
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, December 10, 2024, 7:00 p.m.
Long Hill Administration Building
Agenda

<https://us06web.zoom.us/j/87024788560?pwd=5bEyj0BUzE7I6g6GTLL5g7oRvZmurQ.1>

Webinar ID: 870 2478 8560

Password: 503258

Join by telephone: (309) 205-3325 or (833) 548-0276 (Toll Free) / Webinar ID: 870 2478 8560

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Correspondence – Correspondence may be sent to BoardofEd@trumbullps.org
- C. 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 sign up](#). We will limit participants to the first **15** individuals that submit the form. Public comment will be limited to 2 minutes.
- D. Superintendent Report
- E. Board Chairman Report
- F. Teacher BOE Representative Report

III. REPORTS/ACTION ITEMS

- A. Approval/Minutes
 - Regular Meeting of November 12, 2024
- B. Approval/Donation Book Vending Machine from Middlebrook PTA – Ms. Ponte, Ms. Molloy
- C. Approval – THS Model UN Club to Courtyard Marriott Washington, DC/Foggy Bottom – Mr. Jack LaBarca
- D. Personnel Report
- E. Curriculum Committee Report – Mrs. Petitti/Mrs. Timpanelli
 - Curriculum Guides:
 - Grade 12 Poetry
 - Grade 9 ACP Algebra I
 - Grade 9 CP Algebra
- F. Financial Committee Report – Mrs. Norcel
 - Financial Report as of October 31, 2024 - 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 10, 2024

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- BOE Regular Meeting of November 12, 2024

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – November 12, 2024, 7:00 p.m.
Minutes

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
L. Nuland – Secretary
C. Bandecchi
T. Gallo
J. McNamee
M. Petitti
A. Squiccimarro

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. Recognitions

1. THS Boys Golf FCIAC Champions

The THS Boys Golf team won the FCIAC Championship for the first time in 39 years. They finished with a 13-1 FCIAC record which we believe was the best FCIAC regular season record in school history.

The Board of Education and administration congratulated the THS Boys Golf Team and presented them with certificates.

2. THSGEMB State Champions, Open Division III

The THSGEMB won the US Bands Connecticut State Championships on Saturday, October 26, 2024 earning a score of 91.9, winning best percussion, color guard, music, visual effect, and overall effect, as well as the title of CT State Champions with their 2024 show entitled “Glitch.” Special thanks to director Josh Murphy, assistant director Andrea Rivera-Luna, and all of the THSGEMB instructors for their time and hard work in helping the students achieve this award.

The Board of Education and administration congratulated the THSGEMB and presented them with certificates.

- C. Correspondence – Mrs. Nuland read the following correspondence: Dana Aponte wrote with a transportation issue; Rob and Allison Tedesco wrote in support of a Tashua teacher; Jenn Burke wrote how her children benefited from a Tashua teacher and thanked staff for putting children first.
- D. Public Comment - there were no sign ups for tonight's meeting.
- E. Superintendent Report - Dr. Semmel
- Dr. Semmel informed the public about the situation involving a Tashua teacher who has been placed on administrative leave. Our top priority is the safety of students and staff at Tashua, and we thank the Trumbull Police Department for their continued responsiveness in ensuring everyone's safety.
 - Dr. Semmel extends his thanks to the entire town of Trumbull for their support in voting on the Hillcrest referendum, which passed with more than a 2-to-1 majority in favor of approving a new Hillcrest. The Town Council will now begin work on the educational specifications, and we look forward to the opening of the new Hillcrest in the fall of 2027.
 - The State of Connecticut has released its performance accountability ratings, and Trumbull is proud to announce that we have moved up from #7 to #6 in the rankings, with every elementary school recognized as a School of Distinction. This success is a testament to the dedication of our outstanding educators, families, and the Board of Education, all of whom play a crucial role in supporting our students' learning.
- F. Board Chairman Report - Mrs. Timpanelli
- On behalf of the Board, we would like to express our gratitude to everyone who voted in favor of the Hillcrest project. Your support will help ensure the continued success of our schools. The Veterans Day program this year at THS was exceptional, thanks to Mrs. Rubano at THS. We are deeply grateful to our veterans for their service and for the freedoms we enjoy everyday.
- G. Student BOE Representatives Report
- Student BOE Representatives Vanessa Maignan and Jiya Malhotra reported: TECEC-students will complete their fall thematic unit and transition into Foundation lessons, playdate pajama party at Trumbull Library; Daniels Farm-pumpkin decorating contest, Boo Bash Frenchtown-Pumpkin Parade, fall crafts, First Selectman visit to celebrate summer reading program; Jane Ryan- Veterans Day concert Middlebrook- first grade field trip to the Hillcrest Planetarium, second grade plans for Thanksgiving Day parade; Booth Hill- student council food drive to be donated to the Bridgeport Black Rock food pantry; Tashua- National Stress Awareness day, author Clare Pittari will read at the Veterans Day assembly; Hillcrest- on November 4, Hillcrest building tours Madison- fall dance, Red Ribbon week THS- NEASC reaccreditation collaborative conference visit on November 18-19, Veterans Day assembly, Healthy Athlete Forum, parent teacher conferences to be held on November 21, powderpuff football game

Agenda Item III—Reports/Action Items

A. Approval/Field Trips

1. THS Winter Color Guard to WGI Bethlehem at Liberty High School – Mr. Josh Murphy
Mr. Josh Murphy presented the THS Winter Color Guard trip to the WGI Bethlehem at Liberty High School which is scheduled for March 22, 2025 to March 23, 2025 for students to compete against other students from all over the east coast and showcase their hard work.

Funding for this trip is provided through the THS Winter Color Guard families and through fundraising throughout the fall and planned outings at Stop and Shop to solicit donations as well as evenings at Trumbull Pizza Co.

It was moved (Gallo) and seconded (Norcel) to approve the THS Winter Color Guard to WGI Bethlehem from March 22-23, 2025 at Liberty High School as presented. Vote: Unanimous in favor.

2. THS Winter Percussion to WGI Tom's River at RWJ Barnabas Health Arena – Mr. Murphy
Mr. Murphy presented the Winter Percussion trip to WGI Tom's River at RWJ Barnabas Health Arena which is planned for March 22, 2025 to March 23, 2025. Students will compete against groups from all over the east coast and showcase their hard work throughout the season. Funding for this trip is provided through the THS Winter Percussion families.

It was moved (Gallo) and seconded (Norcel) to approve the THS Winter Percussion trip to WGI Tom's River at RWJ Barnabas Health Arena from March 22-23, 2025 as presented. Vote: Unanimous in favor.

3. THS Music Department to Music in the Parks – Hershey Park – Mr. Josh Murphy
Mr. Murphy presented the THS Music Department trip to Music in the Parks – Hershey Park which is scheduled for May 1, 2025 to May 3, 2025 for students to showcase their hard work and preparation at an adjudication festival. Funding for this trip is provided through the THS Music Department families. Students will also participate in a snap-raise fundraiser as well as several other fundraisers to help offset the trip cost.

It was moved (Gallo) and seconded (Norcel) to approve the THS Music Department trip to Music in the Parks – Hershey Park scheduled for May 1-3, 2025 as presented. Vote: Unanimous in favor.

4. THS Model UN Club to Boston Marriott Copley Place, Boston, MA – Mr. Jack LaBarca.
Mr. Jack LaBarca presented the THS Model UN Club to Boston which is scheduled for February 7, 2025 to February 9, 2025 for students to engage in debates on world issues in an academic model United Nations conference. Funding for this trip is provided through ACE Foundation and BEI, as well as parents, grants, and fundraising.

It was moved (Gallo) and seconded (Bandeccchi) to approve the THS Model UN Club to Boston from February 7-9, 2025 as presented. Vote: Unanimous in favor.

B. Approval/Minutes

The minutes of the BOE Regular Meeting of October 22, 2024 were presented for Board approval.

It was moved (Norcel) and seconded (Gallo) to approve the minutes of the BOE Regular Meeting of October 22, 2024 as presented. In favor: Bandecchi, Petitti, Norcel, Timpanelli, Gallo, McNamee, Nuland. Abstain: Squicciarro. Motion passes.

C. Curriculum Committee Report

The Curriculum Committee's met on October 24, 2024, and asks the Board of Education to review the information regarding next steps in K-5 ELA programming and adopt the revisions to the high school curriculum guide as noted below.

- Review- Update on the K-5 ELA Programmatic Resource
- Curriculum Revision Approval- Grades 11-12 U.S. Economic Systems

It was moved (Petitti) and seconded (McNamee) to approve the curriculum revision of grades 11-12 U.S. Economic Systems as presented. Vote: Unanimous in favor.

D. Personnel Report

Dr. Semmel presented the following certified retirements/resignations:

- Clyons, Katherine; grade 1 teacher at Jane Ryan Elementary School since September 1987.
- Pierce, Mary; grade 5 teacher at Tashua Elementary School since August 2005.
- Rosa, Anne; English language learner teacher district wide since December 2006.
- Rubano, Katherine; social studies department chairperson/teacher at Trumbull High School since August 1999.

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

Dr. Semmel presented the following request for Leave of Absence:

Marsillio, Megan; grade 2 teacher at Tashua Elementary School (currently on maternity leave) is requesting a personal leave of absence without pay from December 20, 2024 through June 30, 2025. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

It was moved (Gallo) and seconded (Norcel) to approve the above personal leave of absence for Megan Marsillio which is in compliance with the Trumbull Board of Education Leave of Absence Policy 4150 as presented. Vote: Unanimous in favor.

E. Approval/2025 Board of Education Meeting Dates

In accordance with Section 10-218 of the Connecticut General Statutes and the By-laws of the Trumbull Board of Education, the Board shall adopt a meeting schedule for the upcoming year. Dr. Semmel presented the proposed 2025 Board of Education Meeting dates for approval.

It was moved (Nuland) and seconded (Norcel) to approve the 2025 Board of Education dates as presented. Vote: Unanimous in favor.

F. Future Ready Technology Update

Christina Hefele, Director of Digital Learning and Jeff VanSteenburgh, Technology Manager presented the district's progress on the Future Ready Technology plan that was shared in February, 2023 and identified the focus areas for Year 3 of the plan.

G. Policy Committee Report

Mr. Tim Gallo reported that the Policy Committee of the Board of Education met on October 15, 2024. Dr. Iwanicki presented the following policies for second reading.

- 1316 – Civility and Respectful Conduct
- 1316 – Public Conduct at School Sponsored Activities

It was moved (Gallo) and seconded (Norcel) to approve Policy 1316 –Civility and Respectful Conduct as presented. Vote: Unanimous in favor.

It was moved (Gallo) and seconded (Norcel) to amend the title of policy 1316- Public Conduct at School Sponsored Activities to 1316.1-Public Conduct at School Sponsored Activities and approve this policy as presented. Vote: Unanimous in favor.

H. Financial Committee Report

The Finance Committee of the Board of Education met on October 31, 2024 and reviewed the September 30, 2024 financial reports including the transfer of not more than \$83,000 from the Non-Lapsing Account for transportation and audit expenses incurred during the 2023-2024 fiscal year.

It was moved (Gallo) and seconded (McNamee) to approve the financial reports as of September 30, 2024 as presented which includes the transfer of not more than \$83,000 from the Non-Lapsing Account for transportation and audit expenses incurred during the 2023-2024 fiscal year. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:30 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 10, 2024

Ms. Ponte, Ms. Molloy

Agenda Item – III-B

Approval/Donation from The Middlebrook PTA

Discuss a donation of \$6,240.00 for the Inchy Book Worm Vending Machine to include 100ct tokens, picture book tray and lift gate for delivery. The book vending machine is a creative way to promote a love of reading while recognizing students who act responsibly, work with heart and show respect. Students might earn tokens during celebrations, by demonstrating key skills outlined in the Vision of a Graduate, or through other methods designed by our leadership team and inspired by student input. These tokens can be used to select books, fostering a love of reading and recognizing their growth in meaningful ways.

Recommendation:

Approve and accept with gratitude the donation of \$6,240.00 for the Inchy Book Worm Vending Machine to Middlebrook Elementary School.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting–December 10, 2024

Mr. Jack LaBarca

Agenda Item: III-C

Approval of Trumbull High School Model UN Club to
Courtyard Marriott Washington, DC/Foggy Bottom

The THS Model UN Club trip to Courtyard Marriott Washington, DC/Foggy Bottom is scheduled for March 20, 2025 to March 24, 2025 for students of the THS Model UN Club to have the opportunity to experience briefings, lectures, and speeches from leading professionals in related fields. This conference will challenge their diplomatic skills, increase their knowledge of the subjects debated, and enrich their understanding of the world.

Funding for this trip is provided through the THS Model UN Club parents, Ace Foundation, BEI to help with grants, and other fundraising events in the community. 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 overnight field trip to Courtyard Marriott Washington, DC/Foggy Bottom.



Trumbull Public Schools

2024-2025 Application for Field Trips

Please note that all field trips requested must be aligned with the Trumbull Public Schools curriculum and provide educational opportunities for students. Submitted applications must be entered by the Principal or Principal Designee and submitted via this form at least 30-days prior to date of trip for in-state day trips and at least 90-days prior for out-of-state trips, overnight trips, and trips to foreign countries.

Submitted By: jlabarca@trumbullps.net

Date Submitted: 11/8/2024 7:48:23

School: Trumbull High School

Group: THS MODEL UN CLUB

Departure Date/Time: 3/20/2025 9:57:00 AM

Arrival Time at Destination: 3:07:00 PM

Return Date/Time: 3/24/2025 10:35:00 AM

Arrival Time back at school: 3:44:00 PM

Destination: Courtyard Marriott Washington, DC/Foggy Bottom

Destination Address: 515 20th Street NW

City: Washington

State: Washington

Zip: 20006

How will this activity enhance student learning and integrate curricular goals: Our students will have the opportunity 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.

Type of Field Trip: Overnight Trip

Transportation Request: Parents will drop off and pick up students at AMTRAK Bridgeport

Number of students: 20 **Grade Level:** 9-12

STUDENTS/CHAPERONE RATIOS

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

of Chaperones: 2

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Jack LaBarca	2036235594	Yes	3/20/2025	
Andrea Kremzar	2036237172	Yes	3/20/2025	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	\$ \$1,848	\$Parents/ Grants/ Fundraising	
Registration Fees	\$ \$1,480	\$Ace Foundation	
Other	Hotels - \$11,118	Parents/ Fundraising/grants	
Student Contributions			
Transportation	\$0	Family	N/A
Entrance Fees/Room & Board/Food	\$0	Family	N/A
Total Cost for Each Student	\$ \$722 - without any grants or fundraising applied yet - This will not be the final costs it will be lower than	Family	N/A

	this.		
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Additional Notes:

Transportation Notes:

Registration Notes:

Fundraising/Other Funding Sources: Will be working Ace Foundation. BEI to help with grants to offset costs, we will also be doing several fundraising events in the community to help reduce the costs for students attending the trip to make it more affordable

Amount Offset by Fundraising/Other funding sources per Student: My hope is to reduce the costs by \$150-\$175 to get in the \$550 range per student.

APPROVALS

All approvals are done electronically, below is confirmation of each approval:

Principal/Dept Head Approval: TRUE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: mabarton@trumbullps.org

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 20th 2025 to Monday , March 24th 2025

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: Courtyard Washington, DC/Foggy Bottom
515 20th Street NW, Washington, District Of Columbia 20006 USA
Rate is \$378 for advisor rooms and \$404 for student rooms per night for four nights. Estimated costs for 7 rooms is \$11,118 USD (\$556 per person)

Transportation: Amtrak from Bridgeport to Washington DC
3/20 Thursday, Northeast Regional Train 125 - Departs 9:57 AM
3/24 Monday, Northeast Regional Train 174- Departs 10:35

AM

Costs right now are \$84 per person.

Expenses: Hotel \$11,118
Train \$1848
Registration \$1480 (\$115 per student)
TOTAL: \$14446= \$722 per person

Grants: Trumbull ACE Foundation / BEI PENDING

TOTAL COST PER STUDENT: \$722

TOTAL COST OF THE TRIP - \$722

Permission slip plus check made out to Trumbull High School due by Thursday, Jan 16th 2025 to Mr. LaBarca in C8

Lodging:

Courtyard Washington, DC/Foggy Bottom

515 20th Street NW, Washington, District Of Columbia 20006 USA

<https://www.marriott.com/en-us/hotels/wasfb-courtyard-washington-dc-foggy-bottom/overview/>

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 Monday, March 24th at 8:50pm.

Amtrak Travel Details:

Departure: Thursday, March 20th at 9:57 am on board **Train 125** from Bridgeport, CT to Washington DC arrive at 3:07PM Union Station

Return: Monday, March 24th at 10:35am on board **Train 174** from Washington DC to Bridgeport, CT. arriving at 3:44PM (Total cost approx \$84)

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

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

Conference Schedule

THURSDAY, March 20th

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 21st

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 22nd

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 23rd

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 --Washington will be slightly chilly in March
- **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 Washington train station 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 (GWCI) 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 10, 2024

Dr. Semmel

Agenda Item III - D

Personnel

Resignations – Certified

Samela, Steven; district physical education/health teacher since September 2023, resigning effective December 20, 2024.

Recommendation:

Accept.

Resignations – Non-Certified

Perkowski, Joann; Human Resources Support Specialist at the Long Hill Administration Building since July 2006, retiring effective March 7, 2025.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 10, 2024

Agenda Item –III-E

Mrs. Pettti/Mrs. Timpanelli
Curriculum Committee Report
Curriculum Committee Meeting – 11-13-2024

Recommendation:

Review and Approve

Dr. Iwanicki

Curriculum Guides Revisions

Based on the Curriculum Committee's meeting on November 13, 2024, the Board of Education will be asked to review and adopt the revisions to the high school curriculum guides as noted below:

- *Grade 12 Poetry*
- *Grade 9 ACP Algebra I*
- *Grade 9 CP Algebra*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, November 13, 8:30 a.m.
Trumbull High School Main Office Conference room

MINUTES

I. Call to Order/Introduction

The meeting was called to order 8:37 am.

Members Present

L. Timpanelli, BOE Chair

L.Nuland, BOE Member

J.McNamee, BOE Member

S.Iwanicki, Ed.D, administrative designee

Members Absent

M. Petitti, BOE Curriculum Committee Chair

II. Public Comment- No public comment was received.

III. Approval/Minutes – Regular Meeting 10/24/2024 Ms. McNamee motioned to approve the minutes of 10/24/24. Mrs. Nuland seconded. Mrs. Timpanelli abstained. The motion passed.

IV. New Business

- a. New Curriculum Guide, Pilot Update: *Grade 12 Story of Self*- English teacher, Mr. Kevin Pacelli presented the pilot update, mentioning that teacher, Jim McCaffery, was the original creator of the course. The two worked together to revise current pilot guide being used. Mr. Pacelli is teaching the course and getting a wonderful response from students. He shared it starts off as a hero's journey and then leads into philosophy that students discover through literature. Each unit focuses on an element of the hero's journey. Book groups, shared inquiry groups and answering unit essential questions are formats that the class engages in regularly. Reading analysis, written reflection, presentation and story-telling are also interwoven into units of the course. Mrs. Timpanelli asked about student experiences in transformation. Mr. Pacelli shared that students are more confident in their authentic writing as a result of the experience. Mrs. Nuland inquired about the course as a support for students in college. Mr. Pacelli shared that students do have a better understanding of themselves as a result of the course. Ms. McNamee asked about the development of the English skills for students. Mr. Pacelli said there is a concentration on taking evidence from the text and using it in their writing. Mrs. Timpanelli highlighted the outcomes of Unit 1 seemed to focus on Bloom's Taxonomy level skills such as definitions and using vocabulary. She noted that for seniors, more rigor would strengthen the course. Mrs. McNamee added that there should be inclusion of more sophisticated standards overall. Department Chair Mrs. Rizzo was on hand to address

questions as well. The department will be further crafting this course to bring a revised version of the guide later after it is fully piloted. The teachers are pleased that this initial pilot is resonating with the students and provides more opportunity for Grade 12 electives in English.

- b. Curriculum Guide Revision: *Grade 12 Poetry*- Department Chair Anne Rizzo was joined by Karlen Shupp and Mary Colombo. Mrs. Shupp began by explained that the Grade 12 Poetry guide has been revised to be an Honors/ACP option for students. She highlighted the differences between the levels of the course and the assessments. Each were crafted to differentiate demand of the course credit levels. Mrs. Timpanelli took notice the well-designed nature of the units. Ms. McNamee shared her observance of the inclusion of both traditional and non-traditional poets. Mary Colombo shared the different forms of poetry that students explore and the ways in which specific styles reflect their messages. Mrs. Nuland asked about the inclusion of song in the guide. Ms. Colombo described the manner in which the course uses song as a platform to study elements of poetry and language. The teachers also mentioned culminating performances associated with the course which students enjoy as a part of the learning process. Ms. McNamee motioned to pass the Grade 12 Poetry Guide to the Board for full approval. Mrs. Nuland seconded. The motion passed unanimously.
- c. Curriculum Guide Revision: *Grade 9 ACP Algebra I*- Math teachers Elizabeth Capobianco and Nicole Trommelen presented. Their goal in the revision was to add more applications to the course. A linear example was provided, such as when you are knitting a scarf it is going to grow “this much” in a day of knitting. As it is a 9th grade course, this gives them a foundation. Statistic examples that coordinate with the SAT were also added. They mentioned that making the course more high-interest and “less boring” was a driver for them during their revision. Dr. Iwanicki mentioned that the Defined Learning website may have resources to complement their units. Ms. McNamee motioned to pass *Grade 9 ACP Algebra I*- to the Board for full approval. Mrs. Nuland seconded. The motion passed unanimously
- d. Curriculum Guide Revision: *Grade 9 CP Algebra I*- Math teachers Elizabeth Capobianco and Nicole Trommelen shared that the CP course was reordered so that quadratics come before exponential functions. They revised the depth of the questions and added more support to the units. Mrs. Nuland motioned to pass *Grade 9 CP Algebra I*- to the Board for full approval. Ms. McNamee seconded. The motion passed unanimously

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Poetry
Grade 12

2024

(Last revision date: 2014)

Curriculum Writing Team

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English Teacher, Trumbull High School
English Teacher, Trumbull High School
Assistant Superintendent

Poetry
Grade 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Poetry is a one-semester course that offers students an introduction to the different elements that go into reading, interpreting, appreciating and writing poetry. The essence of poetry is voice, allowing the author to tell a story, to relate an experience, and to connect with his or her reader. Throughout this course, students will interact with poetry in a variety of modes, through analyzing different works and writing their own original poems. They will learn how poets express themselves through exposure to poetry that represents a variety of styles, backgrounds and cultures, both written and spoken word. Perhaps the most important part of this class is that it provides students with an opportunity to discover their own unique voices in a true learning community; a place in which students can learn, question, debate, think, grow and write. The course encourages creativity, is constructivist and organic, and draws on students' prior skills and knowledge gained in grades 9-11 English courses.

The distillation of feeling and emotion in a text relies heavily on voice, which provides an opportunity for students to explore and experiment with language. They will read, watch, analyze, discuss, write about and reflect upon poems that embody the authors' personal exploration, as well as discover and refine their own written/spoken voice. Writing will play an integral role in the course as students will interact with poetry through various modes of writing. Students will respond to various texts in written form, both organic and formal, and also write their own poetry throughout the course. Students will become part of a writing community in which they will have the opportunity to share their work, to give and receive positive and constructive feedback, and to cultivate their own unique voice. For example, after studying various examples of figurative language, students will work to integrate these examples into their own pieces. Students are expected to be actively engaged in their own learning process, participating in class discussions and working effectively within workshop groups. All assignments are weighted according to the amount of work involved and point values are left to the discretion of the teachers.

Students will be able to trace their own growth and development as writers through the anthology process, which requires students to assemble an anthology of their work throughout the semester and participate in an ongoing revision and reflection (both formal and informal) of their work as the course progresses. Towards the end of the semester, students will select and substantially revise some of their favorite pieces, both assessed and drafted, to compile an anthology that reflects their individual poetic voice. With the support of their writing group in

the classroom, students will select pieces that demonstrate their growth as authors. Focusing on the different elements of poetry learned in the course, students will reflect upon their own individual pieces, allowing both student and teacher to trace the growth of the student as author.

Due to its comprehensive nature as representative of the student's body of work over the entire course of study, the anthology is in lieu of a final examination in the course. Since Poetry ACP/H is a portfolio course, all students must complete the culminating Poetry Anthology as a second marking period major assessment. The OPTIONAL final exam, an on-demand performance task and author's note is meant to support students in successfully completing the course. Students who choose to complete the optional final exam may have incomplete assignments, need an additional opportunity to practice skills, or may wish to improve their overall final grade in the course.

Mandatory Honors Section Project/Criteria

Students may take the course at the Advanced College-Preparatory or the Honors level; for Honors credit, in addition to completing all regular assignments and anthology requirements each marking period, students will:

- produce a lesson or podcast in Unit 1 and produce one additional poem as a summative assessment,
- produce two more poems for the Great Form Challenge in Unit 2,
- take on and maintain a leadership role for the interdisciplinary cross-course task or complete an independent study of the *Dead Poets Society* in Unit 3,
- include the maximum number of poems in the culminating anthology.

*Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria.

COURSE GOALS

The following course goals derive from the [2010 Connecticut Core Standards](#):

CCSS.ELA-LITERACY.RI.1
1-12.1

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

CCSS.ELA-LITERACY.RI.11-12.2

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

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

	meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-LITERACY.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-LITERACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-LITERACY.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.5A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-LITERACY.L.11-12.5B	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following course goals derive from the [2016 ISTE Technology Standards](#):

ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.1.D	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.3.C	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 1.4.D	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
ISTE 1.6.A	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.7.C	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- poetry is a form of art that distills feeling and emotion into powerful narratives representative of the human experience.
- poets utilize a variety of different forms - adhering to rules, breaking them, and even creating new modes - as part of the ongoing evolutionary artistic process.
- although writing may be an individualistic endeavor, poetry is a shared communal experience.
- poetry, both in form and content, is an essential element of global citizenship as it helps us understand our society, culture, and the world at large.
- they each have an individual poetic voice that is distinct, valuable, and necessary to express their own thoughts, feelings, emotions, and opinions about themselves and the world around them.
- sharing and critiquing work - both theirs, published poets, and peers - is a necessary process towards the development of their own poetic voice.
- it is important to experience poetry that represents a variety of styles, backgrounds and cultures so that they can broaden their world view.
- poetry, like all writing, is a form of intellectual property

COURSE ESSENTIAL QUESTIONS

- How do poets create and establish meaning?
 - How and why do poets determine which form and words to utilize?
- How is poetry used to shed light on issues that impact the human experience?
 - How does reading a range of poets from different time periods and cultures inform our view and expand our understanding of the world around us?
- What is your poetic voice?
 - How can you best express this voice to your audience?
 - How can you hone and improve upon your voice?
 - How can your voice contribute to the world around you?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - that there are a myriad of poetic forms.
 - that poets often break form and defy convention to accomplish their goals.
 - terminology that helps them identify and interpret elements of writer's craft.
 - that poetry is an essential part of human expression/a revered art form
- Students will be able to . . .
 - read and analyze a variety of poetic works.
 - identify and interpret elements of the writer's craft that establish the content and meaning of a poem.
 - determine the message and impact of a poet or poem.
 - choose poetic forms and devices to best express their ideas.
 - identify various poetic forms and how to write in these forms.

- write and revise poetry with a specific focus on the power of language to both express themselves and move others.
- share and perform poetry as part of a community of poets.
- utilize their physical voice (tone, volume, inflection, pace) to convey their message.
- utilize poetry to further their understanding of the world.
- discover and celebrate the role of poetry in their lives outside of the classroom.

COURSE SYLLABUS

Course Name

Poetry

Level

Advanced College Prep/Honors*

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

This semester-long course offers students the opportunity to pursue their interest in studying poetry with a new level of depth and intensity. Students will approach poetry from multiple vantage points—as readers, listeners, viewers, writers and speakers. As readers, students will analyze authors’ techniques and use of literary devices, themes, and poetic forms in order to synthesize and make greater meaning of the poems they read. As listeners, students will engage in active listening, identifying and appreciating the tone, pace, volume and inflection in a poet’s speech and how it imparts meaning. As viewers, students will pay attention to a poet’s facial expressions and body movements to analyze the impact on message and meaning. As writers, students will try their own hand at the art form they are studying; revision of their own work is a requirement, and workshopping opportunities will be provided. As speakers, students will practice employing verbal techniques to determine which strategies are most effective at conveying their intended message as they deliver their poems aloud to an audience. Students will access and study poems over a variety of platforms including printed text, online anthologies, podcasts, and video performances. Assessments in this course include but are not limited to: written and verbal literary analysis of poems, original student poems (written, spoken and performed), and a required culminating anthology that showcases the growth in the body of work produced by the student over the course of the semester.

Assured Assessments

Formative Assessments:

- First Day of Class Poem
- Class Participation

Summative Assessments:

- The Great Form Challenge
- Where I'm From Poem
- Multi-Voice Poem
- Poetry Slam Reflection*
- Student Poetry Anthology

Supplemental Texts

- Poetry Anthologies
 - [*Oxblood* - Nicole Caruso Garcia](#)
 - [*Counting Descent* - Clint Smith](#)
 - [*Weaving Sundown in a Scarlet Light* - Joy Harjo](#)
 - [*The Tradition* - Jericho Brown](#)
 - [*The Carrying* - Ada Limón](#)
- Teacher-selected poems to analyze and critique as models

UNIT 1 (ongoing over the course of the semester)
Personal Poetic Exploration

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.5A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.1.D	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.7.C	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Unit Essential Questions

- How do poets create and establish meaning?
 - How and why do poets determine which form and words to utilize?
- What is your poetic voice?
 - How can you best express this voice to your audience?
 - How can you hone and improve upon your voice?

Unit Scope and Sequence

Continuing over the course of the semester, Unit one begins on the very first day with the First Day of Class poem. Used as a baseline for writing, students are purposely given little instruction and asked to write a poem. The goal of this assignment is strictly to see what students produce

based on their prior knowledge and skills, which will allow the instructor to tailor future instruction. This assignment will earn a completion grade at the start and will be revisited at the end of the semester when students revise it utilizing the knowledge and skills they've gained over the course.

In this unit, students will focus on the idea of poetic voice: how different authors express their voices and how the students themselves can start to recognize and develop their own, unique voice. Students will use various published authors, as well as teacher and student work, as models and inspirations as they create original poetry reflective of their understanding of the use of various literary elements to create the layers of meaning found in effective poetry. Beginning with the "Where I'm From Poem," teachers will offer students access to various assignments with the purpose of developing and honing students' voices. Depending upon student need and interest, teachers will select assignments for students to engage with, ultimately assessing 4-5 finished pieces. *Students seeking the Honors designation will complete an additional poem as a summative assessment.* Throughout this unit and the semester, students will work in collaborative writing groups to give and receive feedback in a positive and safe environment. Students will also begin establishing work for their poetry anthologies, starting with the poems they create for this unit, adding to their body of work with each piece they produce. Assignments that are not assessed for a grade during this unit may be used as a springboard for new pieces that students may include as part of their Culminating Poetry Anthology.

- **Where I'm From poem: exposes students to a variety of poetic models that answer the question "Where are you from?" Once familiar with the various formats and structure, students will call on these examples to craft their own original work to describe where they are from. This poem calls for students to practice and experiment with poetic devices such as imagery, personification, simile, metaphor, and potentially symbols, puns, and rhyme.**
- Journey Poem: After studying a number of poems depicting journeys, students will pen their own poem portraying a personal physical, emotional, psychological, spiritual, tangible or virtual journey that they have undertaken, employing poetic devices that best suit the content, tone and format of their narrative.
- Multi-Voice Poetry: requires the poet(s) to connect differing perspectives into one, fluid poem in order to highlight a universal theme. This type of poetry gives students the opportunity to collaborate with their classmates to connect their ideas and insights into one narrative, while also highlighting their own voice and individual perspective. This type of poetry requires the poets to take on another person's point of view by connecting with it.
- The Love Poem: challenges students to write a love poem from one inanimate object to another. After examining the personification and wordplay that published poets utilize to accomplish this effectively, students will write their own poems from one object to another, emulating the successful techniques they studied. This may be done individually or with a partner.
- Ekphrasis poetry: defined as a poet's written response to visual art, this assignment presents students with different poets' reactions to visual art, asking them to ultimately choose a piece of art to respond to in verse. Instructors can offer published visual works to which students may choose to respond - or students can select a published visual work

autonomously - the emphasis being on the choices that students make to effectively tell the story behind the art.

- The Mantra poem: has students study the definition of a mantra and analyze how poets use a particular mantra as the muse for an extended metaphor throughout their piece. Students will then identify their own mantra and create a poem that embodies its meaning.
- The Apostrophe poem: asks students to address a poem from a speaker to a concept or person who is not physically present. This allows students to play with point of view and perspective in addition to form and poetic devices.

Unit Assured Assessments

Formative Assessments:

First Day poem

Summative Assessments (3-4 total in addition to the Where I'm From Poem, 4-5 *total in addition to the Where I'm From Poem for Honors*):

Where I'm From Poem

Journey Poem

[Multi-Voice Poetry](#)

Love Poem

[Ekphrasis Poem](#)

Mantra Poem

[Apostrophe Poem](#)

Resources:

Where I'm From Poem

Core:

- ["Where I'm From"](#) - George Ella Lyon
- ["Silver Lined Heart"](#) - Taylor Mali
- ["Counting Descent"](#) - Clint Smith
- ["To Live in the Borderlands"](#) - Gloria Anzaldua

Supplemental:

- ["Using Your Voice is a Political Choice"](#) - Amanda Gorman TedTalk
- ["Things I Didn't Know I Loved"](#) - Hazim Hikmet
- student exemplars from prior years

Journey Poem

Core:

- ["The Hill We Climb"](#) - Amanda Gorman
- ["The Woman Hanging From the Thirteenth Floor Window"](#) - Joy Harjo
- ["The Road Not Taken"](#) - Robert Frost
- ["Lady Lazarus"](#) - Sylvia Plath
- ["OCD"](#) - Neil Hilborn
- ["To This Day"](#) - Shane Koyczan

Supplemental:

- Student & Teacher models
- [“Song of the Open Road”](#) - Walt Whitman

Poem For Two Voices

Core:

- [“Unexpected Links”](#) - Laura Purdie Salas
- [“Hir” - Alysia Harris & Aysha El Shamayleh](#)
- [“Somewhere In America”](#) - Brave New Voices
- [“One Color”](#) -
- [“Emmett”](#) - Brave New Voices
- [“Say No”](#) - Olivia Gatwood & Megan Falley
- [“America’s Next Top Model”](#) - Brave New Voices
- [“Lost Voices”](#) - Darius Simpson and Scout Bostley

Supplemental:

- Student and Teacher Models

Love Poem

Core:

- [“Love Letter From the Toothbrush to the Bicycle Tire”](#) - Sarah Kay
- [“The Passionate Shepherd to His Love”](#) - Christopher Marlowe
- [“The Nymph’s Reply to the Shepherd”](#) - Sir Walter Raleigh

Supplemental:

- Student and Teacher Models

Ekphrasis Poem

Core:

- [“Stealing the Scream”](#) - Monica Youn paired with [The Scream](#) - Edvard Munch
- [“Archaic Torso of Apollo”](#) - Rainer Maria Rilke paired with [Torso de Milet](#)
- [“The Hunter in the Snow”](#) - William Carlos Williams paired with [The Hunters in the Snow](#) - Jan Brueghel
- [“Landscape With the Fall of Icarus”](#) - William Carlos Williams paired with [Landscape with the Fall of Icarus](#) - Pieter Breugel

Supplemental:

- [“On The Medusa Of Leonardo Da Vinci In The Florentine Gallery”](#) - Percy Bysshe Shelley paired with [Medusa](#) - Leonardo Da Vinci
- [“The Dance”](#) - William Carlos Williams paired with [The Kermess](#) by Jan Brueghel
- Student and Teacher Models

Mantra Poem

Core:

- [“Do Not Go Gentle Into That Good Night”](#) - Dylan Thomas
- [“Polyamory, with Knives”](#) - Jeanann Verlee
- [“Oh, the Places You’ll Go!”](#) - Dr. Seuss
- [“Go Big Young Friends”](#) - George Watsky

- [“Direct Orders”](#) - Anis Mojgani

Supplemental:

- [“The Type”](#) - Sarah Kay
- Student and Teacher Models

Apostrophe Poem

Core:

- [“Letter to the Playground Bully, From Andrea Age 8½”](#) - Andrea Gibson
- “You So Woman” - Ruth Forman
- [“Wild Nights, Wild Nights”](#) - Emily Dickinson
- [“Death Be Not Proud”](#) - John Donne
- [“Apostrophe”](#) - Liza Katz Duncan

Supplemental:

- Student and Teacher Models

Time Allotment

- Approximately 6-8 Weeks

UNIT 2

Introduction to Poetic Forms and Devices

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.1
1-12.1

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

CCSS.ELA-LITERACY.RI.11-12.2

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

CCSS.ELA-LITERACY.RI.11-12.4

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

CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-LITERACY.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-LITERACY.L.11-12.5B	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.3.C	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Unit Essential Questions

- How do poets create and establish meaning?
 - How and why do poets determine which form and words to use?
- How is poetry used to shed light on issues that impact the human experience?
 - How does reading a range of poets from different time periods and cultures inform our view and expand our understanding of the world around us?

