agriscience	-	-	20,575	1,348	(21,923)	177,407	-	155,484
2051121	Athletics	102,799	-	8,512	-	94,287	104,763	-	199,050
2052651	Building Use	56	-	10,334	219	(10,498)	40,335	-	29,837
2051650	Continuing Ed	34,051	-	23,755	45,995	(35,699)	3,784	-	(31,915)
2051100	Driver's Education	15,109	-	2,719	6,150	6,240	37,184	-	43,424
2051711	E Sports	10,574	-	851	4,605	5,118	5,160	-	10,278
2051717	Elementary Strings/Band	77,042	-	39,062	193,655	(155,676)	15,119	-	(140,557)
2051713	ELITE Business Program	7,027	-	33,636	54,532	(81,141)	4,135	-	(77,006)
2056230	Guidance/Testing	80	-	-	-	80	11,521	-	11,601
2059240	Interdistrict (TECEC*/REACH*/IIP*)	407,596	-	62,007	331,833	13,756	65,938	-	79,694
2059540	Madison Grant	-	-	-	-	-	368	-	368
2059490	Miscellaneous	-	-	-	-	-	2,401	-	2,401
2051019	PE Day	-	-	-	-	-	247	-	247
2051200	PPS Medicaid Program (SBCH)	148,319	-	23,331	58,693	66,295	58,182	-	124,477
2055904	Rebates	45,677	-	6,960	-	38,717	82,592	-	121,309
2051600	Summer Explorations 23-24 (ends 12/31/23)	27,522	-	158,376	30,730	(161,583)	232,392	-	70,809
2051600	Summer Explorations 24-25 (starts 1/1/24)	-	-	-	-	-	-	-	-
2052221	Take Home Device Insurance	42,121	-	10,801	1,869	29,451	36,869	-	66,320
2057100	THS AP Testing	-	-	-	105,000	(105,000)	12,828	-	(92,172)
2051380	THS Auditorium	-	-	-	-	-	4,065	-	4,065
2059400	THS Connections	-	-	-	-	-	1,125	-	1,125
2059450	THS Culinary Kitchen Catering	1,439	-	1,750	650	(961)	4,203	-	3,242
2055400	THS Musical	-	-	8,854	27,000	(35,854)	39,244	-	3,390
2051709	THS Student Parking	25,841	-	18,447	-	7,394	187	-	7,581
2059510	Typical or Troubled Grant	-	-	-	-	-	643	-	643
2056207	Used Book Sales	-	-	-	-	-	2,145	-	2,145
2055213	Voluntary Insurance	-	-	36,424	201,665	(238,089)	11,647	-	(226,443)
	Total Special Revenue Fund	\$ 945,252	\$ -	\$ 466,394	\$ 1,063,945	\$ (585,087)	\$ 954,542	\$ -	\$ 369,455
	* TECEC-Trumbull Early Childhood Education Center								
	* REACH-Regional Educational Academic and Counseling Help								
	* IIP-Interim Instructional (transition) Program								