Unit Scope and Sequence

The purpose of this unit is to offer students an introduction to the myriad poetic terminology, structures, forms, and devices. Teachers will offer students the ability to interact with a wide range of poetic forms by offering mini-lessons on the requirements of each, allowing students to practice composing in that form. Although strict adherence to poetic form can often be found in canonical authors, students will also explore modern versions and adaptations of forms from a

wide variety of authors of different backgrounds and cultures. Poets are also creating new forms all of the time, so teachers may share current poetic movements with students as these new forms arise. The Great Form Challenge is the summative assessment for this unit which requires that students produce 3-5 original polished poems that demonstrate their understanding of the forms based on their ability to adhere to and/or stray from the forms' requirements. *Students seeking the honors designation will produce 5-7 poems.* Throughout the unit, students will participate in the writing and revision process, making heavy use of peer editing. Students will continue to establish work for their culminating poetry anthologies with the poems they create for this unit, adding to their body of work with each piece they produce.

For this unit, the *Poetry Unbound* podcast can be a substantial resource for teachers. There is a wealth of short episodes that read, explain, and analyze various poems and forms in a way that is interesting and accessible for students. By breaking down each poem, these episodes walk students through the process of analysis and interpretation. Teachers can utilize class time to listen to episodes together, can assign episodes for homework, or even have students mimic the format of this podcast to create a lesson or podcast episode on a poem of their choosing (*a requirement for students seeking the Honors designation**) that the host, Pádraig Ó Tuama, has not covered.

Unit Assured Assessments

Formative Assessments:

Daily, individual, small writing practice with each poetic form

Summative Assessments:

[The Great Form Challenge](#)

*Poetry Unbound Lesson

Resources:

Instead of identifying key core and supplemental texts, teachers should endeavor to offer students a sampling of each of the following by choosing poems for study:

- [Ballad](#)
 - [“Ballad of Birmingham”](#) - Dudley Randall
- [Blank Verse](#)
 - “When the Zombies Come” - [Rob Griffith](#)
- [Concrete Poetry](#)
 - [“Easter Wings”](#) - George Herbert
 - [“r-p-o-p-h-e-s-s-a-g-r”](#) - e. e. cummings
 - [“Silencio”](#) - Eugen Gomringer
 - [“Sent With a Bottle of Burgundy for a Birthday”](#) - John Hollander
 - [“Orientation after Rashid Johnson”](#) - Justin Phillip Reid
 - [“Portrait with Stiff Upper Lip”](#) - Justin Phillip Reid
 - “Essex I” - Amanda Gorman
- [Haiku](#)

- o [“The Light of a Candle”](#) - Yosa Buson
 - o [“A Poppy Blooms”](#) - Katsushika Hokusai
 - o [“I am Nobody”](#) - Richard Wright
 - o [“Now the Swinging Bridge”](#) - Matsuo Basho
- [Ghazal](#)
 - o [“Even the Rain”](#) - Agha Shahid Ali
 - o [“Ghazal of the Better- Unbegun”](#) - Heather McHugh
 - o [“Hip-Hop Ghazal”](#) - Patricia Smith
- [Rhyme and Meter](#)
 - o [“Stopping By Woods on a Snowy Evening”](#) - Robert Frost
 - o [“Annabel Lee”](#) - Edgar Allan Poe
 - o excerpts from [“DNA”](#) - Kendrick Lamar
- [Rondeau](#)
 - o [“We Wear the Mask”](#) - Paul Lawrence Dunbar
 - o [“In Flanders Field”](#) - Lt. Col. John McCrae
- [Sestina](#)
 - o “Sestina on Sestinas” - Barry Spacks
 - o [“The Painter”](#) - John Ashbery
 - o [“The Mortician in San Francisco”](#) - Randall Mann
 - o [“Sestina: Like”](#) - A. E Stallings
 - o [“The Book of Yolek”](#) - Anthony Hecht
 - o [“The Guest Ellen at the Supper for Street People”](#) - David Ferry
 - o [“The Do It Yourself Sestina”](#) - form by Terrence Hayes
- [Sonnet](#)
 - o [“Sonnet 130”](#) - William Shakespeare
 - o [“Design”](#) - Robert Frost
 - o [“Fairy Tale Logic”](#) - Alicia E. Stallings
 - o [“First Poem For You”](#) - Kim Addonizio
 - o [“next to of course god america i”](#) - e.e. cummings
 - o [“Cinderella”](#) - Sylvia Plath
 - o [“Sidewalks”](#) - Allison Joseph
 - o [“Ozymandias”](#) - Percy Bysshe Shelly
 - o [“How Do I Love Thee”](#) - Elizabeth Barret Browning
 - o Lin Manuel Miranda’s [2016 Tony Award Acceptance Speech](#)
- [Split Couplet](#)
 - o [“Little Red Riding Hood Grows Up”](#) - Kim Bridgeford
- [Terza Rima](#)
 - o [“I have Been One Acquainted with the Night”](#) - Robert Frost
 - o [First canto from “Ode to the West Wind”](#) - Percy Bysshe Shelley
 - o [“Capacity”](#) - Nicole Caruso Garcia
- [Triolet](#)
 - o [“Triolet on a Line Apocryphally Attributed to Martin Luther”](#) - A.E. Stallings
 - o “Blues Triolet” - Nicole Caruso Garcia
- [Villanelle](#)
 - o [“One Art”](#) - Elizabeth Bishop
 - o [“Mad Girl’s Love Song”](#) - Sylvia Plath

- o [“Musical and Sweet, the Villanelle”](#) - Sondra Bill (Page 25 PDF)
- o [“A Daughter Prepares to Leave for College”](#) - Jean Kreiling (Page 36 PDF)

Supplemental Resources:

- [Poetry Unbound Podcast](#)
- Poetry Collections:
 - *Oxblood* - Nicole Caruso Garcia
 - *Counting Descent* - Clint Smith
 - *The Tradition* - Jericho Brown
 - *The Carrying* - Ada Limón
 - *Weaving Sundown in a Scarlet Light* - Joy Harjo

Time Allotment

- Approximately 3 Weeks

UNIT 3

Interdisciplinary Cross-Course Unit: What Will Your Verse Be?

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-LITERACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C **Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**

CCSS.ELA-LITERACY.SL.11-12.5 **Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.6 Acquire - and use accurately - general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following course goals derive from the [2016 ISTE Technology Standards](#):

ISTE 1.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE 1.1.D **Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.**

ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.3.C	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 1.4.D	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
ISTE 1.6.A	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.7.C	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Unit Essential Questions

- **How is poetry used to shed light on issues that impact the human experience?**
- **What is your poetic voice?**
 - **How can your voice contribute to the world around you?**
 - **How can one individual make a difference in the world?**
- **How can you positively impact your school community?**
 - **What are your strengths and how can you use them to help create a meaningful end product?**

Unit Scope and Sequence

Unit three is designed to be a culmination of the semester. The muse for this unit is taken from Whitman: “the powerful play goes on and you may contribute a verse...what will your verse be?” This sentiment is echoed in *Dead Poets Society*, as Mr. Keating guides students to

appreciate poetry, his teachings encouraging students to leave their mark upon the world. The goal of this unit is much the same: to encourage Trumbull High School students to leave a positive, lasting impact on their school and community through poetry.

Teachers may choose to use the “Freestyle Love Supreme Assignment” or the “Tribute Poem” as an introduction to this last unit. Both assignments encourage students to see themselves as having the potential to leave their mark on the world, that their individual actions contribute to a lasting legacy. Both tasks ask students to reflect on their experience and construct a poem that pays tribute to the communities that have challenged and empowered them over their lives. This poem will embody all they have experienced and allow the students to face the thoughts, fears, and emotions that come reflecting on formative chapters in their lives. The goal is that this reflective poem will inspire students to create their own legacy and give back to the school community that has impacted them through an interdisciplinary cross-course task such as the THS Poetry slam, Outreach Project, or similar activity.

Throughout this unit, students will work collaboratively on a project that will have a far-reaching and positive impact on the Trumbull High School community. In conjunction with the Creative Writing Courses and the National English Honor Society, the spring Poetry courses will produce and promote the annual THS Poetry Slam. This includes recruiting poets for the slam, collaborating on a central theme and marketing that theme, advertising to the community, generating revenue and fundraising, planning and executing the launch day event and structuring and executing the slam itself. In the event that Poetry is in the first semester, or as an additional opportunity for Poetry in the second semester, students will participate in a Poetry Outreach Program, which includes but is not limited to writing and executing a Poetry lesson in English classrooms, developing and promoting the idea of a Trumbull High School poetry community. In the end, students will reflect on their impact on the end product. *Students seeking the Honors designation are required to take on and successfully maintain a leadership role throughout this unit, overseeing a group of their peers according to the needs of the assignment.*

As the end of this unit will coincide with the end of the semester, students will be revisiting and revising work for their poetry anthologies, finalizing poems into finished works as well as drafting new pieces. As the culmination anthology requires a combination of revised and new work, teachers may present further poetic forms and techniques for students to consider employing which may include but are not limited to: list poems, black-out poetry, centos, mosaic poems, and reversal poems.

To supplement this unit, students can also engage in a study of the poetry within *The Dead Poet's Society* and complete a reflection upon viewing. *This is a requirement for students seeking an Honors designation who did not have a leadership role in the interdisciplinary cross-course task.*

Unit Assured Assessments

Formative Assessments:

Participation in peer-editing for poetry anthologies

Participation in the Interdisciplinary Cross-course Task (Poetry Slam, Outreach, or similar task)

Summative Assessments:

Tribute Poem **OR** Freestyle Love Supreme Assignment

Participation in the Poetry Slam, Poetry Outreach, or similar activity

Culminating Poetry Anthology

Supplemental Assessment for Honors:

Leadership position in Interdisciplinary Cross-Course taks **OR** Independent Study of *Dead Poets Society*

Submission of the maximum number of poems in the Culminating Anthology

Resources:

Core Resources:

Examples of work from past Poetry Slams including, but not limited to: artwork, promotional videos, social media accounts, posters, playbills, t-shirt design, emcee scripts, judging score sheets, and wording for promotional emails and announcements.

Supplemental Resources:

Dead Poets Society - Peter Weir

We Are Freestyle Love Supreme - Andrew Fried

Time Allotment

- Approximately 3-4 Weeks, the planning for the event overlapping with previous units due to the time necessary for preparation

POETIC TERMINOLOGY

The following is a list of terms that students will encounter over their course of study of poetry:

- | | |
|---------------------|---|
| • alliteration | • inflection |
| • allusion | • internal rhyme |
| • anaphora | • irony (dramatic, situational, verbal) |
| • assonance | • juxtaposition |
| • blank verse | • metaphor |
| • consonance | • meter |
| • couplets | • mood |
| • diction | • onomatopoeia |
| • end rhyme | • pace |
| • enjambment | • personification |
| • form | • pun |
| • ghazal | • quatrains |
| • haiku | • repetition |
| • hyperbole | • rhyme scheme |
| • iambic pentameter | • rhyming verse |
| • imagery | • rondeau |

- sestina
- simile
- sonnet
- speaker
- split couplet
- spoken word poetry
- stressed syllables
- structure
- symbolism
- theme
- tense
- terza rima
- tone
- triolet
- villanelle
- volume

CREDIT

One-half credit in English
Three class periods per cycle for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

Brown, Jericho. *The Tradition*. Cooper Union Press, 2019. Print.
Caruso-Garcia, Nicole. *Oxblood*. Able Muse Press, 2022. Print.
Gorman, Amanda. *Call Us What We Carry: Poems*. Penguin Young Readers Group, 2021.
Harjo, Joy. *Weaving Sundown in a Scarlet Light*. W.W. Norton and Company, 2022. Print.
Limón, Ada. *The Carrying*. Milkweed Editions, 2021. Print.
Poetry Foundation, <http://poetryfoundation.org>. Accessed 16 July 2024.
Poets.org, Academy of American Poets, <http://poets.org>. Accessed 16 July 2024.
Smith, Clint. *Counting Descent*. Write Bloody Publishing, 2016. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- [Vision of the Graduate Skill and Distribution Rubrics](#)
- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Culminating Personal Poetry Anthology Rubric
- Great Form Challenge Rubric
- Where I'm From Poem Rubric
- Multi-Voice Poem Rubric
- Journey Poem Rubric
- Love Poem Rubric
- Ekphrasis Poem Rubric
- Mantra Poem Rubric
- Apostrophe Poem Rubric
- Poetry Slam Reflection

OTHER RESOURCES

- [Button Poetry](#)
- [Brave New Voices/Youth Speaks](#)
- [Voices in Power](#)
- [Moth GrandSLAM](#)
- [Poetry Slam, Inc.](#)
- [Poetry Unbound Podcast](#)
- Notes, Quotes, Questions, Epiphanies Note-taking Sheet

Vision of The Graduate Skill and Distribution Rubric

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the	

			topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	

COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___ / 12

Skill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

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	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	

the problem, question or issue.			thinking on how a problem is solved and makes adjustments as needed.	
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SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

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Disposition Rubrics 9-12

Draft Rubrics

Draft Rubrics/Frameworks (9-12)	
1. Self-Efficacy	
2. Growth Mindset	
3. Innovation	
4. Emotional Intelligence	
5. Integrity	

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	A secondary student may demonstrate self-efficacy by: Asking for extra help to clarify a concept in math class so he/she can complete the homework with success.	Areas of Growth
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	• Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing • Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. • Setting personal goals and celebrating successes • Confidently participating in class discussions • Willingly accepting feedback from students and peers • Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... • Analyzing errors on assessments with the intent to expand their learning • Exhibiting grit in task completion regardless of obstacles • Setting, adapting, and completing short term and long term goals • Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies • Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task • Taking breaks when needed in order accomplish small components towards the larger goal • Identify the leverage aspects of a task that will move completion forward	Areas of Growth
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	- Exhibiting flexibility and adaptability while going through the process of goal setting - Develop a path to succeed by evaluating one's own abilities - Shows drive and motivation with an end goal in mind. - Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... - Giving a presentation that has a high degree of creativity. - Trying a unique, different method to solve a problem instead of the one shown by the teacher - Incorporating new technology, such as creating a podcast, to enhance their final project in class. - Independently researching a topic from class that was of particular interest - Expressing excitement about the opportunity to do/try something new - Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response - Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry - Asking questions to intellectually challenge teachers and peers - Designing or improving new processes or approaches - Generating ideas for how to approach the group project	Areas of Growth
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	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE - GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan.	Areas of Growth
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	- Following through with commitments showing reliability and trustworthiness with peers and adults. - Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... - Showing up on time to class and doing homework in a timely manner - Noticing when another student drops her/his books in the hallway, and helps to pick them up - Returning a wallet that is found in the parking lot with the content intact - Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) - Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. - Respecting her peer who is wearing a sari - Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak - Advocating for a peer after observing another student calling someone names - Volunteering to help at practice for the Unified basketball team. - Taking pride in their work and behaviors - Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. - Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity	Areas of Growth
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	Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- 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.

Culminating Personal Poetry Anthology

150 Points

DUE DATE: _____

At the heart of the class is inspiration and personal expression and you have been encouraged to express yourself in a variety of ways. This anthology should serve as a culminating experience for the class and for your time here at Trumbull High School. Your task is to compose, organize, and creatively organize an anthology of your own original writing.

Requirements:

1. **A creative Title Page and a Table of Contents:**

- a. You must choose a creative title, include your name as the author, and artistically render the cover so that it looks like the cover of a book. Think of something that represents you right now. It should be “so you” in fact that I should be able to guess that it is your anthology without seeing your name on the cover.
- b. You must title every poem, organize them in a distinct manner, and number them (either by hand or using the computer). These page numbers must appear accurately in your Table of Contents.

2. **Introduction** – Think of this as an extended poet’s note. Your introduction must include:

- a. your experience composing these poems,
- b. what the poems represent about you,
- c. and how you have grown as a writer,
- d. what or who inspires you (a person, an author, nature, etc.) and why, and
- e. anything that you want to make me aware of in regard to poetic forms or content before I read.

3. **5-8 Original Poems**

- a. All poems must be typed.
- b. You can revise up to three poems that you have already written for the class. These should be recently and substantially revised - this means a draft beyond the one that you submitted to me for grading.
- c. Shorter poem equivalents: 3 haikus = one poem, 2 twenty-five word poems = one poem.
- d. I would love to see you run with different themes.
- e. You can include any type of expression.
- f. We will continue doing poetry exercises during class time. Any of these can appear in your anthology, but they **MUST** be polished and free from error.

4. **ENDNOTE** – This will appear on the back of your anthology. You must find a way to creatively conclude your anthology. These are your last words before I grade you. What do you want me to know?

Culminating Personal Poetry Anthology

Grading Rubric	POINTS POSSIBLE	Points Earned
Creative Title Page and Table of Contents - You have chosen a creative and fitting title for your anthology. The title page includes your name as the author, and offers an artistic rendering or image(s) so that it looks like the cover of a book. Both the title and the image(s) should wholly and appropriately reflect you and your work. You must title every poem, organize them in a purposeful and distinct manner, and number each of the pages (either by hand or using the computer). These page numbers must appear accurately in your Table of Contents so that I can easily navigate your anthology.	10	
Introduction - In a brief introduction, you must write about what these poems represent about you, your experience with composing them, your development as a writer over the semester, what or who inspires you (a person, an author, nature, etc.) and why.	20	
5-8 Original Poems All poems must be typed. You can use 3 poems that you have already submitted for this class, but they must be <u>substantially revised</u>. I would also love to see you run with different themes. Include any genre, any expression. Go out on a limb and try something new!	100	
Endnote - In a last note, you conclude your anthology in both a creative and summative manner. These are your last words before I grade you. What do you want me to know?	10	
Grammar, Mechanics and Formatting -		

All of your writing has been proofread and spell-checked. Ideally there are no errors in language or formatting. Remember that I am grading what I see so be sure that poems that depend upon visual form are laid out correctly.	10	
TOTAL:	150	

The Great Form Challenge Rubric

Trying to craft a poem with a strict form can be just as liberating, and sometimes easier, than creating one that is free of form where you have to establish your own rules. For this assignment, the goal is to craft THREE completely different form poems (if you choose haiku, you must write three of them to count as one form). See the Great Form Challenge Handout with examples and explanations.

_____/ 15 You have attempted three different forms.

_____/ 30 Your poems adhere exactly (or *very, very closely*) to the specified form.

_____/ 30 You have employed poetic devices that serve both the form and content of each poem.

_____/ 30 The content and form of each poem are mutually necessary. In other words, the form needs *that particular content* in order to succeed, and the content needs *that particular form* in order to succeed.

_____/ 15 Multiple drafts of each poem show a dedication to the editing and revision process.

_____/ 120 Total

The “Where I’m From” Poem Assignment

For this poem, you will give your reader insight into how your past has shaped your identity. Following a model, you will think back on different items, events, feelings, and anecdotes that truly had an impact on who you are becoming. Your poem should end with a final concluding thought about *who you are now*.

First, we will brainstorm a list to get you focused. We will view models and discuss the poet’s craft (how they achieved their goal). Then, you will draft a poem and have opportunities to edit and revise in class before you submit a final version for grading.

There is no set structure requirement. I would suggest that you use free verse (no rhyme) unless rhyme happens naturally. Your poem should be at least four stanzas in length.

Grading:

Your poem follows the structure and format of the models provided, (10) _____
or employs another equally effective structure.

Your poem reveals exactly who you are through vivid descriptions of: (10) _____
items, events, anecdotes, feelings, values, people, etc.

Your poem has a final concluding thought about you that is skillfully (5) _____
aligned with the theme of the poem.

Your poem is original, creative, and effectively employs poetic devices (10) _____
such as simile, metaphor, imagery, etc.

All drafts are included with the final piece and indicate a commitment (5) _____
to revision.

Total: (40) _____

Multi-Voice Poem – Rubric

Rubric	Points Possible	Points Earned
The poem has one focus (one topic).	5	
The poem has an easily accessible message that is best addressed by multiple voices.	10	
The voices are different and separate. They maintain their own distinct tone and purpose.	10	
Moments of overlap are clear, purposeful, and appropriate, effectively conveying the overall message of the poem.	5	
The poem offers a complete story or dialogue with a clear beginning, middle, and end.	5	
The poem effectively employs at least two distinct poetic devices that powerfully convey the meaning and message.	5	
Punctuation is purposeful, adding the correct pauses and effect to accurately portray the tone of the poem.	5	
The poem is free of mechanical and grammatical errors.	5	
The performance of the poem (your use of voice, gestures, placement “on stage”) highlights the two voices and enhances the message.	10	
TOTAL	60	

Journey Poem

Poem Focuses – FIGURATIVE LANGUAGE and NARRATIVE POETRY

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. Figurative language, in comparison, uses exaggerations or alterations to make a particular linguistic point. Figurative language is very common in poetry, but is also used in prose and nonfiction writing as well.

There are many different types of figurative language. Here are a few examples:

- **Simile:** A simile is a comparison between two dissimilar items that uses the words “like” or “as.” One example of a simile would be to say, “Jamie runs as fast as a cheetah.”
- **Metaphor:** A metaphor is a comparison between two dissimilar items, but it does not use like or as. One example of a metaphor would be to say, “Nobody invites Edward to parties because he is a wet blanket.”
- **Personification:** When something that is not human is given human-like qualities, this is known as personification. An example of personification would be to say, “The leaves danced in the wind on the cold October afternoon.”
- **Hyperbole:** Exaggeration, often in a humorous way, to make a particular point is known as hyperbole. One example of hyperbole would be to say, “My eyes widened at the sight of the mile-high ice cream cones we were having for dessert.”
- **Onomatopoeia:** When you name an action by imitating the sound associated with it, this is known as onomatopoeia. One example of onomatopoeia would be to say, “The bees buzz angrily when their hive is disturbed.”
- **Alliteration:** The repetition of the beginning sounds of words. An example would be “She sat in silence staring at the stars.” You can also repeat sounds in the middle of words - assonance is the term for repeated vowel sounds and consonance is the term for repeated consonant sounds.
- **Symbolism:** Symbolism occurs when a noun which has meaning in itself is used to represent something entirely different. One example of symbolism would be to use an image of the American flag to represent patriotism and a love for one’s country.

Narrative Poetry tells a story. It follows a similar structure as that for a short story or novel. There is a beginning, middle and end, as well as the usual literary devices such as character and plot. A narrative poem can take the form of rhyming couplets, or it can go more in the direction of prose poetry, in that the rhyme scheme is flexible. There are many variations on the theme of the narrative poem.

YOUR GOAL is to craft a poem about a journey. The motif is broad on purpose. I want to see how creative you can be and the lengths that you can go to in order to craft something that tells a story, is meaningful, and manipulates language in a manner that is authentic and unique.

	Potential Points	Points Earned
Content The poem has depth and a clear message. This message is the central focus and is creatively woven throughout the poem.	15	
Use of Figurative Language The poem utilizes figurative language in a manner that heightens meaning. Aside from demonstrating the poet's keen understanding of the concept, figurative language may also add to the poem in a stylistic fashion.	15	
Narrative Form The poem has a clear story with a distinct beginning, middle, and end.	10	
Punctuation Punctuation has been carefully and purposefully chosen. The punctuation marks (, . ; : ? ! -) serve to convey and clarify the message of the poem.	5	
Editing and Revision You have included all of your rough drafts and editing sheets. These drafts demonstrate a commitment to revision, displaying the substantial changes that occurred between drafts.	5	
TOTAL	50	

Love Letter From One Object to Another

Your challenge is to create a love poem from one inanimate object to another, modeled after [Sarah Kay's poem "A Love Letter..."](#) This poem challenges you to be witty and to employ puns that highlight the characteristics of each object. Make careful decisions about:

- Which object is the speaker and which object is the subject
- Which characteristics you will highlight from each object
- Which poetic devices, besides puns, will help you achieve your message

It is more difficult than it seems to write a well-crafted poem. It is easy enough to simply make a list of ten items or ideas; your challenge is to make that list both narrative and poetic.

Message - Your poem says something meaningful about love or relationships.	10	
Poetic Devices - You have used poetic devices to carefully and purposefully convey the message of your poem. These devices transform your writing into a poem rather than a chronicling of characteristics or statements.	10	
Characteristics- You have made full use of the characteristics of your object. Use all of your senses. Consider both connotation and denotation of words and employ them to your advantage. Based on characteristics, you have made a purposeful decision about which item is the speaker and which item is the subject of the poem.	15	
Spelling, Grammar, Punctuation, Organization - Your poem contains no grammatical or spelling errors. Punctuation is purposeful and contributes to the overall message of the poem. The content and structure of your poem are effectively organized to convey your message.	5	
Total	40	

Ekphrasis Poem

From poets.org: “A poem based on a picture or work of art is called an ekphrasis...The poet Alfred Corn states in his essay on the history of ekphrastic verse, ‘...a poem can provide new aspects for a work of visual art.’ In an interview, Mary Jo Bang described her own approach to ekphrastic poems: ‘I am taking an existing work of art and rewriting over it. I’m imposing a new narrative on it, one that is partially suggested by the artwork itself and partially by something that comes from within. Sometimes that thing is an autobiographical moment, sometimes it’s a larger concern, social or political or intellectual.’”

Select a picture or piece of art to study. It can contain people or not - the content is entirely up to you. Your task is to place a context onto the image for the viewer.

- What do you want the viewer and reader to know about this piece of art?
- What’s important that they might not realize at first glance?
- What story behind the story needs to be told?
- What tone or mood do you want to convey and why?

One way to accomplish this is to start the viewer at a specific point in the art. You should “zoom in” on this point to focus them and ground your story. Then, zoom out from that point referencing the composition of the art, in order to give the picture context. Zooming out also allows you to make a statement about the world, people, or yourself.

- Where do you want your viewer to begin looking?
- What do you want them to see?
- Where do you want them to stop looking? What do you want their last focus to be?

----- **15 points - Poetic devices**

You have employed ample and appropriate poetic devices to describe the image and its importance to the reader. These may include but are not limited to: imagery, simile and metaphor, symbol, rhyme and other sound devices. The devices create (or recreate) the scene for your reader, bringing the content that you are choosing to highlight to life.

----- **15 points - Moving Beyond the image**

You have used the poem to convey a story beyond the picture. You should strive to reveal something about yourself, the world, or human nature.

----- **5 points - Mechanics and punctuation**

Not only have you spell checked your poem, but you have made purposeful choices regarding grammar and punctuation. It is readily apparent to the reader that any rule breaking is intentional and not the result of a careless mistake or typographical error.

----- **35 points - Total**

Personal Mantra/Advice Poem

Typed Rough Draft due – _____

Final Draft due – _____

Task:

For this assignment you will use a personal mantra, or piece of advice, as the focus of the poem.

Mantra comes from both Buddhism and Hinduism and refers to a word or a sound that was repeated to aid concentration while meditating (think om ॐ). In Sanskrit, it means the thought behind the action. In our western culture, mantras are words or phrases that drive or center us and ideas that we look to for guidance, encouragement, wisdom, inspiration, motivation, to move us to do the things we do.

For example:

- On my website I have a link to George Watsky performing "Go Big, Young Friends." I believe that the title of the poem is a mantra and his verses wholeheartedly embody the sentiment to "go big."
- I find myself quoting Nietzsche frequently when I say "That which does not kill you will make you stronger" and one by Brene Brown, "If you're not in the arena also getting your ass kicked, I am not interested in your feedback." I am attempting to write a poem that defines what this means for me in my life. I will eventually share it with you.

Once you have chosen a personal mantra to serve as your title, you must then craft a poem that embodies the essence or the meaning of your mantra. The poem can be written in whatever form you see fit, but it must come to empower your mantra and breathe life into it.

Grading:

_____ (10 pts) Your chosen mantra

_____ (20 pts) How well you depict your mantra over the course of the poem

_____ (10 pts) How well you enhance your message through stylistic and poetic choices (whether or not to rhyme, how to format the poem, figurative language, etc.)

_____ (10 pts) How well you convey your voice and your connection to the mantra

_____ (50 pts) Total

Poetry Slam Reflection

1. What group were you originally part of? _____
2. Describe, **in detail**, how you contributed any and all Poetry Slam and Hype Day efforts during the weeks we worked on it in Q4 (so from 4/5/22 to 5/13/22). Offer **specific examples** of responsibilities that you shouldered individually and tasks that you completed. Where can I locate the work that you produced?
3. Rate yourself on the following scale where 1 is low and 5 is high:

	Low -1	2	3	4	Hig h-5
Your ability to anticipate planning needs and offer assistance					
Your ability to use class time effectively to plan and execute tasks					
Your ability to work effectively <u>with others</u> to complete tasks					
Your ability to work effectively <u>on your own</u> to complete tasks					
The amount of time you volunteered <u>outside of class</u> to help with planning and tasks					
The <u>quality</u> of work you produced					

Notes-Quotes-Questions-Epiphanies

 Notes (summary/events)	 Quotes (writer's craft or significant passages)
 Questions (what does it leave you wondering?)	 Epiphanies (big realizations)

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Advanced College Prep Algebra I Grade 9

2024

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ACP Algebra I

Grade

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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 that 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

Advanced College Preparatory Algebra I is a prerequisite for all high school and college mathematics and thus provides a necessary foundation for higher-level mathematics. Students develop abstract reasoning and critical thinking skills, develop a better understanding of the world in which they live, and become better able to correctly apply mathematical knowledge when required. The focus areas of Algebra 1 help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

N-RN The Real Number System

Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

N-Q Quantities

Reason quantitatively and use units to solve problems.

A-SSE Seeing Structure in Expressions

Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations

Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

F-IF Interpreting Functions

Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.

F-BF Building Functions

Build a function that models a relationship between two quantities. Build new functions from existing functions.

F-LE Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.

S-ID Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

S-IC Making Inferences and Justifying Conclusions

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

S-CP Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- linear, exponential, and quadratic equations can be used to model real-life situations.
- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

COURSE ESSENTIAL QUESTIONS

- What is an expression?
- What is an equation?
- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?
- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?
- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?
- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and y -intercept?
- How do linear functions model real-world situations?
- How are parallel and perpendicular lines related?
- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?
- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?
- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?
- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

COURSE KNOWLEDGE & SKILLS

Students will:

- examine patterns to determine whether the pattern is arithmetic or geometric
- use recursive and explicit forms of sequences
- determine if sequences represent linear or exponential functions
- solve multistep linear equations and inequalities
- determine what causes a linear equation to have no solution or infinite solution
- determine if relations are functions
- identify parent functions
- use function notation
- graph linear functions
- write equations of lines in slope intercept form, point-slope form, and standard form
- explore parallel and perpendicular lines
- find trend lines, lines of best fit, and regression equations
- solve systems of linear equations using graphing, substitution, and elimination
- solve systems of linear inequalities using graphing
- simplify expressions using properties of exponents
- identify and write equations involving exponential growth and decay
- explore real-life applications of functions
- simplify polynomial expressions
- factor polynomial expressions with a focus on quadratic expressions
- solve quadratic equations

COURSE SYLLABUS

Course Name

Advanced College Prep Algebra I

Level

Advanced College Prep

General Description of the Course

In this curriculum, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Students build on prior experiences with data, which provides a more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments can include, but are not limited to::

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Core Texts & Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Unit P

Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using order of operations
- Combine like terms
- Solve one and two-step equations
- Proportions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

- a. Interpret parts of an expression, such as terms, factors, and coefficients.**
- b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit Essential Questions

- What is an expression?
- What is an equation?

Unit Essential Vocabulary

Equation	Expression	Like Terms
Order of Operations	Proportion	Simplify
Solve		

Scope and Sequence

1. Students will simplify numerical expressions using order of operations.
2. Students will simplify algebraic expressions by combining like terms.
3. Students will solve one-step equations and two-step equations.
4. Students will solve proportions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 7 days

Unit 1

Patterns

Unit Goals

At the completion of this unit, students will be able to:

- Recognize patterns that are linear and exponential
- Build a function that models a relationship between two quantities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

F-BF 1. Write a function that describes a relationship between two quantities.*

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Unit Essential Questions

- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?

Unit Essential Vocabulary

Arithmetic Sequence	Explicit Rule	Geometric Sequence	Integer
N th term	Recursive Rule	Symbolic Algebraic Expression	

Scope and Sequence

1. Students will represent patterns with tables, graphs, and symbolic rules.
2. Students will understand the difference between recursive rule versus explicit rule.
3. Students will recognize and analyze arithmetic sequences.
4. Students will recognize and analyze geometric sequences.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 9 days

UNIT 2

Linear Equations and Inequalities

Unit Goals

At the completion of this unit, students will be able to:

- Solve linear equations involving multi-steps and variables on both sides
- Solve equations involving coefficients that are real numbers
- Solve linear inequalities involving multi-steps and variables on both sides
- Graph the solution to linear inequalities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions.

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

N-Q 1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas....

N-Q 2 Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.

Unit Essential Questions

- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?

Unit Essential Vocabulary

Algebraic expression	All Real Numbers	Coefficient	Constant
Commutative property	Distributive property	Equation	Evaluate
Inequality	Integers	Inverse operations	Linear inequalities
Order of operations	Properties of equality	Real numbers	Simplify
Solve	Variable		

Scope and Sequence

1. Students will write, simplify, and model situations involving linear equations.
2. Students will use the commutative, associative, and distributive properties to solve multi-step equations.
3. Students will write, simplify, and model situations involving linear inequalities.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 13 days

UNIT 3

Functions

Unit Goals

At the completion of this unit, students will be able to:

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- 8F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
- 8F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
- 8F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**
- A-CED 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**
- F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....****
- F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
- F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Unit Essential Questions

- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?

Unit Essential Vocabulary

Absolute Value Function	Continuous	Cubic Function	Dependent Variable
Discrete	Domain	Evaluating a Function	Exponential Function
Function	Function Notation	Independent Variable	Input
Interval Notation	Linear Function	Mapping Diagram	Ordered Pair
Output	Parabola	Quadratic Function	Range
Relation	Reciprocal Function	Set-Builder Notation	Square Root Function
Step Function	Table	Vertical Line Test	

Scope and Sequence

1. Students will be introduced to the concept of a function.
2. Students will be able to identify relationships that are functions
3. Students will learn how to define the domain and range of discrete and continuous functions.
4. Students will organize and analyze data in tables and graphs and use the information to describe relationships.
5. Students will be introduced to function notation and will evaluate functions.
6. Students will be exposed to parent functions, with an emphasis on linear, exponential, and quadratic functions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 14 days

UNIT 4

Linear Functions

Unit Goals

At the completion of this unit, students will be able to:

- Write linear functions in slope-intercept form, point-slope form, and standard form
- Calculate and interpret the slope of a line
- Understand the graph of linear functions
- Apply linear functions to real-world applications

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
- F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
- a. Graph linear ...functions and show intercepts...
- F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F-LE 1.** Distinguish between situations that can be modeled with linear functions [and with exponential functions].
- a. Prove that linear functions grow by equal differences over equal intervals...
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....
- F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- F-LE 5.** Interpret the parameters in a linear ... function in terms of a context.

Unit Essential Questions

- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and y-intercept?
- How do linear functions model real-world situations?
- How are parallel and perpendicular lines related?

Unit Essential Vocabulary

Dependent Variable	Independent Variable	Initial Value	Linear Function
Linear Inequality	Linear Models	Nonlinear Function	Parallel
Parameters	Perpendicular	Point-Slope Form	Rate of Change
Slope	Slope-Intercept Form	Standard Form	Unit Rate
Velocity	x -intercept	y -intercept	

Scope and Sequence

1. Students will graph linear functions.
2. Students will write linear equations in slope-intercept form and point-slope form.
3. Students will interpret the meaning of slope and y -intercept.
4. Students will understand the relationship between parallel and perpendicular lines.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 19 days

UNIT 5

Scatter Plots & Trend Lines

Unit Goals

At the completion of this unit, students will be able to:

- Summarize and interpret data using one variable statistics
- Represent data using linear models
- Interpret linear models

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- 8-SP 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8-SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 8-SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
- S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.**
- S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).**
- S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.**
- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.**
- c. Fit a linear function for a scatter plot that suggests a linear association.
- S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.**
- S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S-ID 9. Distinguish between correlation and causation.

Unit Essential Questions

- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?

Unit Essential Vocabulary

Boxplot	Causation	Correlation	Correlation coefficient
Data	Dependent variable	Distribution	Graphical representation
Independent variable	Interquartile range (IQR)	Line of best fit	Linear regression
Linear relationship/model	Mean (average)	Median	Measures of central tendency
Mode	Nonlinear relationship/model	Outlier	Prediction
Regression equation	Scale	Scatter plot	Skewed distribution
Slope	Trend line	Variable	

Scope and Sequence

1. Use five number summaries to create box and whisker plots
2. Fit trend lines to a scatter plot
3. Make predictions from trend lines
4. Calculate linear regression equations and find the correlation coefficient

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 10 days

UNIT 6

Systems of Linear Equations

Unit Goals

At the completion of this unit, students will be able to:

- Solve systems of linear equations graphically
- Solve systems of linear equations using algebraic methods
- Identify if systems of linear equations are consistent or inconsistent

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear functions.*

Unit Essential Questions

- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit Essential Vocabulary

Breakeven Point	Consistent	Elimination Method
Inconsistent	Infinite Solution	Parallel
Solution	Substitution Method	System of Linear Equations

Scope and Sequence

1. Students will represent, compare, and analyze two linear equations, look for common solutions, and use this information to make choices between competing situations in real-world contexts.
2. Students will solve systems of equations graphically and algebraically.
3. Students will explain what the solution of a system of linear equations represents in the contexts of various applications.
4. Students will explore the special cases of parallel lines (no solution) and identical lines (infinite solutions).

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 7

Introduction to Exponential Functions

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using the properties of exponents
- Graph and write exponential functions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

- e. Graph exponential ... functions, showing intercepts and end behavior... F-IF 8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential functions.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly...

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

Unit Essential Questions

- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?

Unit Essential Vocabulary

Decay Factor	Decay Rate	Doubling
Exponential Decay	Exponential Function	Exponential Growth
Growth Factor	Growth Rate	Half-Life
Percent	Quadrupling	Tripling

Scope and Sequence

1. Students will investigate the properties of exponents.
2. Students will write equations of exponential functions.
3. Students will graph exponential functions.
4. Students will identify the real-world meaning of the initial value and the growth/decay factor.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 8

Quadratic Functions and Equations

Unit Goals

At the completion of this unit, students will be able to:

- Add, subtract, and multiply polynomial expressions
- Factor polynomial expressions with a focus on quadratic functions
- Solve quadratic equations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

A-SSE 3. a Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries... *

Unit Essential Questions

- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

Unit Essential Vocabulary

Binomial	Coefficient	Constant Term	Cubic
Decreasing	Expanded Form	Factored Form	Increasing
Leading Coefficient	Monomial	Quadratic Formula	Quadratic Function
Quadratic Equation	Quadratic	Parabola	Parameter
Polynomial	Quadratic	Standard Form	Trinomial
Vertex	x-intercepts	y-intercept	Zero Product Property

Scope and Sequence

1. Students will perform operations with polynomial expressions
2. Students will factor using the Greatest Common Factor
3. Students will factor quadratic expressions
4. Students will factor by grouping
5. Students will solve quadratic equations using the square root method, factoring, and the quadratic formula

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

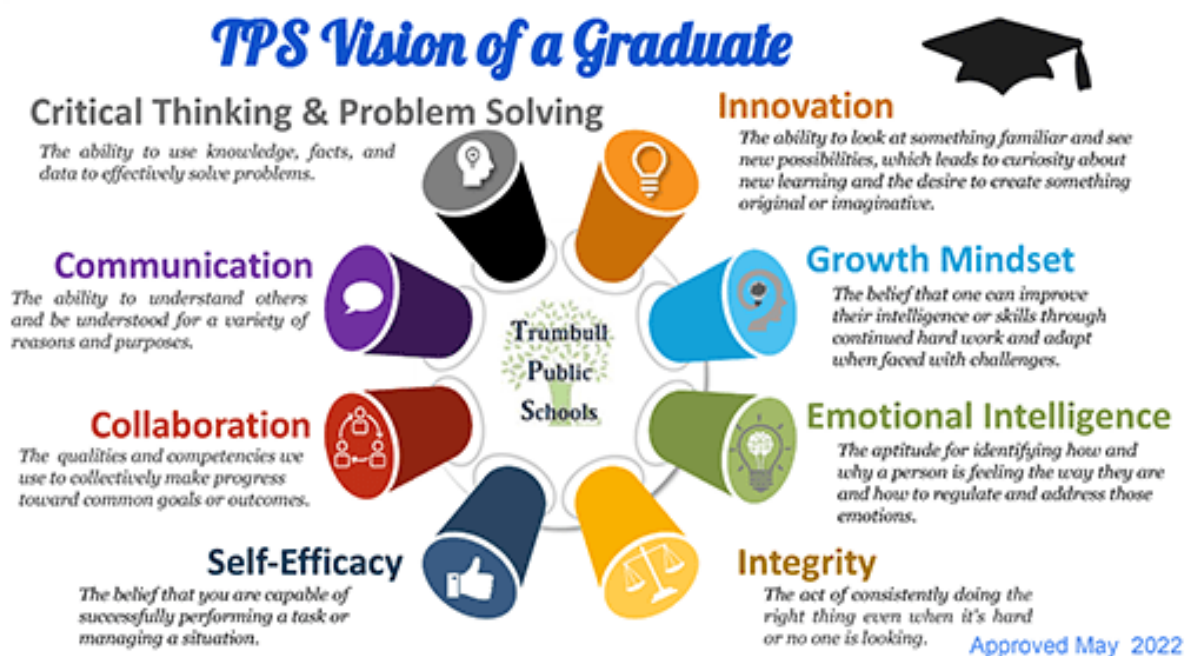
Time Allotment

- 27 days

COURSE CREDIT

1.0 credits in mathematics
One class period for one year

TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	- Solution shows deep understanding of the problem and its components - Solution shows extensive use of 21st-century technology skills	- Solution shows sufficient understanding of the problem and its components - Solution shows sufficient use of 21st-century technology skills	- Solution shows some understanding of the problem and its components - Solution shows some use of 21st-century technology skills	- Solution shows limited or no understanding of the problem and its components - Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 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 Final 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 and its components - Solution shows limited or no application of 21st-century skills

ACP Algebra I Pacing Guide

P. Prerequisites: 7 Days

<i>Days</i>	<i>Topics</i>
1	Simplify expressions using order of operations
1	Combine like terms
2	Solving One-Step and Two-Step Equations
1	Proportions
1	Review
1	Assessment

1. Patterns: 9 Days

<i>Days</i>	<i>Topics</i>
1	Representing patterns
1	Patterns with integers
2	Arithmetic sequences
2	Geometric sequences
1	Patterns with Fractals
1	Review
1	Assessment

2. Linear Equations and Inequalities: 13 Days

<i>Days</i>	<i>Topics</i>
1	Solving equations variables both sides
2	Solving equations using the distributive property
2	Fraction busting and solving with noninteger coefficients
1	Review
1	Assessment
4	Linear inequalities
1	Review
1	Assessment

3. Functions: 14 Days

<i>Days</i>	<i>Topics</i>
1	Representing Relations and Functions
1	What is a Function?
1	Parent Functions
3	Function Notation
1	Assessment
1	Graphing Functions
3	Domain and Range of Functions
1	Review
1	Test

4. Linear Functions: 19 Days

<i>Days</i>	<i>Topics</i>
2	Rate of Change and Slope
2	Slope-Intercept Form
3	Point-Slope Form
2	Standard Form
1	Review
1	Assessment
3	Parallel and Perpendicular Lines
1	Review
1	Assessment
2	Linear Inequalities
1	Assessment

Midterm Exam Review (3 Days)

-----END of SEMESTER 1-----

5. Scatter Plots & Trend Lines: 10 days

<i>Days</i>	<i>Topics</i>
2	Five-number summary/Box and whisker
2	Scatterplots and Trend Lines
2	Linear Regression
4	Project

6. Systems of Linear Equations: 11 days

<i>Days</i>	<i>Topics</i>
1	Solving by graphing
2	Solving using substitution
2	Solving using elimination
1	Review
1	Assessment
2	Applications of linear systems
1	Review
1	Assessment

7. Introduction to Exponential Functions: 11 days

<i>Days</i>	<i>Topics</i>
4	Exponent properties
1	Review
1	Assessment
1	Exponential Functions
2	Percents
2	Exponential Growth and Decay
1	Review
1	Assessment

8. Quadratic Functions and Equations: 27 days

<i>Days</i>	<i>Topics</i>
2	Adding and subtracting polynomials
3	Multiplying polynomials
1	Review
1	Assessment
5	Factoring Polynomials
1	Review
1	Assessment
2	Simplifying square roots
1	Solving square root property
1	Solving zero product property
4	Solving by factoring
3	Solving using the quadratic formula
1	Review
1	Assessment

Final Exam Review (3 Days)

-----END of SEMESTER 2-----

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

College Prep Algebra I Grade 9

2024

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CP Algebra I

Grade

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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 that 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

College Preparatory Algebra I is a prerequisite for all high school and college mathematics and thus provides a necessary foundation for higher-level mathematics. Students develop abstract reasoning and critical thinking skills, develop a better understanding of the world in which they live, and become better able to correctly apply mathematical knowledge when required. The focus areas of Algebra I help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

N-RN The Real Number System

Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

N-Q Quantities

Reason quantitatively and use units to solve problems.

A-SSE Seeing Structure in Expressions

Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations

Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

F-IF Interpreting Functions

Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.

F-BF Building Functions

Build a function that models a relationship between two quantities. Build new functions from existing functions.

F-LE Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.

S-ID Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

S-IC Making Inferences and Justifying Conclusions

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

S-CP Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- linear, exponential, and quadratic equations can be used to model real-life situations.
- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

COURSE ESSENTIAL QUESTIONS

- What is an expression?
- What is an equation?
- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?
- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?
- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?
- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and y -intercept?
- How do linear functions model real-world situations?
- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?
- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?
- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?
- How is the factoring of polynomials related to the multiplication of polynomials?

COURSE KNOWLEDGE & SKILLS

CP Algebra I

Property of Trumbull Public Schools

Students will:

- examine patterns to determine whether the pattern is arithmetic or geometric
- use recursive and explicit forms of sequences
- determine if sequences represent linear or exponential functions
- solve multistep linear equations and inequalities
- determine what causes a linear equation to have no solution or infinite solution
- determine if relations are functions
- identify parent functions
- use function notation
- graph linear functions
- write equations of lines in slope intercept form and point-slope form
- find trend lines, lines of best fit, and regression equations
- solve systems of linear equations using graphing, substitution, and elimination
- solve systems of linear inequalities using graphing
- simplify expressions using properties of exponents
- identify and write equations involving exponential growth and decay
- explore real-life applications of functions
- simplify polynomial expressions
- factor polynomial expressions with a focus on quadratic expressions
- solve quadratic equations

COURSE SYLLABUS

Course Name

College Prep Algebra I

Level

College Prep

General Description of the Course

In this curriculum, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. Students explore systems of equations and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Students build on prior experiences with data, which provides a more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Students will consider quadratic functions and compare them to those of linear and exponential functions. They will begin to solve these functions using various techniques to help them in future math classes.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments can include, but are not limited to::

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Core Texts & Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Unit P

Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using order of operations
- Combine like terms
- Solve one and two-step equations
- Proportions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

- a. Interpret parts of an expression, such as terms, factors, and coefficients.**
- b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit Essential Questions

- What is an expression?
- What is an equation?

Unit Essential Vocabulary

Equation	Expression	Like Terms
Order of Operations	Proportion	Simplify
Solve		

Scope and Sequence

1. Students will simplify numerical expressions using order of operations.
2. Students will simplify algebraic expressions by combining like terms.
3. Students will solve one-step equations and two-step equations.
4. Students will solve proportions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 7 days

Unit 1

Patterns

Unit Goals

At the completion of this unit, students will be able to:

- Recognize patterns that are linear and exponential
- Build a function that models a relationship between two quantities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

F-BF 1. Write a function that describes a relationship between two quantities.*

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Unit Essential Questions

- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?

Unit Essential Vocabulary

Arithmetic Sequence	Explicit Rule	Geometric Sequence	Integer
N th term	Recursive Rule	Symbolic Algebraic Expression	

Scope and Sequence

1. Students will represent patterns with tables, graphs, and symbolic rules.
2. Students will understand the difference between recursive rule versus explicit rule.
3. Students will recognize and analyze arithmetic sequences.
4. Students will recognize and analyze geometric sequences.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 9 days

UNIT 2

Linear Equations and Inequalities

Unit Goals

At the completion of this unit, students will be able to:

- Solve linear equations involving multi-steps and variables on both sides
- Solve equations involving coefficients that are real numbers
- Solve linear inequalities involving multi-steps and variables on both sides
- Graph the solution to linear inequalities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions.

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

N-Q 1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas....

N-Q 2 Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.

Unit Essential Questions

- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?

Unit Essential Vocabulary

Algebraic expression	All Real Numbers	Coefficient	Constant
Commutative property	Distributive property	Equation	Evaluate
Inequality	Integers	Inverse operations	Linear inequalities
Order of operations	Properties of equality	Real numbers	Simplify
Solve	Variable		

Scope and Sequence

1. Students will write, simplify, and model situations involving linear equations.
2. Students will use the commutative, associative, and distributive properties to solve multi-step equations.
3. Students will write, simplify, and model situations involving linear inequalities.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 13 days

UNIT 3

Functions

Unit Goals

At the completion of this unit, students will be able to:

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- 8F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
- 8F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
- 8F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**
- A-CED 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**
- F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....****
- F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
- F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Unit Essential Questions

- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?

Unit Essential Vocabulary

Absolute Value Function	Continuous	Cubic Function	Dependent Variable
Discrete	Domain	Evaluating a Function	Exponential Function
Function	Function Notation	Independent Variable	Input
Linear Function	Mapping Diagram	Ordered Pair	Output
Parabola	Quadratic Function	Range	Relation
Reciprocal Function	Set-Builder Notation	Table	Vertical Line Test

Scope and Sequence

1. Students will be introduced to the concept of a function.
2. Students will be able to identify relationships that are functions
3. Students will learn how to define the domain and range of discrete functions.
4. Students will organize and analyze data in tables and graphs and use the information to describe relationships.
5. Students will be introduced to function notation and will evaluate functions.
6. Students will be exposed to parent functions, with an emphasis on linear, exponential, and quadratic functions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 14 days

UNIT 4

Linear Functions

Unit Goals

At the completion of this unit, students will be able to:

- Write linear functions in slope-intercept form and point-slope form
- Calculate and interpret the slope of a line
- Understand the graph of linear functions
- Apply linear functions to real-world applications

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
- F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
- a. Graph linear ...functions and show intercepts...
- F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F-LE 1.** Distinguish between situations that can be modeled with linear functions [and with exponential functions].
- a. Prove that linear functions grow by equal differences over equal intervals...
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....
- F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- F-LE 5.** Interpret the parameters in a linear ... function in terms of a context.

Unit Essential Questions

- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and y-intercept?
- How do linear functions model real-world situations?

Unit Essential Vocabulary

Dependent Variable	Independent Variable	Initial Value	Linear Function
Linear Inequality	Linear Models	Nonlinear Function	Parameters
Point-Slope Form	Rate of Change	Slope	Slope-Intercept Form
x -intercept	y -intercept		

Scope and Sequence

1. Students will graph linear functions.
2. Students will write linear equations in slope-intercept form and point-slope form.
3. Students will interpret the meaning of slope and y -intercept.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 19 days

UNIT 5

Scatter Plots & Trend Lines

Unit Goals

At the completion of this unit, students will be able to:

- Summarize and interpret data using one variable statistics
- Represent data using linear models
- Interpret linear models

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

- 8-SP 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8-SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 8-SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
- S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.**
- S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).**
- S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.**
- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.**
- c. Fit a linear function for a scatter plot that suggests a linear association.
- S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.**
- S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S-ID 9. Distinguish between correlation and causation.

Unit Essential Questions

- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?

Unit Essential Vocabulary

Boxplot	Causation	Correlation	Correlation coefficient
Data	Dependent variable	Distribution	Graphical representation
Independent variable	Line of best fit	Linear regression	Linear relationship/model
Mean (average)	Median	Measures of central tendency	Mode
Nonlinear relationship/model	Outlier	Prediction	Regression equation
Scale	Scatter plot	Scale	Scatter plot

Scope and Sequence

1. Use five number summaries to create box and whisker plots
2. Fit trend lines to a scatter plot
3. Make predictions from trend lines
4. Calculate linear regression equations and find the correlation coefficient

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 10 days

UNIT 6

Systems of Linear Equations

Unit Goals

At the completion of this unit, students will be able to:

- Solve systems of linear equations graphically
- Solve systems of linear equations using algebraic methods

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear functions.*

Unit Essential Questions

- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit Essential Vocabulary

Breakeven Point

Elimination Method

Infinite Solution

Parallel

Solution

Substitution Method

System of Linear Equations

Scope and Sequence

1. Students will represent, compare, and analyze two linear equations, look for common solutions, and use this information to make choices between competing situations in real-world contexts.
2. Students will solve systems of equations graphically and algebraically.
3. Students will explain what the solution of a system of linear equations represents in the contexts of various applications.
4. Students will explore the special cases of parallel lines (no solution) and identical lines (infinite solutions).

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 7

Quadratic Functions and Equations

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using the properties of exponents
- Add, subtract, and multiply polynomial expressions
- Factor polynomial expressions with a focus on quadratic functions
- Solve quadratic equations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

A-SSE 3. a Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries... *

Unit Essential Questions

- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

Unit Essential Vocabulary

Binomial	Coefficient	Constant Term	Cubic
Decreasing	Expanded Form	Factored Form	Increasing
Leading Coefficient	Monomial	Quadratic Formula	Quadratic Function
Quadratic Equation	Quadratic	Parabola	Parameter
Polynomial	Quadratic	Standard Form	Trinomial
Vertex	x-intercepts	y-intercept	Zero Product Property

Scope and Sequence

1. Students will investigate the properties of exponents.
2. Students will perform operations with polynomial expressions
3. Students will factor using the Greatest Common Factor
4. Students will factor quadratic expressions
5. Students will solve quadratic equations using the square root method, factoring, and the quadratic formula

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 33 days

UNIT 8

Introduction to Exponential Functions

Unit Goals

At the completion of this unit, students will be able to:

- Graph exponential functions
- Write exponential functions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

- e. Graph exponential ... functions, showing intercepts and end behavior... F-IF 8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential functions.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly...

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

Unit Essential Questions

- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?

Unit Essential Vocabulary

Decay Factor	Decay Rate	Doubling
Exponential Decay	Exponential Function	Exponential Growth
Growth Factor	Growth Rate	Half-Life
Percent	Quadrupling	Tripling

Scope and Sequence

1. Students will write equations of exponential functions.
2. Students will graph exponential functions.
3. Students will identify the real-world meaning of the initial value and the growth/decay factor.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS
<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>
- TI 84, or 84+ Graphing Calculator

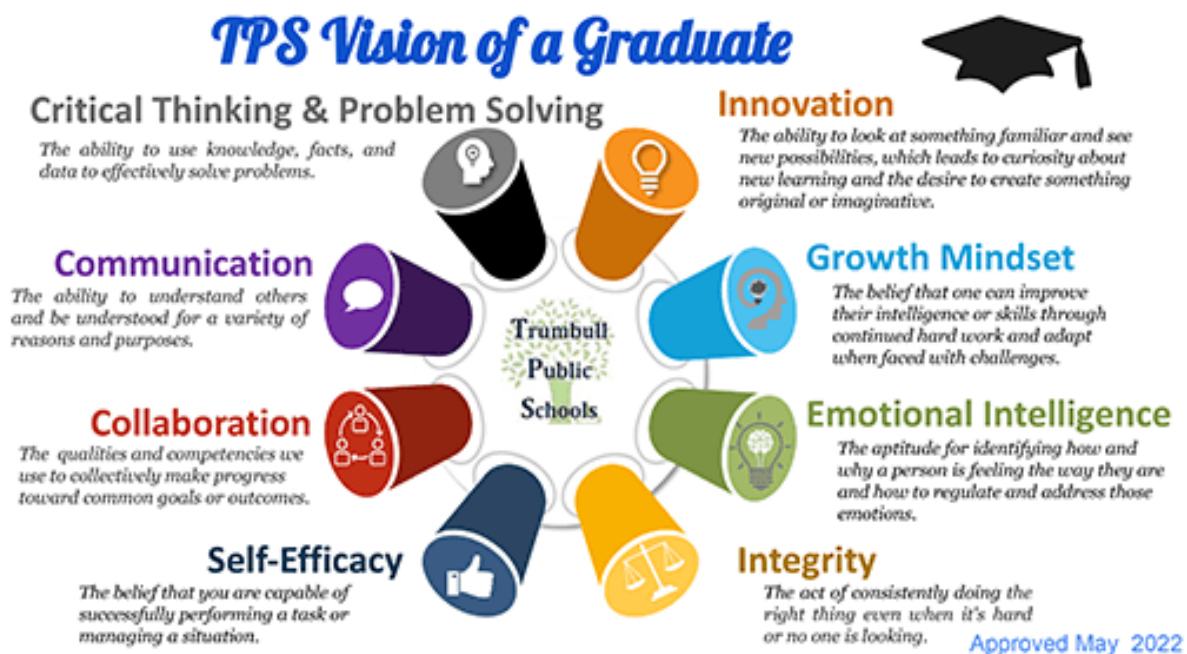
Time Allotment

- 10 days

COURSE CREDIT

1.0 credits in mathematics
One class period for one year

TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	- Solution shows deep understanding of the problem and its components - Solution shows extensive use of 21st-century technology skills	- Solution shows sufficient understanding of the problem and its components - Solution shows sufficient use of 21st-century technology skills	- Solution shows some understanding of the problem and its components - Solution shows some use of 21st-century technology skills	- Solution shows limited or no understanding of the problem and its components - Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 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 Final 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 and its components - Solution shows limited or no application of 21st-century skills

CP Algebra I Pacing Guide

P. Prerequisites: 7 Days

<i>Days</i>	<i>Topics</i>
1	Simplify expressions using order of operations
1	Combine like terms
2	Solving One-Step and Two-Step Equations
1	Proportions
1	Review
1	Assessment

1. Patterns: 9 Days

<i>Days</i>	<i>Topics</i>
1	Representing patterns
1	Patterns with integers
2	Arithmetic sequences
2	Geometric sequences
1	Patterns with Fractals
1	Review
1	Assessment

2. Linear Equations and Inequalities: 13 Days

<i>Days</i>	<i>Topics</i>
2	Solving equations variables both sides
3	Solving equations using the distributive property
1	Review
1	Assessment
4	Linear inequalities
1	Review
1	Assessment

3. Functions: 14 Days

<i>Days</i>	<i>Topics</i>
1	Representing Relations and Functions
1	What is a Function?
2	Parent Functions
4	Function Notation
1	Assessment
2	Graphing Functions
1	Review
1	Test

4. Linear Functions: 19 Days

<i>Days</i>	<i>Topics</i>
3	Rate of Change and Slope
4	Slope-Intercept Form
4	Point-Slope Form
1	Review
1	Assessment
1	Review
1	Assessment
3	Linear Inequalities
1	Assessment

Midterm Exam Review (3 Days)

-----END of SEMESTER 1-----

5. Scatter Plots & Trend Lines: 10 days

<i>Days</i>	<i>Topics</i>
2	Five-number summary/Box and whisker
2	Scatterplots and Trend Lines
2	Linear Regression
4	Project

6. Systems of Linear Equations: 11 days

<i>Days</i>	<i>Topics</i>
1	Solving by graphing
2	Solving using substitution
2	Solving using elimination
1	Review
1	Assessment
2	Applications of linear systems
1	Review
1	Assessment

7. Quadratic Functions and Equations: 33 days

<i>Days</i>	<i>Topics</i>
4	Exponent properties
1	Review
1	Assessment
2	Adding and subtracting polynomials
3	Multiplying polynomials
1	Review
1	Assessment
5	Factoring Polynomials
1	Review
1	Assessment
2	Simplifying square roots
1	Solving square root property

- 1 Solving zero product property
- 4 Solving by factoring
- 3 Solving using the quadratic formula
- 1 Review
- 1 Assessment

8. Introduction to Exponential Functions: 10 days

<i>Days</i>	<i>Topics</i>
3	Exponential Functions
2	Percents
3	Exponential Growth and Decay
1	Review
1	Assessment

Final Exam Review (3 Days)

-----**END of SEMESTER 2**-----

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

December 10, 2024
Susan Iwanicki, Ed.D
Assistant Superintendent



Curriculum Guide Update Requests

- Grade 12 *Poetry* Dept. Chair Anne Rizza and teachers Karlen Shupp and Mary Colombo
 - Guide updated to meet differentiated demand of the course credit levels- Honors/ACP
 - Contains a variety of traditional and non-traditional poets
 - Song is also used within the course
- Grade 9 ACP Algebra 1 and Grade 9 CP Algebra 1, both presented by teachers Elizabeth Capobianco and Nicole Trommelen
 - Revised to add more applications and real life examples
 - Edited for depth of content and more support in the units

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – December 10, 2024

Mr. Hendrickson

Agenda Item – III-F

Approval/Financial Report of October 31, 2024

- The Finance Committee of the Board of Education met on November 21, 2024 which included the review of the October 31, 2024 financial report.

Recommendation:

- Approve the Financial Report as of October 31, 2024.

December 5, 2024

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: October 2024 Financial Report

Attached for your review is the October 2024 Financial Report that was presented to the Board of Education Finance Committee on November 21, 2024. 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, included in the package are draft minutes from the November 21, 2024 and the approved minutes from the October 31, 2024 Finance Committee meetings.

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

November 21, 2024 – Board of Education Finance Committee Report

Operating Budget (001):

- 1) The summary sheet shows that the general fund has an available balance of \$2,279,077; however, it is premature to make any predictions about yearend balances for a couple more months.
 - a. Earlier this month the Business Office sent an e-mail to all Department Heads and Principals asking them to enter purchase orders, so that their funds are encumbered. This will help give a truer available balance.
 - b. Items that may challenge the budget are:
 - i. Electricity (due to Public Benefits charge)
 - ii. Special Education out-of-district transportation
 - iii. PPS – L/W – Tuition Outplace
- 2) The package includes both the “By Object” and “By Location” financial statements as well as a two-page summary.
- 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: 25.5%
 - i. In the past three years this has ranged from 22.7% => 23.6%.
 - b. Salaries (which are approximately 65.5% of the budget): 19.0%
 - i. In the past three years this has ranged from 18.7 => 19.2% each year.
 - c. Benefits (which are 17.8% of the budget) spent: 31.5%
 - i. In the past three years this has ranged from 31.5% => 32.8%.
 - 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 = 36.4% 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 in the package). Reviewing the standard nine object codes for September and their available balance:
 - a. **Salaries (51XX): \$1,084,424**
 - i. Most of the deficit in the Admin/Supervisors line is due to a miscoding of one person.
 - ii. Please note that overtime is not encumbered; also, there are several paraprofessional positions open.
 - b. **Employee Benefits (52XX): \$355,035**
 - i. The available balance in health benefits is due to a lower than projected number of people taking benefits; however, hiring is continuing and this available balance will decrease over time.
 - ii. The District has not received any unemployment invoices.
 - iii. Under Other Benefits, the amount for 401(A) has been increasing over the years and bears watching. Another month's activity is required to make a projection.

- c. **Purchased Professional Services (53XX): \$112,788**
 - i. The primary contributor to this available balance is Other Professional Services (\$112,886). Three items make up most of the available balance:
 - 1. Curriculum Director – Other Professional Services: \$10,000
 - 2. THS Music – Other Professional Services: \$18,225
 - 3. Sports – Sports General – Other Purchased Services: \$63,482
 - ii. Legal, Service Contracts, and Consultants are all approximately at breakeven.
- d. **Purchased Property Services (54XX): \$91,882**
 - i. Utilities has an available balance = \$59,275; however, YTD it is quite likely that it will be over budget primarily due to the public benefits charge.
 - 1. This could have a \$250,000 negative impact on the budget.
 - ii. Repairs & Service Fees available balance = -\$12,248
 - iii. Copiers available balance = -\$12,248
 - iv. Other Purchased Property Services available balance = \$35,793
- e. **Purchased Other Services (55XX): -\$387,175; major items are:**
 - i. Transportation = -\$183,866
 - 1. This deficit increased approximately \$110,000 due to Special Education out-of-district transportation.
 - 2. The District has made prepayments (Aug => Jan) for Home-to-School, Special Education In-District, and Monitors.
 - 3. This payment allows the District to take advantage of the 1% prepayment discount.
 - ii. Interns = \$321,000
 - iii. Tuition = -733,367
 - 1. PPS – Outplaced Tuition = -\$736,064
 - iv. Other Purchased Services = \$146,803
- f. **Supplies (56XX): \$769,523**
 - i. Supplies Teaching = \$320,100
 - ii. Texts & Workbooks = \$136,663
 - iii. Testing Materials = \$90,788
 - iv. Energy = \$100,000 (Natural gas)
- g. **Property (57XX): \$226,790**
 - i. Classroom equipment = \$266,073
 - ii. Building equipment = \$10,560
- h. **Debt Service & Miscellaneous (58XX): \$25,741**
- i. **Other Objects (59XX): \$0**
 - i. The \$331,615 credit consists of the following items:
 - ii. Credits from the following accounts: Total = \$551,615
 - 1. \$300,000 from the Athletic Fund
 - 2. \$100,000 from E-Rate (Technology)
 - 3. \$66,300 from Magnet School Transportation
 - 4. \$85,315 from the Food Service Allocation
 - iii. Expenses for the following accounts: Total = \$220,000
 - 1. \$150,000 for Strings / Band

- 2. \$70,000 for ELITE
- iv. There was no activity in this object during this reporting period.

Town Accounts (009)

- 1) Year-to-Date (YTD spend) = \$593,973 (45.7%); budget = \$1,297,129.
 - a. This is a \$58,189 increase month-to-month.
- 2) Please note that NP Bus expense covered August => January.
 - a. This item is 81.7% of the entire budget.

Student Activities Accounts (100)

- 1) The balance of accounts increased \$83,951 from \$357,516 (9/30) to \$441,467 (10/31).
The accounts with the largest changes were:
 - a. The Hillcrest student activity fund increased \$15,259.
 - b. The THS Class of 2026 Fund increased \$39,823.
 - c. THS Bookstore / DECA increased \$14,618.

Grants (200)

- 1) Several 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. HeadStart is not funded until after the start of the Federal fiscal year (October 1st).

Special Revenue Funds (205)

- 1) There are five accounts in deficit in Special Revenue Funds:
 - a. Continuing Education: -\$77,803 due to a lag in revenues and having the salaries encumbered for the entire year.
 - b. Strings / Band: -\$146,072 due to salaries being encumbered for the entire school year. There was a -\$125 change month-to-month.
 - c. ELITE: -\$126,151; a month-to-month change of \$14,708 from -\$140,859 at 9/30/2024. The majority of the deficit is due to encumbering the estimated full year's expenses while revenues are only recognized when received.
 - i. 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).
 - d. Interdistrict (TECEC/Reach/IIP): -\$18,763, a \$17,268 change from -\$36,031 at 9/30/2024. The deficit is primarily due to encumbering full year salaries while revenue is taken in over time. Based on experience, there is approximately \$90K in revenue to be collected.
 - e. The Voluntary Insurance account is a self-liquidating account.
 - i. This means that each month employees who signed-up for additional life insurance make a payment. These payments reduce the deficit.
 - ii. Through October 31st the account was \$221,229 in deficit, September 30th the account is \$248,153 in deficit, a \$26,924 change month-to-month.
 - iii. Monthly payments are between \$25,000 and \$30,000.

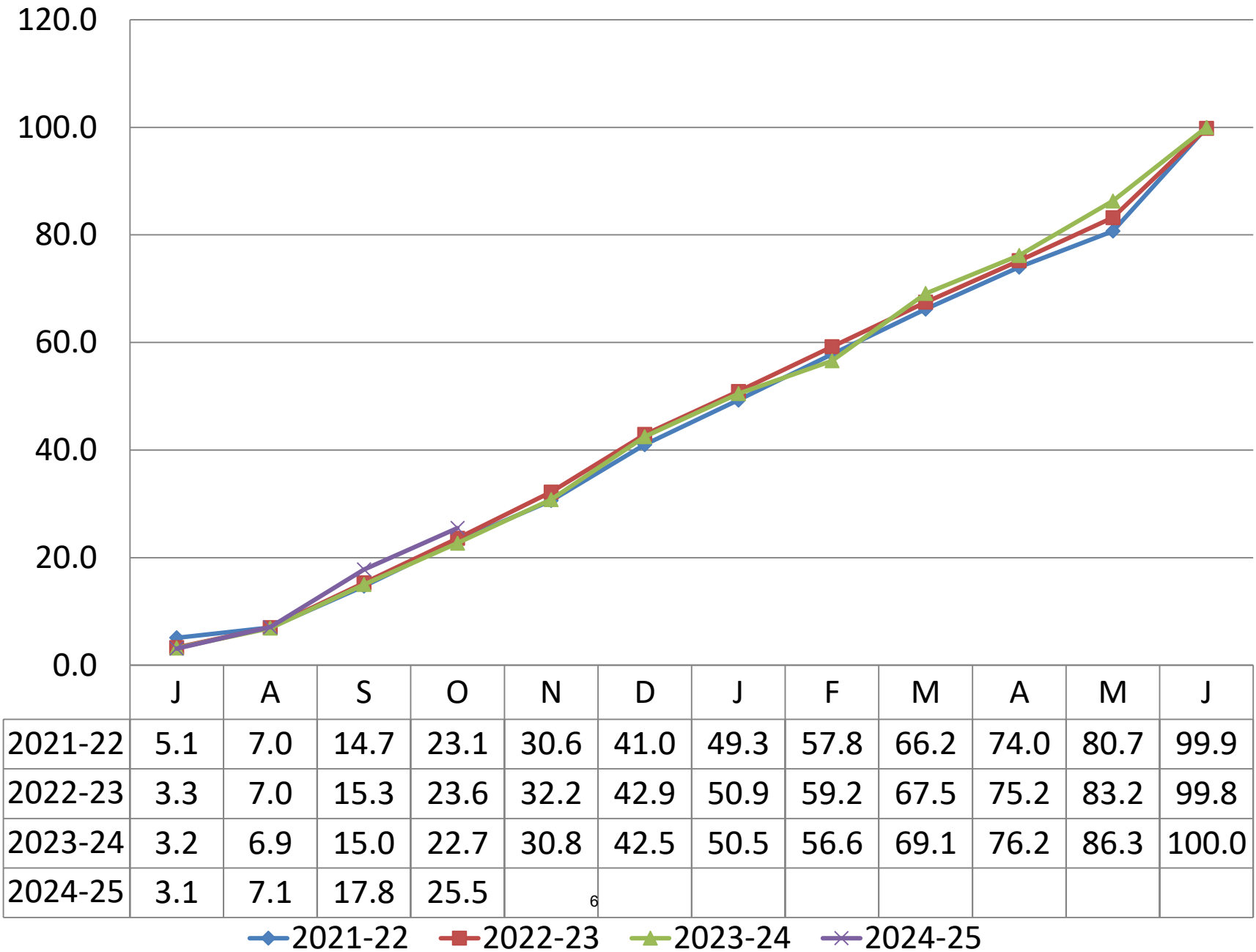
Food Service (210)

- 1) In the month of October, the District posted a \$18,155 profit.
 - a. During the month \$31,555 was spent on capital.
 - b. Without this expenditure, October would have had a \$49,710 profit.
- 2) Claims through October were \$186,931.16 of which the District has received \$97,284.47.
- 3) At October 31st, the District's cash account = \$2,078,502 while the "Due to Town Account" = \$414,928 resulting in a \$1,663.574 net cash position.