School Lunch Financials for 2023-2024 School Year - FUND 210

	7/31/2023 YTD	7/31/2023 Month	8/31/2023 YTD	8/31/2023 Month	9/30/2023 YTD	9/30/2023 Month	10/31/2023 YTD	10/31/2023 Month
Balance Sheet								
Assets:								
Cash	2,444,328		2,248,904		2,436,545		2,522,536	
Receivables	242,731		214,544		230,193		328,034	
Inventory	37,570		81,107		80,040		79,942	
Prepaid Expense	-		-		-		-	
Due From Others	-		-		-		-	
Total Assets:	2,724,629		2,544,555		2,746,778		2,930,513	
Liabilities:							-	
Accounts Payable	-		96,323		175,409		163,823	
Deferred Revenue	96,555		146,431		146,291		144,346	
Due to Town	352,007		89,908		216,844		363,135	
Reserve for Encumbrance	9,984		9,984		9,984		-	
Total Liabilities:	458,545		342,645		548,529		671,304	
Fund Balances:	2,266,084		2,201,910		2,198,250		2,259,209	
Statement of Revenues, Expenditures and Changes in Fund Balances								
Revenue/increases:								
Food Sales/Charges for Service	357	357	24,248	23,891	220,303	196,056	463,079	242,776
Intergovernmental	-	-	13,258	13,258	116,793	103,536	229,327	112,534
Other Income/Interest	-	-	-	-	-	-	5,877	5,877
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-
Total revenue/increases	357	357	37,505	37,148	337,097	299,592	698,283	361,187
Expenses/decreases							-	
Wages	-	-	7,260	7,260	95,985	88,725	196,172	100,187
FICA	-	-	471	471	5,216	4,745	10,368	5,151
Medical	41,372	41,372	82,176	40,804	114,431	32,255	152,368	37,937
Other Expenses	-	-	23,904	23,904	42,281	18,377	52,290	10,009
Supplies	-	-	4,327	4,327	18,881	14,554	30,382	11,501
Cost of Food	-	-	24,556	24,556	159,194	134,639	294,636	135,442
Equipment/Capital	-	-	-	-	9,958	9,958	9,958	-
Intergovernmental Transfer	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-
Total Expenditures/Increases	41,372	41,372	142,694	101,322	445,946	303,252	746,174	300,228
Incr/(Decr) in fund balances before operating transfers	(41,016)		(105,189)		(108,849)		(47,890)	
Operating Transfers in/(out)	-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(41,016)		(105,189)		(108,849)		(47,890)	
Fund Balances:								
Beginning of year	2,307,099		2,307,099		2,307,099		2,307,099	
End of period	2,266,084		2,201,910		2,198,250		2,259,209	
Months Revenue Control	357		37,148		299,592		361,187	
Month Expenditure Control	41,372		101,322		303,252		300,228	
Profit (Loss) for the month	(41,016)		(64,173)		(3,661)		60,959	

School Lunch Financials As of October 31, 2023 - FUND 210

Balance Sheet as of 10/31	Budget	10/31/23 School Lunch	Encumbered	Available/ (Over)	10/31/22 School Lunch	YTY Diff.	% Change
Assets:							
Cash		2,522,536.27			2,509,757	12,779	0.51%
Receivables		328,034			379,432	(51,398)	-13.55%
Inventory		79,942			78,447	1,496	1.91%
Prepaid Expense							
Due From Town							
Total Assets:		2,930,513			2,967,636	(37,123)	-1.25%

Liabilities:							
Accounts Payable		163,823			176,278	(12,456)	-7.07%
Deferred Revenue		144,346			122,694	21,652	17.65%
Due to Town		363,135			1,488,537	(1,125,402)	-75.60%
Reserve for Encumbrance						-	
Total Liabilities:		671,304			1,787,510	(1,116,206)	-62.44%
Fund Balances:		2,259,209			1,180,126	1,079,082	91.44%

Statement of Revenues, Expenditures and Changes in Fund Balances for the 2 months ended 10/31

Revenue/increases:							
Food Sales/Charges for Service	-	463,079	-	(463,079)	134,221	328,858	245.01%
Intergovernmental	-	229,327	-	(229,327)	290,516	(61,189)	-21.06%
Other Income/Interest	-	5,877	-	(5,877)	-	5,877	
Intergovernmental (Town) Transfer				-		-	
Increases				-		-	
Total revenue/increases	-	698,283	-	(698,283)	424,737	273,546	64.40%

Expenses/decreases							
Wages	-	196,172	909,759	(1,105,931)	218,727	(22,555)	-10.31%
FICA	-	10,368	-	(10,368)	11,464	(1,096)	-9.56%
Medical	-	152,368	355,325	(507,693)	161,036	(8,668)	-5.38%
Other Expenses	-	52,290	93,611	(145,901)	27,460	24,830	90.42%
Supplies	-	30,382	53,544	(83,926)	27,968	2,414	8.63%
Cost of Food	-	294,636	952,098	(1,246,734)	356,178	(61,542)	-17.28%
Equipment/Capital	-	9,958	37,975	(47,933)	10,882	(924)	-8.49%
Intergovernmental (Town) Transfer				-	-	-	
Decreases				-	-	-	
Total Expenditures/Increases	-	746,174	2,402,312	(3,148,485)	813,715	(67,541)	-8.30%

Incr/(Decr) in fund balances before operating transfers		(47,890)			(388,977)	341,087	-87.69%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		(47,890)			(388,977)	341,087	-87.69%

Fund Balances:							
Beginning of year		2,307,099			1,569,104	737,995	47.03%
End of period		2,259,209			1,180,126	1,079,082	91.44%
Month Revenue Control		361,187			202,490		
Month Expenditure Control		300,228			329,088		
Profit (Loss) for the month		60,959			(126,599)	187,558	-148.15%