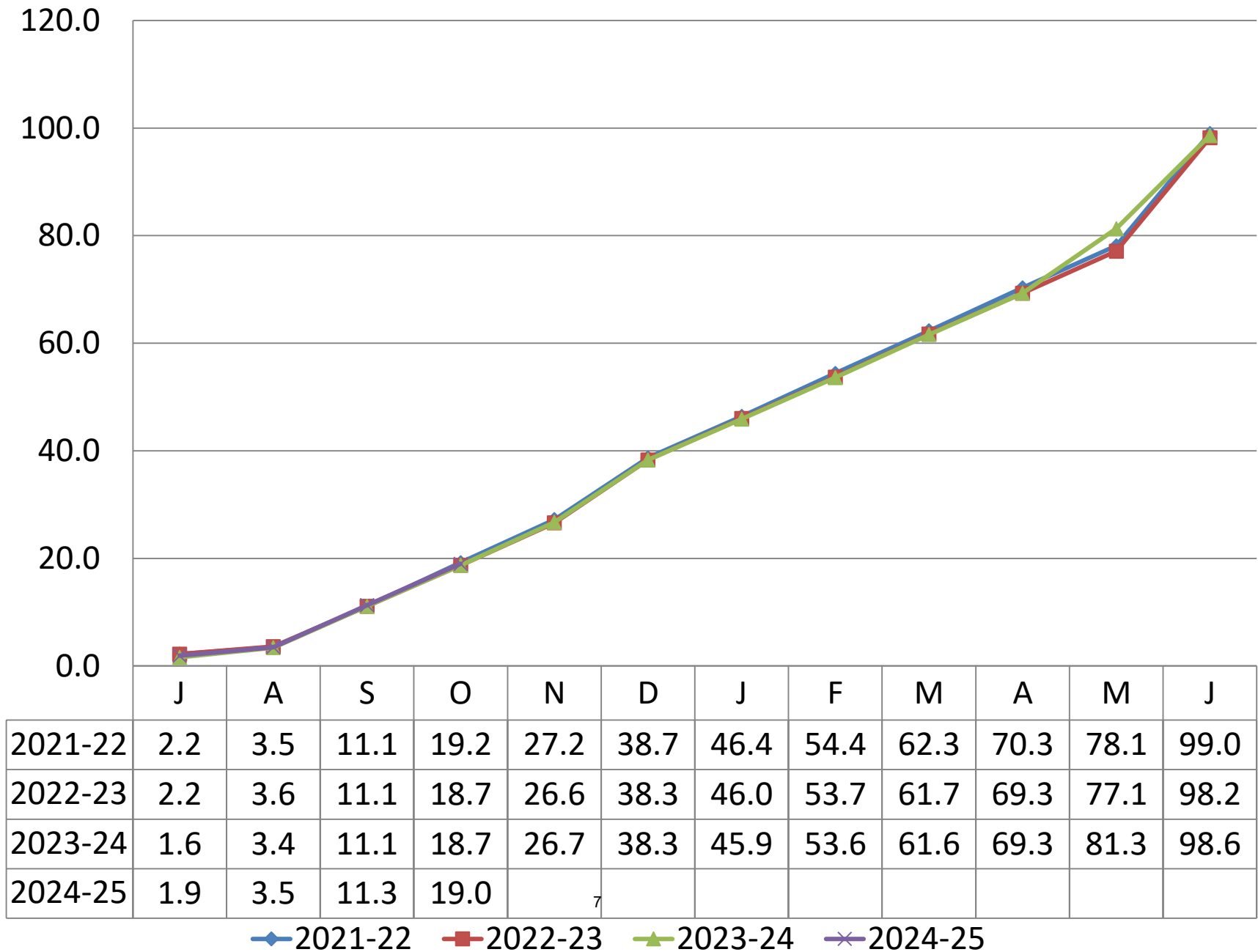
Scholarships (300)

- 1) The balance of the Scholarship Fund at 10/31/2024 was \$169,621 an increase of \$727 from \$168,894 at 9/30/2024. The increase was due to contributions to the Chelsea Cunha fund and interest earned.

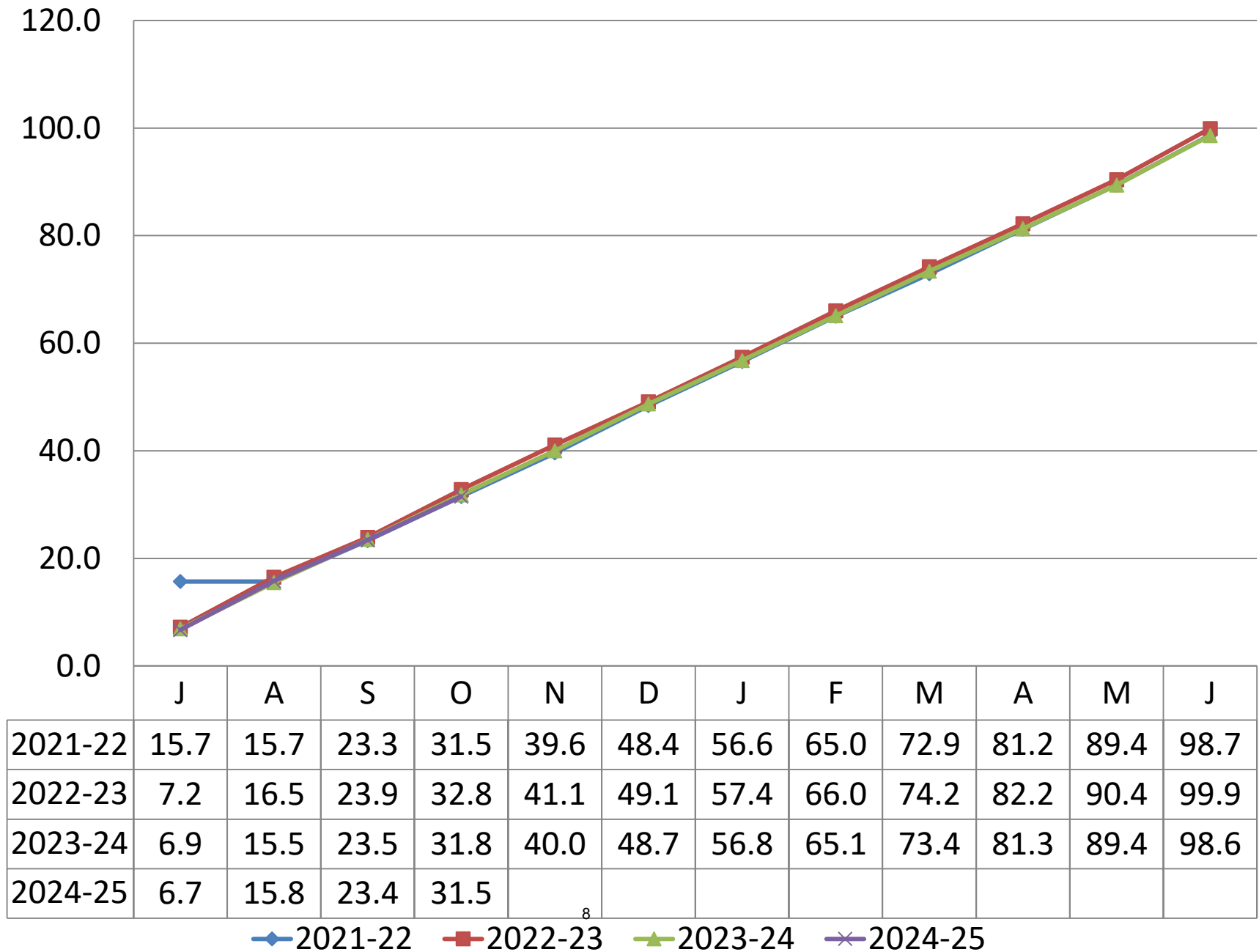
Cumulative Total Board of Education Budget % By Month



Cumulative Board of Education Salaries Budget % By Month



Cumulative Board of Education Benefits Budget % By Month



FOR 2025 04

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
001 BOE GENERAL FUND		124,530,402	0	124,530,402	31,775,726.05	90,475,668.85	2,279,007.10	98.2%
	TOTAL EXPENSES	124,530,402	0	124,530,402	31,775,726.05	90,475,668.85	2,279,007.10	
009 TOWN ACCOUNTS FUND		0	314,101	314,101	567,254.88	646,191.06	-899,344.94	386.3%
	TOTAL REVENUES	0	-983,028	-983,028	-26,717.96	.00	-956,310.04	
	TOTAL EXPENSES	0	1,297,129	1,297,129	593,972.84	646,191.06	56,965.10	
200 GRANTS FUND		0	2,869,445	2,869,445	-44,268.28	1,903,822.25	1,009,890.58	64.8%
	TOTAL REVENUES	0	-675,376	-675,376	-646,632.63	.00	-28,743.47	
	TOTAL EXPENSES	0	3,544,821	3,544,821	602,364.35	1,903,822.25	1,038,634.05	
205 SPECIAL REVENUE FUND		0	1,156,607	1,156,607	-340,452.39	1,158,820.92	338,238.79	70.8%
	TOTAL REVENUES	0	0	0	-853,679.90	.00	853,679.90	
	TOTAL EXPENSES	0	1,156,607	1,156,607	513,227.51	1,158,820.92	-515,441.11	
210 SCHOOL LUNCH FUND		0	-60,429	-60,429	202,677.06	2,632,200.98	-2,895,307.04	4691.3%
	TOTAL REVENUES	0	-3,188,856	-3,188,856	-751,704.54	.00	-2,437,151.46	
	TOTAL EXPENSES	0	3,128,427	3,128,427	954,381.60	2,632,200.98	-458,155.58	
300 SCHOLARSHIP FUND		0	0	0	-1,227.68	.00	1,227.68	100.0%
	TOTAL REVENUES	0	0	0	-1,252.68	.00	1,252.68	
	TOTAL EXPENSES	0	0	0	25.00	.00	-25.00	
	GRAND TOTAL	124,530,402	4,279,724	128,810,126	32,159,709.64	96,816,704.06	-166,287.83	100.1%

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

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 10/31/2024

<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		5,621,969	-	5,621,969	1,351,172	1,801,563	4,046,363	(225,956.88)	104%
Teachers		57,678,897	-	57,678,897	4,915,301	9,392,821	47,936,514	349,560.75	99%
Custodians/Maintenance		4,182,900	-	4,182,900	927,286	1,223,047	2,472,417	487,436.14	88%
Tech Support		518,824	-	518,824	127,156	168,307	363,017	(12,499.58)	102%
Admin Support		2,920,909	-	2,920,909	592,525	816,863	2,039,497	64,549.13	98%
Paras & Aides		5,731,179	-	5,731,179	620,297	1,090,113	4,319,648	321,417.64	94%
Substitutes		55,000	-	55,000	28,029	71,107	46,563	(62,669.39)	214%
Coaches & Advisors		1,049,421	-	1,049,421	34,350	54,010	954,605	40,806.23	96%
Salaries Other		1,726,118	-	1,726,118	173,431	322,243	1,375,986	27,888.46	98%
Misc Salary Items		403,891	-	403,891	259,805	259,805	50,195	93,891.00	77%
Salaries Total		79,889,108	-	79,889,108	9,029,352	15,199,879	63,604,805	1,084,423.50	99%
<u>Employee Benefits</u>	<u>200</u>								
Health Insurance		19,479,290	-	19,479,290	4,857,763	6,393,697	12,736,157	349,436.17	98%
FICA		2,030,533	-	2,030,533	273,014	429,254	1,601,279	-	100%
Other Insurance		348,000	-	348,000	33,222	113,929	232,172	1,899.00	99%
Unemployment		20,000	-	20,000	-	-	20,000	-	100%
Benefits Other		424,900	-	424,900	64,796	97,136	324,064	3,700.00	99%
Employee Benefits Total		22,302,723	-	22,302,723	5,228,795	7,034,017	14,913,671	355,035.17	98%
<u>Purchased Professional Services</u>	<u>300</u>								
Legal		230,000	-	230,000	20,417	20,417	211,635	(2,051.98)	101%
Service Contracts		1,799,009	-	1,799,009	376,488	551,530	1,248,805	(1,326.00)	100%
Consultants		305,000	-	305,000	38,235	63,984	237,736	3,280.00	99%
Other Prof Services		535,237	-	535,237	48,966	176,448	245,903	112,885.87	79%
Purchased Professional Services Total		2,869,246	-	2,869,246	484,106	812,379	1,944,079	112,787.89	96%
<u>Purchased Property Services</u>	<u>400</u>								
Utilities		1,342,760	-	1,342,760	324,082	488,849	784,781	69,130.01	95%
Repairs & Svc Fees		423,000	-	423,000	103,663	143,449	280,343	(792.33)	100%
Copiers		243,820	-	243,820	57,249	99,785	156,284	(12,248.28)	105%
Other Purch'd Property Svcs		171,296	-	171,296	41,721	48,420	87,083	35,792.68	79%
Purchased Property Services Total		2,180,876	-	2,180,876	526,715	780,504	1,308,490	91,882.08	96%
<u>Purchased Other Services</u>	<u>500</u>								
Transportation		7,939,317	-	7,939,317	3,501,780	3,869,933	4,253,249	(183,865.52)	102%
Communications		353,550	-	353,550	104,577	143,902	160,375	49,272.85	86%
Postage		36,500	-	36,500	6,064	8,732	22,020	5,748.14	84%
Advertising		1,500	-	1,500	1,457	1,457	-	43.00	97%
Interns		336,000	-	336,000	15,000	15,000	-	321,000.00	4%
Tuition		3,963,486	-	3,963,486	1,619,321	2,046,622	2,650,231	(733,366.51)	119%
Printing		11,500	-	11,500	1,366	1,481	2,829	7,190.05	37%
Other Purch'd Svcs		306,945	-	306,945	107,013	116,862	43,281	146,802.53	52%
Purchased Other Services Total		12,948,798	-	12,948,798	5,356,578	6,203,989	7,131,985	(387,175.46)	103%
<u>Supplies</u>	<u>600</u>								
Supplies-Teaching		729,510	-	729,510	201,558	260,510	148,900	320,100.24	56%
Supplies-Office		106,216	-	106,216	21,669	31,639	31,547	43,030.01	59%
Supplies-Custodial		225,000	-	225,000	108,960	124,065	130,895	(29,960.34)	113%
Supplies-Maintenance		261,500	-	261,500	65,432	86,511	114,904	60,085.16	77%
Text & Workbooks		450,024	-	450,024	241,089	292,526	20,835	136,663.09	70%
Subscriptions		365,684	-	365,684	323,310	331,243	23,403	11,037.79	97%
Testing Materials		235,658	-	235,658	92,801	102,504	42,367	90,787.51	61%
Books & A/V		43,063	-	43,063	19,566	25,874	7,029	10,159.85	76%
Software		235,000	-	235,000	215,995	215,995	689	18,316.74	92%
Energy		600,000	-	600,000	30,226	30,226	469,774	100,000.00	83%
Other Supplies		34,716	-	34,716	2,394	2,822	22,591	9,302.78	73%
Supplies Total		3,286,371	-	3,286,371	1,322,999	1,503,915	1,012,934	769,522.83	77%
<u>Property</u>	<u>700</u>								
Office Equipment		26	-	26	-	-	-	26.00	0%
Office Furniture		12,000	-	12,000	14,166	14,166	-	(2,166.10)	118%
Classroom Equipment		756,595	-	756,595	406,451	457,233	78,634	220,728.63	71%

Trumbull Board of Education Expense vs Budget Summary
By Object
Report for the Period Ended 10/31/2024

<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>					
Classroom Furniture		14,013	-	14,013	11,059	12,803	3,332	(2,122.07)	115%
Bldg Equipment		42,000	-	42,000	24,294	25,465	5,975	10,560.32	75%
Bldg Improvements		12,000	-	12,000	3,653	4,463	8,760	(1,222.50)	110%
Other Equipment		4,000	-	4,000	-	-	3,015	985.32	75%
Property Total		840,634	-	840,634	459,622	514,129	99,716	226,789.60	73%
Debt Service & Miscellaneous	800								
Dues, Fees and Memberships		543,261	-	543,261	55,610	58,531	459,989	24,741.49	95%
Other Objects		1,000	-	1,000	-	-	-	1,000.00	0%
Miscellaneous Total		544,261	-	544,261	55,610	58,531	459,989	25,741.49	95%
Other Objects	900								
Other - Intergovernmental		(331,615)	-	(331,615)	(331,615)	(331,615)	-	-	100%
Other Objects Total		(331,615)	-	(331,615)	(331,615)	(331,615)	-	-	100%
Munis Report Total		124,530,402	-	124,530,402	22,132,161	31,775,726	90,475,669	2,279,007.10	98%

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2024

Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
Salaries								
Admin/Supervisors								
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	34,184	45,578	102,551	0
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	178,204	237,605	534,612	(175,062)
01402320-51114	Human Resource Director	171,600	-	171,600	41,778	55,704	125,334	(9,438)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	48,564	64,752	145,691	(5,490)
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	33,441	44,589	100,324	(3,878)
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01522400-51113	FTES-Admin-Principal/Asst Principal	347,403	-	347,403	80,170	106,893	240,510	0
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	79,708	106,278	239,125	0
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01582400-51113	TSES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01612400-51113	HMS-Admin-Principal/Asst Principal	357,561	-	357,561	82,514	110,019	247,542	0
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	84,682	112,909	254,045	0
01711006-51114	THS-Ag Science-Director	38,632	-	38,632	8,915	11,887	25,361	1,384
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	40,668	54,224	122,003	0
01712400-51113	THS-Admin-Principals	909,117	-	909,117	209,796	279,728	629,389	0
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	63,118	84,158	183,586	(8,970)
01822230-51141	Facilities-Admin-Manager OT	-	-	-	-	-	-	-
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	18,084	24,112	54,253	(2,097)
01902320-51115	Super-Admin-Superintendent	285,012	-	285,012	69,538	92,717	208,613	(16,318)
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	42,339	56,453	127,018	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	21,487	28,649	64,460	(2,492)
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	37,926	50,568	113,779	(0)
	Admin/Supervisors Total	5,621,969	-	5,621,969	1,351,172	1,801,563	4,046,363	(225,957)
Teachers								
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	41,387	82,774	455,258	149,823
01011200-51118	PPS-L/W-Curriculum Writing	5,000	-	5,000	-	-	-	5,000
01011200-51119	PPS-L/W-Teacher Xtra Time	41,000	-	41,000	12,695	13,385	27,615	-
01021201-51119	PPS-After School-Teacher Salaries	-	-	-	-	-	-	-
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	135,237	270,474	1,447,076	(4,985)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	28,256	56,511	310,813	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	97,780	195,560	1,045,918	0
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	118,582	236,419	1,220,373	29,744
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	15,041	30,082	135,974	1,323
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	183,454	366,907	1,948,540	52,370
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	115,837	232,419	1,267,196	44,708
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	173,690	342,292	1,813,931	89,854
01371200-51118	PPS-ESY-Teacher salaries	175,000	-	175,000	162,974	162,974	-	12,026
01402210-51110	Curr Dir-D/W-ELL Teachers	762,661	-	762,661	67,853	131,101	666,898	(35,338)
01402320-51116	Asst Super-Admin-Teacher Stipends	-	-	-	-	-	-	-
01402320-51118	Asst Super-L/W-Prof Devt Prep	-	-	-	-	-	-	-
01402320-51200	Asst Super-Admin-Teacher Mentors	7,000	-	7,000	-	-	-	7,000
01411250-51110	Curr Dir-D/W-TAG Teachers	-	-	-	-	-	-	-
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	42,827	71,843	291,042	(0)
01412210-51117	Curr Dir-D/W-Teacher Training	10,000	-	10,000	10,818	10,818	-	(818)
01412210-51118	Curr Dir-D/W-Prof Devt Prep	30,000	-	30,000	9,029	9,363	-	20,637
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	33,707	33,707	-	56,832
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	181,496	362,992	1,976,850	(1)
01511002-51110	BHES-Classroom-Specialists	627,636	-	627,636	48,988	97,977	531,669	(2,010)
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	8,533	17,065	93,858	(0)
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	179,058	360,412	1,961,150	92,972
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	67,714	135,429	709,674	(11,161)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	8,586	17,171	94,442	(0)
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	175,601	347,388	1,948,289	56,079
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	55,902	111,805	529,735	(2,015)
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	6,931	13,862	76,244	(0)
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	183,479	366,958	1,966,047	(3,351)
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	71,786	143,572	719,556	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	156,186	312,372	1,671,911	128,228
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	55,540	110,481	562,273	4,625
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	7,554	15,109	83,099	0
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	137,236	269,462	1,503,353	101,915

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2024

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01581002-51110	TES-Classroom-Specialists	613,618	-	613,618	49,615	99,230	514,388	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	7,781	15,563	85,596	(2,951)
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	310,122	618,792	3,397,906	15,831
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	9,317	18,633	102,483	(0)
01611016-51110	HMS-Music-Teacher Salaries	346,628	-	346,628	28,708	57,416	289,212	0
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	29,128	58,257	305,538	(0)
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	41,423	64,430	253,078	(4,604)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01612400-51110	HMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	337,171	674,259	3,586,859	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	9,317	18,633	102,483	(0)
01621016-51110	MMS-Music-Teacher Salaries	318,593	-	318,593	26,551	53,103	265,490	0
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	32,007	64,014	323,237	(14,223)
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	35,161	56,510	234,837	(2,428)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	976,433	1,934,378	10,196,480	54,043
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	7,717	15,434	84,889	(652)
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711006-51110	THS-Ag Science-Teachers Salaries	650,714	-	650,714	90,057	129,470	433,542	87,702
01711011-51110	THS-World Language-Teacher Salaries	-	-	-	-	-	-	-
01711016-51110	THS-Music-Teacher Salaries	289,774	-	289,774	23,845	47,691	238,930	3,153
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	72,023	139,441	733,934	(5,895)
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	21,862	43,290	231,519	27,784
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	177,796	284,230	1,106,722	47,816
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	7,560	15,120	83,157	0
01712400-51110	THS-Detention-Teacher Salaries	3,500	-	3,500	-	345	-	3,155
01912520-51196	D/W-Admin-Retirement/LOA Savings	(750,000)	-	(750,000)	-	-	-	(750,000)
01912520-51197	D/W-Admin-Degree Changes	100,000	-	100,000	-	-	-	100,000
	Teachers Total	57,678,897	-	57,678,897	4,915,301	9,392,821	47,936,514	349,561
<u>Custodians/Maintenance</u>								
01842610-51140	Facilities-Custodial-Salaries	3,011,283	-	3,011,283	700,225	901,428	1,899,006	210,849
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	26,400	47,161	-	77,839
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	7,953	22,072	-	107,928
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	-	-	-	-
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	1,640	2,373	-	7,198
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	774	1,636	-	5,364
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	159,307	216,683	573,411	52,951
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	5,543	6,248	-	18,752
01852620-51142	Facilities-Maintenance-Security Checks	-	-	-	-	-	-	-
01852620-51145	Facilities-Maintenance-Summer Help	32,000	-	32,000	25,445	25,445	-	6,555
	Custodians/Maintenance Total	4,182,900	-	4,182,900	927,286	1,223,047	2,472,417	487,436
<u>Tech Support</u>								
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	123,595	164,086	363,017	(16,779)
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	3,561	4,221	-	4,279
	Tech Support Total	518,824	-	518,824	127,156	168,307	363,017	(12,500)
<u>Administrative Support</u>								
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	5,933	7,910	17,798	220
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	4,629	7,635	32,402	13,108
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	508	683	-	817
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	36,844	49,054	110,376	602
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	93	104	-	646
01402320-51130	Asst Super-Admin-Secy 12 Mth	78,165	-	78,165	18,500	24,466	53,699	0
01402320-51135	Asst Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	15,898	21,197	47,693	0
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	-	-	-	62	137	-	(137)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	14,544	19,392	43,632	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	15,451	20,602	46,354	290
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	5,183	8,504	34,878	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	36	48	-	(48)
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	15,947	21,097	46,354	104
01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	6,443	10,405	33,677	-

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	493	614	-	136
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	16,043	21,186	46,354	16
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	4,983	8,304	34,878	0
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	320	352	-	148
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	15,451	20,602	46,354	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	4,640	7,733	32,477	-
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	145	267	-	(267)
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	15,701	20,852	46,354	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	5,183	8,504	34,878	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	172	227	-	273
01582400-51130	TES-Admin-Secy 12 Mth	67,265	-	67,265	15,451	20,602	46,354	310
01582400-51131	TES-Admin-Secy 10 Mth	43,183	-	43,183	4,983	8,304	34,878	0
01582400-51135	TES-Admin-Clerical Xtra Time	500	-	500	151	158	-	342
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	6,132	10,220	42,925	(0)
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	127	174	-	(174)
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	12,970	17,293	38,909	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	5,393	8,989	37,753	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	196	340	-	(340)
01622120-51131	MMS-Guidance-Secy 12 Mths	54,143	-	54,143	6,960	10,425	32,381	11,337
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	15,741	20,892	46,354	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	6,374	10,623	36,118	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	278	381	-	(381)
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	5,042	8,137	32,497	(0)
01711006-51135	THS-Ag Science-Secy Xtra Time	459	-	459	541	541	-	(82)
01711022-51131	THS-Alternate School-Secy 10 Mths	-	-	-	-	-	-	-
01712120-51130	THS-Guidance-Secy 12 Mths	193,706	-	193,706	45,386	60,218	133,488	(0)
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	12	35	-	(35)
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	371	371	-	(371)
01712220-51131	THS-Library-Secy 10 Mths	-	-	-	-	-	-	-
01712220-51135	THS-Library-Clerical Xtra Time	-	-	-	-	-	-	-
01712400-51130	THS-Admin-Secy 12 Mth	128,250	-	128,250	27,891	37,190	83,693	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	17,657	29,429	123,602	(0)
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	222	254	-	97
01713201-51131	Sports-Sports General-Secy 10 Mths	46,741	-	46,741	5,324	8,920	37,753	69
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	-	10	-	4,490
01802320-51115	Super-Personnel-Support Staff	177,297	-	177,297	42,879	57,086	125,337	(5,126)
01802320-51131	Super-Personnel-Support Staff-10 Mth	38,119	-	38,119	1,960	3,055	-	35,064
01802320-51135	Super-Personnel-Clerical Xtra Time	-	-	-	2,213	2,638	-	(2,638)
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	21,922	29,234	65,808	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	72	72	-	(72)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	24,373	32,497	73,119	(0)
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	1,364	1,937	-	(1,937)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	525	875	-	3,125
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	38,609	51,990	114,840	(4,430)
01902320-51135	Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	73,161	96,998	214,532	(2,339)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	468	647	-	7,853
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	4,484	6,360	11,000	(15,360)
Administrative Support Total		2,920,909	-	2,920,909	592,525	816,863	2,039,497	64,549
Paras & Aides								
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	21,318	43,789	206,243	(4,064)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	25,576	50,882	230,752	(23,628)
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	211,623	427,952	1,950,846	383,742
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	9,672	14,480	88,520	-
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	138,788	278,468	1,325,764	(47,139)
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	10,263	20,525	92,444	(22,243)
01371200-51122	PPS-ESY-ABA Paras	88,000	-	88,000	101,445	101,445	-	(13,445)
01371200-51128	PPS-ESY-Health Aides	-	-	-	6,489	6,489	-	(6,489)
01371200-51129	PPS-ESY-Para	51,500	-	51,500	55,271	55,271	-	(3,771)
01412210-51120	PPS-D/W-Para Training	10,000	-	10,000	-	-	-	10,000
01511001-51120	BHES-Classroom-Instructional Aides	59,698	-	59,698	3,362	8,227	35,648	15,823
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	1,814	3,753	16,657	1,239
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	3,985	10,232	47,000	3,532
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	3,521	7,498	32,701	1,448
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	2,887	6,931	31,581	15,927

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	950	3,315	18,098	(86)
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	3,962	8,165	42,108	4,166
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	972	2,306	10,289	854
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	4,610	9,870	45,351	3,411
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	1,756	4,269	18,102	1,148
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	3,569	8,317	36,473	2,365
01582400-51120	TES-Admin-Paras	24,002	-	24,002	1,370	3,383	17,758	2,861
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	1,137	2,646	10,523	586
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	367	738	12,668	43
01712400-51120	THS-L/W-Paras	56,422	-	56,422	5,587	11,162	50,124	(4,865)
	Paras & Aides Total	5,731,179	-	5,731,179	620,297	1,090,113	4,319,648	321,418
<u>Substitutes</u>								
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51117	Substitute Teachers	-	-	-	18,910	56,937	-	(56,937)
01802320-51119	Super-Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51129	Substitute Paraprofessionals	-	-	-	119	119	-	(119)
01802320-51139	Substitute Secretaries	-	-	-	612	3,522	-	(3,522)
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	6,296	8,437	46,563	-
	Substitutes Total	55,000	-	55,000	28,029	71,107	46,563	(62,669)
<u>Coaches & Advisors</u>								
01613202-51116	HMS-Activities-Advisors	39,524	-	39,524	-	-	39,524	-
01623202-51116	MMS-Activities-Advisors	41,613	-	41,613	-	-	41,613	-
01711016-51116	THS-Music-Directors	-	-	-	-	-	-	-
01713201-51111	Sports-Sports General-Athletic Trainers	135,005	-	135,005	22,950	34,425	103,275	(2,695)
01713201-51116	Sports-Sports General-Coaches	636,980	-	636,980	6,031	6,086	630,894	-
01713201-51129	Sports-Sports General-Other Non Certified	-	-	-	4,194	4,194	-	(4,194)
01713201-51170	Sports-Athletic Game Staff	57,000	-	57,000	1,175	9,305	-	47,695
01713202-51116	THS-Activities-Advisors	139,299	-	139,299	-	-	139,299	-
	Coaches & Advisors Total	1,049,421	-	1,049,421	34,350	54,010	954,605	40,806
<u>Salaries Other</u>								
01011200-51117	PPS-L/W-Teacher Subs	-	-	-	-	-	-	-
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	4,789	9,441	-	24,447
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	4,433	11,967	63,033	-
01011204-51117	PPS-L/W-Tutors Expulsions	10,000	-	10,000	-	-	10,000	-
01032130-51123	PPS-L/W-OT/PT Therapists	585,529	-	585,529	38,719	83,890	496,886	4,753
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	402	1,525	-	7,925
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	1,298	4,158	-	(2,658)
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	-	-	-	3,500
01401204-51117	Asst Super-L/W-Tutors Expulsions	5,000	-	5,000	-	-	-	5,000
01412210-51129	Curr Dir-D/W-Other Non-Certified	77,334	-	77,334	16,732	21,621	41,256	14,457
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	2,507	2,761	-	3,239
01802320-51127	Substitute-Security Guards	45,000	-	45,000	2,522	4,936	-	40,064
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	82,249	154,792	709,804	(93,014)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	1,444	2,703	-	22,297
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	18,336	24,448	55,008	(2,122)
	Salaries Other	1,726,118	-	1,726,118	173,431	322,243	1,375,986	27,888
<u>Misc Salary Items</u>								
01912520-51198	D/W-Admin-Retiree Payments	310,000	-	310,000	259,805	259,805	50,195	-
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
	Misc Salary Items Total	403,891	-	403,891	259,805	259,805	50,195	93,891
	Salaries Total	79,889,108	-	79,889,108	9,029,352	15,199,879	63,604,805	1,084,424
<u>Employee Benefits</u>								
<u>Health Insurance</u>								
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	6,138,896	8,185,605	16,679,395	(5,385,710)
01912520-52011	Benefits-Health Premium Share - Medical	-	-	-	(1,212,874)	(1,700,145)	(3,789,608)	5,489,753
01912520-52012	Benefits-Health Premium Share - Dental	-	-	-	(68,258)	(91,763)	(153,630)	245,393
	Health Insurance Total	19,479,290	-	19,479,290	4,857,763	6,393,697	12,736,157	349,436
<u>FICA</u>								

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	273,014	429,254	1,601,279	-
	FICA	2,030,533	-	2,030,533	273,014	429,254	1,601,279	-
<u>Other Insurance</u>								
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	-	69,375	135,625	-
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	5,905	7,843	17,157	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	27,317	36,712	79,389	3,899
	Other Insurance Total	348,000	-	348,000	33,222	113,929	232,172	1,899
<u>Unemployment</u>								
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	-	-	20,000	-
	Unemployment Total	20,000	-	20,000	-	-	20,000	-
<u>Benefits Other</u>								
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	4,881	5,722	6,578	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	59,915	91,414	317,486	-
	Benefits Other Total	424,900	-	424,900	64,796	97,136	324,064	3,700
	Employee Benefits Total	22,302,723	-	22,302,723	5,228,795	7,034,017	14,913,671	355,035
<u>Purchased Professional Services</u>								
<u>Legal</u>								
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	7,216	7,216	122,784	-
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	13,201	13,201	88,851	(2,052)
	Legal Total	230,000	-	230,000	20,417	20,417	211,635	(2,052)
<u>Service Contracts</u>								
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	3,780	6,940	41,310	16,750
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	12,315	19,928	68,073	(3,000)
01422520-53305	Tech-Admin-Maintenance Contracts	30,000	-	30,000	15,924	25,009	-	4,992
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	21,371	110,674	889,326	-
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	10,219	59,088	230,912	-
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	-	816	19,184	-
01882700-53303	Trans-Admin-Software Support	7,500	-	7,500	13,030	13,030	-	(5,530)
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	85,000	-	85,000	94,004	94,201	-	(9,201)
01922530-53302	Asst Super-Info Svcs-Dbase Students	216,509	-	216,509	205,846	221,846	-	(5,337)
	Service Contracts Total	1,799,009	-	1,799,009	376,488	551,530	1,248,805	(1,326)
<u>Consultants</u>								
01011201-53210	PPS Homebound Instructional Services	-	-	-	-	-	3,400	(3,400)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	38,235	63,984	234,336	1,680
	Consultants Total	305,000	-	305,000	38,235	63,984	237,736	3,280
<u>Other Professional Services</u>								
01412210-53300	Curr Dir-D/W-Other Professional Svcs	10,000	-	10,000	-	-	-	10,000
01422214-53300	Tech-L/W-Other Professional Svcs	4,500	-	4,500	857	1,026	1,649	1,825
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	3,500	-	3,500	-	225	-	3,275
01422520-53300	Tech-Admin-Other Professional Svcs	6,000	-	6,000	2,515	2,515	-	3,485
01613202-53301	HMS-Activities-Police	307	-	307	-	320	-	(13)
01623202-53301	MMS-Activities-Police	1,228	-	1,228	-	320	640	268
01711016-53300	THS-Music-Other Professional Svcs	47,575	-	47,575	9,032	9,382	19,968	18,225
01712120-53220	THS-Guidance-Career Guidance	950	-	950	125	125	673	152
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	2,572	16,332	73,052	616
01713201-53300	Sports-Sports General-Purch'd Svcs	224,575	-	224,575	10,697	28,433	132,660	63,482
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	-	2,000	15,500	-
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	3,000	-	3,000	-	-	-	3,000
01882700-53300	Transportation-Professional Svcs	-	-	-	-	-	-	-
01902310-53300	Super-BOE-Professional Services	26,000	-	26,000	23,167	23,167	1,762	1,071
01912520-53300	Bus Off-Admin-Professional Svcs	-	-	-	-	-	-	-
01912520-53310	Bus Off-Admin-Athletic Insurance	92,602	-	92,602	-	92,602	-	-
01922530-53304	Bus Off-Admin-Training	7,500	-	7,500	-	-	-	7,500
	Other Professional Services Total	535,237	-	535,237	48,966	176,448	245,903	112,886
	Purchased Professional Services Total	2,869,246	-	2,869,246	484,106	812,379	1,944,079	112,788

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2024

		Budget			September	October	Committed/	October
Account #	Account Description	Original	Transfers	Revised	Expended	Expended	Estimates	Available/ (Over)
Purchased Property Services								
Utilities								
01842611-54101	Facilities-D/W-Electricity	1,212,760	-	1,212,760	305,655	460,437	693,048	59,275
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	18,427	28,412	91,733	9,855
	Utilities Total	1,342,760	-	1,342,760	324,082	488,849	784,781	69,130
Repairs & Service Fees								
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	2,000	-	2,000	-	1,100	695	205
01422214-54300	Tech-L/W-Repairs & Svc Fees	800	-	800	-	-	-	800
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	500	-	500	-	-	-	500
01422520-54300	Tech-Admin-Repairs & Svc Fees	1,200	-	1,200	-	-	-	1,200
01711006-54300	THS-Ag Science-Repairs & Svc Fees	3,000	-	3,000	-	-	4,650	(1,650)
01842610-54300	Facilities-Custodial-Repairs	15,000	-	15,000	98	98	10,901	4,001
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	10,000	-	10,000	-	-	-	10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	3,000	-	3,000	-	2,153	5,545	(4,698)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	1,100	8,900
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	5,000	-	5,000	4,600	5,600	1,400	(2,000)
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	-	-	-	-	4,759	-	(4,759)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	45,000	-	45,000	15,732	19,407	41,113	(15,520)
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	5,000	-	5,000	-	-	1,000	4,000
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	5,925	8,371	35,866	(4,237)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	25,000	-	25,000	2,483	11,563	21,196	(7,759)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	-	25,534
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852637-54300	Facilities-Glass-Repairs & Svc Fees	5,000	-	5,000	-	-	7,800	(2,800)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	46,627	55,873	73,694	(4,567)
01852642-54300	Facilities-Painting-Repairs & Svc Fees	-	-	-	-	-	-	-
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	3,940	3,940	3,404	156
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	1,667	2,592	2,907	(2,499)
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	1,210	1,210	28,790	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	6,316	8,628	9,372	(10,500)
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	20,000	-	20,000	-	-	999	19,001
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	18,000	-	18,000	600	3,690	29,910	(15,600)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	1,500	-	1,500	-	-	-	1,500
	Repairs & Service Fees Total	423,000	-	423,000	103,663	143,449	280,343	(792)
Copiers								
01422520-54409	D/W Copiers	243,820	-	243,820	57,249	99,785	156,284	(12,248)
01902320-54409	D/W-Admin-Copiers	-	-	-	-	-	-	-
	Copiers Total	243,820	-	243,820	57,249	99,785	156,284	(12,248)
Other Purchased Property Services								
01512400-54900	BHES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01522400-54900	FTES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01532400-54900	DFES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01542400-54900	MBES-Admin-Other Purch'd Svcs	-	-	-	-	-	-	-
01552400-54900	JRES-Admin-Other Purch'd Svcs	500	-	500	-	-	-	500
01582400-54900	TES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	1,212	-	1,212	140	428	125	659
01612400-54900	HMS-Classroom-Other Purch'd Svcs	1,637	-	1,637	780	780	-	857
01621016-54900	MMS-Music-Other Purch'd Property Svcs	949	-	949	-	-	-	949
01622400-54900	MMS-Classroom-Other Purch'd Svcs	798	-	798	65	65	-	733
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	-	-	-	-	-	-	-
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	3,000	-	3,000	542	542	-	2,458
01711014-54900	THS-Technology Education-Other Purch'd Prop	-	-	-	-	-	-	-
01711016-54201	THS-Music-Uniform Cleaning	1,500	-	1,500	-	-	950	550
01713201-54200	Sports-Sports General-Cleaning Svcs	16,000	-	16,000	11,735	11,735	3,265	1,000
01842610-54103	Facilities-Custodial-Trash/Recycling	80,000	-	80,000	20,935	21,485	57,414	1,101
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	736	1,104	3,396	(500)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	6,788	12,282	21,933	785
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	25,000	-	25,000	-	-	-	25,000
01882700-54900	Trans-Admin-Purch'd Property Svcs	500	-	500	-	-	-	500
	Other Purch'd Property Services Total	171,296	-	171,296	41,721	48,420	87,083	35,793
	Purchased Property Services Total	2,180,876	-	2,180,876	526,715	780,504	1,308,490	91,882

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2024

Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
<u>Purchased Other Services</u>								
<u>Transportation</u>								
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	-	-	2,417	212
01711016-55809	THS-Music-Transportation	18,000	-	18,000	362	362	10,400	7,238
01711022-55809	THS-Alternate School-Field Trips	-	-	-	-	-	-	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,000	-
01882700-55101	Trans-Admin-Reg Buses	3,971,509	-	3,971,509	2,148,011	2,148,011	1,823,498	-
01882700-55102	Trans-Admin-ACE Trips	3,600	-	3,600	-	-	-	3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	227,126	-	227,126	80,733	300,299	7,700	(80,873)
01882700-55109	Trans-Admin-Fuel	322,952	-	322,952	29,351	54,749	289,549	(21,346)
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	-	-	5,000	4,000
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,016,755	1,016,755	672,098	(150)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	1,247	124,437	1,048,458	(112,847)
01882701-55108	Trans-Admin-Monitors	444,449	-	444,449	225,320	225,320	219,129	-
01713201-55809	THS-Transportation-Sports	146,300	-	146,300	-	-	130,000	16,300
	Sports Transportation Total	146,300	-	146,300	-	-	130,000	16,300
	Transportation Total	7,939,317	-	7,939,317	3,501,780	3,869,933	4,253,249	(183,866)
<u>Communications</u>								
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	8,634	8,653	26,409	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	18,089	24,242	40,926	42,727
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	77,854	111,007	93,041	3,607
	Communications Total	353,550	-	353,550	104,577	143,902	160,375	49,273
<u>Postage</u>								
01902320-55900	Super-Admin-Postage	36,500	-	36,500	6,064	8,732	22,020	5,748
	Postage Total	36,500	-	36,500	6,064	8,732	22,020	5,748
<u>Advertising</u>								
01802130-55903	Human Resources-Admin-Advertising	1,500	-	1,500	1,457	1,457	-	43
01912520-55903	Bus Off-Admin-Advertising	-	-	-	-	-	-	-
	Advertising Total	1,500	-	1,500	1,457	1,457	-	43
<u>Interns</u>								
01401000-55502	THS-Classroom-Interns	48,000	-	48,000	15,000	15,000	-	33,000
01401000-55503	TECEC-Classroom-Interns	-	-	-	-	-	-	-
01511001-55500	BHES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01521001-55500	FTES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01531001-55500	DFES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01541001-55500	MBES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01551001-55500	JRES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01581001-55500	TES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01611001-55500	HMS-Classroom-Interns	48,000	-	48,000	-	-	-	48,000
01621001-55500	MMS-Classroom-Interns	48,000	-	48,000	-	-	-	48,000
	Interns Total	336,000	-	336,000	15,000	15,000	-	321,000
<u>Tuition</u>								
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	1,619,321	2,046,622	4,109,442	(736,064)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,999,514)	-
01402320-55600	Asst Super-Admin-Tuition	458,000	-	458,000	-	-	455,303	2,698
01741200-55600	Adult Ed - Outgoing Tuition	85,000	-	85,000	-	-	85,000	-
	Tuition Total	3,963,486	-	3,963,486	1,619,321	2,046,622	2,650,231	(733,367)
<u>Printing</u>								
01011000-55906	TECEC-Admin-Printing	200	-	200	-	-	-	200
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	75	350
01402320-55906	Asst Super-Admin-Printing	1,500	-	1,500	420	420	-	1,080
01412210-55906	Curr Dir-Admin-Printing	-	-	-	-	-	-	-
01612400-55906	HMS-Classroom-Printing	-	-	-	-	-	-	-
01622400-55906	MMS-Classroom-Printing	-	-	-	-	-	-	-
01711006-55906	THS-Ag Science-Printing	1,500	-	1,500	-	-	-	1,500
01712400-55906	THS-Admin-Printing	7,000	-	7,000	871	986	2,754	3,260
01713202-55906	THS-Activities-Printing	500	-	500	-	-	-	500
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
	Printing Total	11,500	-	11,500	1,366	1,481	2,829	7,190
Other Purch'd Services								
01011000-55800	TECEC-Admin-Professional Devt	700	-	700	-	-	-	700
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	6,500	-	6,500	4,613	4,613	-	1,887
01011200-55800	PPS-Admin-Professional Devt	20,000	-	20,000	50	50	4,800	15,150
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	339	943	-	9,357
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	382	956	-	10,044
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	13,376	13,376	-	6,624
01402320-55900	Asst Super-Other Purchased Services	-	-	-	-	-	-	-
01412210-55800	Curr Dir-Admin-Professional Devt	55,000	-	55,000	16,888	18,415	12,882	23,703
01412210-55802	Admin-Prof Devt Admin	-	-	-	-	-	-	-
01422520-55800	Tech-Admin-Professional Devt	1,500	-	1,500	25	50	-	1,450
01422520-55804	Tech-Admin-Mileage	2,300	-	2,300	18	18	-	2,282
01512400-55800	BHES-Admin-Professional Devt	500	-	500	-	95	-	405
01522400-55800	FTES-Admin-Professional Devt	500	-	500	-	-	-	500
01532400-55800	DFES-Admin-Professional Devt	500	-	500	-	-	-	500
01542400-55800	MBES-Admin-Professional Devt	500	-	500	-	-	-	500
01552400-55800	JRES-Admin-Professional Devt	500	-	500	-	-	-	500
01582400-55800	TES-Admin-Professional Devt	500	-	500	-	-	-	500
01612400-55800	HMS-Admin-Professional Devt	1,100	-	1,100	-	-	-	1,100
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	-	-	-	1,000
01711001-55800	THS-Classroom-Professional Devt	-	-	-	-	-	-	-
01711011-55800	THS-World Language-Professional Devt	-	-	-	-	-	-	-
01711002-55800	THS-Art-Professional Devt	-	-	-	-	-	-	-
01712400-55800	THS-Admin-Professional Devt	4,000	-	4,000	-	-	-	4,000
01712400-55901	THS-Admin-Other Purch'd Svcs	2,000	-	2,000	799	799	800	401
01741200-55900	Continuing Ed-Other Purch'd Svcs	-	-	-	-	-	-	-
01802130-55800	HR-HR-Professional Devt	9,000	-	9,000	1,621	1,621	3,000	4,379
01802130-55900	HR-Personnel-Other Purch'd Svcs	118,145	-	118,145	50,627	57,109	18,860	42,176
01802320-55800	Super-Personnel-Professional Devt	-	-	-	-	-	-	-
01822230-55800	Facilities-Admin-Professional Devt	500	-	500	125	125	-	375
01822230-55910	Facilities-Admin-Other Purch'd Svcs	15,000	-	15,000	13,803	13,803	1,499	(302)
01842610-55803	Facilities-Admin-Mileage	2,000	-	2,000	319	500	-	1,500
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	-	-	-	128	128	-	(128)
01882700-55800	Trans-Admin-Professional Devt	-	-	-	-	-	-	-
01902310-55800	Super-BOE-Professional Devt	1,000	-	1,000	-	-	-	1,000
01902320-55800	Super-Admin-Professional Devt	11,000	-	11,000	-	-	-	11,000
01912520-55800	Bus Off-Admin-Professional Devt	-	-	-	-	-	-	-
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	11,900	-	11,900	3,900	4,260	1,440	6,200
	Other Purch'd Services Total	306,945	-	306,945	107,013	116,862	43,281	146,803
	Purchased Other Services Total	12,948,798	-	12,948,798	5,356,578	6,203,989	7,131,985	(387,175)

Supplies

Supplies Teaching

01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	2,786	3,957	1,754	7,339
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	12,853	15,554	3,601	3,845
01412214-56111	Curr Dir-D/W-Classroom Supplies	130,000	-	130,000	6,347	6,999	2,590	120,411
01511001-56111	BHES-Classroom Supplies	30,160	-	30,160	26,074	26,399	1,524	2,237
01512220-56901	BHES-Library-Supplies	3,120	-	3,120	2,189	2,189	-	931
01521001-56111	FTES-Classroom Supplies	28,594	-	28,594	4,776	13,505	852	14,237
01522220-56901	FTES-Library-Supplies	2,958	-	2,958	-	925	-	2,033
01531001-56111	DFES-Classroom Supplies	29,812	-	29,812	23,389	26,238	4,599	(1,025)
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	148	451	64	2,569
01541001-56111	MBES-Classroom Supplies	27,898	-	27,898	22,694	26,656	878	364
01542220-56901	MBES-Library-Supplies	2,886	-	2,886	999	999	-	1,887
01551001-56111	JRES-Classroom Supplies	26,854	-	26,854	24,018	25,553	391	910
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	-	-	1,846	932
01581001-56111	TES-Classroom Supplies	24,302	-	24,302	8,983	9,110	3,565	11,626
01582220-56901	TES-Library-Supplies	2,514	-	2,514	778	974	946	594
01611001-56111	HMS-Classroom-Classroom Supplies	33,110	-	33,110	9,436	11,415	2,710	18,985
01611016-56111	HMS-Music-Classroom Supplies	2,259	-	2,259	2,041	2,248	-	11
01611019-56111	HMS-PE/Health-Classroom Supplies	3,424	-	3,424	2,040	2,409	-	1,015
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	-	-	1,356	569
01621001-56111	MMS-Classroom-Classroom Supplies	35,303	-	35,303	6,249	9,702	4,247	21,354
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	-	232	237	2,281

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>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	-	359	1,651	2
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	345	607	502	944
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	9,405	14,736	63	17,702
01711002-56112	THS-Art-Supplies	19,500	-	19,500	3,386	4,349	4,441	10,709
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	950	1,312	150	1,738
01711006-56112	THS-Ag Science-Supplies	37,000	-	37,000	1,536	3,438	30,313	3,248
01711010-56112	THS-English-Supplies	1,117	-	1,117	499	499	511	107
01711011-56112	THS-World Language-Supplies	1,722	-	1,722	1,183	1,201	0	521
01711013-56112	THS-Family Consumer Science-Supplies	16,200	-	16,200	1,467	3,180	2,319	10,701
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	1,612	3,778	8,136	12,087
01711015-56112	THS-Mathematics-Supplies	1,550	-	1,550	426	426	990	135
01711016-56112	THS-Music-Supplies	5,400	-	5,400	2,342	2,386	29	2,985
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	1,969	1,972	-	962
01711022-56112	THS-Alternate School-Supplies	-	-	-	-	-	-	-
01711027-56112	THS-Science-Supplies	12,731	-	12,731	1,113	1,113	3,284	8,334
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	222	552	(0)	493
01712120-56112	THS-Guidance-Supplies	450	-	450	-	27	-	423
01712220-56901	THS-Library-Supplies	2,565	-	2,565	-	-	-	2,565
01712221-56112	THS-Auditorium/Theater Tech-Supplies	-	-	-	-	-	-	-
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	-	-	283	7,467
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	19,302	35,061	65,066	25,873
	Sports Supplies Total	126,000	-	126,000	19,302	35,061	65,066	25,873
01741200-56110	Continuing Ed-Teaching Supplies	-	-	-	-	-	-	-
	Supplies Teaching Total	729,510	-	729,510	201,558	260,510	148,900	320,100
<u>Supplies Office</u>								
01011000-56110	TECEC-Admin-Office Supplies	4,000	-	4,000	1,181	501	376	3,122
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	631	631	75	794
01052130-56110	PPS-Health Services-Supplies	8,500	-	8,500	1,567	1,627	5,373	1,500
01402320-56110	Asst Super-Admin-Office Supplies	18,000	-	18,000	5,067	9,710	5,151	3,139
01412210-56110	Curr Dir-Admin-Office Supplies	-	-	-	-	-	-	-
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	1,825	2,296	780	7,424
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	340	340	-	860
01422520-56900	Tech-Admin-Parts	4,150	-	4,150	48	48	-	4,102
01512400-56110	BHES-Admin-Office Supplies	3,640	-	3,640	1,346	1,346	-	2,294
01522400-56110	FTES-Admin-Office Supplies	3,451	-	3,451	271	986	48	2,417
01532400-56110	DFES-Admin-Office Supplies	3,598	-	3,598	583	998	42	2,558
01542400-56110	MBES-Admin-Office Supplies	3,367	-	3,367	3,102	3,102	169	96
01552400-56110	JRES-Admin-Office Supplies	3,241	-	3,241	1,254	1,570	28	1,643
01582400-56110	TES-Admin-Office Supplies	2,933	-	2,933	-	605	25	2,303
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	1,427	3,594	1,911	623
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	53	53	-	6,355
01712221-56900	THS-Auditorium/Theater Tech-Parts & Maint	1,500	-	1,500	-	-	-	1,500
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	919	919	209	2,622
01741200-56117	Continuing Ed-Office Supplies	-	-	-	-	-	-	-
01802130-56110	Human Resources-Admin-Office Supplies	3,750	-	3,750	706	736	1,499	1,515
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	557	922	1,895	(1,317)
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	-	594	3,006	-
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	315	584	3,135	2,781
01912520-56110	Bus Off-Admin-Office Supplies	5,000	-	5,000	478	478	7,825	(3,303)
	Supplies Office Total	106,216	-	106,216	21,669	31,639	31,547	43,030
<u>Supplies Custodial</u>								
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	107,691	122,796	129,665	(27,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,270	1,270	1,230	(2,500)
	Supplies Custodial Total	225,000	-	225,000	108,960	124,065	130,895	(29,960)
<u>Supplies Maintenance</u>								
01852622-56134	Facilities-Snow Removal-Supplies	10,000	-	10,000	1,901	1,901	13,099	(5,000)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	18,235	21,554	333	28,113
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	4,177	6,368	8,268	364
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	1,298	1,556	10,443	8,001
01852626-56134	Facilities-Fertilizer	3,000	-	3,000	-	-	-	3,000
01852627-56134	Facilities-Lawn Care-Supplies	7,500	-	7,500	944	1,109	4,390	2,001
01852628-56134	Facilities-Paving-Supplies	-	-	-	-	-	-	-
01852631-56134	Facilities-Maintenance-Supplies	2,000	-	2,000	292	292	-	1,708

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01852632-56134	Facilities-Inside Maintenance-Supplies	25,000	-	25,000	1,497	1,497	5,501	18,002
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	4,161	6,260	15,591	13,148
01852634-56134	Facilities-Fire Prot-Supplies	-	-	-	-	-	-	-
01852635-56134	Facilities-Floor Repair-Supplies	1,500	-	1,500	-	-	-	1,500
01852637-56134	Facilities-Glass-Supplies	-	-	-	-	-	-	-
01852638-56134	Facilities-Hardware-Supplies	2,000	-	2,000	125	125	6,375	(4,500)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	10,700	12,298	16,650	1,052
01852641-56134	Facilities-Masonry-Supplies	-	-	-	-	-	-	-
01852642-56134	Facilities-Painting-Supplies	5,000	-	5,000	2,715	4,634	2,415	(2,048)
01852643-56134	Facilities-Plant Equip-Supplies	-	-	-	-	-	-	-
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	19,142	20,801	21,256	(2,056)
01852645-56134	Facilities-Roofing-Supplies	-	-	-	-	-	-	-
01852646-56134	Facilities-Pest Control-Supplies	500	-	500	-	-	-	500
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	15,000	-	15,000	-	7,870	9,630	(2,500)
01852649-56134	Facilities-Welding-Supplies	-	-	-	246	246	953	(1,199)
Supplies Maintenance Total		261,500	-	261,500	65,432	86,511	114,904	60,085
<u>Text & Workbooks</u>								
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	-	301	-	999
01011200-56411	PPS-Admin-Text & Workbooks	2,500	-	2,500	1,195	1,277	0	1,223
01412210-56411	Curr Dir-D/W-Text & Workbooks	143,000	-	143,000	56,722	56,722	1,478	84,800
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	25,764	26,942	1,845	3,453
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	3,038	24,563	1,139	5,906
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	21,052	23,122	627	8,119
01541001-56411	MBES-Classroom-Text & Workbooks	30,291	-	30,291	21,121	30,138	(0)	153
01551001-56411	JRES-Classroom-Text & Workbooks	28,706	-	28,706	19,856	22,500	2,709	3,497
01581001-56411	TES-Classroom-Text & Workbooks	25,978	-	25,978	25,947	25,947	-	31
01611001-56411	HMS-Classroom-Text & Workbooks	15,000	-	15,000	13,408	13,507	-	1,493
01621001-56411	MMS-Classroom-Text & Workbooks	15,850	-	15,850	14,509	15,017	818	15
01621016-56411	MMS-Music-Text & Workbooks	-	-	-	-	-	-	-
01711003-56411	THS-Business Ed-Text & Workbooks	11,850	-	11,850	8,269	12,305	-	(455)
01711006-56411	THS-Ag Science-Text & Workbooks	4,000	-	4,000	-	-	-	4,000
01711010-56411	THS-English-Text & Workbooks	20,811	-	20,811	9,297	9,861	2,863	8,088
01711011-56411	THS-World Language-Text & Workbooks	22,872	-	22,872	19,213	21,461	978	433
01711013-56411	THS-Family Consumer Science-Text & Workbo	-	-	-	-	-	-	-
01711015-56411	THS-Mathematics-Text & Workbooks	8,550	-	8,550	939	6,080	-	2,470
01711019-56411	THS-PE/Health-Text & Workbooks	-	-	-	-	-	-	-
01711022-56411	THS-Alternate School-Text & Workbooks	-	-	-	-	-	-	-
01711027-56411	THS-Science-Text & Workbooks	12,710	-	12,710	759	2,409	0	10,301
01711028-56411	THS-Social Studies-Text & Workbooks	10,890	-	10,890	-	375	8,378	2,137
01741200-56411	Continuing Ed-Textbooks	-	-	-	-	-	-	-
Text & Workbooks Total		450,024	-	450,024	241,089	292,526	20,835	136,663
<u>Subscriptions</u>								
01011200-56425	PPS-Admin-Periodicals	1,000	-	1,000	-	-	-	1,000
01412210-56425	Curr Dir-Admin-Periodicals	-	-	-	-	-	-	-
01412214-56426	Cur Dir-D/W-Online Subscriptions	352,424	-	352,424	320,942	328,029	20,586	3,809
01422520-56425	Tech-Admin-Periodicals	100	-	100	-	-	-	100
01512220-56425	BHES-Library-Periodicals	910	-	910	-	-	-	910
01522220-56425	FTES-Library-Periodicals	863	-	863	109	109	-	754
01532220-56425	DFES-Library-Periodicals	900	-	900	-	-	-	900
01542220-56425	MBES-Library-Periodicals	842	-	842	-	239	641	(38)
01552220-56425	JRES-Library-Periodicals	810	-	810	-	-	-	810
01582220-56425	TES-Library-Periodicals	733	-	733	-	-	655	78
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	-	532	-	1,008
01622220-56425	MMS-Library-Periodicals	1,642	-	1,642	-	75	837	730
01712220-56425	THS-Library-Periodicals	2,070	-	2,070	1,767	1,767	-	303
01712400-56425	THS-Admin-Periodicals	1,250	-	1,250	176	176	-	1,074
01822230-56425	Facilities-Admin-Periodicals	-	-	-	-	-	-	-
01882700-56425	Trans-Admin-Periodicals	-	-	-	-	-	-	-
01902310-56425	Super-BOE-Periodicals	-	-	-	-	-	-	-
01902320-56425	Super- Admin-Periodicals	600	-	600	316	316	684	(400)
Subscriptions Total		365,684	-	365,684	323,310	331,243	23,403	11,038
<u>Testing Materials</u>								
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	-	-	-	4,000
01011200-56904	PPS-L/W-Testing Materials	60,000	-	60,000	8,568	17,346	13,832	28,822

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	84,233	85,158	28,535	57,315
01712120-56903	THS-Guidance-Testing Materials	650	-	650	-	-	-	650
	Testing Materials Total	235,658	-	235,658	92,801	102,504	42,367	90,788
Books & A/V								
01512220-56420	BHES-Library-Books & Media	5,200	-	5,200	7,273	8,117	0	(2,917)
01522220-56420	FTES-Library-Books & Media	4,930	-	4,930	-	2,331	1,045	1,554
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	3,676	3,676	1,736	(272)
01542220-56420	MBES-Library-Books & Media	4,810	-	4,810	3,731	3,731	-	1,079
01552220-56420	JRES-Library-Books & Media	4,630	-	4,630	913	3,119	465	1,046
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	1,507	2,241	375	1,574
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	-	-	984	1,326
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	883	1,076	608	779
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	1,583	1,583	1,816	5,990
	Books & A/V Total	43,063	-	43,063	19,566	25,874	7,029	10,160
Software								
01412210-56118	Curr Dir-D/W Software	5,000	-	5,000	2,475	2,475	-	2,525
01422214-56118	Tech-L/W-Software	230,000	-	230,000	213,520	213,520	689	15,792
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
	Software Total	235,000	-	235,000	215,995	215,995	689	18,317
Energy								
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	30,226	30,226	469,774	100,000
	Energy Total	600,000	-	600,000	30,226	30,226	469,774	100,000
Other Supplies								
01422214-56117	Tech-L/W-Computer Supplies	600	-	600	-	-	-	600
01422220-56117	Tech-Dist AV/Chan 17-Supplies	250	-	250	-	-	-	250
01422220-56900	Tech-Dist AV/Ch17-Parts	4,300	-	4,300	53	469	345	3,486
01613202-56119	HMS-Activities-Supplies	4,200	-	4,200	828	828	-	3,372
01623202-56119	MMS-Activities-Supplies	1,616	-	1,616	385	385	-	1,231
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	271	284	100	1,866
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	500	500	22,146	(2,646)
01713203-56906	THS-Activities-Fees, Awards & Supplies	1,500	-	1,500	357	357	-	1,143
01852625-56900	Facilities-Fences/Playground-Supplies	-	-	-	-	-	-	-
01852636-56900	Facilities-Furniture Repairs-Supplies	-	-	-	-	-	-	-
01882700-56270	Transportation-Bus Supplies	-	-	-	-	-	-	-
	Other Supplies Total	34,716	-	34,716	2,394	2,822	22,591	9,303
	Supplies Total	3,286,371	-	3,286,371	1,322,999	1,503,915	1,012,934	769,523
Property								
Office Equipment								
01612400-57301	HMS-Admin-Equipment	26	-	26	-	-	-	26
01622400-57301	MMS-Admin-Equipment	-	-	-	-	-	-	-
01822230-57301	Facilities-Admin-Equipment	-	-	-	-	-	-	-
01912520-57301	Bus Off-Equipment	-	-	-	-	-	-	-
	Office Equipment Total	26	-	26	-	-	-	26
Office Furniture								
01052130-57304	SPED-Health Services Furniture	1,000	-	1,000	-	-	-	1,000
01402320-57308	Asst. Super.-Furniture	500	-	500	-	-	-	500
01712400-57308	THS-Admin-Office Furniture	10,000	-	10,000	14,166	14,166	-	(4,166)
01822230-57308	Facilities-Admin-Furniture	500	-	500	-	-	-	500
01852651-57301	Facilities-Building Improvement-Furniture	-	-	-	-	-	-	-
	Office Furniture Total	12,000	-	12,000	14,166	14,166	-	(2,166)
Classroom Equipment								
01011000-57301	TECEC-Classroom-Instructional Equipment	4,000	-	4,000	-	943	795	2,262
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	8,926	8,948	2,122	4,429
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	1,869	1,827	238	7,935
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	367,344	411,085	58,478	115,853
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	-	-	-	8,000
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	1,007	1,007	-	11,593
01511001-57301	BHES-Classroom-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01512220-57302	BHES-Library-Equipment Instructional	1,560	-	1,560	-	-	-	1,560

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		Original	Transfers	Revised				
01521001-57301	FTES-Classroom-Equipment Instructional	1,479	-	1,479	-	463	-	1,016
01522220-57302	FTES-Library-Equipment Instructional	1,479	-	1,479	-	-	-	1,479
01531001-57301	DFES-Classroom-Equipment Instructional	1,542	-	1,542	495	495	200	847
01532220-57302	DFES-Library-Equipment Instructional	1,542	-	1,542	-	-	-	1,542
01541001-57301	MBES-Classroom-Equipment Instructional	1,443	-	1,443	-	998	361	84
01542220-57302	MBES-Library-Equipment Instructional	1,443	-	1,443	-	-	780	663
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,243	1,243	94	52
01552220-57302	JRES-Library-Equipment Instructional	1,389	-	1,389	338	338	-	1,051
01581001-57301	TES-Classroom-Equipment Instructional	1,257	-	1,257	-	-	-	1,257
01582220-57302	TES-Library-Equipment Instructional	1,257	-	1,257	-	-	1,210	47
01611001-57301	HMS-Classroom-Equipment Instructional	3,465	-	3,465	1,937	1,937	-	1,528
01611016-57301	HMS-Music-Equipment Instructional	3,220	-	3,220	1,457	2,176	510	534
01612220-57302	HMS-Library-Equipment Instructional	1,155	-	1,155	-	-	-	1,155
01621001-57301	MMS-Classroom-Equipment Instructional	3,695	-	3,695	-	-	250	3,445
01621016-57301	MMS-Music-Equipment Instructional	3,132	-	3,132	-	-	-	3,132
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	299	399	-	833
01711001-57301	THS-Classroom-Equipment	-	-	-	-	-	-	-
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	-	448	3,763	6,789
01711003-57301	THS-Business Ed-Equipment Instructional	-	-	-	-	-	-	-
01711006-57301	THS-Ag Science-Equipment Instructional	969	-	969	-	-	-	969
01711011-57301	THS-World Language-Equipment Instructional	8,000	-	8,000	7,769	7,769	-	231
01711013-57301	THS-Family Consumer Science-Equipment Instr	3,000	-	3,000	612	1,844	775	381
01711014-57301	THS-Technology Education-Equipment Instru	2,000	-	2,000	150	150	2,987	(1,137)
01711016-57301	THS-Music-Equipment Instructional	3,000	-	3,000	994	994	944	1,062
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	-	1,206	8	4,786
01711027-57301	THS-Science-Equipment Instructional	9,096	-	9,096	-	-	2,445	6,651
01712220-57302	THS-Library-Equipment Instructional	775	-	775	425	425	-	350
01712221-57301	THS-Auditorium/Theater Tech-Equipment Instr	4,000	-	4,000	-	-	210	3,790
01712400-57301	THS-Admin-Equipment	-	-	-	-	-	-	-
01713201-57301	Sports-Sports General-Equipment Instructional	40,000	-	40,000	11,586	12,537	2,463	25,000
	Classroom Equipment Total	756,595	-	756,595	406,451	457,233	78,634	220,729
Classroom Furniture								
01011000-57308	TECEC-Classroom-Furniture	3,100	-	3,100	-	-	2,991	109
01511001-57308	BHES-Classroom-Furniture	1,820	-	1,820	4,679	4,679	-	(2,859)
01521001-57308	FTES-Classroom-Furniture	1,726	-	1,726	-	130	-	1,596
01531001-57308	DFES-Classroom-Furniture	1,799	-	1,799	4,350	5,661	101	(3,962)
01541001-57308	MBES-Classroom-Furniture	1,684	-	1,684	-	-	-	1,684
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	653	956	240	425
01581001-57308	TES-Classroom-Furniture	1,467	-	1,467	1,173	1,173	-	294
01611001-57308	HMS-Classroom-Furniture	385	-	385	205	205	-	180
01621001-57308	MMS-Classroom-Furniture	411	-	411	-	-	-	411
01711001-57308	THS-Classroom-Furniture	-	-	-	-	-	-	-
	Classroom Furniture Total	14,013	-	14,013	11,059	12,803	3,332	(2,122)
Building Equipment								
01842610-57301	Facilities-Custodial-Equipment	12,000	-	12,000	20,440	20,440	-	(8,440)
01852622-57307	Facilities-Snow Removal-Equipment	5,000	-	5,000	-	-	-	5,000
01852623-57307	Facilities-Vehicles-Equipment	2,000	-	2,000	909	2,080	5,920	(6,000)
01852625-57307	Facilities-Grounds-Equipment	5,000	-	5,000	-	-	-	5,000
01852627-57307	Facilities-Lawn Care-Equipment	5,000	-	5,000	-	-	-	5,000
01852632-57307	Facilities-Inside Maintenance-Equipment	3,000	-	3,000	-	-	-	3,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	10,000	-	10,000	2,945	2,945	55	7,000
01852633-57307	Facilities-Electrical-Equipment	-	-	-	-	-	-	-
01852639-57307	Facilities-HVAC-Equipment	-	-	-	-	-	-	-
01852643-57307	Facilities-Plant-Equipment	-	-	-	-	-	-	-
01852644-57307	Facilities-Plumbing-Equipment	-	-	-	-	-	-	-
01852648-57307	Facilities-IAQ-Equipment	-	-	-	-	-	-	-
01852654-57340	Facilities-Maintenance-Vehicle	-	-	-	-	-	-	-
	Building Equipment Total	42,000	-	42,000	24,294	25,465	5,975	10,560
Building Improvements								
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	3,653	4,463	6,760	778
01852650-57202	Facilities-Site-Building Improvement	-	-	-	-	-	-	-
01852651-57100	Facilities-Building Improvement	-	-	-	-	-	2,000	(2,000)
01852651-57102	Facilities-Building Improvement-Other	-	-	-	-	-	-	-
01852651-57202	Facilities-Building Improvement-Projects	-	-	-	-	-	-	-

Trumbull Board of Education Expense vs Budget Detail
By Object
Report for the Period Ended 10/31/2024