Trumbull Board of Education									
Scholarship Details									
Fund Balance as of 7/1/23			Account Name	7/1/23 to 10/31/23			Fund Balance as of 10/31/23		
Restricted	Unrestricted	Total		Revenues	Expenditures	Net Rev(Exp)	Restricted	Unrestricted	Total
\$ 1,685	\$ 195	\$ 1,880	Brewster	\$ -	\$ -	\$ -	\$ 1,685	\$ 195	\$ 1,880
\$ -	\$ 6,947	\$ 6,947	Peter Burke	\$ -	\$ -	\$ -	\$ -	\$ 6,947	\$ 6,947
\$ -	\$ 1,440	\$ 1,440	K. Capobianco	\$ -	\$ -	\$ -	\$ -	\$ 1,440	\$ 1,440
\$ -	\$ 8,457	\$ 8,457	Donna Cassidy	\$ -	\$ -	\$ -	\$ -	\$ 8,457	\$ 8,457
\$ -	\$ 40	\$ 40	Citizenship/Holdsworth	\$ -	\$ -	\$ -	\$ -	\$ 40	\$ 40
\$ -	\$ 34,042	\$ 34,042	Chelsea Cunha	\$ 2,160	\$ -	\$ 2,160	\$ -	\$ 36,202	\$ 36,202
\$ -	\$ -	\$ -	Michael Curry	\$ 795	\$ -	\$ 795	\$ -	\$ 795	\$ 795
\$ -	\$ 5,979	\$ 5,979	Mary Curtiss	\$ -	\$ -	\$ -	\$ -	\$ 5,979	\$ 5,979
\$ 10,000	\$ 1,137	\$ 11,137	S. Dick Electronics	\$ -	\$ -	\$ -	\$ 10,000	\$ 1,137	\$ 11,137
\$ -	\$ 1,094	\$ 1,094	Ran Grinnell	\$ -	\$ -	\$ -	\$ -	\$ 1,094	\$ 1,094
\$ -	\$ 3,892	\$ 3,892	Clare Hampford	\$ -	\$ -	\$ -	\$ -	\$ 3,892	\$ 3,892
\$ -	\$ 10	\$ 10	G. Hartz	\$ -	\$ -	\$ -	\$ -	\$ 10	\$ 10
\$ -	\$ 11,135	\$ 11,135	Peter Horton	\$ 1,660	\$ 1,000	\$ 660	\$ -	\$ 11,795	\$ 11,795
\$ -	\$ 3,242	\$ 3,242	Klein/ Danaher	\$ -	\$ -	\$ -	\$ -	\$ 3,242	\$ 3,242
\$ -	\$ 78	\$ 78	Lorimer	\$ -	\$ -	\$ -	\$ -	\$ 78	\$ 78
\$ -	\$ 557	\$ 557	Dr. Gloria Maina	\$ -	\$ -	\$ -	\$ -	\$ 557	\$ 557
\$ -	\$ 165	\$ 165	Frances S. Mallett	\$ -	\$ -	\$ -	\$ -	\$ 165	\$ 165
\$ -	\$ 13,222	\$ 13,222	Loretta McDougall	\$ -	\$ -	\$ -	\$ -	\$ 13,222	\$ 13,222
\$ -	\$ 5,310	\$ 5,310	Middlebrook Wings	\$ -	\$ -	\$ -	\$ -	\$ 5,310	\$ 5,310
\$ -	\$ 9,660	\$ 9,660	Karen Mraz	\$ -	\$ -	\$ -	\$ -	\$ 9,660	\$ 9,660
\$ -	\$ 537	\$ 537	National Merit	\$ -	\$ -	\$ -	\$ -	\$ 537	\$ 537
\$ -	\$ 512	\$ 512	Ralph Pascale	\$ -	\$ -	\$ -	\$ -	\$ 512	\$ 512
\$ 8,000	\$ 1,038	\$ 9,038	PHNA	\$ -	\$ -	\$ -	\$ 8,000	\$ 1,038	\$ 9,038
\$ -	\$ 15,416	\$ 15,416	Jill Resnick	\$ -	\$ -	\$ -	\$ -	\$ 15,416	\$ 15,416
\$ 5,190	\$ 971	\$ 6,161	R. Rossomando	\$ -	\$ -	\$ -	\$ 5,190	\$ 971	\$ 6,161
\$ 2,500	\$ 314	\$ 2,814	R. Simses	\$ -	\$ -	\$ -	\$ 2,500	\$ 314	\$ 2,814
\$ 2,200	\$ 277	\$ 2,477	R. Stowe	\$ -	\$ -	\$ -	\$ 2,200	\$ 277	\$ 2,477
\$ -	\$ 1,114	\$ 1,114	Trumbull High	\$ -	\$ -	\$ -	\$ -	\$ 1,114	\$ 1,114
\$ -	\$ 212	\$ 212	Jennie N. Villano	\$ -	\$ -	\$ -	\$ -	\$ 212	\$ 212
\$ 10,000	\$ 1,140	\$ 11,140	Zink	\$ -	\$ -	\$ -	\$ 10,000	\$ 1,140	\$ 11,140
\$ 39,575	\$ 128,130	\$ 167,705	Total Scholarship Fund	\$ 4,615	\$ 1,000	\$ 3,615	\$ 39,575	\$ 131,745	\$ 171,320