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
	Building Improvements Total	12,000	-	12,000	3,653	4,463	8,760	(1,223)
Other Equipment								
01422520-57301	Tech-Admin-WAN Equipment	4,000	-	4,000	-	-	3,015	985
	Other Equipment Total	4,000	-	4,000	-	-	3,015	985
	Property Total	840,634	-	840,634	459,622	514,129	99,716	226,790
Miscellaneous								
Debt Service, Dues, Fees and Memberships								
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	285	285	-	415
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	410	713	5,780	(1,493)
01402210-58900	Instructional-Dues & Fees	-	-	-	-	-	-	-
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	1,133	2,490	2,976	1,534
01412210-58900	Curr Dir-Admin-Dues & Fees	-	-	-	-	-	-	-
01422520-58900	Tech-Admin-Dues & Fees	-	-	-	-	-	-	-
01512400-58900	BHES-Admin-Dues & Fees	550	-	550	-	-	275	275
01522400-58900	FTES-Admin-Dues & Fees	350	-	350	-	-	-	350
01532400-58900	DFES-Admin-Dues & Fees	500	-	500	-	-	-	500
01542400-58900	MBES-Admin-Dues & Fees	500	-	500	-	-	-	500
01552400-58900	JRES-Admin-Dues & Fees	500	-	500	-	-	-	500
01582400-58900	TES-Admin-Dues & Fees	500	-	500	258	258	97	145
01612400-58900	HMS-Admin-Dues & Fees	853	-	853	845	845	-	8
01622400-58900	MMS-Admin-Dues & Fees	772	-	772	772	772	-	-
01711006-58900	THS-Ag Science-Dues & Fees	4,899	-	4,899	900	900	6,646	(2,647)
01711019-58900	THS-PE/Health-Dues & Fees	-	-	-	-	-	-	-
01712120-58900	THS-Guidance-Dues & Fees	-	-	-	-	-	-	-
01712220-58900	THS-Library-Dues & Fees	230	-	230	-	-	-	230
01712400-58900	THS-Admin-Dues & Fees	10,515	-	10,515	10,675	10,675	-	(160)
01713201-58900	Sports-Sports General-Dues & Fees	42,500	-	42,500	12,204	13,430	5,960	23,110
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	-	-	-	1,125
01822230-58900	Facilities-Admin-Dues & Fees	1,500	-	1,500	120	120	-	1,380
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	-	-	-	375
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	15,036	15,071	14,715	(6,786)
01912520-58310	Redemption of Principal on Loans	350,683	-	350,683	-	-	350,683	-
01912520-58320	Interest on Loans	84,209	-	84,209	11,352	11,352	72,857	(0)
01912520-58900	Bus Off-Admin-Dues & Fees	7,000	-	7,000	1,620	1,620	-	5,380
	Dues, Fees and Memberships Total	543,261	-	543,261	55,610	58,531	459,989	24,741
Other Miscellaneous								
01912520-58904	D/W-Admin-Bad Debt Expense	1,000	-	1,000	-	-	-	1,000
	Other Miscellaneous Total	1,000	-	1,000	-	-	-	1,000
	Miscellaneous Total	544,261	-	544,261	55,610	58,531	459,989	25,741
Other Objects								
01412210-59000	Curr-District Wide Support	-	-	-	-	-	-	-
01912520-59001	Bus Office-Intergovernmental transfer	(331,615)	-	(331,615)	(331,615)	(331,615)	-	-
	Other Objects Total	(331,615)	-	(331,615)	(331,615)	(331,615)	-	-
	Munis Report Total	124,530,402	-	124,530,402	22,132,161	31,775,726	90,475,669	2,279,007

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2024

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01011000-51110	TECEC-Classroom-Teachers	687,855	-	687,855	41,387	82,774	455,258	149,823
01011000-51113	TECEC-Admin-Admin Salaries	148,129	-	148,129	34,184	45,578	102,551	0
01011000-51120	TECEC-Classroom-Paras	245,968	-	245,968	21,318	43,789	206,243	(4,064)
01011000-51122	TECEC-Classroom-ABA Paras	258,006	-	258,006	25,576	50,882	230,752	(23,628)
01011000-51130	TECEC-Admin-Secy 12 Mth	25,929	-	25,929	5,933	7,910	17,798	220
01011000-51131	TECEC-Admin-Secy 10 Mth	53,145	-	53,145	4,629	7,635	32,402	13,108
01011000-51135	TECEC-Admin-Clerical Xtra Time	1,500	-	1,500	508	683	-	817
01011000-55800	TECEC-Admin-Professional Devt	700	-	700	-	-	-	700
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	6,500	-	6,500	4,613	4,613	-	1,887
01011000-55906	TECEC-Admin-Printing	200	-	200	-	-	-	200
01011000-56110	TECEC-Admin-Office Supplies	4,000	-	4,000	1,181	501	376	3,122
01011000-56111	TECEC-Classroom-Classroom Supplies	13,050	-	13,050	2,786	3,957	1,754	7,339
01011000-56411	TECEC-Classroom-Text & Workbooks	1,300	-	1,300	-	301	-	999
01011000-56904	TECEC-Classroom-Testing Materials	4,000	-	4,000	-	-	-	4,000
01011000-57301	TECEC-Classroom-Instructional Equipment	4,000	-	4,000	-	943	795	2,262
01011000-57308	TECEC-Classroom-Furniture	3,100	-	3,100	-	-	2,991	109
01011000-58900	TECEC-Admin-Dues & Fees	700	-	700	285	285	-	415
01121200-51111	TECEC-Classroom-Specialists	167,380	-	167,380	15,041	30,082	135,974	1,323
01401000-55503	TECEC-Classroom-Interns	-	-	-	-	-	-	-
	Total TECEC School	1,625,462	-	1,625,462	157,440	279,934	1,186,895	158,633
01011200-51114	PPS-Admin-Director/Coordinator	597,155	-	597,155	178,204	237,605	534,612	(175,062)
01011200-51117	PPS-L/W-Teacher Subs	-	-	-	-	-	-	-
01011200-51118	PPS-L/W-Curriculum Writing	5,000	-	5,000	-	-	-	5,000
01011200-51119	PPS-L/W-Teacher Xtra Time	41,000	-	41,000	12,695	13,385	27,615	-
01011200-51120	PPS-L/W-Instructional Paras	2,762,540	-	2,762,540	211,623	427,952	1,950,846	383,742
01011200-51121	PPS-D/W-Para Xtra Time	103,000	-	103,000	9,672	14,480	88,520	-
01011200-51122	PPS-L/W-ABA Paras	1,557,093	-	1,557,093	138,788	278,468	1,325,764	(47,139)
01011200-51130	PPS-Admin-Secy 12 Mth	160,032	-	160,032	36,844	49,054	110,376	602
01011200-51135	PPS-Admin-Clerical Xtra Time	750	-	750	93	104	-	646
01011200-53230	PPS-L/W-Consultants	300,000	-	300,000	38,235	63,984	234,336	1,680
01011200-53300	PPS-Admin-Prof Purch'd Services	65,000	-	65,000	3,780	6,940	41,310	16,750
01011200-53308	PPS-Admin-Legal SPED	130,000	-	130,000	7,216	7,216	122,784	-
01011200-55800	PPS-Admin-Professional Devt	20,000	-	20,000	50	50	4,800	15,150
01011200-55801	PPS-D/W-Mileage	10,300	-	10,300	339	943	-	9,357
01011200-55906	PPS-Admin-Printing	500	-	500	75	75	75	350
01011200-56110	PPS-Admin-Office Supplies	1,500	-	1,500	631	631	75	794
01011200-56111	PPS-Classroom-Classroom Supplies	23,000	-	23,000	12,853	15,554	3,601	3,845
01011200-56411	PPS-Admin-Text & Workbooks	2,500	-	2,500	1,195	1,277	0	1,223
01011200-56425	PPS-Admin-Periodicals	1,000	-	1,000	-	-	-	1,000
01011200-56904	PPS-L/W-Testing Materials	60,000	-	60,000	8,568	17,346	13,832	28,822
01011200-58900	PPS-Admin-Dues & Fees	5,000	-	5,000	410	713	5,780	(1,493)
01011201-51117	PPS-L/W-Tutors Homebound	33,888	-	33,888	4,789	9,441	-	24,447
01011201-53210	PPS Homebound Instructional Services	-	-	-	-	-	3,400	(3,400)
01011203-51117	PPS-L/W-Tutors Tutorial	75,000	-	75,000	4,433	11,967	63,033	-
01011204-51117	PPS-L/W-Tutors Expulsions	10,000	-	10,000	-	-	10,000	-
01021201-51119	PPS-After School-Teacher Salaries	-	-	-	-	-	-	-
01032130-51123	PPS-L/W-OT/PT Therapists	585,529	-	585,529	38,719	83,890	496,886	4,753
01032130-51128	PPS-L/W-Health Aides	90,726	-	90,726	10,263	20,525	92,444	(22,243)
01032130-57303	PPS-L/W-Equipment Instructional	15,500	-	15,500	8,926	8,948	2,122	4,429
01052130-53305	PPS-Health Services-Service Contracts	85,000	-	85,000	12,315	19,928	68,073	(3,000)
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	2,000	-	2,000	-	1,100	695	205
01052130-56110	PPS-Health Services-Supplies	8,500	-	8,500	1,567	1,627	5,373	1,500
01052130-57304	SPED-Health Services Furniture	1,000	-	1,000	-	-	-	1,000
01062140-51111	PPS-L/W-Psychologists	1,712,565	-	1,712,565	135,237	270,474	1,447,076	(4,985)
01062145-51111	PPS-L/W-Behaviorists	358,805	-	358,805	28,256	56,511	310,813	(8,519)
01072110-51111	PPS-L/W-Social Workers	1,241,479	-	1,241,479	97,780	195,560	1,045,918	0
01082150-51111	PPS-L/W-Speech & Language	1,486,536	-	1,486,536	118,582	236,419	1,220,373	29,744
01161200-51110	PPS-SPED-Elementary Teachers	2,367,817	-	2,367,817	183,454	366,907	1,948,540	52,370
01231200-51110	PPS-SPED-Middle School Teachers	1,544,323	-	1,544,323	115,837	232,419	1,267,196	44,708
01331200-51110	PPS-SPED-THS Teachers	2,246,077	-	2,246,077	173,690	342,292	1,813,931	89,854
01331200-51126	PPS-SPED-Work Experience	9,450	-	9,450	402	1,525	-	7,925
01371200-51118	PPS-ESY-Teacher salaries	175,000	-	175,000	162,974	162,974	-	12,026
01371200-51122	PPS-ESY-ABA Paras	88,000	-	88,000	101,445	101,445	-	(13,445)
01371200-51128	PPS-ESY-Health Aides	-	-	-	6,489	6,489	-	(6,489)

Trumbull Board of Education Expense vs Budget Detail
By Location
Report for the Period Ended 10/31/2024

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01371200-51129	PPS-ESY-Para	51,500	-	51,500	55,271	55,271	-	(3,771)
01396110-55600	PPS-L/W-Tuition Outplaced	5,420,000	-	5,420,000	1,619,321	2,046,622	4,109,442	(736,064)
01396110-55601	PPS-EXCESS COST REFUND (ECR)	(1,999,514)	-	(1,999,514)	-	-	(1,999,514)	-
01412210-51120	PPS-D/W-Para Training	10,000	-	10,000	-	-	-	10,000
	Total Special Education Department	21,464,552	-	21,464,552	3,541,022	5,368,113	16,370,126	(273,688)
01401201-51117	Asst Super-L/W-Tutors Homebound	1,500	-	1,500	1,298	4,158	-	(2,658)
01401201-53210	Homebound Instructional Services	5,000	-	5,000	-	-	-	5,000
01401203-51117	Asst Super-L/W-Tutors Tutorial	3,500	-	3,500	-	-	-	3,500
01401203-55801	Asst Super-L/W-Mileage	11,000	-	11,000	382	956	-	10,044
01401204-51117	Asst Super-L/W-Tutors Expulsions	5,000	-	5,000	-	-	-	5,000
01402210-51110	Curr Dir-D/W-ELL Teachers	762,661	-	762,661	67,853	131,101	666,898	(35,338)
01402210-58900	Instructional-Dues & Fees	-	-	-	-	-	-	-
01402320-51116	Asst Super-Admin-Teacher Stipends	-	-	-	-	-	-	-
01402320-51118	Asst Super-L/W-Prof Devt Prep	-	-	-	-	-	-	-
01402320-51130	Asst Super-Admin-Secy 12 Mth	78,165	-	78,165	18,500	24,466	53,699	0
01402320-51135	Asst Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01402320-51200	Asst Super-Admin-Teacher Mentors	7,000	-	7,000	-	-	-	7,000
01402320-55600	Asst Super-Admin-Tuition	458,000	-	458,000	-	-	455,303	2,698
01402320-55800	Asst Super-Admin-Professional Devt	20,000	-	20,000	13,376	13,376	-	6,624
01402320-55900	Asst Super-Other Purchased Services	-	-	-	-	-	-	-
01402320-55906	Asst Super-Admin-Printing	1,500	-	1,500	420	420	-	1,080
01402320-56110	Asst Super-Admin-Office Supplies	18,000	-	18,000	5,067	9,710	5,151	3,139
01402320-57308	Asst. Super.-Furniture	500	-	500	-	-	-	500
01402320-58900	Asst Super-Admin-Dues & Fees	7,000	-	7,000	1,133	2,490	2,976	1,534
01411250-51110	Curr Dir-D/W-TAG Teachers	-	-	-	-	-	-	-
01412210-51111	Curr Dir-D/W-Program Leaders	362,885	-	362,885	42,827	71,843	291,042	(0)
01412210-51113	D/W-Elem Asst Principal	-	-	-	-	-	-	-
01412210-51114	Assistant Superintendent	204,953	-	204,953	48,564	64,752	145,691	(5,490)
01412210-51117	Curr Dir-D/W-Teacher Training	10,000	-	10,000	10,818	10,818	-	(818)
01412210-51118	Curr Dir-D/W-Prof Devt Prep	30,000	-	30,000	9,029	9,363	-	20,637
01412210-51119	Curr Dir-Admin-Curriculum Writing	90,539	-	90,539	33,707	33,707	-	56,832
01412210-51129	Curr Dir-D/W-Other Non-Certified	77,334	-	77,334	16,732	21,621	41,256	14,457
01412210-51130	Curr Dir-Admin-Secy 12 Mth	68,890	-	68,890	15,898	21,197	47,693	0
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	-	-	-	62	137	-	(137)
01412210-53300	Curr Dir-D/W-Other Professional Svcs	10,000	-	10,000	-	-	-	10,000
01412210-55800	Curr Dir-Admin-Professional Devt	55,000	-	55,000	16,888	18,415	12,882	23,703
01412210-55802	Admin-Prof Devt Admin	-	-	-	-	-	-	-
01412210-55906	Curr Dir-Admin-Printing	-	-	-	-	-	-	-
01412210-56110	Curr Dir-Admin-Office Supplies	-	-	-	-	-	-	-
01412210-56118	Curr Dir-D/W Software	5,000	-	5,000	2,475	2,475	-	2,525
01412210-56411	Curr Dir-D/W-Text & Workbooks	143,000	-	143,000	56,722	56,722	1,478	84,800
01412210-56425	Curr Dir-Admin-Periodicals	-	-	-	-	-	-	-
01412210-56904	Curr Dir-D/W-Testing Materials	171,008	-	171,008	84,233	85,158	28,535	57,315
01412210-57301	Curr Dir-D/W-Equipment Instructional	10,000	-	10,000	1,869	1,827	238	7,935
01412210-58900	Curr Dir-Admin-Dues & Fees	-	-	-	-	-	-	-
01412210-59000	Curr-District Wide Support	-	-	-	-	-	-	-
01412214-56111	Curr Dir-D/W-Classroom Supplies	130,000	-	130,000	6,347	6,999	2,590	120,411
01412214-56426	Cur Dir-D/W-Online Subscriptions	352,424	-	352,424	320,942	328,029	20,586	3,809
01922530-51125	Asst Super-Dir Digital Learning	164,347	-	164,347	37,926	50,568	113,779	(0)
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	77,334	-	77,334	18,336	24,448	55,008	(2,122)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	2,000	-	2,000	4,484	6,360	11,000	(15,360)
01922530-53302	Asst Super-Info Svcs-Dbase Students	216,509	-	216,509	205,846	221,846	-	(5,337)
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	11,900	-	11,900	3,900	4,260	1,440	6,200
	Total Assistant Superintendent Department	3,571,949	-	3,571,949	1,045,632	1,227,221	1,957,243	387,485
01421001-57310	Tech-District Wide Computer Equipment	585,416	-	585,416	367,344	411,085	58,478	115,853
01422214-53300	Tech-L/W-Other Professional Svcs	4,500	-	4,500	857	1,026	1,649	1,825
01422214-54300	Tech-L/W-Repairs & Svc Fees	800	-	800	-	-	-	800
01422214-56117	Tech-L/W-Computer Supplies	600	-	600	-	-	-	600
01422214-56118	Tech-L/W-Software	230,000	-	230,000	213,520	213,520	689	15,792
01422214-56900	Tech-L/W-Parts	10,500	-	10,500	1,825	2,296	780	7,424
01422214-57301	Tech-L/W-Computer Equipment	8,000	-	8,000	-	-	-	8,000
01422220-51124	Tech-Dist A/V/Ch 17-Technician	-	-	-	-	-	-	-
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	3,500	-	3,500	-	225	-	3,275
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	500	-	500	-	-	-	500

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>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01422220-56117	Tech-Dist AV/Chan 17-Supplies	250	-	250	-	-	-	250
01422220-56900	Tech-Dist AV/Ch17-Parts	4,300	-	4,300	53	469	345	3,486
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	12,600	-	12,600	1,007	1,007	-	11,593
01422520-51125	Tech-Admin-Manager	141,035	-	141,035	33,441	44,589	100,324	(3,878)
01422520-51129	Tech-Admin-Other Technical	510,324	-	510,324	123,595	164,086	363,017	(16,779)
01422520-51130	Tech-Admin-Secy 12 Mth	63,024	-	63,024	14,544	19,392	43,632	(0)
01422520-51135	Tech-Admin--Clerical Xtra Time	-	-	-	-	-	-	-
01422520-51141	Tech-Admin-Xtra Time/Help	8,500	-	8,500	3,561	4,221	-	4,279
01422520-53300	Tech-Admin-Other Professional Svcs	6,000	-	6,000	2,515	2,515	-	3,485
01422520-53305	Tech-Admin-Maintenance Contracts	30,000	-	30,000	15,924	25,009	-	4,992
01422520-54300	Tech-Admin-Repairs & Svc Fees	1,200	-	1,200	-	-	-	1,200
01422520-54409	D/W Copiers	243,820	-	243,820	57,249	99,785	156,284	(12,248)
01422520-55800	Tech-Admin-Professional Devt	1,500	-	1,500	25	50	-	1,450
01422520-55804	Tech-Admin-Milelage	2,300	-	2,300	18	18	-	2,282
01422520-55903	Tech-Admin-Telephone Cell	38,000	-	38,000	8,634	8,653	26,409	2,938
01422520-55904	Tech-Admin-Telephone LAN	107,895	-	107,895	18,089	24,242	40,926	42,727
01422520-55907	Tech-Admin-WAN Communications	207,655	-	207,655	77,854	111,007	93,041	3,607
01422520-56110	Tech-Admin-Office Supplies	1,200	-	1,200	340	340	-	860
01422520-56425	Tech-Admin-Periodicals	100	-	100	-	-	-	100
01422520-56900	Tech-Admin-Parts	4,150	-	4,150	48	48	-	4,102
01422520-57301	Tech-Admin-WAN Equipment	4,000	-	4,000	-	-	3,015	985
01422520-58900	Tech-Admin-Dues & Fees	-	-	-	-	-	-	-
	Total Technology Department	2,231,669	-	2,231,669	940,443	1,133,581	888,588	209,501
01511001-51110	BHES-Classroom-Teachers	2,339,841	-	2,339,841	181,496	362,992	1,976,850	(1)
01511001-51120	BHES-Classroom-Instructional Aides	59,698	-	59,698	3,362	8,227	35,648	15,823
01511001-55500	BHES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01511001-56111	BHES-Classroom Supplies	30,160	-	30,160	26,074	26,399	1,524	2,237
01511001-56411	BHES-Classroom-Text & Workbooks	32,240	-	32,240	25,764	26,942	1,845	3,453
01511001-57301	BHES-Classroom-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01511001-57308	BHES-Classroom-Furniture	1,820	-	1,820	4,679	4,679	-	(2,859)
01511002-51110	BHES-Classroom-Specialists	627,636	-	627,636	48,988	97,977	531,669	(2,010)
01512220-51110	BHES Library-Teachers-Salaries	110,923	-	110,923	8,533	17,065	93,858	(0)
01512220-56420	BHES-Library-Books & Media	5,200	-	5,200	7,273	8,117	0	(2,917)
01512220-56425	BHES-Library-Periodicals	910	-	910	-	-	-	910
01512220-56901	BHES-Library-Supplies	3,120	-	3,120	2,189	2,189	-	931
01512220-57302	BHES-Library-Equipment Instructional	1,560	-	1,560	-	-	-	1,560
01512400-51113	BHES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01512400-51120	BHES-Admin-Paras	21,649	-	21,649	1,814	3,753	16,657	1,239
01512400-51130	BHES-Admin-Secy 12 Mth	67,245	-	67,245	15,451	20,602	46,354	290
01512400-51131	BHES-Admin-Secy 10 Mth	43,383	-	43,383	5,183	8,504	34,878	0
01512400-51135	BHES-Admin-Clerical Xtra Time	-	-	-	36	48	-	(48)
01512400-54900	BHES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01512400-55800	BHES-Admin-Professional Devt	500	-	500	-	95	-	405
01512400-56110	BHES-Admin-Office Supplies	3,640	-	3,640	1,346	1,346	-	2,294
01512400-58900	BHES-Admin-Dues & Fees	550	-	550	-	-	275	275
	Total Booth Hill School	3,574,662	-	3,574,662	376,202	647,619	2,871,600	55,442
01521001-51110	FTES-Classroom-Teachers	2,414,534	-	2,414,534	179,058	360,412	1,961,150	92,972
01521001-51120	FTES-Classroom-Instructional Aides	60,764	-	60,764	3,985	10,232	47,000	3,532
01521001-55500	FTES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01521001-56111	FTES-Classroom Supplies	28,594	-	28,594	4,776	13,505	852	14,237
01521001-56411	FTES-Classroom-Text & Workbooks	31,608	-	31,608	3,038	24,563	1,139	5,906
01521001-57301	FTES-Classroom-Equipment Instructional	1,479	-	1,479	-	463	-	1,016
01521001-57308	FTES-Classroom-Furniture	1,726	-	1,726	-	130	-	1,596
01521002-51110	FTES-Classroom-Specialists	833,942	-	833,942	67,714	135,429	709,674	(11,161)
01522220-51110	FTES Library-Teachers-Salaries	111,613	-	111,613	8,586	17,171	94,442	(0)
01522220-56420	FTES-Library-Books & Media	4,930	-	4,930	-	2,331	1,045	1,554
01522220-56425	FTES-Library-Periodicals	863	-	863	109	109	-	754
01522220-56901	FTES-Library-Supplies	2,958	-	2,958	-	925	-	2,033
01522220-57302	FTES-Library-Equipment Instructional	1,479	-	1,479	-	-	-	1,479
01522400-51113	FTES-Admin-Principal/Asst Principal	347,403	-	347,403	80,170	106,893	240,510	0
01522400-51120	FTES-Admin-Paras	41,647	-	41,647	3,521	7,498	32,701	1,448
01522400-51130	FTES-Admin-Secy 12 Mth	67,555	-	67,555	15,947	21,097	46,354	104
01522400-51131	FTES-Admin-Secy 10 Mth	44,082	-	44,082	6,443	10,405	33,677	-
01522400-51135	FTES-Admin-Clerical Xtra Time	750	-	750	493	614	-	136

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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
01522400-54900	FTES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01522400-55800	FTES-Admin-Professional Devt	500	-	500	-	-	-	500
01522400-56110	FTES-Admin-Office Supplies	3,451	-	3,451	271	986	48	2,417
01522400-58900	FTES-Admin-Dues & Fees	350	-	350	-	-	-	350
	Total Frenchtown School	4,032,528	-	4,032,528	374,111	712,765	3,168,591	151,172
01531001-51110	DFES-Classroom-Teachers	2,351,757	-	2,351,757	175,601	347,388	1,948,289	56,079
01531001-51120	DFES-Classroom-Instructional Aides	54,439	-	54,439	2,887	6,931	31,581	15,927
01531001-55500	DFES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01531001-56111	DFES-Classroom Supplies	29,812	-	29,812	23,389	26,238	4,599	(1,025)
01531001-56411	DFES-Classroom-Text & Workbooks	31,868	-	31,868	21,052	23,122	627	8,119
01531001-57301	DFES-Classroom-Equipment Instructional	1,542	-	1,542	495	495	200	847
01531001-57308	DFES-Classroom-Furniture	1,799	-	1,799	4,350	5,661	101	(3,962)
01531002-51110	DFES-Classroom-Specialists	639,525	-	639,525	55,902	111,805	529,735	(2,015)
01532220-51110	DFES Library-Teachers-Salaries	90,106	-	90,106	6,931	13,862	76,244	(0)
01532220-56420	DFES-Library-Books & Media	5,140	-	5,140	3,676	3,676	1,736	(272)
01532220-56425	DFES-Library-Periodicals	900	-	900	-	-	-	900
01532220-56901	DFES-Library-Supplies	3,084	-	3,084	148	451	64	2,569
01532220-57302	DFES-Library-Equipment Instructional	1,542	-	1,542	-	-	-	1,542
01532400-51113	DFES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01532400-51120	DFES-Admin-Paras	21,328	-	21,328	950	3,315	18,098	(86)
01532400-51130	DFES-Admin-Secy 12 Mth	67,555	-	67,555	16,043	21,186	46,354	16
01532400-51131	DFES-Admin-Secy 10 Mth	43,183	-	43,183	4,983	8,304	34,878	0
01532400-51135	DFES-Admin-Clerical Xtra Time	500	-	500	320	352	-	148
01532400-54900	DFES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01532400-55800	DFES-Admin-Professional Devt	500	-	500	-	-	-	500
01532400-56110	DFES-Admin-Office Supplies	3,598	-	3,598	583	998	42	2,558
01532400-58900	DFES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Daniels Farm School	3,571,705	-	3,571,705	361,323	632,469	2,824,591	114,645
01541001-51110	MBES-Classroom-Teachers	2,329,654	-	2,329,654	183,479	366,958	1,966,047	(3,351)
01541001-51120	MBES-Classroom-Instructional Aides	54,439	-	54,439	3,962	8,165	42,108	4,166
01541001-55500	MBES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01541001-56111	MBES-Classroom Supplies	27,898	-	27,898	22,694	26,656	878	364
01541001-56411	MBES-Classroom-Text & Workbooks	30,291	-	30,291	21,121	30,138	(0)	153
01541001-57301	MBES-Classroom-Equipment Instructional	1,443	-	1,443	-	998	361	84
01541001-57308	MBES-Classroom-Furniture	1,684	-	1,684	-	-	-	1,684
01541002-51110	MBES-Classroom-Specialists	858,998	-	858,998	71,786	143,572	719,556	(4,130)
01542220-51110	MBES Library-Teachers-Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01542220-56420	MBES-Library-Books & Media	4,810	-	4,810	3,731	3,731	-	1,079
01542220-56425	MBES-Library-Periodicals	842	-	842	-	239	641	(38)
01542220-56901	MBES-Library-Supplies	2,886	-	2,886	999	999	-	1,887
01542220-57302	MBES-Library-Equipment Instructional	1,443	-	1,443	-	-	780	663
01542400-51113	MBES-Admin-Principal	345,403	-	345,403	79,708	106,278	239,125	0
01542400-51120	MBES-Admin-Paras	13,449	-	13,449	972	2,306	10,289	854
01542400-51130	MBES-Admin-Secy 12 Mth	67,205	-	67,205	15,451	20,602	46,354	250
01542400-51131	MBES-Admin-Secy 10 Mth	40,210	-	40,210	4,640	7,733	32,477	-
01542400-51135	MBES-Admin-Clerical Xtra Time	-	-	-	145	267	-	(267)
01542400-54900	MBES-Admin-Other Purch'd Svcs	-	-	-	-	-	-	-
01542400-55800	MBES-Admin-Professional Devt	500	-	500	-	-	-	500
01542400-56110	MBES-Admin-Office Supplies	3,367	-	3,367	3,102	3,102	169	96
01542400-58900	MBES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Middlebrook School	3,938,138	-	3,938,138	421,107	740,375	3,161,268	36,495
01551001-51110	JRES-Classroom-Teachers	2,112,511	-	2,112,511	156,186	312,372	1,671,911	128,228
01551001-51120	JRES-Classroom-Instructional Aides	58,632	-	58,632	4,610	9,870	45,351	3,411
01551001-55500	JRES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01551001-56111	JRES-Classroom Supplies	26,854	-	26,854	24,018	25,553	391	910
01551001-56411	JRES-Classroom-Text & Workbooks	28,706	-	28,706	19,856	22,500	2,709	3,497
01551001-57301	JRES-Classroom-Equipment Instructional	1,389	-	1,389	1,243	1,243	94	52
01551001-57308	JRES-Classroom-Furniture	1,621	-	1,621	653	956	240	425
01551002-51110	JRES-Classroom-Specialists	677,379	-	677,379	55,540	110,481	562,273	4,625
01552220-51110	JRES Library-Teachers-Salaries	98,208	-	98,208	7,554	15,109	83,099	0
01552220-56420	JRES-Library-Books & Media	4,630	-	4,630	913	3,119	465	1,046
01552220-56425	JRES-Library-Periodicals	810	-	810	-	-	-	810
01552220-56901	JRES-Library-Supplies	2,778	-	2,778	-	-	1,846	932

Trumbull Board of Education Expense vs Budget Detail
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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
01552220-57302	JRES-Library-Equipment Instructional	1,389	-	1,389	338	338	-	1,051
01552400-51113	JRES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01552400-51120	JRES-Admin-Paras	23,519	-	23,519	1,756	4,269	18,102	1,148
01552400-51130	JRES-Admin-Secy 12 Mth	67,555	-	67,555	15,701	20,852	46,354	350
01552400-51131	JRES-Admin-Secy 10 Mth	43,383	-	43,383	5,183	8,504	34,878	0
01552400-51135	JRES-Admin-Clerical Xtra Time	500	-	500	172	227	-	273
01552400-54900	JRES-Admin-Other Purch'd Svcs	500	-	500	-	-	-	500
01552400-55800	JRES-Admin-Professional Devt	500	-	500	-	-	-	500
01552400-56110	JRES-Admin-Office Supplies	3,241	-	3,241	1,254	1,570	28	1,643
01552400-58900	JRES-Admin-Dues & Fees	500	-	500	-	-	-	500
	Total Jane Ryan School	3,377,332	-	3,377,332	338,992	595,646	2,599,784	181,901
01581001-51110	TES-Classroom-Teachers	1,874,730	-	1,874,730	137,236	269,462	1,503,353	101,915
01581001-51120	TES-Classroom-Instructional Aides	47,154	-	47,154	3,569	8,317	36,473	2,365
01581001-55500	TES-Classroom-Interns	32,000	-	32,000	-	-	-	32,000
01581001-56111	TES-Classroom-Supplies	24,302	-	24,302	8,983	9,110	3,565	11,626
01581001-56411	TES-Classroom-Text & Workbooks	25,978	-	25,978	25,947	25,947	-	31
01581001-57301	TES-Classroom-Equipment Instructional	1,257	-	1,257	-	-	-	1,257
01581001-57308	TES-Classroom-Furniture	1,467	-	1,467	1,173	1,173	-	294
01581002-51110	TES-Classroom-Specialists	613,618	-	613,618	49,615	99,230	514,388	0
01582220-51110	TES Library-Teachers-Salaries	98,208	-	98,208	7,781	15,563	85,596	(2,951)
01582220-56420	TES-Library-Books & Media	4,190	-	4,190	1,507	2,241	375	1,574
01582220-56425	TES-Library-Periodicals	733	-	733	-	-	655	78
01582220-56901	TES-Library-Supplies	2,514	-	2,514	778	974	946	594
01582220-57302	TES-Library-Equipment Instructional	1,257	-	1,257	-	-	1,210	47
01582400-51113	TSES-Admin-Principal	190,727	-	190,727	44,014	58,685	132,042	0
01582400-51120	TSES-Admin-Paras	24,002	-	24,002	1,370	3,383	17,758	2,861
01582400-51130	TSES-Admin-Secy 12 Mth	67,265	-	67,265	15,451	20,602	46,354	310
01582400-51131	TSES-Admin-Secy 10 Mth	43,183	-	43,183	4,983	8,304	34,878	0
01582400-51135	TSES-Admin-Clerical Xtra Time	500	-	500	151	158	-	342
01582400-54900	TSES-Admin-Other Purch'd Svcs	300	-	300	-	-	-	300
01582400-55800	TSES-Admin-Professional Devt	500	-	500	-	-	-	500
01582400-56110	TSES-Admin-Office Supplies	2,933	-	2,933	-	605	25	2,303
01582400-58900	TSES-Admin-Dues & Fees	500	-	500	258	258	97	145
	Total Tashua School	3,057,318	-	3,057,318	302,815	524,012	2,377,714	155,592
01611001-51110	HMS-Classroom-Teacher Salaries	4,032,530	-	4,032,530	310,122	618,792	3,397,906	15,831
01611001-51111	HMS-Teacher Specialists	121,116	-	121,116	9,317	18,633	102,483	(0)
01611001-55500	HMS-Classroom-Interns	48,000	-	48,000	-	-	-	48,000
01611001-56111	HMS-Classroom-Classroom Supplies	33,110	-	33,110	9,436	11,415	2,710	18,985
01611001-56411	HMS-Classroom-Text & Workbooks	15,000	-	15,000	13,408	13,507	-	1,493
01611001-57301	HMS-Classroom-Equipment Instructional	3,465	-	3,465	1,937	1,937	-	1,528
01611001-57308	HMS-Classroom-Furniture	385	-	385	205	205	-	180
01611016-51110	HMS-Music-Teacher Salaries	346,628	-	346,628	28,708	57,416	289,212	0
01611016-54900	HMS-Music-Other Purch'd Property Svcs	1,212	-	1,212	140	428	125	659
01611016-56111	HMS-Music-Classroom Supplies	2,259	-	2,259	2,041	2,248	-	11
01611016-57301	HMS-Music-Equipment Instructional	3,220	-	3,220	1,457	2,176	510	534
01611019-51110	HMS-PE/Health-Teacher Salaries	363,794	-	363,794	29,128	58,257	305,538	(0)
01611019-56111	HMS-PE/Health-Classroom Supplies	3,424	-	3,424	2,040	2,409	-	1,015
01612120-51110	HMS-Guidance-Teacher Salaries	312,904	-	312,904	41,423	64,430	253,078	(4,604)
01612120-51131	HMS-Guidance-Secy 10 Mth	53,145	-	53,145	6,132	10,220	42,925	(0)
01612120-51135	HMS-Guidance-Clerical Xtra Time	-	-	-	127	174	-	(174)
01612220-51110	HMS-Library-Teacher Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01612220-51120	HMS-Library-Paras	-	-	-	-	-	-	-
01612220-56111	HMS-Library-Supplies	1,925	-	1,925	-	-	1,356	569
01612220-56420	HMS-Library-Books & Media	2,310	-	2,310	-	-	984	1,326
01612220-56425	HMS-Library-Periodicals	1,540	-	1,540	-	532	-	1,008
01612220-57302	HMS-Library-Equipment Instructional	1,155	-	1,155	-	-	-	1,155
01612400-51110	HMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01612400-51113	HMS-Admin-Principal/Asst Principal	357,561	-	357,561	82,514	110,019	247,542	0
01612400-51120	HMS-Admin-Admin Para	13,755	-	13,755	1,137	2,646	10,523	586
01612400-51130	HMS-Admin-Secy 12 Mth	66,955	-	66,955	12,970	17,293	38,909	10,753
01612400-51131	HMS-Admin-Secy 10 Mth	46,741	-	46,741	5,393	8,989	37,753	(0)
01612400-51135	HMS-Admin-Clerical Xtra Time	-	-	-	196	340	-	(340)
01612400-54900	HMS-Classroom-Other Purch'd Svcs	1,637	-	1,637	780	780	-	857
01612400-55800	HMS-Admin-Professional Devt	1,100	-	1,100	-	-	-	1,100