FOR 2024 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL

2051713 ELITE Business Program							

2051713 40400 REVENUE	0	0	0	-6,916.63	.00	6,916.63	100.0%
2051713 40410 GCRV	0	0	0	-110.00	.00	110.00	100.0%
2051713 51120 AIDE-CLSRM	0	0	0	5,723.07	.00	-5,723.07	100.0%*
2051713 52001 FICA/MEDIC	0	0	0	202.44	.00	-202.44	100.0%*
2051713 54000 PURCH.PROP	0	0	0	1,998.90	4,319.90	-6,318.80	100.0%*
2051713 54101 ELECTRIC	0	0	0	1,649.86	3,350.14	-5,000.00	100.0%*
2051713 54410 RENT	0	0	0	16,308.32	33,600.00	-49,908.32	100.0%*
2051713 54900 PROP SERV	0	0	0	4,678.35	4,451.63	-9,129.98	100.0%*
2051713 55000 Other Purc	0	0	0	1,576.91	2,625.08	-4,201.99	100.0%*
2051713 56000 Supplies	0	0	0	1,181.69	3,684.93	-4,866.62	100.0%*
2051713 56202 NATUR. GAS	0	0	0	8.65	2,500.00	-2,508.65	100.0%*
2051713 57000 Equipment	0	0	0	171.42	.00	-171.42	100.0%*
2051713 58900 DUES	0	0	0	135.92	.00	-135.92	100.0%*
2051713 59998 PY Surplus	0	4,135	4,135	.00	.00	4,134.51	.0%
TOTAL ELITE Business Program	0	4,135	4,135	26,608.90	54,531.68	-77,006.07	1962.5%
TOTAL REVENUES	0	0	0	-7,026.63	.00	7,026.63	
TOTAL EXPENSES	0	4,135	4,135	33,635.53	54,531.68	-84,032.70	
GRAND TOTAL	0	4,135	4,135	26,608.90	54,531.68	-77,006.07	1962.5%

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

FOR 2024 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL

2051709 THS Student Parking							

2051709 40150 Misc Inc	0	0	0	-25.52	.00	25.52	100.0%
2051709 40400 Parking	0	0	0	-25,815.00	.00	25,815.00	100.0%
2051709 51127 SEC. GRD	0	0	0	1,834.26	.00	-1,834.26	100.0%*
2051709 52001 FICA/MEDIC	0	0	0	38.83	.00	-38.83	100.0%*
2051709 57202 SITE IMPR	0	0	0	16,566.16	.00	-16,566.16	100.0%*
2051709 58900 DUES	0	0	0	7.39	.00	-7.39	100.0%*
2051709 59998 PY Surplus	0	187	187	.00	.00	187.35	.0%
TOTAL THS Student Parking	0	187	187	-7,393.88	.00	7,581.23-3946.6%	
TOTAL REVENUES	0	0	0	-25,840.52	.00	25,840.52	
TOTAL EXPENSES	0	187	187	18,446.64	.00	-18,259.29	
GRAND TOTAL	0	187	187	-7,393.88	.00	7,581.23-3946.6%	

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

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the

Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, October 26, 2023

Attendees: Committee Members: Jackie Norcel, Julia McNamee, Chris Bandecchi (joined at 5:02); Staff: Paul Hendrickson and Peg Brindisi; Public: Cindy Katske and Mary Issac.

Location: Long Hill – Ellie’s Room

The meeting was called to order at 4:30 pm.