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>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01612400-55906	HMS-Classroom-Printing	-	-	-	-	-	-	-
01612400-56110	HMS-Admin-Office Supplies	6,128	-	6,128	1,427	3,594	1,911	623
01612400-57301	HMS-Admin-Equipment	26	-	26	-	-	-	26
01612400-58900	HMS-Admin-Dues & Fees	853	-	853	845	845	-	8
01613202-51116	HMS-Activities-Advisors	39,524	-	39,524	-	-	39,524	-
01613202-53301	HMS-Activities-Police	307	-	307	-	320	-	(13)
01613202-56119	HMS-Activities-Supplies	4,200	-	4,200	828	828	-	3,372
	Total Hillcrest Middle School	6,007,025	-	6,007,025	571,027	1,027,065	4,875,470	104,490
01621001-51110	MMS-Classroom-Teacher Salaries	4,271,139	-	4,271,139	337,171	674,259	3,586,859	10,021
01621001-51111	MMS-Teacher Specialists	121,116	-	121,116	9,317	18,633	102,483	(0)
01621001-55500	MMS-Classroom-Interns	48,000	-	48,000	-	-	-	48,000
01621001-56111	MMS-Classroom-Classroom Supplies	35,303	-	35,303	6,249	9,702	4,247	21,354
01621001-56411	MMS-Classroom-Text & Workbooks	15,850	-	15,850	14,509	15,017	818	15
01621001-57301	MMS-Classroom-Equipment Instructional	3,695	-	3,695	-	-	250	3,445
01621001-57308	MMS-Classroom-Furniture	411	-	411	-	-	-	411
01621016-51110	MMS-Music-Teacher Salaries	318,593	-	318,593	26,551	53,103	265,490	0
01621016-54900	MMS-Music-Other Purch'd Property Svcs	949	-	949	-	-	-	949
01621016-56111	MMS-Music-Classroom Supplies	2,750	-	2,750	-	232	237	2,281
01621016-56411	MMS-Music-Text & Workbooks	-	-	-	-	-	-	-
01621016-57301	MMS-Music-Equipment Instructional	3,132	-	3,132	-	-	-	3,132
01621019-51110	MMS-PE/Health-Teacher Salaries	373,028	-	373,028	32,007	64,014	323,237	(14,223)
01621019-56111	MMS-PE/Health-Classroom Supplies	2,012	-	2,012	-	359	1,651	2
01622120-51110	MMS-Guidance-Teacher Salaries	288,918	-	288,918	35,161	56,510	234,837	(2,428)
01622120-51131	MMS-Guidance-Secy 10 Mth	54,143	-	54,143	6,960	10,425	32,381	11,337
01622120-51135	MMS-Guidance-Clerical Xtra Time	-	-	-	93	93	-	(93)
01622220-51110	MMS-Library-Teacher Salaries	121,116	-	121,116	9,317	18,633	102,483	(0)
01622220-51120	MMS-Library-Paras	-	-	-	-	-	-	-
01622220-56420	MMS-Library-Books & Media	2,463	-	2,463	883	1,076	608	779
01622220-56425	MMS-Library-Periodicals	1,642	-	1,642	-	75	837	730
01622220-56901	MMS-Library-Supplies	2,053	-	2,053	345	607	502	944
01622220-57302	MMS-Library-Equipment Instructional	1,232	-	1,232	299	399	-	833
01622400-51110	MMS-Admin-Teacher Xtra days	-	-	-	-	-	-	-
01622400-51113	MMS-Admin-Principal/Asst Principal	366,954	-	366,954	84,682	112,909	254,045	0
01622400-51120	MMS-Admin-Admin Para	13,449	-	13,449	367	738	12,668	43
01622400-51130	MMS-Admin-Secy 12 Mth	67,245	-	67,245	15,741	20,892	46,354	(0)
01622400-51131	MMS-Admin-Secy 10 Mth	46,741	-	46,741	6,374	10,623	36,118	(0)
01622400-51135	MMS-Admin-Clerical Xtra Time	-	-	-	278	381	-	(381)
01622400-54900	MMS-Classroom-Other Purch'd Svcs	798	-	798	65	65	-	733
01622400-55800	MMS-Admin-Professional Devt	1,000	-	1,000	-	-	-	1,000
01622400-55906	MMS-Classroom-Printing	-	-	-	-	-	-	-
01622400-56110	MMS-Admin-Office Supplies	6,408	-	6,408	53	53	-	6,355
01622400-57301	MMS-Admin-Equipment	-	-	-	-	-	-	-
01622400-58900	MMS-Admin-Dues & Fees	772	-	772	772	772	-	-
01623202-51116	MMS-Activities-Advisors	41,613	-	41,613	-	-	41,613	-
01623202-53301	MMS-Activities-Police	1,228	-	1,228	-	320	640	268
01623202-56119	MMS-Activities-Supplies	1,616	-	1,616	385	385	-	1,231
	Total Madison Middle School	6,215,369	-	6,215,369	587,578	1,070,272	5,048,358	96,739
01711001-51110	THS-Classroom-Teacher Salaries	12,184,901	-	12,184,901	976,433	1,934,378	10,196,480	54,043
01711001-51111	THS-Teacher Specialists	99,671	-	99,671	7,717	15,434	84,889	(652)
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	-	-	-	-	-	-	-
01711001-55800	THS-Classroom-Professional Devt	-	-	-	-	-	-	-
01711001-56111	THS-Classroom-Classroom Supplies	32,500	-	32,500	9,405	14,736	63	17,702
01711001-57301	THS-Classroom-Equipment	-	-	-	-	-	-	-
01711001-57308	THS-Classroom-Furniture	-	-	-	-	-	-	-
01711002-55800	THS-Art-Professional Devt	-	-	-	-	-	-	-
01711002-56112	THS-Art-Supplies	19,500	-	19,500	3,386	4,349	4,441	10,709
01711002-57301	THS-Art-Equipment Instructional	11,000	-	11,000	-	448	3,763	6,789
01711003-51110	THS-Business Ed-Teacher Detention Duty	-	-	-	-	-	-	-
01711003-56112	THS-Business Ed-Supplies	3,200	-	3,200	950	1,312	150	1,738
01711003-56411	THS-Business Ed-Text & Workbooks	11,850	-	11,850	8,269	12,305	-	(455)
01711003-57301	THS-Business Ed-Equipment Instructional	-	-	-	-	-	-	-
01711006-51110	THS-Ag Science-Teachers Salaries	650,714	-	650,714	90,057	129,470	433,542	87,702
01711006-51114	THS-Ag Science-Director	38,632	-	38,632	8,915	11,887	25,361	1,384
01711006-51129	THS-Ag Science-Misc Salaries	6,000	-	6,000	2,507	2,761	-	3,239

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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01711006-51131	THS-Ag Science-Secy 10 Mths	40,634	-	40,634	5,042	8,137	32,497	(0)
01711006-51135	THS-Ag Science-Secy Xtra Time	459	-	459	541	541	-	(82)
01711006-54300	THS-Ag Science-Repairs & Svc Fees	3,000	-	3,000	-	-	4,650	(1,650)
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	3,000	-	3,000	542	542	-	2,458
01711006-55809	THS-Ag Science-Transportation	2,629	-	2,629	-	-	2,417	212
01711006-55906	THS-Ag Science-Printing	1,500	-	1,500	-	-	-	1,500
01711006-56112	THS-Ag Science-Supplies	37,000	-	37,000	1,536	3,438	30,313	3,248
01711006-56411	THS-Ag Science-Text & Workbooks	4,000	-	4,000	-	-	-	4,000
01711006-57301	THS-Ag Science-Equipment Instructional	969	-	969	-	-	-	969
01711006-58900	THS-Ag Science-Dues & Fees	4,899	-	4,899	900	900	6,646	(2,647)
01711010-56112	THS-English-Supplies	1,117	-	1,117	499	499	511	107
01711010-56411	THS-English-Text & Workbooks	20,811	-	20,811	9,297	9,861	2,863	8,088
01711011-51110	THS-World Language-Teacher Salaries	-	-	-	-	-	-	-
01711011-55800	THS-World Language-Professional Devt	-	-	-	-	-	-	-
01711011-56112	THS-World Language-Supplies	1,722	-	1,722	1,183	1,201	0	521
01711011-56411	THS-World Language-Text & Workbooks	22,872	-	22,872	19,213	21,461	978	433
01711011-57301	THS-World Language-Equipment Instructional	8,000	-	8,000	7,769	7,769	-	231
01711013-56112	THS-Family Consumer Science-Supplies	16,200	-	16,200	1,467	3,180	2,319	10,701
01711013-56411	THS-Family Consumer Science-Text & Workbooks	-	-	-	-	-	-	-
01711013-57301	THS-Family Consumer Science-Equipment Instructional	3,000	-	3,000	612	1,844	775	381
01711014-54900	THS-Technology Education-Other Purch'd Prop Svcs	-	-	-	-	-	-	-
01711014-56112	THS-Technology Education-Supplies	24,000	-	24,000	1,612	3,778	8,136	12,087
01711014-57301	THS-Technology Education-Equipment Instructional	2,000	-	2,000	150	150	2,987	(1,137)
01711015-56112	THS-Mathematics-Supplies	1,550	-	1,550	426	426	990	135
01711015-56411	THS-Mathematics-Text & Workbooks	8,550	-	8,550	939	6,080	-	2,470
01711016-51110	THS-Music-Teacher Salaries	289,774	-	289,774	23,845	47,691	238,930	3,153
01711016-51116	THS-Music-Directors	-	-	-	-	-	-	-
01711016-53300	THS-Music-Other Professional Svcs	47,575	-	47,575	9,032	9,382	19,968	18,225
01711016-54201	THS-Music-Uniform Cleaning	1,500	-	1,500	-	-	950	550
01711016-55809	THS-Music-Transportation	18,000	-	18,000	362	362	10,400	7,238
01711016-56112	THS-Music-Supplies	5,400	-	5,400	2,342	2,386	29	2,985
01711016-57301	THS-Music-Equipment Instructional	3,000	-	3,000	994	994	944	1,062
01711019-51110	THS-PE/Health-Teacher Salaries	867,480	-	867,480	72,023	139,441	733,934	(5,895)
01711019-56112	THS-PE/Health-Supplies	2,934	-	2,934	1,969	1,972	-	962
01711019-56411	THS-PE/Health-Text & Workbooks	-	-	-	-	-	-	-
01711019-57301	THS-PE/Health-Equipment Instructional	6,000	-	6,000	-	1,206	8	4,786
01711019-58900	THS-PE/Health-Dues & Fees	-	-	-	-	-	-	-
01711022-51110	THS-Alternate School-Teachers Salaries	302,593	-	302,593	21,862	43,290	231,519	27,784
01711022-51131	THS-Alternate School-Secy 10 Mths	-	-	-	-	-	-	-
01711022-55809	THS-Alternate School-Field Trips	-	-	-	-	-	-	-
01711022-56112	THS-Alternate School-Supplies	-	-	-	-	-	-	-
01711022-56411	THS-Alternate School-Text & Workbooks	-	-	-	-	-	-	-
01711027-56112	THS-Science-Supplies	12,731	-	12,731	1,113	1,113	3,284	8,334
01711027-56411	THS-Science-Text & Workbooks	12,710	-	12,710	759	2,409	0	10,301
01711027-57301	THS-Science-Equipment Instructional	9,096	-	9,096	-	-	2,445	6,651
01711028-51110	THS-Admin-Teacher Xtra Tme	-	-	-	-	-	-	-
01711028-56112	THS-Social Studies-Supplies	1,045	-	1,045	222	552	(0)	493
01711028-56411	THS-Social Studies-Text & Workbooks	10,890	-	10,890	-	375	8,378	2,137
01712120-51110	THS-Guidance-Teacher Salaries	1,438,768	-	1,438,768	177,796	284,230	1,106,722	47,816
01712120-51130	THS-Guidance-Secy 12 Mths	193,706	-	193,706	45,386	60,218	133,488	(0)
01712120-51135	THS-Guidance-Clerical Xtra Time	-	-	-	12	35	-	(35)
01712120-53220	THS-Guidance-Career Guidance	950	-	950	125	125	673	152
01712120-56112	THS-Guidance-Supplies	450	-	450	-	27	-	423
01712120-56118	THS-Guidance-Software	-	-	-	-	-	-	-
01712120-56903	THS-Guidance-Testing Materials	650	-	650	-	-	-	650
01712120-58900	THS-Guidance-Dues & Fees	-	-	-	-	-	-	-
01712220-51110	THS-Library-Teacher Salaries	98,277	-	98,277	7,560	15,120	83,157	0
01712220-51130	THS-Library-Secy 12 Mths	-	-	-	371	371	-	(371)
01712220-51131	THS-Library-Secy 10 Mths	-	-	-	-	-	-	-
01712220-51135	THS-Library-Clerical Xtra Time	-	-	-	-	-	-	-
01712220-56420	THS-Library-Books & Media	9,390	-	9,390	1,583	1,583	1,816	5,990
01712220-56425	THS-Library-Periodicals	2,070	-	2,070	1,767	1,767	-	303
01712220-56901	THS-Library-Supplies	2,565	-	2,565	-	-	-	2,565
01712220-57302	THS-Library-Equipment Instructional	775	-	775	425	425	-	350
01712220-58900	THS-Library-Dues & Fees	230	-	230	-	-	-	230
01712221-56112	THS-Auditorium/Theater Tech-Supplies	-	-	-	-	-	-	-

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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
01712221-56900	THS-Auditorium/Theater Tech-Parts & Maintenance	1,500	-	1,500	-	-	-	1,500
01712221-57301	THS-Auditorium/Theater Tech-Equipment Instructional	4,000	-	4,000	-	-	210	3,790
01712400-51110	THS-Detention-Teacher Salaries	3,500	-	3,500	-	345	-	3,155
01712400-51113	THS-Admin-Principals	909,117	-	909,117	209,796	279,728	629,389	0
01712400-51120	THS-L/W-Paras	56,422	-	56,422	5,587	11,162	50,124	(4,865)
01712400-51130	THS-Admin-Secy 12 Mth	128,250	-	128,250	27,891	37,190	83,693	7,367
01712400-51131	THS-Admin-Secy 10 Mth	153,031	-	153,031	17,657	29,429	123,602	(0)
01712400-51135	THS-Admin-Clerical Xtra Time	350	-	350	222	254	-	97
01712400-53300	THS-Police Services	-	-	-	-	-	-	-
01712400-53301	THS-Admin-Police Services	90,000	-	90,000	2,572	16,332	73,052	616
01712400-55800	THS-Admin-Professional Devt	4,000	-	4,000	-	-	-	4,000
01712400-55901	THS-Admin-Other Purch'd Svcs	2,000	-	2,000	799	799	800	401
01712400-55906	THS-Admin-Printing	7,000	-	7,000	871	986	2,754	3,260
01712400-56110	THS-Admin-Office Supplies	3,750	-	3,750	919	919	209	2,622
01712400-56116	THS-Admin-Supplies	7,750	-	7,750	-	-	283	7,467
01712400-56270	THS-Admin-Security Supplies	2,250	-	2,250	271	284	100	1,866
01712400-56425	THS-Admin-Periodicals	1,250	-	1,250	176	176	-	1,074
01712400-56907	THS-Admin-Graduation	20,000	-	20,000	500	500	22,146	(2,646)
01712400-57301	THS-Admin-Equipment	-	-	-	-	-	-	-
01712400-57308	THS-Admin-Office Furniture	10,000	-	10,000	14,166	14,166	-	(4,166)
01712400-58900	THS-Admin-Dues & Fees	10,515	-	10,515	10,675	10,675	-	(160)
01713202-51116	THS-Activities-Advisors	139,299	-	139,299	-	-	139,299	-
01713202-55807	THS-Activities-Competitions	45,000	-	45,000	-	-	45,000	-
01713202-55906	THS-Activities-Printing	500	-	500	-	-	-	500
01713203-56906	THS-Activities-Fees, Awards & Supplies	1,500	-	1,500	357	357	-	1,143
01401000-55502	THS-Classroom-Interns	48,000	-	48,000	15,000	15,000	-	33,000
	Total Trumbull High School	18,253,423	-	18,253,423	1,836,376	3,230,261	14,592,077	431,085
01711019-51114	Sports-Sports General-Director	176,227	-	176,227	40,668	54,224	122,003	0
01713201-51111	Sports-Sports General-Athletic Trainers	135,005	-	135,005	22,950	34,425	103,275	(2,695)
01713201-51116	Sports-Sports General-Coaches	636,980	-	636,980	6,031	6,086	630,894	-
01713201-51129	Sports-Sports General-Other Non Certified	-	-	-	4,194	4,194	-	(4,194)
01713201-51131	Sports-Sports General-Secy 10 Mths	46,741	-	46,741	5,324	8,920	37,753	69
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	4,500	-	4,500	-	10	-	4,490
01713201-51170	Sports-Athletic Game Staff	57,000	-	57,000	1,175	9,305	-	47,695
01713201-53300	Sports-Sports General-Purch'd Svcs	224,575	-	224,575	10,697	28,433	132,660	63,482
01713201-53301	Athletic Student Activity-Police Services	17,500	-	17,500	-	2,000	15,500	-
01713201-54200	Sports-Sports General-Cleaning Svcs	16,000	-	16,000	11,735	11,735	3,265	1,000
01713201-55809	THS-Transportation-Sports	146,300	-	146,300	-	-	130,000	16,300
01713201-56112	Sports-Sports General-Supplies	126,000	-	126,000	19,302	35,061	65,066	25,873
01713201-57301	Sports-Sports General-Equipment Instructional	40,000	-	40,000	11,586	12,537	2,463	25,000
01713201-58900	Sports-Sports General-Dues & Fees	42,500	-	42,500	12,204	13,430	5,960	23,110
	Total Athletics Department	1,669,328	-	1,669,328	145,865	220,359	1,248,839	200,130
01741200-55600	Adult Ed - Outgoing Tuition	85,000	-	85,000	-	-	85,000	-
01741200-55900	Continuing Ed-Other Purch'd Svcs	-	-	-	-	-	-	-
	Total Continuing Education Department	85,000	-	85,000	-	-	85,000	-
01402320-51114	Human Resource Director	171,600	-	171,600	41,778	55,704	125,334	(9,438)
01802130-53401	Contracted-Substitute Teacher	1,000,000	-	1,000,000	21,371	110,674	889,326	-
01802130-53402	Contracted-Substitute Paraprofessional	290,000	-	290,000	10,219	59,088	230,912	-
01802130-53403	Contracted-Substitute Secretary	20,000	-	20,000	-	816	19,184	-
01802130-55800	HR-Professional Devt	9,000	-	9,000	1,621	1,621	3,000	4,379
01802130-55900	HR-Personnel-Other Purch'd Svcs	118,145	-	118,145	50,627	57,109	18,860	42,176
01802130-55903	Human Resources-Admin-Advertising	1,500	-	1,500	1,457	1,457	-	43
01802130-56110	Human Resources-Admin-Office Supplies	3,750	-	3,750	706	736	1,499	1,515
01802130-58900	Human Resources-Admin-Dues & Fees	1,125	-	1,125	-	-	-	1,125
01802320-51113	Substitute Administrators	-	-	-	-	-	-	-
01802320-51115	Personnel-Support Staff	177,297	-	177,297	42,879	57,086	125,337	(5,126)
01802320-51117	Personnel-Substitute Teachers	-	-	-	18,910	56,937	-	(56,937)
01802320-51119	Personnel-Teacher Extra	-	-	-	2,092	2,092	-	(2,092)
01802320-51127	Substitute-Security Guards	45,000	-	45,000	2,522	4,936	-	40,064
01802320-51129	Personnel-Substitute Paraprofessionals	-	-	-	119	119	-	(119)
01802320-51131	Personnel-Support Staff-10 Mth	38,119	-	38,119	1,960	3,055	-	35,064
01802320-51139	Substitute Secretaries	-	-	-	612	3,522	-	(3,522)
	Total Human Resources Department	1,875,536	-	1,875,536	196,873	414,951	1,413,452	47,133

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By Location
Report for the Period Ended 10/31/2024

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>September Expended</u>	<u>October Expended</u>	<u>Committed/ Estimates</u>	<u>October Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01802320-51140	Facilities-Admin-Substitutes	55,000	-	55,000	6,296	8,437	46,563	-
01802320-55800	Super-Personnel-Professional Devt	-	-	-	-	-	-	-
01822230-51125	Facilities-Admin-Director/Managers	258,774	-	258,774	63,118	84,158	183,586	(8,970)
01822230-51127	Facilities-D/W-Security Guards	771,583	-	771,583	82,249	154,792	709,804	(93,014)
01822230-51128	Facilities-D/W-Security Guards OT	25,000	-	25,000	1,444	2,703	-	22,297
01822230-51130	Facilities-Admin-Secy 12 Mth	95,656	-	95,656	21,922	29,234	65,808	614
01822230-51135	Facilities-Admin-Clerical Xtra Time	-	-	-	72	72	-	(72)
01822230-51141	Facilities-Admin-Manager OT	-	-	-	-	-	-	-
01822230-55800	Facilities-Admin-Professional Devt	500	-	500	125	125	-	375
01822230-55910	Facilities-Admin-Other Purch'd Svcs	15,000	-	15,000	13,803	13,803	1,499	(302)
01822230-56110	Facilities-Admin-Office Supplies	1,500	-	1,500	557	922	1,895	(1,317)
01822230-56425	Facilities-Admin-Periodicals	-	-	-	-	-	-	-
01822230-57301	Facilities-Admin-Equipment	-	-	-	-	-	-	-
01822230-57308	Facilities-Admin-Furniture	500	-	500	-	-	-	500
01822230-58900	Facilities-Admin-Dues & Fees	1,500	-	1,500	120	120	-	1,380
01842610-51140	Facilities-Custodial-Salaries	3,011,283	-	3,011,283	700,225	901,428	1,899,006	210,849
01842610-51141	Facilities-Custodial-Custodial OT	125,000	-	125,000	26,400	47,161	-	77,839
01842610-51142	Facilities-Custodial-School OT	130,000	-	130,000	7,953	22,072	-	107,928
01842610-51143	Facilities-Snow Removal-Salaries	-	-	-	-	-	-	-
01842610-51145	Facilities-Custodial- Custodial Support	9,571	-	9,571	1,640	2,373	-	7,198
01842610-51149	Facilities-Custodial-Custodial Night Diff	7,000	-	7,000	774	1,636	-	5,364
01842610-54103	Facilities-Custodial-Trash/Recycling	80,000	-	80,000	20,935	21,485	57,414	1,101
01842610-54202	Facilities-Custodial-Cleaning	4,000	-	4,000	736	1,104	3,396	(500)
01842610-54300	Facilities-Custodial-Repairs	15,000	-	15,000	98	98	10,901	4,001
01842610-55803	Facilities-Admin-Mileage	2,000	-	2,000	319	500	-	1,500
01842610-56130	Facilities-Custodial-Supplies	225,000	-	225,000	107,691	122,796	129,665	(27,460)
01842610-56132	Facilities-Custodial-Supplies Replacement	-	-	-	1,270	1,270	1,230	(2,500)
01842610-57301	Facilities-Custodial-Equipment	12,000	-	12,000	20,440	20,440	-	(8,440)
01842611-54101	Facilities-D/W-Electricity	1,212,760	-	1,212,760	305,655	460,437	693,048	59,275
01842611-54105	Facilities-D/W-Water	130,000	-	130,000	18,427	28,412	91,733	9,855
01842611-56201	Facilities-D/W-Heating Oil	-	-	-	-	-	-	-
01842611-56202	Facilities-D/W-Natural Gas	600,000	-	600,000	30,226	30,226	469,774	100,000
01842611-57202	Facilities-Project Improvements to Site	-	-	-	-	-	-	-
01852620-51140	Facilities-Maintenance-Salaries	843,046	-	843,046	159,307	216,683	573,411	52,951
01852620-51141	Facilities-Maintenance-Maint OT	25,000	-	25,000	5,543	6,248	-	18,752
01852620-51142	Facilities-Maintenance-Security Checks	-	-	-	-	-	-	-
01852620-51145	Facilities-Maintenance-Summer Help	32,000	-	32,000	25,445	25,445	-	6,555
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	10,000	-	10,000	-	-	-	10,000
01852622-56134	Facilities-Snow Removal-Supplies	10,000	-	10,000	1,901	1,901	13,099	(5,000)
01852622-57307	Facilities-Snow Removal-Equipment	5,000	-	5,000	-	-	-	5,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	3,000	-	3,000	-	2,153	5,545	(4,698)
01852623-56133	Facilities-Vehicles-Gas/Diesel	50,000	-	50,000	18,235	21,554	333	28,113
01852623-56134	Facilities-Vehicles-Supplies	15,000	-	15,000	4,177	6,368	8,268	364
01852623-57307	Facilities-Vehicles-Equipment	2,000	-	2,000	909	2,080	5,920	(6,000)
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	10,000	-	10,000	-	-	1,100	8,900
01852625-56134	Facilities-Grounds-Supplies	20,000	-	20,000	1,298	1,556	10,443	8,001
01852625-56900	Fences/Playground-Supplies	-	-	-	-	-	-	-
01852625-57307	Facilities-Grounds-Equipment	5,000	-	5,000	-	-	-	5,000
01852626-56134	Facilities-Fertilizer	3,000	-	3,000	-	-	-	3,000
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	5,000	-	5,000	4,600	5,600	1,400	(2,000)
01852627-56134	Facilities-Lawn Care-Supplies	7,500	-	7,500	944	1,109	4,390	2,001
01852627-57307	Facilities-Lawn Care-Equipment	5,000	-	5,000	-	-	-	5,000
01852628-56134	Facilities-Paving-Supplies	-	-	-	-	-	-	-
01852629-54300	Facilities-Septic/Sewer-Repairs & Svc Fees	-	-	-	-	4,759	-	(4,759)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	45,000	-	45,000	15,732	19,407	41,113	(15,520)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	35,000	-	35,000	6,788	12,282	21,933	785
01852631-56134	Facilities-Maintenance-Supplies	2,000	-	2,000	292	292	-	1,708
01852632-54300	Facilities-Inside Maint-Repairs & Svcs Fees	5,000	-	5,000	-	-	1,000	4,000
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	-	-	-	128	128	-	(128)
01852632-56134	Facilities-Inside Maintenance-Supplies	25,000	-	25,000	1,497	1,497	5,501	18,002
01852632-57307	Facilities-Inside Maintenance-Equipment	3,000	-	3,000	-	-	-	3,000
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	40,000	-	40,000	5,925	8,371	35,866	(4,237)
01852633-54301	Facilities-Security-Service Contracts	-	-	-	-	-	-	-
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	25,000	-	25,000	-	-	-	25,000
01852633-56134	Facilities-Electrical-Supplies	35,000	-	35,000	4,161	6,260	15,591	13,148

Trumbull Board of Education Expense vs Budget Detail
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		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>				
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	10,000	-	10,000	2,945	2,945	55	7,000
01852633-57307	Facilities-Electrical-Equipment	-	-	-	-	-	-	-
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	25,000	-	25,000	2,483	11,563	21,196	(7,759)
01852634-56134	Facilities-Fire Prot-Supplies	-	-	-	-	-	-	-
01852635-54300	Facilities-Floor-Repairs & Svc Fees	40,000	-	40,000	14,466	14,466	-	25,534
01852635-56134	Facilities-Floor Repair-Supplies	1,500	-	1,500	-	-	-	1,500
01852636-56900	Facilities-Furniture Repairs-Supplies	-	-	-	-	-	-	-
01852637-54300	Facilities-Glass-Repairs & Svc Fees	5,000	-	5,000	-	-	7,800	(2,800)
01852637-56134	Facilities-Glass-Supplies	-	-	-	-	-	-	-
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	-	-	-	-	-	-	-
01852638-56134	Facilities-Hardware-Supplies	2,000	-	2,000	125	125	6,375	(4,500)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	125,000	-	125,000	46,627	55,873	73,694	(4,567)
01852639-56134	Facilities-HVAC-Supplies	30,000	-	30,000	10,700	12,298	16,650	1,052
01852639-57307	Facilities-HVAC-Equipment	-	-	-	-	-	-	-
01852641-56134	Facilities-Masonry-Supplies	-	-	-	-	-	-	-
01852642-54300	Facilities-Painting-Repairs & Svc Fees	-	-	-	-	-	-	-
01852642-56134	Facilities-Painting-Supplies	5,000	-	5,000	2,715	4,634	2,415	(2,048)
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	7,500	-	7,500	3,940	3,940	3,404	156
01852643-56134	Facilities-Plant Equip-Supplies	-	-	-	-	-	-	-
01852643-57307	Facilities-Plant-Equipment	-	-	-	-	-	-	-
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	3,000	-	3,000	1,667	2,592	2,907	(2,499)
01852644-56134	Facilities-Plumbing-Supplies	40,000	-	40,000	19,142	20,801	21,256	(2,056)
01852644-57307	Facilities-Plumbing-Equipment	-	-	-	-	-	-	-
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	30,000	-	30,000	1,210	1,210	28,790	-
01852645-56134	Facilities-Roofing-Supplies	-	-	-	-	-	-	-
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	7,500	-	7,500	6,316	8,628	9,372	(10,500)
01852646-56134	Facilities-Pest Control-Supplies	500	-	500	-	-	-	500
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	3,000	-	3,000	-	-	-	3,000
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	20,000	-	20,000	-	-	999	19,001
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	18,000	-	18,000	600	3,690	29,910	(15,600)
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	15,000	-	15,000	-	7,870	9,630	(2,500)
01852648-57307	Facilities-IAQ-Equipment	-	-	-	-	-	-	-
01852649-54300	Facilities-Welding-Repairs & Svc Fees	1,500	-	1,500	-	-	-	1,500
01852649-56134	Facilities-Welding-Supplies	-	-	-	246	246	953	(1,199)
01852650-57200	Facilities-Site-Building Improvement	12,000	-	12,000	3,653	4,463	6,760	778
01852650-57202	Facilities-Site-Building Improvement	-	-	-	-	-	-	-
01852651-57100	Facilities-Building Improvement	-	-	-	-	-	2,000	(2,000)
01852651-57102	Facilities-Building Improvement-Other	-	-	-	-	-	-	-
01852651-57202	Facilities-Building Improvement-Projects	-	-	-	-	-	-	-
01852651-57301	Facilities-Building Improvement-Furniture	-	-	-	-	-	-	-
01852654-57340	Facilities-Maintenance-Vehicle	-	-	-	-	-	-	-
	Total Facilities Department	8,455,673	-	8,455,673	1,806,209	2,454,842	5,354,401	646,430
01882700-51125	Trans-Admin-Manager	76,268	-	76,268	18,084	24,112	54,253	(2,097)
01882700-51130	Trans-Admin-Secy 12 Mth	105,616	-	105,616	24,373	32,497	73,119	(0)
01882700-51131	Trans-Admin-Secy 10 Mth	-	-	-	-	-	-	-
01882700-51135	Trans-Admin-Clerical Xtra Time	-	-	-	1,364	1,937	-	(1,937)
01882700-53300	Transportation-Professional Svcs	-	-	-	-	-	-	-
01882700-53303	Trans-Admin-Software Support	7,500	-	7,500	13,030	13,030	-	(5,530)
01882700-54900	Trans-Admin-Purch'd Property Svcs	500	-	500	-	-	-	500
01882700-55101	Trans-Admin-Reg Buses	3,971,509	-	3,971,509	2,148,011	2,148,011	1,823,498	-
01882700-55102	Trans-Admin-ACE Trips	3,600	-	3,600	-	-	-	3,600
01882700-55105	Trans-Admin-SPED-Summer Buses	227,126	-	227,126	80,733	300,299	7,700	(80,873)
01882700-55109	Trans-Admin-Fuel	322,952	-	322,952	29,351	54,749	289,549	(21,346)
01882700-55800	Trans-Admin-Professional Devt	-	-	-	-	-	-	-
01882700-55809	Trans-Admin-Field Trips	9,000	-	9,000	-	-	5,000	4,000
01882700-56110	Transportation-Office Supplies	3,600	-	3,600	-	594	3,006	-
01882700-56270	Transportation-Bus Supplies	-	-	-	-	-	-	-
01882700-56425	Trans-Admin-Periodicals	-	-	-	-	-	-	-
01882700-58900	Trans-Admin-Dues & Fees	375	-	375	-	-	-	375
01882701-55101	Trans-Admin-SPED In District	1,688,704	-	1,688,704	1,016,755	1,016,755	672,098	(150)
01882701-55105	Trans-Admin-SPED Out of District	1,060,048	-	1,060,048	1,247	124,437	1,048,458	(112,847)
01882701-55108	Trans-Admin-Monitors	444,449	-	444,449	225,320	225,320	219,129	-
	Total Transportation Department	7,921,247	-	7,921,247	3,558,269	3,941,743	4,195,810	(216,305)
01902310-51136	Super-BOE-Secy-BOE Mtgs	4,000	-	4,000	525	875	-	3,125

Trumbull Board of Education Expense vs Budget Detail
By Location
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Account #	Account Description	Budget			September Expended	October Expended	Committed/ Estimates	October Available/ (Over)
		Original	Transfers	Revised				
01902310-53300	Super-BOE-Professional Services	26,000	-	26,000	23,167	23,167	1,762	1,071
01902310-53308	Super-BOE-Legal-Reg Ed	100,000	-	100,000	13,201	13,201	88,851	(2,052)
01902310-55800	Super-BOE-Professional Devt	1,000	-	1,000	-	-	-	1,000
01902310-56425	Super-BOE-Periodicals	-	-	-	-	-	-	-
01902320-51115	Super-Admin-Superintendent	285,012	-	285,012	69,538	92,717	208,613	(16,318)
01902320-51130	Super-Admin-Support Staff	162,400	-	162,400	38,609	51,990	114,840	(4,430)
01902320-51135	Super-Admin-Clerical Xtra Time	-	-	-	-	-	-	-
01902320-54409	D/W-Admin-Copiers	-	-	-	-	-	-	-
01902320-55800	Super-Admin-Professional Devt	11,000	-	11,000	-	-	-	11,000
01902320-55900	Super-Admin-Postage	36,500	-	36,500	6,064	8,732	22,020	5,748
01902320-55905	Super-Admin-Printing	300	-	300	-	-	-	300
01902320-56110	Super-Admin-Office Supplies	6,500	-	6,500	315	584	3,135	2,781
01902320-56425	Super-Admin-Periodicals	600	-	600	316	316	684	(400)
01902320-58900	Super-Admin-Dues & Fees	23,000	-	23,000	15,036	15,071	14,715	(6,786)
01802320-51135	Super-Personnel-Clerical Xtra Time	-	-	-	2,213	2,638	-	(2,638)
	Total Superintendent Department	656,312	-	656,312	168,983	209,291	454,620	(7,599)
01912520-51113	Bus Off-Admin-Business Administrator	179,874	-	179,874	42,339	56,453	127,018	(3,597)
01912520-51129	Bus Off-Admin-Acctg Manager	90,617	-	90,617	21,487	28,649	64,460	(2,492)
01912520-51130	Bus Off-Admin-Support 12 Mth	309,191	-	309,191	73,161	96,998	214,532	(2,339)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	8,500	-	8,500	468	647	-	7,853
01912520-51196	D/W-Admin-Retirement/LOA Savings	(750,000)	-	(750,000)	-	-	-	(750,000)
01912520-51197	D/W-Admin-Degree Changes	100,000	-	100,000	-	-	-	100,000
01912520-51198	D/W-Admin-Retiree Payments	310,000	-	310,000	259,805	259,805	50,195	-
01912520-51199	D/W-Admin-Reserve For Negotiations	93,891	-	93,891	-	-	-	93,891
01912520-52001	Benefits-FICA	2,030,533	-	2,030,533	273,014	429,254	1,601,279	-
01912520-52002	Benefits-Health & Dental	19,479,290	-	19,479,290	6,138,896	8,185,605	16,679,395	(5,385,710)
01912520-52003	D/W-Admin-Medical Waiver	205,000	-	205,000	-	69,375	135,625	-
01912520-52004	Benefits-Disability Insurance	23,000	-	23,000	5,905	7,843	17,157	(2,000)
01912520-52005	Benefits-Life Insurance	120,000	-	120,000	27,317	36,712	79,389	3,899
01912520-52006	D/W-Admin-Unemployment	20,000	-	20,000	-	-	20,000	-
01912520-52007	Benefits-Workers Compensation	-	-	-	-	-	-	-
01912520-52008	Benefits-Administrative Fees	16,000	-	16,000	4,881	5,722	6,578	3,700
01912520-52010	Benefits-TBOE 401a Contribution	408,900	-	408,900	59,915	91,414	317,486	-
01912520-52011	Benefits-Health Prem Shr - Medical	-	-	-	(1,212,874)	(1,700,145)	(3,789,608)	5,489,753
01912520-52012	Benefits-Health Prem Shr - Dental	-	-	-	(68,258)	(91,763)	(153,630)	245,393
01912520-53300	Bus Off-Admin-Professional Svcs	-	-	-	-	-	-	-
01912520-53310	Bus Off-Admin-Athletic Insurance	92,602	-	92,602	-	92,602	-	-
01912520-55800	Bus Off-Admin-Professional Devt	-	-	-	-	-	-	-
01912520-55903	Bus Off-Admin-Advertising	-	-	-	-	-	-	-
01912520-56110	Bus Off-Admin-Office Supplies	5,000	-	5,000	478	478	7,825	(3,303)
01912520-57301	Bus Off-Equipment	-	-	-	-	-	-	-
01912520-58310	Redemption of Principal on Loans	350,683	-	350,683	-	-	350,683	-
01912520-58320	Interest on Loans	84,209	-	84,209	11,352	11,352	72,857	(0)
01912520-58900	Bus Off-Admin-Dues & Fees	7,000	-	7,000	1,620	1,620	-	5,380
01912520-58904	D/W-Admin-Bad Debt Expense	1,000	-	1,000	-	-	-	1,000
01912520-59001	Bus Office-Intergovernmental transfer	(331,615)	-	(331,615)	(331,615)	(331,615)	-	-
01922530-53301	Bus Off-Admin-Prof Purch'd Svcs	85,000	-	85,000	94,004	94,201	-	(9,201)
01922530-53304	Bus Off-Admin-Training	7,500	-	7,500	-	-	-	7,500
	Total Business Department	22,946,175	-	22,946,175	5,401,894	7,345,206	15,801,242	(200,274)
	Grand Total by Location	124,530,402	-	124,530,402	22,132,161	31,775,726	90,475,669	2,279,007

FOR 2025 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%
TOTAL NO PROJECT	0	24,000	24,000	8,000.00	.00	16,000.00	33.3%
09005000 COMMUNITY SERVICES							

09005000 51141 OT/SCHOOLS	0	58,000	58,000	17,034.41	.00	40,965.59	29.4%
TOTAL NO PROJECT	0	58,000	58,000	17,034.41	.00	40,965.59	29.4%
09006001 NON PUBLIC SCHOOLS							

09006001 51111 NP Teach	0	123,755	123,755	19,039.28	104,716.04	-.32	100.0%
TOTAL NO PROJECT	0	123,755	123,755	19,039.28	104,716.04	-.32	100.0%
09007001 NON PUBLIC TRANSPORTATION							

09007001 51125 NP Admin	0	16,284	16,284	5,010.40	11,273.33	.27	100.0%
09007001 51130 SEC-CALYR	0	14,857	14,857	4,571.52	10,285.92	-.44	100.0%
09007001 55102 NP Bus	0	1,060,233	1,060,233	540,317.23	519,915.77	.00	100.0%
GRAND TOTAL	0	1,297,129	1,297,129	593,972.84	646,191.06	56,965.10	95.6%

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

11/13/2024 12:16 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY25/JUL TO OCT
 FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	25.00	302,608.14	80,430.13	222,178.01	222,203.01
100 10301 100 Cash NSB Sweep	.00	421.15	421.15	.00	.00
100 10410 SA CASH ACCT - M&T BANK	441,179.38	146,421.35	368,337.08	-221,915.73	219,263.65
100 11130 ACCTS RECEIVABLE	1,352.61	14,687.96	13,662.57	1,025.39	2,378.00
100 14000 Due T/F Scholarship Fund	-1,000.00	1,000.00	.00	1,000.00	.00
100 20032 THS Model Congress	-481.21	6,624.86	17,464.39	-10,839.53	-11,320.74
100 20063 THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 20068 MATH HONOR SOCIETY	-1,915.64	.00	970.00	-970.00	-2,885.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-4,904.57	.00	.00	.00	-4,904.57
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20130 THS BOOK STORE	198.03	.00	.00	.00	198.03
100 20133 THS NEWSPAPER	-109.01	.00	.00	.00	-109.01
100 20139 THS TRILLIUM YEARBOOK	-14,194.99	2,877.49	.00	2,877.49	-11,317.50
100 20140 THS Unified Basketball	-1,127.07	.00	.00	.00	-1,127.07
100 20152 HILLCREST MIDDLE SCHOOL	-25,207.10	22,985.86	32,383.78	-9,397.92	-34,605.02
100 20156 MADISON MIDDLE SCHOOL	-30,873.94	10,677.93	11,176.35	-498.42	-31,372.36
100 20165 THS Class of 2018	500.00	.00	.00	.00	500.00
100 20167 THS Class of 2020	-13,251.30	250.00	250.00	.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	-5,000.00	.00	.00	.00	-5,000.00
100 20170 THS Class of 2023	-4,000.00	.00	.00	.00	-4,000.00
100 20171 THS Class of 2024	-14,330.20	950.00	.00	950.00	-13,380.20
100 20172 THS Class of 2025	-15,207.51	1,636.78	.00	1,636.78	-13,570.73
100 20173 THS Class of 2026	-5,311.43	34,583.92	69,095.56	-34,511.64	-39,823.07
100 20174 THS Class of 2027	-3,419.89	500.00	.00	500.00	-2,919.89
100 20180					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS VOAG FUTURE FARMERS 100 20190	-1,391.69	.00	.00	.00	-1,391.69
THS VOAG FARM 100 20251	-39,696.84	2,681.47	7,353.00	-4,671.53	-44,368.37
BOOTH HILL SCHOOL 100 20252	-3,888.39	7,329.24	8,248.43	-919.19	-4,807.58
FRENCHTOWN SCHOOL 100 20253	-2,741.13	2,284.87	3,628.22	-1,343.35	-4,084.48
DANIELS FARM 100 20254	1,673.89	899.52	3,350.49	-2,450.97	-777.08
MIDDLEBROOK SCHOOL 100 20255	-4,010.39	147.50	1,515.92	-1,368.42	-5,378.81
JANE RYAN SCHOOL 100 20258	-190.35	1,801.09	3,188.04	-1,386.95	-1,577.30
TASHUA SCHOOL 100 20510	-5,079.44	1,549.30	1,355.90	193.40	-4,886.04
THS STUDENT COUNCIL 100 20550	-5,479.83	300.00	300.00	.00	-5,479.83
GENERAL FUND 100 20599	-9,057.71	35.04	762.63	-727.59	-9,785.30
THS HISTORY HONOR SOCIETY 100 20600	-93.91	.00	.00	.00	-93.91
THS-Community Service 100 20603	1,227.00	.00	.00	.00	1,227.00
THS Bookstore/DECA(Marketing) 100 20604	-14,785.93	13,895.44	29,404.20	-15,508.76	-30,294.69
THS BAND 100 20605	-967.02	2,062.86	2,186.81	-123.95	-1,090.97
THS KEY CLUB 100 20606	-477.26	79.00	.00	79.00	-398.26
THS BEST BUDDIES 100 20607	-2,484.98	.00	.00	.00	-2,484.98
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-10,414.64	1,105.84	648.15	457.69	-9,956.95
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	-129.06	.00	.00	.00	-129.06
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	-2,207.76	707.24	1,362.62	-655.38	-2,863.14
FRENCH HONOR SOCIETY 100 20620	-586.00	.00	.00	.00	-586.00
THS FRENCH CLUB 100 20621	-764.34	.00	.00	.00	-764.34
THS MISCELLANEOUS	-3,506.92	958.36	1,386.15	-427.79	-3,934.71

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20622					
THS IN/OUT	-4,617.38	739.80	1,178.40	-438.60	-5,055.98
100 20624					
THS SPANISH CLUB	-300.72	100.00	100.00	.00	-300.72
100 20625					
THS SODA MACHINE	-1,102.81	22.58	.00	22.58	-1,080.23
100 20627					
THS World Lang.HONOR SOCIETIES	-4,442.41	1,418.50	633.00	785.50	-3,656.91
100 20628					
THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 20629					
THS SUNSHINE FUND	-115.45	.00	.00	.00	-115.45
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	-1,446.04	.00	.00	.00	-1,446.04
100 20637					
THS Ethics Club	-47.14	.00	.00	.00	-47.14
100 20639					
THS MODEL U.N. CLUB	-2,247.11	.00	.00	.00	-2,247.11
100 20640					
THS INTERACT CLUB	-593.24	.00	80.00	-80.00	-673.24
100 20641					
THS THESPIAN SOCIETY	-4,749.99	928.76	2,762.27	-1,833.51	-6,583.50
100 20642					
THS Youth to Youth	-410.62	250.00	250.00	.00	-410.62
100 20643					
THS GRADUATION-CAP & GOWNS	-14,681.48	6,418.66	12,809.33	-6,390.67	-21,072.15
100 20644					
THS ROBOTICS CLUB	-1,294.05	.00	.00	.00	-1,294.05
100 20645					
THS LINK CREW LEADERS	-7,264.68	6,303.13	8,399.70	-2,096.57	-9,361.25
100 20646					
THS CHEERLEADING	-4,840.48	10,038.90	8,382.55	1,656.35	-3,184.13
100 20647					
THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648					
THS Shades Club	-1,873.52	.00	.00	.00	-1,873.52
100 20649					
THS Dance Team	-1,862.11	.00	.00	.00	-1,862.11
100 20650					
THS Geography Club	-617.37	.00	.00	.00	-617.37
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	-300.30	.00	.00	.00	-300.30
100 20706					
THS NATIONAL ENGLISH HONOR SOC	-2,455.41	65.00	.00	65.00	-2,390.41
100 20707					

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS NATIONAL HONOR SOCIETY 100 20708	-1,352.74	978.03	2,880.00	-1,901.97	-3,254.71
THS POETRY 100 20709	-55.40	.00	.00	.00	-55.40
THS ALT METHODS OF PYMNT 100 20710	37.77	.00	.00	.00	37.77
THS GIRLS BASKETBALL 100 20711	.20	.00	.00	.00	.20
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GSA-GAY STRAIGHT ALLIANCE 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	-1,737.06	.00	.00	.00	-1,737.06
THS BUS.ED.ENTREPRENEUR 100 20718	-864.69	135.75	135.75	.00	-864.69
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GIRLS GOLF 100 20720	-302.99	.00	.00	.00	-302.99
THS Athletic Fundraiser 100 20721	-982.24	10,000.00	11,320.00	-1,320.00	-2,302.24
THS BOYS GOLF 100 20726	.00	261.70	3,350.80	-3,089.10	-3,089.10
THS GIRLS INDOOR TRACK 100 20727	4.98	.00	.00	.00	4.98
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	-3,525.54	.00	.00	.00	-3,525.54
THS Allies for Angels 100 20737	-1,704.60	.00	.00	.00	-1,704.60
THS Science Honor Society 100 20738	-437.43	.00	855.00	-855.00	-1,292.43
THS SEAL OF BILITERACY 100 20739	-23.50	.00	388.00	-388.00	-411.50
THS HOSA Future Health Prof 100 20741	-70.00	25.00	1,775.00	-1,750.00	-1,820.00
THS Save Promise Club 100 20810	-460.50	.00	.00	.00	-460.50
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 24008	-89,592.94	89,690.63	9,924.63	79,766.00	-9,826.94
Due to Fund 205/BOE Programs 100 29280	-1,250.00	1,385.78	235.82	1,149.96	-100.04
ACCOUNTS PAYABLE	-13,517.39	198,838.80	185,321.41	13,517.39	

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 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY25/JUL TO OCT
 FUND 100

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ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE

TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	909,663.23	909,663.23	.00	.00

11/13/2024 12:16 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY25/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	909,663.23	909,663.23	.00	

FOR 2025 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2008200 PRIVATE FUNDS/GRANTS	0	30,482	30,482	-292,948.45	1,327.75	322,102.54	-956.7%
TOTAL REVENUES	0	-311,755	-311,755	-316,345.95	.00	4,590.85	
TOTAL EXPENSES	0	342,237	342,237	23,397.50	1,327.75	317,511.69	
2009010 IDEA-611 20977	0	1,938,558	1,938,558	244,679.24	1,261,545.28	432,333.50	77.7%
TOTAL REVENUES	0	0	0	-62,641.00	.00	62,641.00	
TOTAL EXPENSES	0	1,938,558	1,938,558	307,320.24	1,261,545.28	369,692.50	
2009011 IDEA-611 NP 20977	0	97,188	97,188	4,202.04	23,111.05	69,874.68	28.1%
TOTAL EXPENSES	0	97,188	97,188	4,202.04	23,111.05	69,874.68	
2009014 IDEA B TSA Transition 9.30.	0	25,000	25,000	16,623.81	8,173.53	202.66	99.2%
TOTAL EXPENSES	0	25,000	25,000	16,623.81	8,173.53	202.66	
2009015 IDEA B ESP ExtSupprtPa 9.30	0	4,630	4,630	4,630.00	.00	.00	100.0%
TOTAL EXPENSES	0	4,630	4,630	4,630.00	.00	.00	
2009059 ARPA-Right to Read 12.31.24	0	194,560	194,560	2,760.87	14,208.00	177,591.06	8.7%
TOTAL EXPENSES	0	194,560	194,560	2,760.87	14,208.00	177,591.06	
2009060 ARPA-SumMnHth 6.30.26	0	31,000	31,000	.00	.00	31,000.00	.0%
TOTAL REVENUES	0	0	0	-28,708.20	.00	28,708.20	
TOTAL EXPENSES	0	31,000	31,000	28,708.20	.00	2,291.80	
2009063 CT SEDS Grant	0	500	500	.00	.00	500.00	.0%
TOTAL EXPENSES	0	500	500	.00	.00	500.00	
2009080 TITLE III-A 20868	0	5,084	5,084	-26,606.61	26,769.77	4,920.43	3.2%
TOTAL REVENUES	0	0	0	-31,473.85	.00	31,473.85	
TOTAL EXPENSES	0	5,084	5,084	4,867.24	26,769.77	-26,553.42	
2009081 TITLE III-A NP	0	2,712	2,712	454.35	.00	2,257.70	16.8%
TOTAL EXPENSES	0	2,712	2,712	454.35	.00	2,257.70	
2009140 TITLE I 20679	0	5,344	5,344	30,915.85	153,163.83	-178,735.70	3444.6%
TOTAL REVENUES	0	0	0	-526.92	.00	526.92	
TOTAL EXPENSES	0	5,344	5,344	31,442.77	153,163.83	-179,262.62	
2009141 TITLE I NP	0	1,063	1,063	.00	.00	1,063.10	.0%
TOTAL EXPENSES	0	1,063	1,063	.00	.00	1,063.10	
2009300 TITLE IV-A 20873	0	1,187	1,187	-8,387.54	.00	9,574.83	-706.4%
TOTAL REVENUES	0	0	0	-9,525.67	.00	9,525.67	
TOTAL EXPENSES	0	1,187	1,187	1,138.13	.00	49.16	
2009301 TITLE IV-A NP 20873	0	2,181	2,181	.00	673.00	1,507.84	30.9%
TOTAL EXPENSES	0	2,181	2,181	.00	673.00	1,507.84	
2009350 HEADSTART ABCD OCT-SEPT	0	84,779	84,779	26,309.58	255,997.97	-197,528.82	333.0%
TOTAL REVENUES	0	-363,621	-363,621	-71,498.00	.00	-292,123.00	
TOTAL EXPENSES	0	448,400	448,400	97,807.58	255,997.97	94,594.18	
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	3,993	3,993	-1,471.41	.00	5,464.19	-36.9%
TOTAL REVENUES	0	0	0	-6,195.07	.00	6,195.07	
TOTAL EXPENSES	0	3,993	3,993	4,723.66	.00	-730.88	
2009450 IDEA PRE-K 20983	0	51,736	51,736	4,178.27	32,971.89	14,586.27	71.8%
TOTAL REVENUES	0	0	0	-3,146.77	.00	3,146.77	
TOTAL EXPENSES	0	51,736	51,736	7,325.04	32,971.89	11,439.50	
2009460 OPEN CHOICE	0	259,311	259,311	-42,443.61	54,248.44	247,506.31	4.6%
TOTAL REVENUES	0	0	0	-56,431.03	.00	56,431.03	
TOTAL EXPENSES	0	259,311	259,311	13,987.42	54,248.44	191,075.28	

FOR 2025 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009470 PERKINS GRANT 20742	0	0	0	.00	1,200.00	-1,200.00	100.0%
TOTAL EXPENSES	0	0	0	.00	1,200.00	-1,200.00	
2009480 TITLE II PART A 20858	0	8,229	8,229	7,443.91	69,481.74	-68,696.28	934.8%
TOTAL REVENUES	0	0	0	-10,863.47	.00	10,863.47	
TOTAL EXPENSES	0	8,229	8,229	18,307.38	69,481.74	-79,559.75	
2009481 TITLE II-A NP 20858	0	7,903	7,903	600.00	465.00	6,838.30	13.5%
TOTAL EXPENSES	0	7,903	7,903	600.00	465.00	6,838.30	
2009505 TPAUD-DFC	0	31,472	31,472	-721.55	485.00	31,708.07	-.8%
TOTAL REVENUES	0	0	0	-31,644.79	.00	31,644.79	
TOTAL EXPENSES	0	31,472	31,472	30,923.24	485.00	63.28	
2009507 TPAUD-Opioid Prevention	0	2,961	2,961	2,960.53	.00	.00	100.0%
TOTAL EXPENSES	0	2,961	2,961	2,960.53	.00	.00	
2009520 MAGNET TRANSPORTATION	0	78,820	78,820	-18,200.00	.00	97,019.90	-23.1%
TOTAL REVENUES	0	0	0	-18,200.00	.00	18,200.00	
TOTAL EXPENSES	0	78,820	78,820	.00	.00	78,819.90	
GRAND TOTAL	0	2,868,692	2,868,692	-45,020.72	1,903,822.25	1,009,890.58	64.8%

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

Trumbull Board of Education												
Special Revenue BOE Programs												
7/1/24 to 10/31/24									Fund Balance(Deficit) as of			
Org#	Description	Org	Obj	Prj	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2024	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	10/31/2024
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58
2059530	Agriscience	205	31510	Agri	-	-	5,822	-	(5,822)	168,309.95	-	162,488
2051121	Athletics	205	31510	Athle	112,739	-	32	40,000	72,708	141,495.76	-	214,203
2052651	Building Use	205	31510	bldgu	29,342	-	12,683	250	16,409	54,020.04	-	70,429
2051650	Continuing Ed	205	31510	ContE	23,942	-	14,066	74,656	(64,780)	(13,022.85)	-	(77,803)
2051100	Driver's Education	205	31510	DrEd	11,869	-	9,121	6,400	(3,652)	39,785.01	4,800	40,933
2051711	E Sports	205	31510	Sport	2,145	-	643	1,340	162	15,229.01	-	15,391
2051717	Elementary Strings & Band	205	31510	Pay	85,018	-	39,985	199,192	(154,158)	8,086.05	-	(146,072)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	19,071	-	45,659	83,297	(109,885)	(21,454.38)	5,188	(126,151)
2056230	Guidance/Testing	205	31510	Guid	25	-	-	-	25	11,635.49	-	11,660
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	368,911	-	80,225	429,231	(140,545)	121,781.25	-	(18,763)
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	367.58	-	368
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	2,400.52	-	2,401
2051019	PE Day	205	31510	PE	-	-	-	-	-	246.95	-	247
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	69,026	-	24,520	64,040	(19,534)	208,566.45	-	189,033
2055904	Rebates	205	31510	Reb	17,482	-	7,000	-	10,482	52,882.56	-	63,364
2051600	Summer Explorations	205	31510	SS	37,452	-	192,381	39,873	(194,802)	275,277.48	745	81,220
2052221	Take Home Device Insurance	205	31510	Take	48,009	-	31,020	4,915	12,074	23,482.27	-	35,556
2057100	THS AP Testing	205	31510	TEST	-	-	-	-	-	16,029.99	-	16,030
2051380	THS Auditorium	205	31510	Audi	-	-	-	-	-	3,534.88	-	3,535
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	1,712	-	1,280	1,000	(568)	3,779.08	-	3,211
2055400	THS Musical	205	31510	music	-	-	15,117	19,362	(34,479)	38,520.29	-	4,041
2051709	THS Student Parking	205	31510	Park	26,937	-	5,875	-	21,062	(153.55)	-	20,908
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	643.06	-	643
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	2,145.00	-	2,145
2055213	Voluntary Insurance	205	31510	VSION	-	-	27,801	195,265	(223,066)	1,836.43	-	(221,229)
	Total Special Revenue Fund				853,680	-	513,228	1,158,821	(818,369)	1,156,607.32	10,733	348,972
	* TECEC-Trumbull Early Childhood Education Center											
	* REACH-Regional Educational Academic and Counseling Help											
	* IIP-Interim Instructional (transition) Program											

School Lunch Financials for 2024-2025 School Year - FUND 210								
	7/31/2024 YTD	7/31/2024 Month	8/31/2024 YTD	8/31/2024 Month	9/30/2024 YTD	9/30/2024 Month	10/31/2024 YTD	10/31/2024 Month
Balance Sheet								
Assets:								
Cash	3,098,094		3,205,919		2,095,547		2,078,502	
Receivables	120,910		150,785		226,426		326,323	
Inventory	48,157		48,157		88,887		86,514	
Prepaid Expense	-		-		-		-	
Due From Others	-		-		-		-	
Total Assets:	3,267,161		3,404,862		2,410,860		2,491,339	
Liabilities:								
Accounts Payable	-		-		273,952		180,983	
Deferred Revenue	88,819		176,712		152,977		153,055	
Due to Town	1,069,465		1,128,356		259,714		414,928	
Medical/Dental Premium WH	-		-		-		-	
Reserve for Encumbrance	213,012		213,012		-		-	
Total Liabilities:	1,371,297		1,518,080		686,643		748,967	
Fund Balances:	1,895,864		1,886,781		1,724,218		1,742,372	
Statement of Revenues, Expenditures and Changes in Fund Balances								
Revenue/increases:								
Food Sales/Charges for Service	180	180	33,873	33,692	287,557	253,684	544,668	257,111
Intergovernmental	-	-	16,155	16,155	107,422	91,267	206,220	98,798
Other Income/Interest	-	-	-	-	-	-	817	817
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-
Total revenue/increases	180	180	50,028	49,847	394,979	344,951	751,705	356,726
Expenses/decreases	-		-		-		-	
Wages	7,371	7,371	20,776	13,405	123,934	103,159	235,156	111,221
FICA	564	564	1,537	973	7,382	5,845	13,444	6,062
Medical	38,238	38,238	82,561	44,323	119,159	36,598	155,263	36,104
Other Expenses	-	-	190	190	62,742	62,552	74,465	11,723
Supplies	-	-	39	39	22,670	22,631	38,780	16,109
Cost of Food	-	-	-	-	176,374	176,374	302,171	125,797
Equipment/Capital	-	-	-	-	103,549	103,549	135,104	31,555
Intergovernmental Transfer	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-
Total Expenditures/Increases	46,173	46,173	105,103	58,930	615,811	510,708	954,382	338,571
Incr/(Decr) in fund balances before operating transfers	(45,992)		(55,075)		(220,832)		(202,677)	
Operating Transfers in/(out)	-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(45,992)		(55,075)		(220,832)		(202,677)	
Fund Balances:								
Beginning of year	1,941,857		1,941,857		1,941,857		1,945,049	
Reversal of Unliquidated Reserve for Encumbrance					3,193			
End of period	1,895,864		1,886,781		1,724,218		1,742,372	
Months Revenue Control	180		49,847		344,951		356,726	
Month Expenditure Control	46,173		58,930		381,067		338,571	
Reversal of Unliquidated Reserve for Encumbrance					3,193			
Profit (Loss) for the month	(45,992)		(9,083)		(32,923)		18,155	

School Lunch Financials As of October 31, 2024 - FUND 210

Balance Sheet as of 10/31	Budget	10/31/24 School Lunch	Encumbered	Available/ (Over)	10/31/23 School Lunch	YTY Diff.	% Change
Assets:							
Cash		2,078,502			2,522,536	(444,034)	-17.60%
Receivables		326,323			328,034	(1,711)	-0.52%
Inventory		86,514			79,942	6,572	8.22%
Prepaid Expense							
Due From Town							
Total Assets:		2,491,339			2,930,513	(439,173)	-14.99%

Liabilities:							
Accounts Payable		180,983			163,823	17,160	10.47%
Deferred Revenue		153,055			144,346	8,709	6.03%
Due to Town		414,928			363,135	51,793	14.26%
Medical/Dental Premium WH							
Reserve for Encumbrance						-	
Total Liabilities:		748,967			671,304	77,663	11.57%
Fund Balances:		1,742,372			2,259,209	(516,836)	-22.88%

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

Revenue/increases:

Food Sales/Charges for Service	2,246,500	544,668	-	1,701,832	463,079	81,589	17.62%
Intergovernmental	942,356	206,220	-	736,136	229,327	(23,107)	-10.08%
Other Income/Interest	-	817	-	(817)	5,877	(5,060)	-86.10%
Intergovernmental (Town) Transfer				-		-	
Increases				-		-	
Total revenue/increases	3,188,856	751,705	-	2,437,151	698,283	53,421	7.65%

Expenses/decreases

Wages	1,060,173	235,156	996,063	(171,046)	196,172	38,984	19.87%
FICA	73,700	13,444	-	60,256	10,368	3,076	29.67%
Medical	544,516	155,263	363,938	25,315	152,368	2,895	1.90%
Other Expenses	106,588	74,465	43,749	(11,626)	52,290	22,175	42.41%
Supplies	85,000	38,780	70,583	(24,363)	30,382	8,397	27.64%
Cost of Food	1,145,750	302,171	1,157,868	(314,289)	294,636	7,535	2.56%
Equipment/Capital	112,700	135,104	-	(22,404)	9,958	125,146	1256.73%
Intergovernmental (Town) Transfer				-		-	
Decreases				-		-	
Total Expenditures/Increases	3,128,427	954,382	2,632,201	(458,156)	746,174	208,208	27.90%

Incr/(Decr) in fund balances before operating transfers		(202,677)			(47,890)	(154,787)	323.21%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		(202,677)			(47,890)	(154,787)	323.21%

Fund Balances:

Beginning of year		1,945,049			2,307,099	(362,050)	-15.69%
End of period		1,742,372			2,259,209	(516,836)	-22.88%
Month Revenue Control		356,726			361,187	(4,461)	
Month Expenditure Control		338,571			300,228	38,343	
Profit (Loss) for the month		18,155			60,959	(42,804)	-70.22%

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/24			7/1/24 to 10/31/24					Fund Balance as of 10/31/24		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	195.15	1,880.15	Brewster	-	-	1.48	1.48	1,685.00	196.63	1,881.63
-	6,447.02	6,447.02	Peter Burke	-	-	5.07	5.07	-	6,452.09	6,452.09
-	1,240.21	1,240.21	K. Capobianco	-	-	0.98	0.98	-	1,241.19	1,241.19
-	6,956.94	6,956.94	Donna Cassidy	-	-	5.47	5.47	-	6,962.41	6,962.41
-	39.65	39.65	Citizenship/Holdsworth	-	-	0.03	0.03	-	39.68	39.68
-	37,286.18	37,286.18	Chelsea Cunha	1,094.80	-	29.73	1,124.53	-	38,410.71	38,410.71
-	5,478.52	5,478.52	Mary Curtiss	-	-	4.31	4.31	-	5,482.83	5,482.83
10,000.00	1,136.83	11,136.83	S. Dick Electronics	-	-	8.76	8.76	10,000.00	1,145.59	11,145.59
-	1,093.70	1,093.70	Ran Grinnell	-	-	0.86	0.86	-	1,094.56	1,094.56
-	3,891.71	3,891.71	Clare Hampford	-	-	3.06	3.06	-	3,894.77	3,894.77
-	9.98	9.98	G. Hartz	-	-	0.01	0.01	-	9.99	9.99
-	10,870.00	10,870.00	Peter Horton	-	-	8.55	8.55	-	10,878.55	10,878.55
-	3,242.33	3,242.33	Klein/ Danaher	-	-	2.55	2.55	-	3,244.88	3,244.88
-	78.22	78.22	Lorimer	-	-	0.06	0.06	-	78.28	78.28
-	556.87	556.87	Dr. Gloria Maina	-	-	0.44	0.44	-	557.31	557.31
-	165.04	165.04	Frances S. Mallett	-	-	0.13	0.13	-	165.17	165.17
-	13,221.64	13,221.64	Loretta McDougall	-	-	10.40	10.40	-	13,232.04	13,232.04
-	6,320.00	6,320.00	Middlebrook Wings	-	-	4.97	4.97	-	6,324.97	6,324.97
-	9,559.86	9,559.86	Karen Mraz	-	-	7.52	7.52	-	9,567.38	9,567.38
-	537.37	537.37	National Merit	-	-	0.42	0.42	-	537.79	537.79
-	512.31	512.31	Ralph Pascale	-	-	0.40	0.40	-	512.71	512.71
8,000.00	1,037.94	9,037.94	PHNA	-	-	7.11	7.11	8,000.00	1,045.05	9,045.05
-	14,915.74	14,915.74	Jill Resnick	-	-	11.74	11.74	-	14,927.48	14,927.48
5,190.00	970.65	6,160.65	R. Rossomando	-	-	4.85	4.85	5,190.00	975.50	6,165.50
2,500.00	313.96	2,813.96	R. Simses	-	-	2.21	2.21	2,500.00	316.17	2,816.17
2,200.00	276.50	2,476.50	R. Stowe	-	-	1.95	1.95	2,200.00	278.45	2,478.45
-	1,113.69	1,113.69	Trumbull High	-	-	0.88	0.88	-	1,114.57	1,114.57
-	211.61	211.61	Jennie N. Villano	-	-	0.17	0.17	-	211.78	211.78
10,000.00	1,139.68	11,139.68	Zink	-	-	8.76	8.76	10,000.00	1,148.44	11,148.44
39,575.00	128,819.30	168,394.30	Total Scholarship Fund	1,094.80	-	132.88	1,227.68	39,575.00	130,046.98	169,621.98

FOR 2025 04

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

2051713 ELITE Business Program									

2051713	40205	DONATIONS	0	0	0	-10,125.00	.00	10,125.00	100.0%
2051713	40400	REVENUE	0	0	0	-8,881.00	.00	8,881.00	100.0%
2051713	40410	GCRev	0	0	0	-65.00	.00	65.00	100.0%
2051713	51120	AIDE-CLSRM	0	0	0	8,392.43	.00	-8,392.43	100.0%*
2051713	52001	FICA/MEDIC	0	0	0	258.03	.00	-258.03	100.0%*
2051713	54000	PURCH.PROP	0	0	0	2,946.20	8,370.75	-11,316.95	100.0%*
2051713	54101	ELECTRIC	0	0	0	.00	2,000.00	-2,000.00	100.0%*
2051713	54410	RENT	0	0	0	22,176.00	56,104.00	-78,280.00	100.0%*
2051713	54900	PROP SERV	0	0	0	5,019.49	9,003.21	-14,022.70	100.0%*
2051713	55000	Other Purc	0	0	0	1,863.28	3,513.41	-5,376.69	100.0%*
2051713	56000	Supplies	0	0	0	4,830.34	1,805.72	-6,636.06	100.0%*
2051713	56202	NATUR. GAS	0	0	0	.00	2,500.00	-2,500.00	100.0%*
2051713	58900	DUES	0	0	0	172.80	.00	-172.80	100.0%*
2051713	59999	PR YR DEF	0	-21,454	-21,454	.00	.00	-21,454.38	.0%*
GRAND TOTAL			0	-21,454	-21,454	26,587.57	83,297.09	-131,339.04	-512.2%

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

FOR 2025 04

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

2051709 THS Student Parking								

2051709	40150	IC FEE REV	0	0	0	-21.86	.00	21.86 100.0%
2051709	40400	Parking	0	0	0	-26,915.00	.00	26,915.00 100.0%
2051709	51127	SEC. GRD	0	0	0	608.85	.00	-608.85 100.0%*
2051709	52001	FICA/MEDIC	0	0	0	13.60	.00	-13.60 100.0%*
2051709	57202	SITE IMPR	0	0	0	5,250.00	.00	-5,250.00 100.0%*
2051709	58900	DUES	0	0	0	2.72	.00	-2.72 100.0%*
2051709	59999	PR YR DEF	0	-154	-154	.00	.00	-153.55 .0%*
GRAND TOTAL			0	-154	-154	-21,061.69	.00	20,908.14*****%

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

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Finance Committee of the Trumbull Board of Education **Special Meeting Minutes**

Date of Meeting: Thursday, October 31, 2024

Attendees: Committee Members: Jackie Norcel (Chair) and Julia McNamee; Staff: Paul Hendrickson and Peg Brindisi.

Location: Long Hill – Ellie’s Room

The meeting was called to order at 3:02 pm.

The minutes of the September 12, 2024 special meeting were approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Mr. Joe Chella, Director of Human Capital and Talent Development, was unable to attend due to sickness. He will be rescheduled for a future meeting.

Mr. Hendrickson presented the financial statements as of September 30, 2024 (first quarter 2024-25 financial statements). He pointed out that the available balance was approximately the same as September 2023. He also stated that the Public Benefits charge would cause the electricity account to be over budget; however, that might be mitigated to some extent by reduced health benefits expense.

In reviewing the Food Services financials, Mr. Hendrickson said that the statements would have shown a profit, but significant capital expenditures were made during the month. Also, the September claim was received on October 28th.

Mr. Hendrickson presented the proposed transfer from the Non-Lapsing Account to fund a miscoded transportation invoice and an audit invoice – both chargeable to the 2023-24 fiscal year. The proposed transfer of not to exceed \$83,000 was approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Ms. McNamee made a motion to forward the September 30, 2024 financial report to the Board of Education; Ms. Norcel seconded the motion. The motion passed 2-0.

Ms. McNamee made a motion to adjourn and the motion was seconded by Ms. Norcel. The motion passed 2-0, and the meeting was adjourned at 3:38 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 21, 2024

Attendees: Committee Members: Jackie Norcel (Chair), Julia McNamee, and Chris Bandecchi (via Google, 4:37 pm arrival); Staff: Paul Hendrickson and Peg Brindisi; Athletic Director Mike King and Director of Pupil Personnel Services (PPS) Dean Catalano.

Location: Long Hill – Ellie’s Room

The meeting was called to order at 4:35 pm.

The minutes of the October 31, 2024 special meeting were approved 2-0 (Ms. McNamee moved; Ms. Norcel seconded the motion).

Mr. Mike King presented an overview of the District’s athletic programs and answered several questions from the Committee. Mr. King and Mr. Hendrickson explained the Athletic Fund’s proceeds and disbursements.

Mr. Catalano addressed the intricacies and volatility of the PPS Department, in particular student tuition and transportation. He also answered questions from the Committee.

Mr. Hendrickson answered some questions from the Committee about the October 31, 2024 financials; he pointed out that electricity, Special Education out-of-district transportation, and PPS out-placed tuition would be budget challenges.

Mr. Hendrickson distributed a proposed 2025 Finance Committee schedule. The schedule will be discussed and finalized at the Committee’s January 9, 2025 meeting.

Ms. McNamee made a motion to forward the October 31, 2024 financial report to the Board of Education; Mr. Bandecchi seconded the motion. 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 5:42 pm.

Respectfully submitted,

Paul Hendrickson

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, December 10, 2024

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

No current Pending Litigation

Recommendation:

Receive and file.

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting December 10, 2024

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. Negotiations for a successor Agreement have begun.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025. Negotiations for a successor Agreement have begun.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2024 to June 30, 2028.
UE Local #21 Supervisor/ Support Staff UE LOCAL #21	Attorney Floyd Dugas	The UE Local #21 Supervisors Agreement covers the period from July 1, 2024 to June 30, 2027. The UE Local #21 Support Agreement covers the period from July 1, 2024 to June 30, 2027.