The minutes of the September 21, 2023 meeting were approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Mr. Hendrickson reviewed the financial reports of July, August and September 2023 including:

- a. Fund 001 the BOE General Fund
- b. Fund 009 the Town’s Fund for Non-Public school expenditures
- c. Fund 100 Student Activities
- d. Fund 200 State and Federal grants
- e. Fund 205 Special Revenue Funds
- f. Fund 210 Food Service
- g. Fund 300 Scholarships formerly Expendable Trust
- h. ELITE
- i. THS Parking

Mr. Hendrickson mentioned that the available appeared high due to purchases not being made and accounts not being fully encumbered this early in the year. The Committee asked questions about PPS; Dean Catalano, PPS Director will attend the Committee’s next meeting on November 16th. Also, the Committee requested additional information on ESS with regard to substitutes and cost.

A motion was made by Ms. McNamee and seconded by Mr. Bandecchi to forward the financials for July, August, and September 2023 to the Board of Education. The motion passed 3-0.

Ms. McNamee made a motion to adjourn and the motion was seconded by Mr. Bandecchi. The motion passed 3-0, and the meeting was adjourned at 5:11 pm.

Respectfully submitted,

Paul Hendrickson

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Meeting Minutes

Date of Meeting: Thursday, November, 16, 2023

Attendees: Committee Members: Jackie Norcel, Julia McNamee, Chris Bandecchi; Staff: Paul Hendrickson and Peg Brindisi; Public: Mary Issac, Cindy Katske, Vicki Tesoro, and Michael Barker (joined at 4:45 pm).

Location: Long Hill – Ellie’s Room

The meeting was called to order at 4:31 pm.

The minutes of the October 26, 2023 meeting were approved 3-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Pupil Personnel Services (PPS) Director Dean Catalano spoke at length about his department including staffing, programs, transportation, and excess cost reimbursement (ECR). He answered several Committee questions.

Mr. Hendrickson reviewed the financial report of October 2023 including:

- a. Fund 001 the BOE General Fund
- b. Fund 009 the Town’s Fund for Non-Public school expenditures
- c. Fund 100 Student Activities
- d. Fund 200 State and Federal grants
- e. Fund 205 Special Revenue Funds
- f. Fund 210 Food Service
- g. Fund 300 Scholarships formerly Expendable Trust
- h. ELITE
- i. THS Parking

Mr. Hendrickson mentioned that the available appeared high due to purchases not being made and accounts not being fully encumbered this early in the year. The Committee asked questions about ESS, Food Service reimbursement from the State, and THS Parking. At the December 21st meeting, dates for the 2024 Finance Committee meetings will be discussed. Also, Technology Director Jeff VanSteenburgh will attend the December 21st meeting to discuss the District’s technology plans and operations.

A motion was made by Ms. McNamee and seconded by Mr. Bandecchi to forward the October 2023 financials to the Board of Education. The motion passed 3-0.

Ms. McNamee made a motion to adjourn and the motion was seconded by Mr. Bandecchi. The motion passed 3-0, and the meeting was adjourned at 5:32 pm.

Respectfully submitted,

Paul Hendrickson

DRAFT

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, December 12, 2023

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

Recommendation:

Receive and file.

PENDING LITIGATION

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

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, December 12, 2023

Agenda Item IV-B

Status of Negotiations

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

Recommendation:

Receive and file.

STATUS OF NEGOTIATIONS

<u>Unit</u>	<u>Member of Board's Negotiating Team</u>	<u>Status of Negotiations</u>
Teachers TEA	Attorney Floyd Dugas Marie Petitti Alison Squiccimaro	The TEA Agreement covers the period from July 1, 2023 to June 30, 2026.
Administrators TAA	Attorney Floyd Dugas Marie Petitti Alison Squiccimaro	The TAA Agreement covers the period from July 1, 2024 to June 30, 2027.
Administrative Support Services	Attorney Floyd Dugas	The (TASS) Administrative Support covers the period from July 1, 2021 to June 30, 2025.
CALU		
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2021 to June 30, 2025.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2020 to June 30, 2024. Negotiations for a successor Agreement have begun.
CILU Supervisor/ Support Staff CILU LOCAL #21	Attorney Floyd Dugas	The CILU Supervisors Agreement covers the period from July 1, 2021 to June 30, 2024. Negotiations for a successor Agreement have been begun. The CILU Support Agreement covers the period from July 1, 2021 to June 30, 2024. Negotiations for a successor Agreement have been begun.